LEADERSHIP PUBLIC SCHOOLS
SAN JOSE

CHARTER & SUPPLEMENTAL MATERIALS

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

Submitted to the Santa Clara County Office of Education for renewal
on October 17, 2011

Charter approved by the Santa Clara County Office of Education on
December 14, 2011 with SCCOE conditions submitted March 28, 2012

Previous charter approved by the Santa Clara County Office of Education for
initial term on September 3, 2003 and renewal on December 2006
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFIRMATIONS / ASSURANCES</td>
<td>4</td>
</tr>
<tr>
<td>MODIFICATIONS TO LPS SAN JOSE CHARTER PETITION</td>
<td>5</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>7</td>
</tr>
<tr>
<td>CHARTER ELEMENTS</td>
<td>9</td>
</tr>
<tr>
<td>ELEMENT A: EDUCATIONAL PROGRAM</td>
<td>9</td>
</tr>
<tr>
<td>Population To Be Served by the School</td>
<td>9</td>
</tr>
<tr>
<td>21st Century Educated Person</td>
<td>10</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>12</td>
</tr>
<tr>
<td>How Learning Best Occurs</td>
<td>13</td>
</tr>
<tr>
<td>The LPS Common Spine</td>
<td>13</td>
</tr>
<tr>
<td>The Role of Technology</td>
<td>14</td>
</tr>
<tr>
<td>Plan For English Language Learners</td>
<td>14</td>
</tr>
<tr>
<td>Special Education, Section 504, and Americans With Disabilities Act</td>
<td>16</td>
</tr>
<tr>
<td>General</td>
<td>16</td>
</tr>
<tr>
<td>Special Education Services for Students under IDEA</td>
<td>16</td>
</tr>
<tr>
<td>Section 504 and Americans with Disabilities Act (“ADA”)</td>
<td>17</td>
</tr>
<tr>
<td>Transfer of Courses / College Entrance Requirements</td>
<td>18</td>
</tr>
<tr>
<td>ELEMENT B: MEASURABLE PUPIL OUTCOMES</td>
<td>19</td>
</tr>
<tr>
<td>ELEMENT C: ASSESSMENT OF MEASURABLE PUPIL OUTCOMES</td>
<td>20</td>
</tr>
<tr>
<td>ELEMENT D: LEGAL ISSUES, GOVERNANCE &amp; PARENTAL INVOLVEMENT</td>
<td>21</td>
</tr>
<tr>
<td>Legal</td>
<td>21</td>
</tr>
<tr>
<td>Governance</td>
<td>22</td>
</tr>
<tr>
<td>Responsibility of LPS Management</td>
<td>23</td>
</tr>
<tr>
<td>Parental Involvement in Governance and Operation of School</td>
<td>23</td>
</tr>
<tr>
<td>ELEMENT E: EMPLOYEE QUALIFICATIONS</td>
<td>24</td>
</tr>
<tr>
<td>Administrator and Support Staff Qualifications</td>
<td>25</td>
</tr>
<tr>
<td>Teacher Qualifications (Including California Credentialing and NCLB Compliance)</td>
<td>26</td>
</tr>
<tr>
<td>Professional Development</td>
<td>26</td>
</tr>
<tr>
<td>ELEMENT F: HEALTH &amp; SAFETY PROCEDURES</td>
<td>27</td>
</tr>
<tr>
<td>ELEMENT G: MEANS TO ACHIEVE RACIAL &amp; ETHNIC BALANCE OF DISTRICT</td>
<td>28</td>
</tr>
<tr>
<td>ELEMENT H: ENROLLMENT REQUIREMENTS</td>
<td>28</td>
</tr>
<tr>
<td>ELEMENT I: AUDIT, FISCAL ISSUES &amp; MEMORANDUM OF UNDERSTANDING</td>
<td>30</td>
</tr>
<tr>
<td>Annual Audit</td>
<td>30</td>
</tr>
<tr>
<td>Fiscal Issues</td>
<td>30</td>
</tr>
<tr>
<td>Financial Reporting</td>
<td>31</td>
</tr>
<tr>
<td>Memorandum of Understanding</td>
<td>31</td>
</tr>
<tr>
<td>ELEMENT J: PUPIL SUSPENSION AND EXPULSION</td>
<td>32</td>
</tr>
<tr>
<td>LPS Suspension - Expulsion Procedures and Parent/Student Due Process Rights</td>
<td>32</td>
</tr>
<tr>
<td>ELEMENT K: RETIREMENT SYSTEM</td>
<td>48</td>
</tr>
<tr>
<td>ELEMENT L: ATTENDANCE ALTERNATIVES</td>
<td>48</td>
</tr>
</tbody>
</table>
ELEMENT M: RIGHT TO RETURN AS DISTRICT EMPLOYEE .................................. 49
ELEMENT N: DISPUTE RESOLUTION PROCEDURES ................................................ 49
  Dispute Resolution Proposal..................................................................................... 50
ELEMENT O: EXCLUSIVE EMPLOYER ....................................................................... 51
ELEMENT P: SCHOOL CLOSURE ............................................................................... 51
  School Close-Out Process.......................................................................................... 51
CHARTER RELATED ISSUES ....................................................................................... 54
PETITION WITH REQUIRED NUMBER OF TEACHER SIGNATURES ......................... 55
APPENDIX .................................................................................................................. 58
LEADERSHIP PUBLIC SCHOOLS
SAN JOSE CHARTER

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

AFFIRMATIONS / ASSURANCES

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

- LPS conducts all required pupil assessment tests pursuant to Education Code Section 60605 and other applicable law.
- LPS is nonsectarian in its programs, admission policies, employment practices, and all other operations.
- LPS does not charge tuition.
- LPS does not discriminate on the basis of race, ethnicity, national origin, gender, sexual orientation or disability.
- LPS admits all pupils who wish to attend the charter school, subject only to capacity, applicable law, and procedures outlined in the charter.
- The meetings of the Board of Directors of Leadership Public Schools, a non-profit public benefit corporation, are held in accordance with the Brown Act.
- LPS complies with the Individuals with Disabilities in Education Act ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504"), and the Americans with Disabilities Act ("ADA").
- LPS complies with the Public Records Act, the Federal Educational Privacy Rights Act ("FERPA"), and No Child Left Behind Act ("NCLB").
- LPS shall continually strive for a healthy, collaborative, synergistic partnership with the District and Santa Clara County Office of Education.
- LPS has adopted the California State standards.
- LPS offers, at a minimum, the same number of minutes of instruction set forth in paragraph (3) of subdivision (a) of Education Code Section 46201 for the appropriate grade levels.
- LPS maintains written contemporaneous records that document all pupil attendance and make those records available for audit and inspection as set forth in Education Code Section 47612.5.
- LPS complies with all laws related to generating charter school apportionments for pupils over 19 years of age.
- LPS complies with all local, state and federal laws and regulations applicable to the operation of a charter school.

Dr. Louise Waters, CEO, Leadership Public Schools

October 14, 2011

Date
# Modifications to LPS San Jose Charter Petition

Throughout the entire document, numbers and particular specifics have been updated to comport with LPS San Jose’s current circumstances (e.g., enrollment, demographics, schedule, academic program, etc.)

## Overview of Modifications in Charter Renewal Documentation

<table>
<thead>
<tr>
<th>Modifications</th>
<th>Page #</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element A: Educational Program</strong></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>21&lt;sup&gt;st&lt;/sup&gt; Century Graduate</td>
<td>10</td>
<td>Updated to reflect increased specificity in terms of college readiness</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>12</td>
<td>No credit now given for Ds and Fs</td>
</tr>
<tr>
<td>How Learning Best Occurs</td>
<td>13</td>
<td>Updated to reflect role of technology and revised 21&lt;sup&gt;st&lt;/sup&gt; Century student outcomes</td>
</tr>
<tr>
<td>The LPS Common Spine</td>
<td>13</td>
<td>New reflecting the continued improvement of curriculum, data and assessment, and access resources supporting the core academic program</td>
</tr>
<tr>
<td>Plan for English Learners</td>
<td>14</td>
<td>Updated to include three-tiered EL supports differentiated by CELDT level</td>
</tr>
<tr>
<td>Special Education</td>
<td>16</td>
<td>Edited for clarity and conciseness – no substantive changes; County role and notification procedures</td>
</tr>
<tr>
<td><strong>Element B: Measureable Pupil Outcomes</strong></td>
<td>19</td>
<td>Updated to reflect new benchmarks and growth measures</td>
</tr>
<tr>
<td><strong>Element C: Assessment of Measurable Pupil Outcomes</strong></td>
<td>20</td>
<td>Updated to reflect new benchmarks and growth measures</td>
</tr>
<tr>
<td><strong>Element D: Legal Issues, Governance &amp; Parent involvement</strong></td>
<td>22</td>
<td>Updated to reflect current Board members and County right to appoint Board member to LPS Board</td>
</tr>
<tr>
<td><strong>Element E: Employee Qualifications</strong></td>
<td>24</td>
<td>Updated to reflect current job descriptions and professional development practices; clarification no non-core courses offered</td>
</tr>
<tr>
<td>Element F: Health &amp; Safety Procedures</td>
<td>27</td>
<td>Policy on administration of medication</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>----</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Element G: Means to Achieve Racial &amp; Ethnic Balance</td>
<td>28</td>
<td>No changes</td>
</tr>
<tr>
<td>Element H: Enrollment Requirements</td>
<td>28</td>
<td>Minor edits to update timelines</td>
</tr>
<tr>
<td>Element I: Audit, Fiscal Issues &amp; MOU</td>
<td>30</td>
<td>Minor edits for clarity</td>
</tr>
<tr>
<td>Element J: Pupil Suspension &amp; Expulsion</td>
<td>32</td>
<td>Minor edits for clarity on County role; Addition of LPS Suspension – Expulsion Procedures</td>
</tr>
<tr>
<td>Element K: Retirement System</td>
<td>48</td>
<td>Updated to reflect current company information</td>
</tr>
<tr>
<td>Element L: Attendance Alternatives</td>
<td>48</td>
<td>No changes</td>
</tr>
<tr>
<td>Element M: Right to Return as District Employee</td>
<td>49</td>
<td>Clarification on sick leave, vacation leave and service credit rights</td>
</tr>
<tr>
<td>Element N: Dispute Resolution Procedures</td>
<td>49</td>
<td>Proposed dispute resolution process</td>
</tr>
<tr>
<td>Element O: Exclusive Employer</td>
<td>51</td>
<td>No changes</td>
</tr>
<tr>
<td>Element P: School Closure</td>
<td>51</td>
<td>Minor edits for formatting</td>
</tr>
<tr>
<td>Charter Related Issues</td>
<td>54</td>
<td>Update with new CEO and Network address</td>
</tr>
<tr>
<td>Appendix Documents</td>
<td>58</td>
<td>Appendices A-J have been updated with current course, enrollment, financial, and data information.</td>
</tr>
</tbody>
</table>
INTRODUCTION

Leadership Public Schools, Inc. ("LPS") is a nonprofit public benefit corporation founded in 2002 by experienced educators and entrepreneurs.

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

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

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

The Charter Schools Act states:

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

a) Improve pupil learning;
b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low-achieving;
c) Encourage the use of different and innovative teaching methods;
d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;
f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems;
g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.
California Education Code Section 47601(a-g)

Further, Education Code section 47605(b) states in pertinent part: “In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.” LPS will make important contributions to the legislative goals outlined above. By granting this charter renewal petition, the charter authorizer will help fulfill the intent of the Charter Schools Act while providing students in the area with an additional quality educational option.

LPS Leadership

Leadership Public Schools was founded by a group of experienced charter developers, educators, administrators, Board of Directors and partners. LPS’ current CEO and Superintendent, Dr. Louise Waters, has over thirty-five years of successful experience in urban education as a teacher, principal, Associate Superintendent, university professor and researcher. Since April 2008 she has led the four Leadership Public Schools in the LPS Charter Management Organization. All members of the LPS Management Team have extensive experience in education within their specific areas of expertise.

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

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

ELEMENT A: EDUCATIONAL PROGRAM

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

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

**Population To Be Served by the School**

LPS aims to serve diverse and traditionally underserved students, with the objective of graduating students who are self-motivated, competent, and lifelong learners, roughly reflecting the racial and ethnic socio-economic background of schools within the Santa Clara County Office of Education (“SCCOE”) and City of San Jose.

“Traditionally underserved students” is defined by the LPS Board as low-income students who are eligible for the National School Lunch Program, traditionally underserved students of color, or students who are the first generation to attend college in their families.

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

The means to achieve this diversity and a student population that roughly reflects the diversity of the district is described in more detail in Elements G and H below.
21st Century Educated Person

Leadership Public Schools has adopted 21st Century student outcomes framed by our motto: Learn, Lead Succeed. These outcomes are:
**LEAD**

**PERSONAL EMPOWERMENT**
- Articulates a personal vision for college and beyond
- Self-aware
- Conscious of personal health and fitness
- Resilient
- Self-advocate, seeks out resources to solve problems

**ACCOUNTABILITY & RESPONSIBILITY**
- Independent worker
- Accountable to self and others
- Effective group member
- Responsible to larger community

**COMMUNITY**
- Committed to the school community
- Globally aware
- Able to guide and positively influence others

**SUCCEED**

**COLLABORATION**
- Facilitator
- Goal setter and task manager
- Cross-cultural collaborator
- Conflict resolver
- Active listener and respectful communicator

**COMMUNICATION**
- Effective verbal, nonverbal and written communication
- Code-switcher matching language to setting
- Effective information manager
- Effective technology user

**COLLEGE KNOWLEDGE**
- Aware of college and financial aid options and requirements
- Identifies college transition supports
- Effective study & time manager
Graduation Requirements

LPS’ current graduation requirements are designed to ensure that students meet these 21st Century student outcomes, and meet or exceed the University of California “A-G” admissions course requirements. This list of graduation requirements should not be confused with course offerings. The School offers more courses than those required for graduation. The School may also require students to demonstrate their performance through portfolios and exhibitions. Students may fulfill course requirements through coursework at the School or through an accredited and LPS-approved coursework online program (e.g., University of California Online Program) or at a local community college. Subject to further revision and improvement, they include:

<table>
<thead>
<tr>
<th>UC Group</th>
<th>Subject Area</th>
<th>State</th>
<th>UC/CSU</th>
<th>LPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>English</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>b</td>
<td>Mathematics</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>c</td>
<td>History/Social Science</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d</td>
<td>Laboratory Science</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>e</td>
<td>Language other than English</td>
<td>1*</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>f</td>
<td>Visual and Performing Arts</td>
<td>1*</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>g</td>
<td>Electives</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>8</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Additional Courses</td>
<td>9</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Totals:</td>
<td></td>
<td>14</td>
<td>15</td>
<td>24</td>
</tr>
</tbody>
</table>

*One year language other than English or one year visual and performing arts
\1-Includes elementary and advanced algebra and 2- and 3-dimensional geometry.
\2-State: One year history, cultures, geography and one year U.S history and one semester government and civics and one semester economics; UC: one year history, cultures, geography and one year U.S history or ½ U.S. history & ½ civics/government; CSU: one year US history and one additional year of social science.
\3-UC: Provide fundamental knowledge in at least two of the following three disciplines: biology, chemistry, physics; CSU: One life science and one physicals science.
\4-Two years in the same language.
\5-One year in one of the following four disciplines: dance, drama/theater, music, visual art.
How Learning Best Occurs

In order to achieve the student outcomes detailed above, LPS has developed an educational approach that includes: 1) a **College Ready Curriculum** where not only do all students take a UC/CSU A-G course sequence, but all courses are designed to allow them to reach our goals for success in college and beyond; 2) **Supports to Become College Ready** that allow us to bridge the two parts of our mission – serving students who enter high school significantly below grade level while at the same time preparing them to be successful in college; and 3) a **College Ready Culture** where students learn the habits of mind, develop the confidence and attitudes, and become empowered to succeed in college and return to their communities as leaders.

The LPS Common Spine

To give teachers the needed resources to provide students with a college-ready curriculum and supports, we have collaboratively developed the LPS Common Spine. Much like the role of the spine in the human body, the LPS Common Spine provides the structure for Leadership Public Schools’ instructional program. Like the spine, while providing stability and structure, it is flexible and is but one element of the whole. The Common Spine includes:

**Curriculum Content**
- **Scope and Sequence**: the agreed-upon standards, topics and instructional pace for each course – tightly defined in some cases (math) and more loosely in others (English).
- **Core Content Resources**: the online textbooks and other key pieces of shared content that define the “meat” of the course.
- **Applied Learning**: the activities that extend learning and develop both critical thinking and college-readiness skills – science labs, projects, Socratic Seminars, debates, etc.

**Assessment**
- **CST / Standards-Aligned Interim Assessments**: Three interim (benchmark) assessments and a practice exam aligned to the CST, AP, SAT or other appropriate external summative exam.
- **Critical-Thinking Measures**: Writing portfolios, lab write-ups, essay exams using primary-source documents and other assessments built in conjunction with the California State University.
- **Formative Assessments**: Unit tests, quizzes for ExitTicket.org, rubrics, etc. to be scored and used by teachers within their own classes.

**Access Supports**
- **Literacy Scaffolds**: embedded reading comprehension, vocabulary and writing supports, as seen in the College Access Readers, the online textbooks LPS has developed in conjunction with the CK-12 Foundation.
- **Numeracy Scaffolds**: online differentiated numeracy supports as in FlexMath.
- **Spanish Translations and Text-to-Speech**: resources for Special Education students and recent immigrants (assessments and assignments given in English).
• **Multi-media:** simulations, Khan Academy-style videos and other multi-media to improve comprehension.

All Common Spine resources are digital and stored online. Almost all are open-source, free, and editable, and they are continually improved through the re-integration of classroom practices that have shown results.

**The Role of Technology**

Over the next five years Leadership Public Schools is moving toward a blended learning / blended teaching model that leverages technology to support our instructional program and move students to achieve our 21st Century student outcomes. This model includes:

• **A blended-learning environment** where students use technology for remediation, differentiated practice, acceleration, increased course choice and pace, and support to access core content.

• **A blended-learning environment** that allows students to track concept mastery with just-in-time data while using a wide range of data to take charge of their paths to college and beyond.

• **A blended-learning environment** that provides college-ready technology communication skills (tech and information literacy) and career-oriented technology production skills (web design, app development, eCommerce).

• **A blended-teaching environment** that ensures strong results with the full range of teachers, from new to experienced.

• **A blended-teaching environment** that provides consistency across time and classrooms.

• **A blended-teaching environment** that supports teacher innovation and creativity built around high-quality, common curricula and assessments.

• **A blended-teaching and learning environment** that leverages open-source resources in order to minimize cost and maximize flexibility.

• **A blended-teaching and learning environment** that can be used with limited technology resources and skills but that increases in power and sophistication as those resources increase.

**Plan For English Language Learners**

The LPS EL program supports students on three levels: *access to and support for the core, strategic support, and intensive intervention.*

An important component of our mission is to create access to core content for all students. To that end, we have developed our own curricular resources in close collaboration with the CK-12 Foundation, which offers SBE-approved, open-source textbooks in Math and Science. Our materials are called “College Access Readers.” The Readers are differentiated, modifiable, flexible, provided in English and in Spanish, and compatible with the text-to-speech software we implemented for further support. As of this writing, we have completed Readers in Algebra 1, Geometry, and Biology; during the 2011 – 2012 year, we will develop Readers in Algebra 2, Environmental Science, Chemistry, and Physics.
These curricular resources have been developed through a process of intense and sustained collaboration among teachers from all school sites. Training teachers how to use these resources has served as embedded professional development, which is reinforced by the ongoing literacy-focused professional development teachers receive at both the site and network levels.

Beyond support and access to the core, LPS San Jose also provides strategic support, including an after-school and vacation intervention program, as well as the use of the online DynEd targeted ELD program in the Academic Leadership class.

Our intensive intervention focuses on reading intervention and English language support. The Read180 California program (including the language-centered “L Book” and System 44) comprises the comprehensive curriculum of our Reading course. “First English,” the DynEd level for CELDT 1 and 2 English Learners is also used in the Reading course and in after-school intervention. Supplemental materials on this subject are also included in Appendix B.
Special Education, Section 504, and Americans With Disabilities Act

General

LPS does not discriminate on the basis of disability or special needs of any kind. LPS complies with the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), and all other state and federal laws governing special needs students. As described above, the School shall utilize its Student Study Team process to guide referrals of students for evaluation under Section 504 or the IDEA.

Special Education Services for Students under IDEA

As allowed by law, LPS at its option may elect to participate and function as a public school of the District or County for purposes of special education, pursuant to Education Code Section 47641, LPS as its own LEA, has partnered with the El Dorado County SELPA, LPS, in partnership with the El Dorado County SELPA, bears full responsibility for meeting the needs of special education students, working cooperatively with the SELPA to which it belongs, and providing services through a combination of internal staff, third-party service providers, or other arrangements. As the LEA for special education purposes, all special education funding attributable to LPS’ students will flow directly to LPS pursuant to the SELPA’s budget allocation plan, and LPS will not pay a portion of the charter authorizer’s special education encroachment to ensure that the needs of all students with disabilities are met.

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

Under either of the two options mentioned above, LPS will seek to maintain open communications with the SELPA and/or charter authorizer to ensure that students with exceptional needs are identified and that their needs are evaluated and served in compliance with all applicable laws. Additionally, LPS will notify in writing, the district of residence and the Authorizer when a Special Education student enrolls, becomes eligible, ineligible and/or leaves LPS. When a student with an IEP enrolls in or transfers out of LPS, the Special Education staff of LPS will email and/or write the sending or receiving district to assist the student in the transition from school to school.
Section 504 and Americans with Disabilities Act (“ADA”)

LPS shall be solely responsible for compliance with Section 504.

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

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

a) Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

b) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.

c) Tests which are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student’s impaired sensory, manual or speaking skills.

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

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

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability. All 504 team participants, parents, and guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

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

**Transfer of Courses / College Entrance Requirements**

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

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

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

**Parent Notification Regarding Course Eligibility for College**

- As discussed in Element A, the School’s graduation requirements are based on the University of California “A-G” requirements. LPS’ courses either have received approval or will be submitted for approval by the University of California. The parents and students at the School will be notified periodically via the LPS website, school materials and/or mailed letters of both the prospective course eligibility for the University of California and the courses as they are approved.
Parent Notification Regarding Credit Transferability

- Students seeking to transfer into the School will be notified in person or via email or a mailed letter of the prospective credit transferability. LPS proposes the following initial plan for credit transferability for students transferring to the School:

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

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

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

**ELEMENT B: MEASURABLE PUPIL OUTCOMES**

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

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

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

1. A positive ranking on the California Academic Performance Similar Schools Index

   *Benchmark:* At least 6 or higher on the California Academic Performance Similar Schools Index
2. A high student attendance rate using the School District high school rankings as a norm.

    *Benchmark: At least 93% attendance at the School.*

3. Continuous individual student growth on value-add measures

    *Benchmark: Individual student growth of one CST level per year in English and / or on other accepted growth measures.*

All students will be assessed in these areas, including special education students, English language learners and students who are underperforming. Special education students will receive all legally required accommodations and those required in their Individual Education Plans (“IEPs”), described in detail under Element A (above).

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

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

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

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

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

<table>
<thead>
<tr>
<th>Pupil Outcome Goals</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A high ranking on the California Academic Performance Index Similar Schools Rank</td>
<td>Compare the School’s California Academic Performance Index Similar School’s rank to the School District high schools.</td>
</tr>
<tr>
<td></td>
<td>Benchmark: 6 out of 10</td>
</tr>
<tr>
<td>2. A high attendance rate using the School District high schools as a norm.</td>
<td>Compare the School’s annual attendance rate to School District’s high school attendance rate.</td>
</tr>
<tr>
<td></td>
<td>Benchmark: 93% attendance at the School.</td>
</tr>
<tr>
<td>3. Continuous individual student growth on value-add measures</td>
<td>Individual student growth of one CST level per year in English and / or other accepted growth measures.</td>
</tr>
<tr>
<td></td>
<td>Benchmark: Each student below proficient on the CST ELA will move one level per year in English and / or show one year of growth on an accepted growth measure such as the NWEA Measures of Academic Progress (MAP).</td>
</tr>
</tbody>
</table>
ELEMENT D: LEGAL ISSUES, GOVERNANCE & PARENTAL INVOLVEMENT

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

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

**Legal**

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

A copy of LPS’ Articles of Incorporation, Bylaws and IRS 501(c)(3) Determination Letter are included in the supplemental materials previously submitted to the board with the initial charter petition and have not been changed or modified.

LPS shall operate autonomously from the charter authorizer, with the exception of the supervisory oversight as required by statute. Depending on the charter authorizer and SELPA status of the school, LPS may also operate autonomously in regards to special education services as allowed by statute. Pursuant to the Education Code Section 47604(c), the charter authorizer shall not be liable for the debts and obligations of the School operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the School as long as the charter authorizer has complied with all oversight responsibilities required by law.

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

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

LPS will retain its own legal counsel when necessary. It will purchase and maintain as necessary appropriate levels of general liability and other insurance, and name the charter authorizer as an additional insured. LPS is currently insured by ASCIP (The Alliance of Schools for Cooperative Insurance Programs), which insures many school districts in California.
LPS shall be responsible for implementing the Charter Schools Act and any other applicable laws in a good faith manner, and to cooperatively pursue any necessary waivers or approvals (e.g., any California State Board of Education requirements or the School’s grant applications needing a Local Educational Agency signature) necessary to implement the charter or seeking appropriate funding.

**Governance**

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

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

Current Board members include Josefina Alvarado-Mena (CEO, Safe Passages), Adam Cioth (Managing Partner, rolling hills Capital), Larry Cuban (Professor of Education, Stanford University), Sandy Dean Partner (Sansome Partners), Marsha Dugan (Active in Community Affairs), D'Lonra Ellis, Esq. (Gap), Karen Eulloqui (student, LPS San Jose), Mutiu Fagbayi (Pres, CEO Performance Fact), Karene Gray (parent LPS College Park), Heather Hiles (CEO, Pathbrite and LPS Board Secretary), Mark Kushner (VP, K12 Inc.), JR Matthews (Managing Director, Tregaron Capital and LPS Board Chair), Stu McLaughlin (Partner, Sansome Partners and LPS Board Treasurer), Ana Olazava-Broadbent (LPS San Jose Counselor), Jack Selby (Co-founder, Clarium Capital Management, Inc.), Nicole Sheehan (Active in Community Affairs), Alex Terman (Founder & CEO, Digital Parent and LPS Board Vice Chair), Ricardo Toyloy (Citibank), and Louise Waters (Superintendent & CEO, Leadership Public Schools and LPS Board President). LPS Bylaws provide for a teacher member, parent member, and student member on the Board of Directors.

The Board will allow for the appointment of a director by its Authorizer pursuant to Education Code Section 47604(b). The Charter School’s board of directors shall seat the appointed director upon written notification from the Superintendent of such an appointee. Any such appointed director shall have all the rights and privileges of any regular member of the board of directors and shall be subject to all the same terms and conditions of office.

The method of Board election, terms and replacement are all addressed in detail in the LPS Board of Directors Bylaws. Director terms are three years and are staggered. Vacancies are filled by a nominating committee, and approval requires a majority vote by the Board of Directors as required under the law. LPS agrees to provide copies of any changes to the Bylaws to the charter authorizer.
As further outlined in the Board’s bylaws, the Board of Directors is responsible for:

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

The LPS Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board of Directors may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Responsibility of LPS Management

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

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

The Principal may delegate his or her responsibilities further to other school site staff such as the Dean, counselors, office manager, academic department chairs and/or teachers. Within the context of the LPS Board policies as outlined in the LPS Operations Guide, current school responsibilities include hiring, instructional plan and supervision, student discipline up to suspension, and discretionary budget management.

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

Parental Involvement in Governance and Operation of School

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

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

In addition, parents are also involved with the governance and operation of the School via a School Site Council (“SSC”), in compliance with regulations for Title I and other federal funding. The SSC is comprised of representatives of all School constituencies, including parents, students, teachers and administrators. The SSC will participate in reviewing and proposing school and LPS policies, soliciting the views of all their respective constituencies, sharing in the efforts to improve the school and engaging the support of the community. The SSC is valuable governance advisory body for the Principal. Except for those responsibilities legally delegated or, as mentioned above, all formal and legal governance responsibility for LPS resides with the LPS Board of Directors.

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

**ELEMENT E: EMPLOYEE QUALIFICATIONS**

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

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

LPS recruits 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 which empowers students academically.

LPS requires fingerprint background clearance and TB clearance on all employees, and all teachers and staff will meet the legal requirements for employment, including applicable credentialing requirements.
Administrator and Support Staff Qualifications

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

The Principal is the instructional leader, key person at the School responsible for supervising the teachers and non-instructional staff at the school and is responsible for guiding the School student achievement outcomes as outlined in the Educational Program.

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

**College Ready Curriculum**
- A-G curriculum = all students graduate course-eligible for UC / CSU
- LPS exit proficiency = CSU criteria for placement without remediation
- Personalization = Advisory pairing teachers and students for four years.
- College Access Resources = rigorous content and literacy simultaneously

**College Ready Supports**
- Personalization = small classes and on-going progress monitoring through four-year Advisory
- Academic Reading, Writing, Research and Study Skills = embedded in all courses
- Intensive freshman induction year
- Targeted Afterschool Interventions
- Personalized Pathways to College program = diagnostic data and computer assisted support

**College Ready Culture**
- Personalization = close student-teacher relations and tailored academic programs
- School culture = clubs, activities, athletics and community celebrations
- LPS Signature Experiences = Freshman Leadership Retreat, College Tours, plus a yearly Week Without Walls

**Additional qualifications currently include:**
- 2 years of successful educational administrative experience, preferably as a principal or vice principal of an urban high school
- 3 or more years of successful experience teaching in an urban district
- A commitment to access and to rigorous learning for all students
- A sense of urgency in addressing the needs of our students.
- Experience with engaging and motivating urban youth
- Expertise as an instructional leader; knowledge of instructional strategies that accelerate the achievement of underperforming students, English learners and special education students
- Experience with change management and data-based reflective practice
- Experience managing a budget, facilities, schedules and other operational tasks
• Ability to communicate effectively orally and in writing
• Ability to speak Spanish in schools with predominantly Latino/a populations
• Success in leading a cohesive team with a strong cultural perspective
• Comfortable with a charter environment of flexible roles

**Teacher Qualifications (Including California Credentialing and NCLB Compliance)**

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

The most important qualifications for LPS teachers are:
- Academic expertise & enthusiasm for content area (English, Math, Science, Spanish, Art, etc.)
- Record of effective teaching and high achievement in the classroom
- Experience using assessment data to refine curriculum and inform instruction
- A passion for teaching that provides vital energy to improve the minds and lives of students
- Evidence of professional reflection and collaborative work
- Experience in urban schools
- Experience teaching with varied instructional strategies
- Appropriate CA teaching credential with EL authorization
- A commitment to both excellence and equity
- Ability to work under pressure and adapt easily
- Willingness to contribute to student activities, instructional office hours, and school committee
- Comfortable with a charter environment including flexible roles

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

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

LPS San Jose does not offer any non-core, non-college prep course offerings during the instructional school day and therefore does not have any teacher hiring qualifications for such offerings.

**Professional Development**

LPS attracts and retains talented teachers by sharing an exciting vision commitment to excellence and creating a professional environment where staff can learn and grow along with their students. To that end, LPS invests heavily in professional development for our staff.
Our talented staff are committed to continuing their own learning and refining their practice to stay current in the field ensuring a quality education for all. LPS has weekly collaboration and school site professional development in addition to up to ten professional development days each year. These may include:

- 6 days of summer training to become fluent with our culture and program.
- 4 days of staff development interspersed throughout the academic year.

Professional development and collaboration occurs on a weekly basis at the site level, virtually, and in person across the four schools of the Leadership Public Schools network. There are also weekly meetings focusing on teaching and learning, and time set aside for teacher collaboration on a weekly basis. Professional development includes cycles of inquiry analyzing the various types of assessment data as well as professional learning communities that continually refine and improve the implementation of the Common Spine.

**ELEMENT F: HEALTH & SAFETY PROCEDURES**

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

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

The School complies 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.

As 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.

LPS San Jose will adhere to Education Code Section 49423 regarding the administration of medication in the school. Parents are to notify the school if their child is on continuing medication. This notification shall include the completed LPS San Jose Medicine Distribution Consent form. Forms for administering medication may be obtained from the school manager. This form must be renewed annually or whenever the prescription changes.

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 maintains 3 days of emergency food and water supplies on campus as well as an emergency lock down kit for each classroom.
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 & ETHNIC BALANCE OF DISTRICT**

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

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

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

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

LPS has extensive experience successfully reaching the students desired in multiple other charter schools.

**ELEMENT H: ENROLLMENT REQUIREMENTS**

*Governing Law: Admission requirements, if applicable.*

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

The following admission requirements are intended to create informed applicants who want to attend the School and are committed to the School program: (1) attendance at an enrollment
information session or participation in a home visit by LPS staff; (2) completing a written application.

LPS is committed to maintaining a diverse student body. To attain our vision of a racially and economically diverse student population, including traditionally underserved students, English Learners and Special Education students, we use a multiple targeted recruitment and outreach strategies designed to reach out to underserved.

First, as indicated in Element G above and in the updated Enrollment Plan included in Appendix C, we will exert considerable effort recruiting students from middle schools and community student programs serving low-income students.

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

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

1. Siblings of enrolled students (not applicable the first year).
2. Children of LPS staff.
4. Students who reside within Santa Clara County, but outside of the East Side Union High School District.

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

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

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

**October through February**
- Extensive student outreach as provided in outreach plan included in supplementary information.

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

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

**ELEMENT I: AUDIT, FISCAL ISSUES & MEMORANDUM OF UNDERSTANDING**

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

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

**Annual Audit**

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

**Fiscal Issues**

LPS will develop and the LPS Board of Directors will approve balanced budgets prior to each fiscal year. Annual budgets will contain reserves and will be submitted to the charter authorizer, County Office of Education, and any other entities as required by law.
LPS may receive funding in accordance with Education Code, Charter Schools Act and other appropriate laws, and will opt to receive funding directly from the State. These funds may include, but are not limited to, general purpose block grant, in lieu of economic impact aid; the California State Lottery; categorical block and non-block grants; charter school funding from the California Department of Education, the federal government or other sources; and any other available or mutually agreeable sources of funding for programs. LPS expects that any funds received by the charter authorizer and due to the school will be forwarded to LPS in a timely fashion.

Financial Reporting

The Charter School shall provide reports to the County Office of Education as follows, and may provide additional fiscal reports as requested by the County Office of Education:

1. By July 1, a preliminary budget for the current fiscal year.

2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on or before December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the County Office of Education shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Memorandum of Understanding

LPS agrees to negotiate in good faith to develop a Memorandum of Understanding that establishes the specific financial and service relationship between the parties. LPS hopes that this Memorandum of Understanding will accomplish the following, among other things:

- Address funds transfer and fiscal oversight procedures,
- Transfer of course credits for the School’s classes,
- Address enrollment outreach efforts (e.g., access to middle schools),
- Indicate the charter authorizer services, if any, and opportunities that will require a fee, and
- Enable the efficient and fair resolution of disagreements or disputes between LPS and the charter authorizer.

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

**ELEMENT J: PUPIL SUSPENSION AND EXPULSION**

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

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

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

The current suspension and expulsion procedures, subject to LPS Board approval and revision in the future to ensure policies are up-to-date with current law and as necessary based upon the School’s practical needs, was included in the supplemental materials previously submitted. In the case of the recommendation for suspension and/or expulsion of a student identified under the Individuals with Disabilities Education Improvement Act or for whom there is a basis of knowledge by the LPS of qualification under the same, LPS will conduct a manifestation determination prior to taking any disciplinary action.

While under Expulsion from LPS, a student may not enroll in another California school district without the permission of the district of residence or the receiving district. However, students who are involuntarily transferred or expelled from LPS shall be responsible for seeking alternative enrollment within their district of residence. Pursuant to Education Code 48915.1 (b), LPS has the obligation to inform any school district(s) in which an expelled student may seek to enroll of this expulsion from Leadership Public Schools. LPS will also inform the Authorizer of this disciplinary action.

LPS believes that a student seeking enrollment in a district school will be considered for enrollment under its policies and procedures related to the re-enrollment of involuntary transfers or expelled pupils. LPS will account for suspended or expelled students in its average daily attendance accounting as provided by law.

**LPS Suspension - Expulsion Procedures and Parent/Student Due Process Rights**

**Introduction**

Leadership Public Schools ("LPS") believes that one of the major functions of education is the preparation of youth for responsible citizenship. LPS shall foster a learning environment that
reinforces self-discipline and the acceptance of personal responsibility. In addition, LPS shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

In order to maintain an environment that will prepare LPS students for responsible citizenship, LPS has developed and adopted the policies and procedures set forth in this document. This document is designed to guide LPS schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or involuntarily transferred will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

**Student Due Process**

The LPS Board of Trustees shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation.

**Suspension**

Definition: Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. It can include an in-school suspension at the discretion of the school, assuming adequate space and supervision. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school.
2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any LPS voluntary activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

*Authority to Suspend:*

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day.
2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

3. The CEO or his/her designee may extend a student's suspension pending final decision by the LPS Disciplinary Review Committee or Hearing Officer (as authorized by the LPS Board of Trustees) on a recommendation for expulsion (involuntarily transferred). This Committee may consist of the Director of Student Services, his/her designee(s), other LPS administrators, and other LPS school personnel (Counselors, Deans, etc.).

4. A Special Education student being considered for Expulsion may be suspended for ten (10) consecutive days pending the outcome of the Manifestation Determination IEP procedure in accordance with the Individuals With Disability Act (IDEA). (See section: Suspension and Expulsion of students with disabilities).

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the CEO or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school sponsored activity.

A pupil may also be suspended or expelled for engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to:
(a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or (c) can be shown to cause a substantial disruption to school operations.

**Grounds for Suspension and Expulsion**

The following information is designed to provide uniformity within LPS in matters of student misconduct requiring disciplinary action.

The following offenses constitute grounds for suspension and expulsion and may require police notification:

- **Physical Injury:** Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. Notification to police at the discretion of school officials.
• **Weapons, Explosives, Dangerous Objects:** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. Notification to police required.

• **Controlled Substances/Alcohol:** Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. Notification to police required.

• **Substances in Lieu of Controlled Substances:** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. Notification to police at the discretion of school officials.

• **Robbery or Extortion:** Committed or attempted to commit robbery or extortion. Notification to police at the discretion of school officials.

• **Damage to Property:** Caused or attempted to cause damage to school property or private property. Notification to police at the discretion of school officials.

• **Theft of Property:** Stole or attempted to steal school property or private property. Notification to police at the discretion of school officials.

• **Tobacco:** Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products with the consent of a school official.

• **Obscenity/Profanity:** Committed an obscene act or engaged in habitual profanity or vulgarity.

• **Drug Paraphernalia:** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. Notification to police at the discretion of school officials.

• **Disruption/Defiance:** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. Notification to police at the discretion of school officials.
• **Received Stolen Property:** Knowingly received stolen school property or private property. Notification to police at the discretion of school officials.

• **Imitation Firearm:** Possessed an imitation firearm. *Definition of Imitation Firearm:* a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. Notification to police at the discretion of school officials

• **Sexual Assault/Sexual Battery:** Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. Notification to police required. *Definition of Sexual Assault:* includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.) *Definition of Sexual Battery:* the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse (Penal Code 243.4).

• **Harassment of Witness:** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. Notification to police at the discretion of school officials

• **Sexual Harassment:** Committed sexual harassment. *Definition of Sexual Harassment:* an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. *Limitation:* Sexual harassment must be unwelcomed by the recipient in order to constitute a violation. Notification to police at the discretion of school officials

• **Hate Violence:** Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. *Definition of Hate Violence:* the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation." Notification to police at the discretion of school officials

• **Intentional Harassment:** Created a hostile educational environment. *Definition of Intentional Harassment:* engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.

• **Terrorist Threats Against School Officials and/or Property:** Committed a terroristic threat against school officials, school property or both.
**Definition of Terroristic Threat:** includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for: his or her own safety, his or her immediate family's safety, the protection of school property, and/or the personal property of the person threatened or of his or her immediate family. Notification to police at the discretion of school officials

- **Hazing:** Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace.

- **Vandalism/Malicious Mischief:** Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.

  *Note:* Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code. Notification to police at the discretion of school officials

If a student is expelled for one of the above reasons, the school should provide this information to the district of residence.

**Procedures in Cases Requiring Suspension**

**Step One:** The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.

**Searches:** In order to investigate an incident, or where there is reasonable suspicion, a student's attire, personal property, vehicle or school property, including books, desks, and school lockers, may be searched by a principal/principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances that may be injurious to the student or others. *Illegally possessed items shall be confiscated and turned over to the police.*

**Step Two:** The school site administrator determines the appropriate length of the suspension (up to five school days). *Note:* A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day. In the case of a teacher initiated classroom suspension, the teacher will make contact with the student’s parent to explain the reason for the suspension.

**Step Three:** Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the principal and student, in which the student shall be informed of the reason for the suspension, the evidence against him, and be given the opportunity to present his or her defense. *At the time of*
suspension, a school employee will make a reasonable effort to contact the student's parents in person or by telephone. In the event that a teacher suspends a student, the teacher shall ask the parent to attend a parent-teacher conference regarding the suspension as soon as possible.

**Step Four**: School site administrator fills out a Notice of Suspension Form. The parent will be given written notice of the suspension using this form. A copy of this form is also sent to the LPS home office and placed in the student's cumulative file at the school site.

**Step Five**: School site administrator determines whether the offense warrants a police report. State law requires that LPS report certain offenses to law enforcement authorities. If so, the police are called as soon as possible. In addition to the offenses listed under "Grounds for Suspension and Expulsion" that require a police report, school personnel are required, by law, to file a report to the police or a legal agency as follows:

- Prior to suspending a student from school for an assault upon any person with a deadly weapon or by force likely to produce great bodily injury.
- A non-accidentally inflicted physical injury upon a minor student by another student, which requires medical attention beyond the level of school-applied first aid.
- Actual or suspected sexual abuse or physical abuse of any minor child. A report must be made to a child protection agency.
- An attack or assault on, or the menacing of, any school employee by a student.
- A directly communicated threat by a student or any person to inflict unlawful injury upon the person or property of a school employee to keep the employee from fulfilling any official duty or for having fulfilled any official duty.
- Possession of any controlled substance, drug paraphernalia, alcoholic beverages or intoxicants, including glue containing toluene. Possession of such materials is illegal, and upon confiscation, cannot be retained by school personnel.
- Acts of school misconduct in violation of court imposed conditions on probation.
- Truancy of any student under court ordered mandatory attendance.

**Step Six**: The school site administrator informs teachers of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. The information must be maintained in confidence, and only transmitted to teachers and supervisory personnel.

**Appeals Process**:

A student or the student's parents/guardians may appeal those disciplinary actions imposed upon a student for his/her school related offenses.

Appeals must be made first in writing at the school level, and should be directed to the principal. The principal or principal's designee will attempt to resolve the appeal with a written response within ten (10) school days.
After appeal at the school level, if further appeal is desired, the appeal should be made to LPS and should be directed to the CEO or the CEO’s designee for resolution with a written response within fifteen (15) school days.

After appeal at the LPS administrative level, if further review is desired, the appeal may be forwarded to the LPS Disciplinary Review Committee or Hearing Officer for resolution with a written response within 20 school days. If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

**Expulsions (Involuntary Transfers)**

*Definition:* Expulsion is the involuntary removal of a student from all schools and programs of LPS for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, Expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students.

In the event that a student is recommended for Expulsion from LPS, he or she is entitled to a hearing, advance written notice of the rights and responsibilities set forth in the LPS Suspension and Expulsion Policies and Procedures. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing.

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. LPS will follow all due process procedures for Special Education students included in this document and in accordance with the Individuals with Disabilities Education Improvement Act (IDEA).

While under Expulsion from Leadership Public Schools, a student may not enroll in another California school district without the permission of the district of residence or the receiving district. The district of residence shall be notified upon the decision to expel a student from Leadership Public Schools.

The LPS Disciplinary Review Committee or Hearing Officer, upon reaching the decision to recommend expulsion, may suspend the enforcement of the Expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the LPS Disciplinary Review Committee or Hearing Officer’s determination as to whether the pupil has satisfactorily completed the rehabilitation program.

**Expulsion Offenses include:**

*Category I - Mandatory Expulsion*
Under the mandatory provisions, a student who has committed one or more of the following acts must be recommended for Expulsion and the LPS Board of Trustees Sub-Committee must Expel the student.

- Possessing, selling or otherwise furnishing a firearm when an LPS employee verified firearm possession;
- Brandishing a knife at another person (note that simply possessing a knife does not result in a mandatory involuntary transfer although an involuntary transfer is not precluded);
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code; or
- Committing or attempting to commit a sexual assault or committing sexual battery.

A Mandatory Expulsion should be reported to the school district of residence and this communication should be documented in writing. A copy of the letter sent to the district or a written memo to the file regarding conversations with the district on this matter are acceptable.

**Category I - Mandatory Recommendation for Expulsion**

Under the mandatory provision, a student who has committed one of the following acts of misconduct must be recommended for Expulsion unless particular circumstances render it inappropriate.

- Causing serious physical injury to another person, except in self-defense;
- Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;
- Robbery or extortion; or
- Assault or battery upon a school employee.

**Category II - Expulsion May Be Recommended**

In accordance with the LPS Suspension and Expulsion Procedures and by direction of the California Board of Education, a student may be considered for Expulsion for committing any act not listed in Category I or II.

Note: The LPS Disciplinary Review Committee or Hearing Officer’s decision to expel a student for violations included in Categories I and II must be based on a finding of one or both of the following:
1. Other means of correction are not feasible or have repeatedly failed to bring about the proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

**Procedures in Cases Requiring the Extension of Suspension and/or Expulsion**

**Step One:** School site administrator investigates an incident and determines whether the offense results in a recommendation for Expulsion. If so, the administrator follows the procedures to suspend the student outlined above.

**Step Two:** A meeting is held within five school days of the student's suspension to extend the suspension. The student and his/her parent or guardians are invited to attend this meeting with the Director of Student Services of LPS or his/her designee. School site administrators or teachers may also be present.

At this meeting the offense and repercussions are discussed. An extension of the suspension may be granted only if the Director or his/her designee has determined that the presence of the student at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory Expulsion recommendation, this is discussed and understood by all parties.

**Step Three:** A letter from LPS is sent to the student and parent or guardian regarding the Expulsion hearing. This letter notifies the student and parent or guardian when and where the Expulsion hearing will take place and the rights of the student with respect to the hearing as provided in the LPS Suspension and Expulsion Procedures and Parent’s Rights.

The Expulsion hearing must occur within thirty days of the offense, unless the student and parent or guardians request a postponement.

**Step Four:** The school site administrator files papers that are available for review by the student and his/her parent or guardian. These papers may include, but are not limited to, the following: A record of student attendance and grades; a record of previous infractions, a statement of the facts surrounding the case made by a site administrator; a statement of the facts surrounding the case made by a witness.

**Step Five:** The student and his/her advocate, may prepare their presentation to the LPS Disciplinary Review Committee or Hearing Officer and, if necessary, subpoena witnesses. The student's advocate is any person (attorney or non-attorney) of the student's choice who is willing and able to represent the student at the Expulsion hearing.

**Step Six:** An Expulsion hearing is held. The hearing will follow the procedures identified in the Suspension and Expulsion Procedures and Parent Right for LPS Students. This hearing cannot be held within less than ten days from when the letter in Step Three is provided in order to give
the student and his/her advocate time to prepare for the hearing unless the student and family/guardian waive their rights to ten days' notice.

The LPS Disciplinary Review Committee or Hearing Officer will conduct the Expulsion hearing. A record of the hearing will be made and, if necessary, a translator will be present at the hearing.

**Step Seven:** The LPS Disciplinary Review Committee or Hearing Officer shall determine whether to recommend the Expulsion of the pupil to the LPS Board Disciplinary Sub-Committee.

If the LPS Disciplinary Review Committee or Hearing Officer recommends expulsion, findings of facts in support of the recommendation shall be prepared and submitted to the LPS Board Disciplinary Sub-Committee. All findings and recommendations shall be based solely on the evidence introduced at the hearing.

The decision of the LPS Disciplinary Review Committee or Hearing Officer to recommend expulsion, shall be based on substantial evidence relevant to the charges introduced at the Expulsion hearing or hearings. If the LPS Disciplinary Review Committee or Hearing Officer decides not to recommend the expulsion, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to school. The decision not to recommend expulsion shall be final.

**Step Eight:** Within ten days after the Expulsion Hearing, the final decision to expel will be made by the LPS Board Disciplinary Sub-Committee and the decision communicated to the parents.

Leadership Public Schools will provide the expelled student with all the assistance necessary to enroll in his/her local school district.

**Step Nine:** The decision to expel a student may be appealed to the Board of Trustees of Leadership Public Schools or their designee (Superintendent’s Board Panel). Any appeal must be made in writing, within 15 days of the decision to expel.

**Step Ten:** The parents or guardians of an expelled student will be invited to submit their appeal in person at a meeting with the Superintendent’s Board Panel. A representative of the Disciplinary Review Committee will attend the meeting to present the case.

**Step Eleven:** Within three school days after the hearing, the Superintendent’s Board Panel will determine the disposition of the appeal and communicate the decision to the parents in writing.

**Suspension And Expulsion/Due Process (Students With Disabilities)**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion which apply to students without disabilities.
Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been officially identified as a student with disabilities pursuant to IDEA and who has engaged in behavior that violated the LPS Student Code of Conduct, may assert any of the protections under IDEA only if the district had knowledge that the student is disabled before the behavior that precipitated the disciplinary action occurred. (20 USC 1415(k)(5); 34 CFR 300.534)

Leadership Public Schools shall be deemed to have knowledge that the student has a disability if one of the following conditions exists: (20 USC 1415(k)(5); 34 CFR 300.534):

1. The parent/guardian has expressed concern to LPS supervisory or administrative personnel in writing, or to a teacher of the student, that the student is in need of special education or related services.

2. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR 300.300-300.311. (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

3. The teacher of the student or other district personnel has expressed specific concerns directly to the district's director of special education or to other supervisory district personnel about a pattern of behavior demonstrated by the student.

Leadership Public Schools would be deemed to not have knowledge that a student is disabled if the parent/guardian has not allowed the student to be evaluated for special education services or has refused services. In addition, LPS would be deemed to not have knowledge if LPS conducted an evaluation pursuant to 34 CFR 300.300-300.311 and determined that the student was not an individual with a disability. When LPS is deemed to not have knowledge of the disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534)

Suspension of a Student With Disabilities:
The Superintendent or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)
The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

Manifestation Determination

The following procedural safeguards shall apply when a student with disabilities is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the LPS
Student code of conduct:

1. Notice: On the date the decision to take disciplinary action is made, the parents/guardians of the student shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530) (cf. 5145.6 - Parental Notifications) (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, LPS School Officials, the student's parent/guardian, and relevant members of the IEP team (as determined by LPS and parent/guardian) shall review all relevant information in the student’s file, including the student’s IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

   a. Caused by or had a direct and substantial relationship to the student’s disability
   b. A direct result of the district’s failure to implement the student’s IEP, in which case the district shall take immediate steps to remedy those deficiencies. AR 5144.2(d)

If the manifestation review team determines that a condition in either #a or #b above was met, the conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the conduct has been determined to be a manifestation of the student’s disability, the IEP team shall conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and district agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530) (cf. 6159.4 - Behavioral Interventions for Special Education Students)

1. Determination that Behavior is Not a Manifestation of the Student's Disability: If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. (20 USC 1415(k)(1)(D); 34 CFR 300.530)
Questioning And Apprehension

Law enforcement officers have the right to interview and question students on school premises. When such an interview is requested, the principal or designee shall ascertain the officer's identity, official capacity, and the authority under which he/she acts. If the officer needs to interview or question the student immediately, the principal or designee shall accommodate the process in a way that causes the least possible disruption to the school, gives the student appropriate privacy, and models exemplary cooperation with community law enforcement authorities.

At the law officer's discretion and with the student's approval, the principal or designee may be present during the interview.

If the law officer finds it necessary to remove the student from school, the principal or designee shall first ascertain the reason for such action. Upon releasing the student, the principal or designee shall immediately attempt to inform the student's parent/guardian.

Personnel responsible for releasing a student from school custody shall exercise extreme diligence to prevent such release to any unauthorized or unidentified person.

Subpoenas

Although subpoenas may legally be served at school, the Board believes that serving officials should be strongly urged to serve subpoenas at the home of the student whenever possible. In these situations, steps should be taken to ensure a minimum of embarrassment or loss of class time for the student.

Search And Seizure

As necessary to protect the health, safety and welfare of students and staff, school officials may search students, their property and/or LPS property under their control, and may seize illegal, unsafe and prohibited items. The Board of Trustees requires that discretion, good judgment and common sense be exercised in all cases of search and seizure.

Individual Searches

School officials may search individual students, their property and LPS property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other LPS rules or the school’s code of conduct.

Employees shall not conduct strip searches or body cavity searches of any student.

Searches of individual students shall be conducted in the presence of at least two LPS employees.
The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

**Student Lockers/Desks**

The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Because lockers and desks are under the joint control of the student and LPS, school officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire and/or other threats to health, welfare or safety emanate from the locker or desk.

**Freedom Of Speech/Expression**

The LPS Board of Trustees believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

**On-Campus Expression**

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications.

Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. Students also are prohibited from making any expressions that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of school rules, or substantial disruption of the school's orderly operation. (cf. 5145.7 - Sexual Harassment) (cf. 5145.9 - Hate-Motivated Behavior)

The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an abusive manner in a situation that presents an actual danger that it will cause a breach of the peace.

The Superintendent or designee shall not discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may impose discipline for harassment, threats, or intimidation unless constitutionally protected.
Off-Campus Expression

A student shall be subject to discipline for off-campus expression, including expression on off-campus Internet web sites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

The Superintendent or designee shall document the impact the expression had or could be expected to have on the school program.

“ELECTRONIC ACT”

As used in this section, an "electronic act" means the transmission of a communication, including, but not limited to, a message, text, video, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

A pupil may also be suspended or expelled for engaging in any “Electronic Act” or activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property; or (c) can be shown to cause a substantial disruption to school operations.
ELEMENT K: RETIREMENT SYSTEM

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

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

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

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

LPS offers the LPS 401(a) Retirement Plan (“401a Plan”) to all employees who do not participate in STRS; generally administrative and classified staff will participate in the 401a Plan. The IRS has issued a determination letter confirming that LPS’ 401a Plan serves as a qualified alternative to federal social security, which was previously submitted to the board with the initial charter petition and has not been changed or modified. Therefore, participants in the 401a Plan are exempted from participating in federal social security.

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

ELEMENT L: ATTENDANCE ALTERNATIVES

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

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

Students who opt not to attend LPS San Jose may attend other public schools either within the district of residence in accordance with school district of residence policy or another district school as pursued through an inter-district transfer request in accordance with the existing enrollment and transfer policies of the district of residence and receiving district and/or county of residence.
ELEMENT M: RIGHT TO RETURN AS DISTRICT EMPLOYEE

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

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

Certificated employees who were employed by the 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.

Sick or vacation leave or years of service credit at the County, or any school district will not be transferable to LPS San Jose. Staff will not be able to continue to earn service credit in a District while employed by LPS San Jose, unless otherwise mutually agreed in writing between the staff person and the District.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

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

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

Leadership is committed to partnering with the Santa Clara County Office of Education in the spirit of cooperation and mutual benefit. Leadership Public Schools believes that LPS San Jose 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. LPS believes that the County Board of Education and/or County Superintendent will agree to inform the CEO of LPS and the Principal of LPS San Jose 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.

LPS recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The policy below is intended as a draft proposal to the County. LPS is open to further discussion with the County to develop mutually agreeable dispute resolution procedures.
Dispute Resolution Proposal

In the event of a dispute between LPS or LPS San Jose and Santa Clara County office of Education, the staff and Board members of the two organizations agree to document the issue(s) in a written Dispute Statement and notice the issue(s) to the Superintendents of both organizations. If the dispute issue(s) are of such magnitude that they could lead to revocation of the charter, this understanding should be specifically noted in the Dispute Statement.

The Superintendents of both Parties (or his or her designee) shall each appoint one (1) representative to form a “Resolution Committee”. The Resolution Committee shall meet within ten (10) school days of receipt of notice to attempt informal resolution of the dispute. The Resolution Committee shall attempt to formulate proposed solutions to the dispute, and shall present such solutions to the party each such member represents.

If such efforts do not yield a resolution within thirty (30) days of the first such meeting of the Resolution Committee to resolve each such dispute, the Superintendents of both Parties shall meet with the Resolution Committee at least once and up to three times in an effort to reach a resolution of the dispute.

If the parties are unable to resolve the dispute through such informal meetings, any party may request in writing that the dispute be submitted to non-binding mediation, and the other party shall accede to such request. The cost of such mediation, with the exception of attorney fees, shall be split evenly by the County and the Charter School. The mediator shall be selected jointly by the County and the Charter School, and the parties shall cooperate to find a reasonably acceptable mediator. The format of the mediation shall be developed jointly by the Parties and held within thirty (30) days of the last informal meeting. All dates or procedures within this section can be amended by written mutual agreement or necessity due to mediator scheduling.

Any resolution of a dispute pursuant to the foregoing procedure shall be submitted to the governing boards of both the County and Charter School for acceptance before such resolution is effective.

If the parties are unable to resolve the dispute through non-binding mediation, then either party may exercise any other legal remedy such party may have. Compliance with these dispute resolution procedures shall be a prerequisite to any legal action to enforce the terms of this Agreement.
ELEMENT O: EXCLUSIVE EMPLOYER

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

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

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

ELEMENT P: SCHOOL CLOSURE

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

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

**School Close-Out Process**

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

**Documentation of Closure Action**

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

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

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

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

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

Notification to Parents and Students

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

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

Notification to Receiving Districts

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

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

Student and School Records Retention and Transfer

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

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

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

**Dissolution of Assets**

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

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

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

**Term of Charter**

The term of this charter shall commence on July 1, 2012 and expire five years later on June 30, 2017.

**Material Revision**

Any material revisions to the School’s charter shall only be made by mutual agreement of the LPS Board of Directors and the charter authorizer. In accordance with Education Code Section 47607, LPS may present a petition for a material revision of the charter at any time, and LPS believes that the charter authorizer will agree to respond to such petitions pursuant to the applicable process, criteria and timelines specified in Education Code Section 47605 or its successors. The charter requirement for teacher and/or parent signatures is not required for renewal of a charter.

**Severability and Interpretation of the Charter**

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

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

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

**Notice**

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

Dr. Louise Bay Waters  
Superintendent & CEO  
Leadership Public Schools  
344 Thomas L Berkley Way, Suite 340  
Oakland, CA 94612
Petition with Required Number of Teacher Signatures

We the undersigned believe that the proposed charter for Leadership Public Schools San Jose merits consideration and hereby sign this petition for the governing board of the Santa Clara County Office of Education to grant approval of the charter pursuant to Education Code Section 47605 to maintain the creation of the Leadership Public Schools – San Jose by Leadership Public Schools (“LPS”). LPS agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School’s charter. The teacher petitioners listed below certify that we are teachers who are meaningfully interested in teaching in the charter school. We understand that the charter authorizing agency may contact us to verify this information.

Further, the undersigned hereby recognize Louise Waters, LPS CEO and Superintendent, as the Lead Petitioner on behalf of LPS for purposes of submitting and operating the charter, and hereby authorize her and/or a LPS designee to revise the charter and negotiate any amendments to the attached charter necessary to secure approval by the Santa Clara County Office of Education governing board or other charter granting agencies on appeal or renewal.

By the Teacher Petitioners Submitted Pursuant to Education Code 47605:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Mendez</td>
<td>1145 Sherman St.</td>
<td>916-925-3103</td>
<td>MaryMendez</td>
<td>10/14/11</td>
</tr>
<tr>
<td>Elia Blackford</td>
<td>90 E. Middlefield</td>
<td>408-236-1855</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Hana Chen</td>
<td>2566 W. Friand Ave. #6</td>
<td>515-382-1890</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Allison McCarthy</td>
<td>1550 Technology Dr. Unit #205</td>
<td>(510) 522-0940</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Kristy Cross</td>
<td>1805 Kipling Ct.</td>
<td>(408) 608-8371</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Sarah Macaway</td>
<td>1040 Ontario Dr. #4</td>
<td>650-465-1801</td>
<td>ShAly</td>
<td>10/14/11</td>
</tr>
<tr>
<td>Cyana Biddle</td>
<td>P.O. Box 730601</td>
<td>408-937-2721</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Greg Garcia</td>
<td>335 El Aliso Way</td>
<td>408-960-9946</td>
<td></td>
<td>10/14/11</td>
</tr>
</tbody>
</table>
We the undersigned believe that the proposed charter for Leadership Public Schools San Jose merits consideration and hereby sign this petition for the governing board of the Santa Clara County Office of Education to grant approval of the charter pursuant to Education Code Section 47605 to maintain the creation of the Leadership Public Schools – San Jose by Leadership Public Schools (“LPS”). LPS agrees to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School’s charter. The teacher petitioners listed below certify that we are teachers who are meaningfully interested in teaching in the charter school. We understand that the charter authorizing agency may contact us to verify this information.

Further, the undersigned hereby recognize Louise Waters, LPS CEO and Superintendent, as the Lead Petitioner on behalf of LPS for purposes of submitting and operating the charter, and hereby authorize her and/or a LPS designee to revise the charter and negotiate any amendments to the attached charter necessary to secure approval by the Santa Clara County Office of Education governing board or other charter granting agencies on appeal or renewal.

By the Teacher Petitioners Submitted Pursuant to Education Code 47605:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timothy Leadbe</td>
<td>1070 S. 4th St.</td>
<td>408-267-4825</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Brooks Dougherty</td>
<td>200 W. Wilmot Ave., Fremont</td>
<td>658-775-7131</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Alex Moore</td>
<td>571 Amber Dr., San Jose, CA 95136</td>
<td>831-465-9162</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Long Truong</td>
<td>140 California Ave., Mountain View, CA</td>
<td>408-476-0285</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Dawn Abdul</td>
<td>1780 California Ave., Mountain View, CA</td>
<td>650-388-2988</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Connor O’Sheen</td>
<td>2054 MCMullen Ave., San Jose, CA 95120</td>
<td>903-995-2231</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Michelle Victoria</td>
<td>996 E. 8th Ave., San Jose, CA 95131</td>
<td>408-230-2004</td>
<td></td>
<td>10/14/11</td>
</tr>
<tr>
<td>Charles K.</td>
<td>1580 Technology Park, San Jose, CA</td>
<td>310-890-2110</td>
<td></td>
<td>10/14/11</td>
</tr>
</tbody>
</table>
Signature Certification to Meet Statutory Requirement

Leadership Public Schools estimates that it will employ twenty teachers during the School’s first year of the renewed charters’ 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 (ten) of the number of teachers that the charter school estimates will be employed at the school during its first year of operation upon renewal. The law does not require that the teachers represent all of the subjects being taught or that LPS will necessarily hire them to teach in the charter school.

Dr. Louise Waters, CEO and Lead Petitioner
Leadership Public Schools

__________________________________________  October 14, 2011
Dr. Louise Waters
Date
**APPENDIX**

APPENDIX A: Student Academic Achievement Plan  A1
APPENDIX B: Plan for English Language Learners  B1
APPENDIX C: Recruitment and Enrollment Plan  C1
APPENDIX D: Financial Plan  D1
APPENDIX E: LPS Employee Handbook: Personnel and Human Resources Policies  E1
APPENDIX F: LPS San Jose Maintenance, Safety and Long-Term Facility Plan  F1
APPENDIX G: LPS San Jose Emergency Guide  G1
APPENDIX H: Analysis of Student Achievement Data  H1
APPENDIX I: Board of Director Biographies  I1
APPENDIX J: LPS San Jose Facilities Map  J1
Appendix A:
Leadership Public Schools
Student Academic Achievement Plan

A. School statement on 21st Century Education

The School’s statement of what it means to be an educated person in the 21st century is encompassed in the LPS motto: Learn, Lead, Succeed.
LEAD

PERSONAL EMPOWERMENT
- Articulate a personal vision for college and beyond
- Self-aware
- Conscious of personal health and fitness
- Resilient
- Self-advocate, seeks out resources to solve problems

ACCOUNTABILITY & RESPONSIBILITY
- Independent worker
- Accountable to self and others
- Effective group member
- Responsible to larger community

COMMUNITY
- Committed to the school community
- Globally aware
- Able to guide and positively influence others

SUCCEED

COLLABORATION
- Facilitator
- Goal setter and task manager
- Cross-cultural collaborator
- Conflict resolver
- Active listener and respectful communicator

COMMUNICATION
- Effective verbal, nonverbal and written communicator
- Code switches, matching language to setting
- Effective information manager
- Effective technology user

COLLEGE KNOWLEDGE
- Aware of college and financial aid options and requirements
- Identifies college transition supports
- Effective study & time manager
B: School statement on how learning best occurs

The LPS mission is to take under-prepared, first-generation students from wherever they are as entering freshmen to college admission without remediation. To support this kind of learning we provide a College-Ready Curriculum, College-Ready Supports and College-Ready Culture:

College-Ready Curriculum
All students participate in a curriculum that ensures college eligibility and prepares them for college success.

All Leadership Public Schools campuses offer students a UC-approved A-G curriculum providing course-eligibility to enter the CSU or UC system. The biggest predictor of college success is the ability of students to begin college coursework without having to retake courses that were covered in high school. For this reason, LPS has taken additional steps to make sure that LPS courses provide the content and “habits of mind” that will ensure success upon college entry. Each student has a personalized path designed to take them from where they enter LPS to college admission without remediation.

College-Ready Supports
“Every student by name and need”: Supports to bridge where students enter as 9th graders and where they need to be to succeed in college.

The LPS personalized academic support program is designed for both high achievers and students with gaps in their educational background. Many LPS students enter our classrooms reading between the second and sixth grade levels with 60% of our 9th graders well behind grade-level in core subjects. In order to bridge this academic gap, LPS offers literacy support classes, after-school tutoring, and specialized support for English Learners and Special Education students. Every six to eight weeks, staff review the academic, attendance, and behavior data for each student to place them appropriately in after-school tutoring and Saturday or vacation catch-up Boot Camps.

College-Ready Culture
All students develop a sense of personal efficacy and purpose and a wider world vision that will allow them to succeed in high school and beyond.

From the beginning, LPS’ vision has been to build future leaders with the skills, dispositions, and credentials to make a difference in their communities. The four-year Advisory group provides a venue for building skills in personal reflection, communication, and conflict resolution that prepare students for the cultural challenges of college and future leadership. In addition to the cultural supports embedded in the school day, students participate in the LPS-wide Freshman Retreat at the Santa Clara University as well as an on-campus three-week Freshman Bridge program. In addition they participate in the yearly Week Without Walls, an experiential learning opportunity to explore the Bay Area and potential careers and learn new skills different from those in the typical classroom.
C. 2011 – 2012 LPS San Jose School Calendar

LPS San Jose Calendar 2011 - 2012
Administrative Important Dates

August 2 - 3    Administrative Retreat
August 4 - 5    New Teacher Retreat
August 9 - 10   All Staff Network Training
August 8, 11, 12, 15  School Site Professional Development
August 16 - 17  9th Grade College Retreat
August 19      Teacher Work Day
August 23      First Day of School Beginning of First Quarter
September 5    Labor Day, NO SCHOOL
October 21     End of First Quarter
October 31     NO SCHOOL, Network Professional Development
November 11    Veterans Day Holiday, NO SCHOOL
November 21 - 25  Thanksgiving Holiday
December 19 - January 2  Winter Holiday, NO SCHOOL
January 16      Martin Luther King Day Holiday, NO SCHOOL
January 20      End of First Semester
February 20 - 24  Presidents Week Holiday, NO SCHOOL
March 28        End of Third Quarter
March 29        NO SCHOOL, Network Professional Development
March 30        NO SCHOOL, Cesar Chavez Celebration
April 9 - 13    Spring Break
May 7 - 18     STAR Testing Window
May 21 - 25     Week Without Walls – Experiential Learning Week
May 28         Memorial Day Holiday, NO SCHOOL
June 14        Last day of Classes, End of Fourth Quarter
June 15        Professional Development Day for Teachers
D. Student Assessment and Placement

A description of how students will be assessed and placed into curriculum and programs including Special Education, English learners, remedial instruction, supplemental instruction, and accelerated gifted programs. The following principles will guide our assessment and placement process for all students.

All freshmen participate in diagnostic testing using the Measures of Academic Progress (MAP) from the Northwest Evaluation Association. Based on this assessment and prior grades, and an additional Algebra test, they are placed in Algebra or Geometry and Environmental Science or Biology. Most students in Algebra, based on MAP, are also placed into Academic Numeracy, a support course for Algebra that also backfills missing basic numeracy skills and spirals content from Algebra I.

Based on the summer MAP Reading test, low-performing students are given an additional reading assessment, the Scholastic Reading Inventory, and, when appropriate, ELD assessments, from Ballard and Tighe. Students scoring at 4th grade level or below are placed in Read 180 and/or ELD and a sheltered English 1 course. All other students are placed in English 1 and Academic Leadership, an English support and study skills course. Beyond these courses, all LPS classes are heterogeneous with the exception of 11th and 12th grade honors and AP courses.

All students are enrolled in intervention tutorials or vacation boot camps when they are falling behind in their courses, show weaknesses on CAHSEE diagnostic assessments, or are in need of credit recovery. Every attempt is made to avoid course failure. In addition to interventions scheduled during the school-year, students in need of additional support or credit recovery are enrolled in summer school.

Special Education students are identified at enrollment based on prior IEPs or go through the SST and Special Education assessment and placement process based on the recommendation of the parent or teachers.

E. Course Descriptions

Brief course description for each course or subject matter area to be offered, including the content and pacing of what will be covered during the school year, how student progress will be measured and monitored, and what adjustments will be made when student progress does not match expectations. The information provided is consistent with the descriptions submitted to and maintained by the University of California.

U.S. Government (CP)

American Government will introduce students to the United States political system (its origins and workings). This course will also define the term an informed citizen and how students will eventually participate effectively in the political system on their behalf.
U.S. History (CP)

United States History is a course for 11th graders at Leadership Public Schools San Jose. The course provides students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. Students learn how to assess historical materials—their relevance to a given problem, their reliability, and their importance—and to weigh the evidence presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment. Students will also learn how to present reasons and evidence for their findings in both an oral and written format. Topics covered include the Progressive Era, the Jazz Age, the Great Depression, World War I, World War II, the Cold War, Civil Rights Movement, the Vietnam Era, and contemporary American society.

U.S. History Honors

Students in 11th grade study the major turning points in American history with an emphasis on the 19th and 20th centuries. The course deals with themes of diversity, identity, culture, demographic change, economic transformation, globalization, environmental impact, religion, and reform. The course begins with a cursory look at pre-Columbian and Colonial beginnings and then traces a survey of American History from the Revolution to the modern day. Students trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power in the global economy. The course will also train students to analyze primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will gain an awareness of multiple interpretations of historical issues in secondary sources and a sense of multiple causation and change over time. Students will be able to compare developments or trends from one period to another.

U.S. History (AP)

Advanced Placement United States History is a course for 11th graders at Leadership Public Schools San Jose. The course provides students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. Students learn how to assess historical materials—their relevance to a given problem, their reliability, and their importance—and to weigh the evidence presented in historical scholarship. Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment. Students will also learn how to present reasons and evidence for their findings in both an oral and written format. Topics covered include the Progressive Era, the Jazz Age, the Great Depression, World War I, World War II, the Cold War, Civil Rights Movement, the Vietnam Era, and contemporary American society.

World History (CP)

World History will review the origins of Western political thought through the modern day. The course focus will be on the 20th century in a global context. The scope of the course follows the
California Standards for World History for 10th grade. The class will engage in class discussion, debate, audio/visual presentations, project-based assignments, as well as direct instruction.

**World History (AP)**

AP World History will explore how global historical events have shaped and created the modern world we live in. We will study how history is a continuous process of being created, re-envisioned, and formed. The course will prepare students for the AP World History exam in May.

**English 1 (CP)**

This course is primarily intended to introduce students to critical thinking, expository writing, and persuasive writing in a more focused topical approach. The course will introduce students to the overarching theme of “Critical Thinking About Self and Society” while also training them in the practices of identifying, analyzing, and criticizing the claims of others, as well as the practices of developing, clarifying, supporting, and justifying their own claims in both speech and writing.

**English 2 (CP)**

This course will expand upon themes and ideas presented in English 1, furthering students' abilities in critical thinking and reading, expository writing, persuasive writing, and biographical writing. The course will also contain a strong vocabulary component. The course is constructed with the overarching theme of "Critical Inquiry into Ourselves and the Other in Society." Students will focus on critical inquiry into the stories and internal narratives of the self in comparison and in relation to the narratives of others. Students will work to identify, analyze, and critique the claims of others, as well as to develop, clarify, organize, support, and justify their own claims in both discussion and writing.

**English 2 Honors**

This course will expand upon themes and ideas presented in English 1, furthering students' abilities in critical thinking, expository writing, and persuasive writing. The course is constructed with the overarching theme of "Critical Inquiry into the Other in Society" while also focusing on additional practice with identifying, analyzing, and criticizing the claims of others, as well as the practices of developing, clarifying, supporting, and justifying their own claims in both speech and writing. Additional emphasis will be placed on overcoming objections and anticipating opposing points of view. As an honors-level course, topics and discussions are intended to be presented at a deeper level, which is appropriately challenging for 10th grade students. In addition to completing the objectives of English 2, by the end of this course students will be able to enroll in Advanced Placement English Composition in their junior year and be sufficiently prepared for the rigor and depth of the course and corresponding exam.
**English 3 (CP)**

This course is designed to introduce students to the themes and topics of American literature and the relationships among American literature, culture, and history. Students will use readings to inform their ideas about the "American story" and will synthesize concepts from literature from different eras in American history. Students will be able to: (1) Read novels, plays, poems, speeches and articles for understanding and synthesize ideas from multiple works; (2) Use formal and informal writing and speaking to express ideas about American literature; (3) Describe the historical and cultural contexts of works of literature and explain the relationships between these works and their contexts; and (4) Trace themes and topics within American literature as they evolve (or remain consistent) over time.

**English 3 (AP Composition)**

This course is designed to introduce students to the themes and topics of American literature and the relationships among American literature, culture, and history. Students will use readings to inform their ideas about the "American story" and will synthesize concepts from literature from different eras in American history. Students in this course will also be enrolled in Advanced Placement United States History. One of the primary goals of this class, therefore, is to use American literature to deepen students' understanding of the history of the United States. In addition to completing the objectives of English 3, by the end of this course students will be able to enroll in Advanced Placement English Literature in their senior year and be sufficiently prepared for the rigor and depth of the course and corresponding exam.

**English 4 CP**

This course is designed to introduce students to an in-depth study of how authors use language and literary devices to construct complex ideas. In particular, students will examine how we use language both to empower as well as oppress people. This relationship between power and language runs through the course. Students will learn that the more literate they are about themselves, others, and the world, the more likely they will be able to hold power without being oppressed or oppressing others.

Students will be able to:
- Read novels, short stories, and poetry through the type of in-depth analysis that commonly takes place in an undergraduate classroom
- Use formal and informal writing and speaking to address the essential question: “How do we use language to construct perceptions of ourselves, each other, and the world?”
- Master in-class timed writing, analytic essays, close reading, formal presentations, and facilitating discussions

**English 4 (AP English Literature)**

This course is designed to introduce students to an in-depth study of how authors use language and literary devices to construct complex ideas. In particular, students will examine how we use language both to empower as well as oppress people. This relationship between power and
language runs through the course. Students will learn that the more literate they are about themselves, others, and the world, the more likely they will be able to hold power without being oppressed or oppressing others.

**English 4 Honors (AP English Literature)**

This course is designed to introduce students to an in depth study of how authors use language and literary devices to construct complex ideas. In particular, students will examine how we use language both to empower as well as oppress people. This relationship between power and language runs through the course. Students will learn that the more literate they are about themselves, others, and the world, the more likely they will be able to hold power without being oppressed or oppressing others.

**Reading**

The LPS Reading course is centered on the Read180 California program from Scholastic, a CST-correlated intervention program designed to help struggling readers in grades 4 – 12. Students are placed in the course using multiple measures: (Measures of Academic Progress (MAP) Reading, MAP Language, and the Scholastic Reading Inventory (SRI). Mostly 9th graders take this course, and in most cases it is a concurrent enrollment with English 1.

Teachers are trained to implement the Read180 instructional model of rotating through several stations:
- Students move through whole group instruction, small group instruction, computers, and independent reading.
- The consumable student R-Books are used in both whole and small group instruction for the lesson presentation and skill practice.
- English Learners and others for whom it is applicable also use the L (Language) book in small group instruction.
- At the computer stations, students use the Read180 and/or the System 44 software programs, which utilize adaptive technology.
- Independent reading is facilitated by teacher-determined procedures that enhance students’ choice, engagement, and accountability.

Differentiated – and even individualized – reading instruction is the goal of this model. To monitor students’ progress and achievement, teachers hold data-focused individual conferences with students at least once a month. The overall goal of the course is for students to make at least two years’ worth of reading growth.

**Academic Leadership**

The LPS Academic Leadership course seeks to equip students with the needed skills for academic and leadership success. The course is designed to work as a high-level E/LA intervention for ninth graders, focusing on expository reading and writing. Additional areas of focus include leadership, study habits, research, and technology (to the extent that it supports the other skill strands). In this course, skill development is primary, and teachers provide explicit,
skill-based instruction. The course content is secondary but intentionally aims to engage students with relevant and accessible topics that individual teachers can choose. At the end of the year, students participate in a culminating research project that incorporates all the skills they learned in the course.

**Algebra I (CP)**

This is a beginning course in Algebra. The course is based on the standards set by the State of California and is a necessary course for the High School Exit Exam. It is a required course for all students of Leadership Public Schools except those students entering LPS with a passing grade in an Algebra course from another school, and those whose test scores indicate placement in a higher math course. The following topics are included: algebraic operations; solving algebraic equations and inequalities; absolute value; rules of exponents; solving and graphing linear equations, inequalities, and quadratics; solving systems of linear equations; parallel and perpendicular lines; functions and relations; application problems.

**Geometry (CP)**

This course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include congruent segments and angles, circle chords, secants and tangent segments, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, and surface area and volume of solids. Students will use different manipulatives to discover concepts.

**Algebra 2 (CP)**

This course extends the topics seen in Algebra 1. Students will extend their algebraic skills to compute with rational expressions and rational exponents. Students will work with and build an understanding of complex numbers and systems of equations and inequalities. Students will analyze statistical data and apply concepts of probability using permutations and combinations. Students will use technology such as graphing calculators. Students will analyze situations verbally, numerically, graphically, and symbolically.

**Pre-Calculus (CP)**

Pre-Calculus integrates all the skills and concepts mastered prior to Calculus. It includes trigonometric functions (circular and triangular), identities and multiple angle formulas, graphing, DeMoivre’s theorem, sequences and series, mathematical induction, partial fractions, polynomial and rational functions, higher-order equations and inequalities, limits, exponential and logarithmic functions.
**Biology (CP)**

This course is the study of living things, from the molecules that comprise them, to how they interact with the environment. Through written work and wet lab activities, this survey course uses the scientific method and covers essential standards. Emphasis is placed on concrete application of the six major themes of biology.

**Chemistry (CP)**

This course in Chemistry will provide foundations for college work. It emphasizes the development of problem-solving skills both in theory and experiments. A systematic and through treatment of topics like scientific method, atomic and molecular structure, periodic properties, chemical bonds, nomenclature of compounds, conservations of matter and stoichiometry, gases and their properties, acid-base reactions, solutions, chemical reactions and reaction rates will be completed. The students will be introduced to organic chemistry, biochemistry, and nuclear processes.

**Physics (CP)**

This is an introductory college preparatory course in the foundations of physics. This course will help students develop a deep understanding of physics principles, as well as how to integrate math to solve physics problems. Laboratory work required of students will help them develop critical thinking skills as well as logical reasoning skills. Students will learn how to apply these skills to physics principles. Additionally, this course will provide the student with a physics background in order to help them make real-world applications, encourage an appreciation for the Sciences, and develop in students a deep desire to learn about physics and science.

**Spanish 1 (CP)**

This course will help students gain knowledge and appreciation of the cultural richness and diversity of the Spanish-speaking world. Students will be introduced to the basics of the Spanish language. A strong emphasis will be placed on the present tense throughout the year and through a series of vocabulary themes students will gain the ability to carry on a simple Spanish conversation. Students will recognize distinctive English to Spanish translations as well as brief Spanish cultural viewpoints and will acquire an understanding of particular Spanish concepts and ideas such as simple grammar rules and common courtesies in speaking Spanish.

**Spanish 2 (CP)**

This course will immerse students in the Spanish language. Students will take part in activities that require writing and sharing their informed opinions after reading academic and artistic texts and taking exams. Students will be able to present information to a listening audience, in the target language, on a variety of topics and will delve into and understand the dynamics, the characteristics and manifestations of the culture of Spanish-speaking communities. Students will survey the cultural productions of Spanish-speaking communities and will understand the perspectives that motivate said productions. Students will value the unique perspective and
singular frames of reference that speakers of the target language possess and will see language as symbiotic with culture. Students will examine and understand the dynamic nature of language and will become life-long learners of the structures and linguistics of the target language. This course is designed to assist students to maintain language proficiency by practicing the language both in and outside of the formal instructional time, both within and beyond the school context.

**Spanish for Native Speakers 1 (CP)**

This course is designed to improve students’ Spanish academic skills, especially in writing, listening, and speaking Spanish. This course will expose students to various literary Spanish pieces. A strong emphasis will be placed on various short stories, and through a series of vocabulary themes students will expand their current Spanish vocabulary. Students will explore various Spanish speaking countries, traditions, and rituals, cultural differences between different Spanish nations as well as government and politics. Students will further acquire an understanding of particular Spanish concepts and ideas such as accent rules and other grammar rules including, verb conjugations, present, future and preterit tense verbs.

**Spanish for Native Speakers 2 (CP)**

This course is designed to help students increase vocabulary, perfect writing and reading skills, and be exposed to literary terms and works. Instruction will emphasize listening, speaking, reading, and writing skills in preparation for advanced work. Students will be able to express themselves at a proficient level in present, past, future, conditional and the perfect tenses. Additional emphasis will be focused on literature and writing in the native language.

**Art I (CP)**

Art I provides the foundation for the students’ art education. Art I enables the students to gain a broad understanding of art. Students participate in a variety of learning experiences, including:

- Vocabulary review
- Two- and three-dimensional art making
- Exploration of historical and cultural heritage
- Response and evaluation techniques

**Economics (CP)**

Economics will introduce students to the concepts of micro and macro economics over the course of one semester. Students will learn about basic banking ideas including individual and corporate banking, how government sets and creates fiscal policy, and how the U.S. economy affects the international economy (globalization).
Forensic Science (CP)

Forensic Science is an engaging and rigorous multidisciplinary college preparatory course that meets the University of California Area “g”-College Prep Elective by providing a bridge between science-based inquiry and the criminal justice system. Forensic Science integrates core concepts and state standards from the primary area of Biology and will touch upon Chemistry and Physics themes throughout the school year. This course utilizes lecture, extensive laboratory activities and experiments, scientific literature/case study analysis, forensic competitions, and demonstrations in a forensic context which will allow students to apply the scientific method to develop their writing, problem solving, and critical thinking skills in a biological context. Inquiry based laboratory investigations and analysis play a central role in the course. Students will apply the foundations of Biology and Chemistry to solve mock criminal investigations using a wide range of laboratory techniques used today to process and analyze evidence. Topics covered will include: crime scene analysis, physical/chemical analysis of various evidence types, advance microscopy, chromatography, hair/fiber/glass analysis, fingerprint comparison, comparative analysis, document analysis, firearms/ballistics, drugs/toxicology, entomology, anthropology, blood (serology) and DNA analysis among others which incorporates the Life Standards of Cell Biology, Genetics, Ecology, and Physiology.

Psychology I (CP)

This is a general introduction to psychology course in which the overarching goal of having students understand the major theoretical perspectives and methods of psychology. In addition, they will identify a number of content areas of the discipline (abnormal, developmental, social, and cognitive strands of psychology). Furthermore, they will apply psychological principles in their everyday lives (active societal & intellectual engagement) and ultimately learn to make positive choices. Students will understand the genre of scientific writing to the extent that they can comprehend psychological journal articles (research & technology) and demonstrate the ability to write in American Psychology Association (APA) format without plagiarizing.

Journalism (CP)

Journalism is an introduction to media studies with an emphasis on newspaper, magazine, and online writing formats. The primary writing style taught is news writing. According to the mission statement of the school newspaper, the main goal of the paper is to “disseminate truth” in order to “establish the reputation and recognition our school deserves.” Students mainly write about news that is relevant to their community, ranging from local news to world news. As such, writings in this course include profile writing, movie reviews, news writing, in-depth feature writing, opinion writing (including column writing, editorial writing, and opinion pieces), and sports writing. The course will also provide a brief overview of the history and role of American journalism. Students also are introduced to the role and the impact of the media in a democratic society from a sociological perspective. Students will mainly read Newsweek and Time magazines on a weekly basis as well as other publications. Students will also learn desktop publishing skills using MS Word and Pages. The students’ final examination involves the use of these computer skills to demonstrate their writing and layout proficiency. In addition, students learn interviewing skills, information analysis skills, writing skills, listening and speaking skills.
as part of the course. They learn to write with an understanding of audience and purpose. Students write and revise two articles per edition (totaling around 12 articles per semester).

**Drama I**

This course is designed to give students an introduction to the art of theatre. Students will build familiarity with and skills in areas of performance and production including: voice, movement, and staging. They will practice analysis of plot and character development and understand how these developments drive performance.

**Film and Media Arts**

Film and Media Arts will be studying the power of storytelling through art. The course will build students’ foundations in the theory and academic application of a range of art: graphic, film, and traditional. The course will focus on the elements of art, the creative process, the historical and cultural context of art, and the application of their knowledge in varying formats. They will create original works of art that showcase their research, analysis, and critique of different art theories through the lens of storytelling and media analysis. Students will maintain a portfolio that demonstrates their abilities and knowledge for college entrance in the visual arts.

| F: Instructional strategies to be used throughout the School and their basis in successful practice or research |

**LPS Instructional Delivery Model (IDM)**

The LPS high schools engage with instructional strategies that support the delivery of effective lessons and incorporate ongoing comprehension checks and the daily use of formative data. Research behind the IDM draws from a range of sources including Kameenui & Carnine, *Effective Teaching Strategies that Accommodate Diverse Learners*, 1998. All students, and particularly those with disabilities, benefit when teachers incorporate these strategies into their instruction on a regular basis.

The elements of the IDM include:

- Launch
- Presentation
- Practice
- Conclusion

**LPS Tiered Literacy Approach**

Because of the low literacy levels of many of our entering students and our high numbers of English Learners, LPS has implemented a comprehensive three-tiered literacy approach:

1. **Core.** The first tier is designed to ensure all students have access to the core college-prep curriculum no matter what their literacy level.
2. **Strategic.** The second tier focuses on backfilling literacy skills and is particularly targeted at students up to 4 years below grade level.

3. **Intensive.** The intensive tier develops the foundational skills for students speaking very limited English or those reading or writing below the 4th grade level.

Over the past three years, the LPS Network has been building resources at all three of these levels, intentionally developing a more technology-based approach to teaching and learning in order to do so.

**Core**
Two primary strategies are employed to support literacy in the core. The first is the development of online, open-source, core textbooks in partnership with the CK-12 Foundation. The first three were launched in 2010-2011 in Algebra, Biology, and Geometry. Two more are being piloted in 2011-2012 in Algebra 2 and Environmental Science with Chemistry and U.S. History in development. Physics and World History will also be piloted in 2012-13. Each College Access Reader is available in its original form for advanced students, with embedded literacy supports for students up to four years below grade level, and with text-to-speech for struggling readers and Special Education students. Hardcopy and online Spanish translations are also available for students with very limited English skills.

The second strategy for access to the core is site-based professional development in academic literacy across all subject areas. In general, this takes place once or twice a month during professional development meetings and is also part of the administrative coaching.

**Strategic**
The strategic level is aimed at students with significant gaps but possessing fundamental literacy skills. The primary strategic-level strategy is the 9th grade Academic Leadership class and the incorporation of DynEd, an ELD / Academic Language Foundation technology solution. In addition, targeted, differentiated work in grammar and conventions is incorporated across the four English courses.

**Intensive**
Over the past three years, LPS has refined the implementation of Read 180, a computer-supported foundational literacy program. In 2010-2011 we incorporated System 44, a phonemic awareness program for students reading below the 3rd grade level, and the L book targeted at English Learners. This program served as our basic literacy support for the lowest readers, Special Education students, and the lowest performing English Learners. In 2011-12, lower performing English learners also received support via DynEd, a foundational ELD and academic language program, in afterschool programs for Newcomers as well as in the Sheltered English course.

**Core and Strategic Support in Math**

In addition to the College Access Readers supporting access to Algebra, Geometry, and Algebra 2, LPS developed and then turned over to CK-12 an online Algebra program, FlexMath. FlexMath includes Algebra presentation supports for teachers and online practice for students as
well as online remediation of basic math skills down to addition. CK-12 is using an LPS-developed Geometry program to create a paired online FlexGeometry due out January 2012. Full implementation of FlexMath is taking place at LPS San Jose in 2012 after pilot use in prior years. However, full implementation at other LPS campuses has resulted in jumps of 40% into the proficient and advanced categories on the California Standards Test.

G: Specialized Instructional Strategies

Specialized instructional strategies to be used for Special Education, English learners, or other areas where specialized strategies may be employed, and their basis in practice or research

The tiered literacy and math supports detailed above are specifically designed to allow access to the core for Special Education students and English Learners. In addition, Special Education students are served by Resource Specialists in a push-in program as well as within the Resource Room through “Guided Academic Studies.” Guided Academic Studies provides targeted, small-group and individualized support during the day and after school for Special Education students addressing their needs and learning goals as identified in their IEPs. A case management approach is used to plan and monitor both the push-in and guided studies portions of the program.

Table 1 on the next page details the support provided to English Learners in accessing the core curriculum and in English Language Development. As can be seen in the table, support is differentiated by CELDT level and progress is monitored by progress toward reclassification.
### Table 1:

<table>
<thead>
<tr>
<th>CELDT Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELD (in E/LA courses)</strong></td>
<td>DynEd System 44, LBook, R180 in Reading</td>
<td>DynEd System 44, LBook, R180 in Reading</td>
<td>DynEd in Academic Leadership</td>
<td>DynEd in Academic Leadership</td>
<td>DynEd in Academic Leadership</td>
</tr>
<tr>
<td>ELD instructional strategies</td>
<td>DynEd</td>
<td>DynEd in instructional strategies</td>
<td>ELD instructional strategies</td>
<td>ELD instructional strategies</td>
<td>ELD instructional strategies</td>
</tr>
<tr>
<td>Daily language objective</td>
<td>DynEd</td>
<td>Daily language objective</td>
<td>Daily language objective</td>
<td>Daily language objective</td>
<td>Daily language objective</td>
</tr>
<tr>
<td><strong>ASSESSMENT:</strong></td>
<td>MAP Reading test, MAP Language test, E/LA benchmark exams, and E/LA writing assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Access (in all courses)</strong></td>
<td>SIOP/content literacy</td>
<td>SIOP/content literacy</td>
<td>SIOP/content literacy</td>
<td>SIOP/content literacy</td>
<td>SIOP/content literacy</td>
</tr>
<tr>
<td>CK12 Spanish resources</td>
<td>CK12 Spanish resources</td>
<td>CK12 Spanish resources</td>
<td>CK12 Spanish resources</td>
<td>CK12 Spanish resources</td>
<td></td>
</tr>
<tr>
<td>Text-to-speech technology</td>
<td>Text-to-speech technology</td>
<td>Text-to-speech technology</td>
<td>CK12 Level 2 materials</td>
<td>CK12 Level 2 materials</td>
<td></td>
</tr>
<tr>
<td><strong>ASSESSMENT:</strong></td>
<td>Content area benchmark exams and MAP Language test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
H: Monitoring Overall Student Performance

A description of how each student’s overall performance will be monitored, and how instruction may be supplemented or changed when appropriate. LPS has implemented the following strategies for achieving and maintaining equity in monitoring overall student achievement. The LPS assessment and data system monitors and supports student achievement in five different ways:

**Diagnostic Assessments and Growth Measures**

LPS uses NWEA’s computer adapted MAP assessments, the SRI (Scholastic Reading Inventory) and the DynEd program to provide diagnostic data for teachers and course placement and to measure growth mid-year and in the spring. Students who are below grade level are expected to make more than a year’s progress each year.

**Interim Assessments**

LPS provides Network-wide interim assessments four times a year. These are standards aligned and have been correlated to the California Standards Test. Data reports are used by teachers and administrators in regular cycles of inquiry and re-teaching after each assessment. Depending on the data, re-teaching may be whole class, small group, or individualized.

Many courses also include Network-wide unit assessments (math and science) or modularized topic assessments (English conventions and grammar). Similar data is provided for monitoring and re-teaching.

**College-Aligned Assessments**

Either as part of the interim assessments or as a separate strand, many courses include assessments that have been backwards mapped from the California State University’s Early Academic Placement (EAP) exams or freshman course requirements. These include Document Based Questions (DBQs) in History, writing portfolios, and on-demand writing assessments in English, and critical readings and labs in science.

**Formative Assessments**

In addition to teacher-made quizzes and assessments, LPS places considerable emphasis on just-in-time data through the use of daily exit tickets. Exit tickets may be paper and pencil short quizzes and summaries or may include the use of commercial audience response mechanisms (clickers). The LPS Network is developing a mobile and laptop application that includes advanced “clicker” functionality and provides teachers and students with immediate data that is tracked and analyzed over time.
**Student-Centered Data**

The use of exit tickets and just-in-time data is designed to engage students and help them become invested in accelerating their own performance. In addition, LPS has developed an approach called “Personalized Pathways” where students regularly review their own data and develop personal plans to improve their progress. These reports include “Pathways to College” which provides students regular reports on their credits, completion of A-G and graduation requirements, attendance, and tardies and engages them in planning their next steps. Other reports help them analyze diagnostic assessments and plan pathways to success on the CAHSEE and CST examinations.

**I: Teacher Performance and Professional Development**

_A description of how each teacher’s performance will be monitored and how professional development and other resources will be targeted and used to improve instruction._

LPS teacher effectiveness expectations are defined by the LPS Effective Teaching Rubric (attached) which, in turn, was based on Kim Marshall’s Effective Teaching Rubric. This forms the basis for teacher goal setting, observation, and evaluation. Teachers who are not making adequate progress go onto a Performance Assistance plan and are supported by peer coaches as well as an administrator. The rubric also provides a framework for ongoing walk throughs and peer observations which are not part of the evaluation system but rather form the basis for teacher inquiry.

The LPS Effective Teaching Rubric also forms the basis for the LPS Career Ladder of Novice, Proficient, Accomplished, and Master Teacher. Master Teacher candidates submit a portfolio demonstrating expert level teaching in four domains of the rubric: Planning, Preparation and Delivery of Instruction (25%); Assessment, Monitoring and Follow Up (20%); Classroom Management and Culture (10%); Professionalism and the Leadership Way (15%). An additional section, Student Achievement (30%) includes attainment and growth measures as well as evaluation of student work. The portfolio includes both artifacts and videos. In June a Network-wide peer-review panel of four teachers and four administrators makes promotion decisions to Master Teacher status based on a review of the portfolio and a question-and-answer session with each candidate.

**J: Measuring Student Outcomes and Goals**

_Student outcome goals by grade level and by ethnic group, how progress toward those goals will be measured, and how the results of measurements will be used to improve instruction._

In August, all LPS San Jose teachers meet three days before school to review the preceding year’s data and revise their achievement plans for the coming year. Two additional Network-wide days support the further development of instructional planning in course-specific groups.
Data is presented in three ways:

- Summative data (CST, CAHSEE, MAP, CELDT, Grades) disaggregated by ethnicity, course, teacher, etc. for school-wide planning.
- “Looking Back Rosters” allowing teachers to see all of the data by student for each period and course from the preceding year.
- “Looking Forward Rosters” allowing teachers to see all of the data by student and class in order to plan for the coming year.

Once the year has begun, teachers engage in on-going cycles of inquiry every six to eight weeks in order to adjust their instruction and place students in appropriate intervention programs.

**K: Overall Approach of the School**

A description of the overall approach of the School, and how the School’s approach will be monitored and modified to improve student achievement (will the School employ School Plan, a Curriculum Audit and/or other school planning process? Who will be involved?)

The Single Plan for Student Achievement is the primary planning and monitoring document and process for the school folding in, when appropriate, the WASC process. Committees of teachers, staff, parents (School Site Council) and, as appropriate, students will participate in the drafting of this plan.

- **An introduction with a brief (one or two paragraphs) demographic profile of the school.** The profile should describe student characteristics (e.g., race, gender, recipients of free and reduced price meals, participation in special education programs and services), student and teacher mobility rates, and any other factors considered important to understanding the school. Teams may write a one or two paragraph profile or provide the information in a chart. The introduction may also include a brief (one or two paragraphs) profile of school strengths and accomplishments during the past 12 months.
- **Progress Report and Data Analysis** describing multiple measures of progress and what the analysis of this data shows.
- **Improvement Targets** including those set by the LPS Network and those set by the staff and parents at the school.
- **Action Plan Narrative** describing the plans the school will put in place to improve student achievement.
- **Resource allocation and accountability measures.** Plans for how current resources will be allocated and requests for additional resources to support the instructional improvement initiatives.

In addition, each year specific accountability targets are set by the Network with progress toward those results presented by the administrative team to the Superintendent and LPS Education Team at the end of the first semester. Reports of progress toward these markers are shared with the LPS Board of Directors quarterly.
### LPS Minimum Academic and Academic Culture Goals 2011-12

| **API** | 300% of state average growth  
Minimum 730 |
| **10th Grade CAHSEE** | Pass rate 35% above MAP cohort-predicted on ELA & Math; and  
85% pass rate on ELA & Math |
| **ELA** | 1 level/year CST  
1 year MAP Reading  
2 years SRI in R180 |
| **Math** | 1 year MAP Math in Algebra, Geometry, Algebra 2 |
| **EAP** | ELA – increase 10%/ year College Ready  
Math – increase 10%/ year Ready; 15%/year Conditionally Ready |
| **One-Year Drop-Out Rate** | Reduce by 50% or under 2% |
| **Attendance** | 93% |

### L: Graduation Requirements

If the School is a high school, a description of the School’s graduation requirements, how student progress toward a graduation will be monitored, and steps that will be taken for students not making adequate progress toward graduation.

### Required Courses (years)

<table>
<thead>
<tr>
<th>UC Group</th>
<th>Subject Area</th>
<th>State</th>
<th>UC/CSU</th>
<th>LPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>English</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>b</td>
<td>Mathematics</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>c</td>
<td>History/Social Science</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d</td>
<td>Laboratory Science</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>e</td>
<td>Language other than English</td>
<td>1*</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>f</td>
<td>Visual and Performing Arts</td>
<td>1*</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>g</td>
<td>Electives</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>7</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td>8</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Additional Courses</td>
<td>9</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Totals:</strong></td>
<td><strong>14</strong></td>
<td><strong>15</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

*One year language other than English or one year visual and performing arts

\*1-Includes elementary and advanced algebra and 2- and 3-dimensional geometry

\*2-State: One year history, cultures, geography and one year U.S. history and one semester government and civics and one semester economics; UC: one year history, cultures, geography and one year U.S. history or ½ U.S. history & ½ civics/government; CSU: one year U.S. history and one additional year of social science
3-UC: Provide fundamental knowledge in at least two of the following three disciplines: biology, chemistry, physics; CSU: One life science and one physicals science
4-Two years in the same language
5-One year in one of the following four disciplines: dance, drama/theater, music, visual art
6-Must be from one of the groups above (can be split by semesters)
7-Physical Education requirements for LPS have not been established. State requirement does not apply to charters
8-Counts as an elective
9-Can be UC-approved or not

**Proficiency Requirements:**
- Proficiency (grade of C or better) in the 15 UC a-g courses, listed above.
- Proficiency (grade of C or better) in the one additional History/Social Science course required by the state.
- Passing grade in each of four years of Leadership Advisory.
- Passing grade (C or better) in at least two of the four “Additional Courses”.
- Four years of satisfactory Community Service.
- Receiving a passing score on both the Language Arts and Math portions of the California High School Exit Exam (CAHSEE).

A modified Graduation path is available to students identified under IDEA as a student with a disability and as prescribed in the student’s IEP.
APPENDIX B:
Leadership Public Schools
Plan for English Language Learners

INTRODUCTION

Leadership Public School (LPS) is committed to ensuring that all English Language Learners acquire the skills and knowledge necessary to make them productive, responsible citizens and life-long learners. Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency.

To that end, this Master Plan for English Language was developed to implement programs that will assist English Learners in becoming proficient in English in a timely manner. Leadership Public School establishes the following goals of its programs for English Learners:

- All English Learners will master the English language as efficiently and effectively as possible.
- LPS will ensure that all English Language Learners have full access to a college preparatory curriculum that will allow them to succeed in high school and college.
- LPS will strive to engage parents of English Learners in their child’s learning.

It is also the goal of all school personnel, including regular classroom teachers, special education teachers, counselors, and administrators, to help each student make yearly progress on standardized evaluations and reach the highest possible levels of English language and academic proficiency in the shortest time possible.

LPS ENGLISH LANGUAGE LEARNER PROGRAM OVERVIEW

The LPS EL program supports students on three levels: access to and support for the core, strategic support, and intensive intervention.

An important component of our mission is to create access to core content for all students. To that end, we have developed our own curricular resources in close collaboration with the CK-12 Foundation, which offers SBE-approved, open-source textbooks in Math and Science. Our materials are called “College Access Readers.” The Readers are differentiated, modifiable, flexible, provided in English and in Spanish, and compatible with the text-to-speech software we implemented for further support. We have completed Readers in Algebra 1, Geometry, and Biology; Readers in Algebra 2 and Environmental Science are in the first year of use; and, Chemistry, Physics, U.S. History, and Government (built off of the University of California’s open-source “Hippocampus” curricula) are in development.
These curricular resources have been developed through a process of intense and sustained collaboration among teachers from all school sites. Training teachers how to use these resources has served as embedded professional development, complementing the ongoing literacy and language-focused professional development teachers receive at both the site and network levels.

Beyond support and access to the core, LPS San Jose also provides strategic support through an extensive Enrichment / Tutoring program after school, as well as the incorporation of targeted language development work using the online DynEd program in Academic Leadership classes and after school.

Our intensive intervention focuses on reading intervention and English language support. The Read180 California program (including the language-centered “L Book” and System 44) and the first level of DynEd (“First English”) form the comprehensive curriculum of our Reading course for English Learners.

<table>
<thead>
<tr>
<th>CORE ACCESS and SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Access</strong></td>
</tr>
<tr>
<td>- CK-12 College Access Readers (CAR)</td>
</tr>
<tr>
<td>- CAR text-to-speech</td>
</tr>
<tr>
<td>- CAR Spanish</td>
</tr>
<tr>
<td>- Ongoing literacy-focused professional development</td>
</tr>
<tr>
<td>- SIOP instructional strategies</td>
</tr>
<tr>
<td><strong>Embedded ELD</strong></td>
</tr>
<tr>
<td>- CAR vocabulary</td>
</tr>
<tr>
<td>- Daily language objectives</td>
</tr>
<tr>
<td>- ELD instructional strategies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGIC SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Accelerated Reader</td>
</tr>
<tr>
<td>- DynEd courses (“English for Success” and “New Dynamic English”)</td>
</tr>
<tr>
<td>- Tutoring (as needed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTENSIVE INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Read180 with LBook and System44</td>
</tr>
<tr>
<td>- DynEd courses (“First English,”)</td>
</tr>
</tbody>
</table>
While the three-tiered model described above represents the overall model of LPS support for English Learners, LPS San Jose recognizes that such support differs by English proficiency as well as in different content areas. The chart below details both the ELD and Content Access support provided by CELDT level.

<table>
<thead>
<tr>
<th>CELDT Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELD</strong> (in E/LA courses)</td>
<td>DynEd System 44, LBook, R180 in Reading</td>
<td>DynEd System 44, LBook, R180 in Reading</td>
<td>DynEd in Academic Leadership LBook in Reading (Read180)</td>
<td>DynEd in Academic Leadership</td>
<td>DynEd in Academic Leadership</td>
</tr>
<tr>
<td></td>
<td>ELD instructional strategies</td>
<td>ELD instructional strategies</td>
<td>ELD instructional strategies</td>
<td>ELD instructional strategies</td>
<td>ELD instructional strategies</td>
</tr>
<tr>
<td></td>
<td>Daily language objective</td>
<td>Daily language objective</td>
<td>Daily language objective</td>
<td>Daily language objective</td>
<td>Daily language objective</td>
</tr>
<tr>
<td><strong>ASSESSMENT:</strong></td>
<td>MAP Reading test, MAP Language test, E/LA benchmark exams, and E/LA writing assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Access</strong> (in all courses)</td>
<td>SIOP/content literacy</td>
<td>SIOP/content literacy</td>
<td>SIOP/content literacy</td>
<td>SIOP/content literacy</td>
<td>SIOP/content literacy</td>
</tr>
<tr>
<td></td>
<td>CK12 Spanish resources</td>
<td>CK12 Spanish resources</td>
<td>CK12 Spanish resources</td>
<td>CK12 Spanish resources</td>
<td>CK12 Spanish resources</td>
</tr>
<tr>
<td></td>
<td>Text-to-speech technology</td>
<td>Text-to-speech technology</td>
<td>CK12 Level 2 materials</td>
<td>CK12 Level 2 materials</td>
<td>CK12 Level 2 materials</td>
</tr>
<tr>
<td><strong>ASSESSMENT:</strong></td>
<td>Content area benchmark exams and MAP Language test.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INSTRUCTIONAL STRATEGIES

Within these larger program elements, LPS employs a variety of instructional strategies including:

- **Ongoing Assessment**: To establish current or actual level of acquisition and thus establish student’s zone of proximal development. This information provides data necessary for lesson planning.
- **Scaffolding**: Promotes learning when concepts and skills are being first introduced to students. These supports may include resources, a compelling task, templates and/or guides.
- **Think-Pair-Share**: After a concept is presented, or at specific time intervals, the teacher stops class and allows students to collect their thoughts (think). Then students discuss their idea for 3-5 minutes with the person next to them.
- **Graphic Organizers**: To help students visualize relationships between concepts and take apart complex text.
- **Annotation**: To help students understand and process complex text.
- **Word Walls**
- **Direct vocabulary instruction**
- **Oral language sentence frames**: To promote the use of oral academic English.

IDENTIFYING ENGLISH LEARNERS

Upon enrollment, and as part of the registration process, parents and/or students must complete a Home Language Survey. If the answers to any of the questions on the survey indicate that the student comes from an environment where a language other than English may have had an impact on the individual’s level of English language proficiency, the student is referred to the principal for the appropriate identification of services. LPS then administers the California English Language Development Test (CELDT). Any student who is identified as an English Language Learner is referred the Principal or designee to determine appropriate instructional and program placement.

PARENTAL NOTIFICATION

Parents of students identified by means of the Home Language Survey are notified of the results of the language proficiency assessment(s). Program details are provided to parents (orally and/or in writing) in a language that they can understand. At a minimum these details include:

- The reasons for the identification of the student as limited-English proficient and in need of placement in an ELL program.
- The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.
- How the program will meet the educational strengths and needs of the student.
- Specific exit requirements for the program.
• The right of the parents to have their child immediately removed from the English language instruction education program.

In addition to notifying parents about the English Language Learner services their child may be receiving, LPS San Jose places a high priority on having administrators, staff and teachers with Spanish language skills to provide parents who do not speak English with meaningful opportunities to participate in the education of their child. Translators may be called upon to help with enrollment, orientation, parent/teacher conferences, eligibility meetings, IEP meetings, etc. Translation is also provided for key documents regarding parent programs, meetings, and other activities. If a student or parent speaks a language other than English or Spanish, efforts will be made to find an interpreter to facilitate communication.

**TRANSITION/EXITING PROCEDURES**

Any teacher or parent may recommend that a student exit the ELL Program when they have achieved the following objective exit criteria (as appropriate for placement and grade level):

- Achieve proficiency in English-language skills in listening, speaking, reading, and writing (as measured by the CELDT for English learners).
- Achieve proficiency on state assessment.
- Demonstrate proficiency by means of academic success in the classroom as measured by grades, anecdotal records, and teacher(s) recommendation.

The exit recommendation will be reviewed and decided by the Principal or Principal Designee. If the recommendation is for exiting, the student’s parents will be asked to grant permission to proceed. When a student exits the ELL program, the School will monitor his/her progress for two years to insure his/her continued academic success. At the end of two school years, a student who is achieving at grade level will officially exit the program.

There is no limit for participation in the ELL Program. Need is the determining factor and a student may participate as long as the parents and school determine such support is beneficial.

**ACADEMIC PROFICIENCY AND ACHIEVEMENT**

Leadership Public Schools monitors the success of the English Learner program on the basis of two criteria:

- Progress in achieving English proficiency: All ELL students will show progress on the CELDT by increasing scores by one level per year.

- Progress in academic achievement: All ELL students will show progress in English and Math by progressing at least one CST or MAP (Measures of Academic Progress) per year until grade level proficiency is achieved.
Individual students and their parents monitor their achievement in both areas through the ongoing progress reports.

**EVALUATION**

In order to make suitable changes that address deficits in the ELL Plan in a timely manner, the LPS Network Education Team will meet at least once a year to evaluate the effectiveness of the program and make recommendations to the site for needed changes. The evaluation process will focus on the progress of ELL students in acquiring English and achieving academic standards.
APPENDIX C:
Leadership Public Schools San Jose
Enrollment Strategy
2011-2012
# Table of Contents

OVERVIEW ................................................................................................................................... 3  
Plan Highlights ................................................................................................................................. 3  

GOALS ........................................................................................................................................... 4  
Enrollment Targets by Grade Level..................................................................................................... 4  
Enrollment Targets by Race/Ethnicity ................................................................................................. 4  
Enrollment Goals by Week .................................................................................................................. 5  

ROLES ............................................................................................................................................ 6  
Principal Involvement ......................................................................................................................... 6  
Enrollment and Recruitment Team ...................................................................................................... 6  
Teacher Involvement ............................................................................................................................ 6  
Parental and Student Involvement ....................................................................................................... 6  

ENROLLMENT PROCESS ........................................................................................................... 7  
Building Awareness and Generating Leads ......................................................................................... 8  
Collecting Applications and Holding Information Sessions ............................................................... 9  
Public Enrollment Lottery Held .......................................................................................................... 10  
Confirming Enrollment and Collecting Forms .................................................................................... 11  
Engaging Enrolled Students and Families .......................................................................................... 11  

ADMISSIONS CRITERIA, PREFERENCES, AND OPEN ENROLLMENT POLICY ............. 12  
Application Deadlines ....................................................................................................................... 13  
Lottery and Waitlist Policy ................................................................................................................. 13  
Backfilling ............................................................................................................................................. 13  

Leadership Public Schools San Jose
Charter Renewal Petition, October 2011
Appendix Documents
Enrollment Strategy
Leadership Public Schools San Jose

OVERVIEW

This plan overviews the goals and activities in order to have the enrollment and admissions process at LPS San Jose take place in the most efficient manner possible from year to year. Knowing what deadlines and critical milestones lay ahead will enable the San Jose team to have a successful and fluid process. The plan that is put in place for this year will be the overall plan for LPS San Jose and is meant to be a guideline for future years to be informed and revised according to experience and noticeable trends that arise.

As indicated in our charter, LPS San Jose is committed to maintaining a diverse student body, including a racially and economically diverse student population with traditionally underserved students. The foundation of our community-based student recruitment strategy is based on extensive outreach focused on developing genuine student and parent interest in our program.

At LPS San Jose, enrollment is viewed as a team effort that will be lead by the Principal, who is ultimately responsible for meeting and maintaining enrollment goals, but will require the input and resources of a team put together by the Principal.

We will reach the following targets through this effort that has been historically successful at our sister schools in Richmond, Oakland, and Hayward. We intend to employ all of our recruitment and enrollment strategies simultaneously to maximize the number of families and students who are aware of the resources LPS San Jose provides students in East San Jose and beyond.

Plan Highlights

- Enrollment Information sessions held primarily from October- February.
- Year round outreach and support efforts to: Public Officials, Parks and Recreation, Schools, Churches, and Community Based Organizations.
- Parents, students, and staff playing integral parts of the enrollment process.
- Various SBA’s (School Based Activities) such as: Tours, Shadow Days, and Open Houses.
- Acceptance and enrollment of students completed prior to the end of the school year to facilitate master scheduling and hiring of staff.
GOALS

Enrollment Targets by Grade Level

The enrollment goal for LPS San Jose is 120 students each in 9th and 10th grade, with a 10% attrition adjustment in 11th and 12th grades. This planning will also take into account a 5% attrition rate throughout the academic year. Goals also include a waitlist of 10% at 9th and 10th grade to ensure achievement of enrollment goals and steady enrollment throughout the year.

The following table includes enrollment targets for LPS San Jose:

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th></th>
<th>2012-2013</th>
<th></th>
<th>2013-2014</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Target</td>
<td>Waitlist</td>
<td>Target</td>
<td>Waitlist</td>
<td>Target</td>
<td>Waitlist</td>
</tr>
<tr>
<td>9th</td>
<td>120</td>
<td>12</td>
<td>120</td>
<td>12</td>
<td>120</td>
<td>12</td>
</tr>
<tr>
<td>10th</td>
<td>120</td>
<td>12</td>
<td>120</td>
<td>12</td>
<td>120</td>
<td>12</td>
</tr>
<tr>
<td>11th</td>
<td>75</td>
<td>8</td>
<td>108</td>
<td></td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>12th</td>
<td>60</td>
<td>6</td>
<td>67</td>
<td></td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>375</td>
<td></td>
<td>415</td>
<td></td>
<td>445</td>
<td></td>
</tr>
</tbody>
</table>

Enrollment Targets by Race/Ethnicity

The enrollment and recruitment team at LPS San Jose also seeks to recruit a diverse student population reflective of the surrounding community, paying special attention to underrepresented groups.

The following table lists the racial/ethnic distribution of William C. Overfelt High School (LPS San Jose’s neighboring school) and LPS San Jose. Recruitment goals from year to year will aim to maintain these demographic ratios, and to reflect the racial/ethnic composition of the surrounding community:

<table>
<thead>
<tr>
<th></th>
<th>Overfelt HS</th>
<th>LPS San Jose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>78%</td>
<td>84%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>White</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Enrollment Goals by Week

A key time for enrollment is converting the 240 prospective students that have demonstrated interest by completing Enrollment Interest Forms into applicants to the school. Below is a weekly progress chart that will help monitor progress towards the goal of obtaining 175 applicants.

<table>
<thead>
<tr>
<th>BIWEEKLY PROGRESS - COMPLETED APPS</th>
<th>9th Grade Actual</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through Oct 15</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Oct 31</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Nov 15</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Nov 30</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Dec 15</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Jan 7</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Jan 31</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>TOTAL COMPLETED APPLICATIONS</td>
<td></td>
<td>175</td>
</tr>
</tbody>
</table>

If targets are not met from week to week, the enrollment team will look at its practices and implement additional strategies to reach out to potential students and their families. Students and their families should be contacted through letters and phone calls but should also see ads in the newspaper or members of the enrollment team speaking at houses of worship, and conducting home visits. Best practice shows that students/families need to hear about LPS from a variety of sources in order to create interest in attendance.
**ROLES**

**Principal Involvement**

The Principal will play an integral role in enrollment activities at the school as he/she is ultimately responsible for the school’s overall enrollment. The Principal will lead the enrollment team.

**Enrollment and Recruitment Team**

At the beginning of the school year, the Principal will form an enrollment team that will work cooperatively with him or her in achieving the school’s aforementioned enrollment goals. This team should include (but not be limited to) teachers, parents, students, administrative staff, and office staff. In addition, the team should include people of various ethnicities and/or language skills so that the school can reach out to as wide an audience as possible. The enrollment team, under the leadership and direction of the Principal, will lead the enrollment effort and work with members of the school community in organizing recruitment events, information sessions, and outreach into the community.

**Teacher Involvement**

For prospective parents and students, meeting the team at LPS San Jose is as important as meeting the Principal. Because parents and families form the most direct connections with their students’ teachers, it is critical for members of the teaching team to be directly involved in the recruitment process. This will occur in a variety of ways, including but not limited to teacher panels during information sessions as well as teacher accessibility during recruitment events.

**Parental and Student Involvement**

In addition to enrollment presentations, parents and students will be invited to participate in the recruitment process by making phone calls, producing mailings, and organizing school-based events. The Principal (or her/his designee) will organize an enrollment committee, including families from the Parent-Guardian Association, to work on these assignments.

Current students will also be invited to participate in the recruitment and enrollment process by connecting with prospective students at information sessions, and handing out flyers at various venues. Students will also be encouraged to complete their yearly community service hours by participating in recruitment and enrollment events. Students who are interested in volunteering their time towards enrollment will be organized by the Principal (or her/his designee).

Both parent and student enrollment groups will be organized at the beginning of the school year. The Principal or his/her designee will coordinate these groups and keep them well informed about and involved in upcoming events and activities. Forms to track student and parent volunteer hours will also be completed and tracked.
At LPS San Jose, recruitment and enrollment is viewed as a year-long process. The following diagram illustrates the different events that will take place throughout the year to ensure enrollment targets are met in a timely fashion.

### ENROLLMENT PROCESS

<table>
<thead>
<tr>
<th>Stage</th>
<th>Target</th>
<th>Timeline</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1 – Building Awareness</td>
<td>300 enrollment contacts</td>
<td>Year-round</td>
<td>Beginning in the fall, the enrollment team will reach out to neighboring communities and generate a list of at least 300 contacts, including prospective families and community resources.</td>
</tr>
<tr>
<td>Stage 2 – Gathering Enrollment Interest Forms</td>
<td>240 Enrollment Interest Forms/Contacts</td>
<td>Aug-Jan</td>
<td>In order to get to end goal of 120 9th grade students attending on first day of school, enrollment should be in contact with at least 240 interested families.</td>
</tr>
<tr>
<td>Stage 3 – Conducting Information Sessions</td>
<td>175 students complete application process</td>
<td>Oct- Feb</td>
<td>By the first week in February, 175 students should have completed the application process, participated in the lottery and be ready to be accepted/waitlisted into school.</td>
</tr>
<tr>
<td>Stage 4 – Confirming Enrollment</td>
<td>150 to accept LPS</td>
<td>Feb – Aug</td>
<td>Although the target for 9th grade will be 120 students, 150 will receive acceptance letters to account for attrition. Students who have accepted LPS must complete acceptance packet and return it to school to be officially enrolled.</td>
</tr>
<tr>
<td>Stage 5 – Engaging Enrolled Students and Families</td>
<td>120 students + waiting list to participate</td>
<td>June – Aug</td>
<td>Accepted students and families will be invited to different school-based events (Parent-Guardian Association meetings, accepted student barbeques, and Summer Bridge) to ensure commitment throughout the summer months.</td>
</tr>
<tr>
<td>Stage 6 – Attending First Day of School</td>
<td>120 + waiting list to attend retreat</td>
<td>August</td>
<td>To account for attrition, all accepted students along with students on the waitlist, will be invited to attend the 9th grade Leadership Retreat.</td>
</tr>
</tbody>
</table>
Building Awareness and Generating Leads
(Year-Round Activity)

Building awareness takes place throughout the year but is especially critical during the months prior to collecting applications and holding information sessions. The enrollment coordinator will research area middle schools and community organizations and develop contacts that will allow school representatives to visit the school or organization to recruit students. If for any reason the schools do not allow representatives to present to 8th grade students, brochures will be dropped off at the school, and the enrollment coordinator will continue to contact representatives at the school for other recruitment opportunities. The enrollment coordinator will also contact community organizations and after school programs to further community relationships.

The awareness campaign may also include the following strategies:
• Advertising on community access channels and local/weekly/ethnic papers;
  • Newspapers including but not limited to the San Jose Mercury News and El Observador.
• Having a presence at community events such as farmers markets and street fairs.
• Presenting to parishioners at local houses of worship;
  • Most Holy Trinity Church, Our Lady of Guadalupe Church, St. John Vianney Church.
• Posting flyers at local businesses, libraries, schools, bus stops, and other public locations.
• Tabling at community centers in East San Jose;
  • MayFair Community Center, Hank Lopez Community Center, Santee Community Center.
• Meeting with superintendents of feeder school districts and principals of feeder schools;
  • Alum Rock Union School District, including but not limited to Ocala Middle School, Fischer Middle School, Renaissance Academy, Adelante Dual Language Academy, Joseph George Middle School, Mathson Middle School, and Sheppard Middle School.
  • Franklin-McKinley School District, including but not limited to Fair Middle School/Bridges Academy, Meadows School, Shirakawa School, Windmill Springs, Sylvandale Middle School, and College Connection Academy.
  • Oak Grove School District, including but not limited to Bernal Middle School, Davis Middle School, and Herman Intermediate School.
  • Charter middle schools, including but not limited to Escuela Popular, ACE Charter, KIPP Heartwood Academy, and Downtown College Prep – Alum Rock.
• Meeting with locally elected officials to promote awareness and support of LPS San Jose.
• Mailing brochures and flyers to families via bulk mailers that include fliers about information sessions and applications to neighboring zip codes.
• Posting fliers in neighboring communities and apartment complexes with a large concentration of families with school-age students.
• Passing out fliers at food distribution events, including but not limited to the Second Harvest Food Bank and Our Lady of Guadalupe Church.
• Partnering with attendance area middle schools, within a three-mile radius, with FRL populations of 70% or more.
Collecting Applications and Holding Information Sessions  
(October - February)

The second phase of collecting applications and conducting information sessions is critical to recruitment and enrollment at LPS San Jose. By this point in the process, a list of interested students is developed via the collection of Enrollment Interest Forms, tabling and presentations in middle schools, neighborhood associations, churches, and other locations. In addition, mailings will have been sent out and parent calls will have been made. All of this is done to inform families about LPS, and to encourage them to attend an information session and complete an application.

Purpose of Information Sessions
In order to give students and parents a better understanding of charter schools, the mission and focus of LPS, academics, and student life, the enrollment and recruitment team at LPS San Jose will hold regular information sessions. Information sessions will serve as an opportunity to provide information about the school as well as a collection point for preliminary applications.

Information sessions will be comprised of the following:
- Staff introduction
- Explanation of school mission
- Academic program overview
- Overview of extra-curricular activities available
- Question and answer period
- Clarification of/assistance with enrollment application

To maximize student and family buy-in, information sessions will be conducted in English but also translated to Spanish, Vietnamese, and any other target language as need is demonstrated.

Conducting Information Sessions
Information sessions can be led by any member of the enrollment team but should be attended by students, parents and teachers. Best practice shows that having the Principal appear at the information session maximizes the yield of attendees that turn in preliminary applications. In addition, a member of the enrollment team who can translate for non English speaking families should be present.

Ensuring Maximum Attendance at Information Sessions
Interested families will be invited to information sessions via phone call at least three days prior to the event. Reminder phone calls will also be made the day before the information session to ensure maximum attendance. If a family indicates they cannot attend an upcoming session, they will be provided with additional dates. If those dates are not feasible for any particular family, all attempts will be made to schedule a home visit. If families commit to attending an information session but do not attend, they will receive a follow-up phone call to determine interest and to possibly schedule a home visit.
Materials Needed to Conduct Information Sessions
The following items:
• Sign in sheet
• Enrollment Calendar and Handout
• Preliminary applications
• Brochures
• Presentation materials
• Enrollment Interest Forms

Where Information Sessions Will Be Held
Information sessions will primarily be held at LPS San Jose to give families an opportunity to visit the campus before enrolling. Information sessions will also be held at local elementary and middle schools, as well as local libraries and community centers that are accessible to families. To facilitate attendance, sessions will be held on weekday evenings and Saturday mornings if necessary. Student, staff, and parent presenters will also be identified prior to the information sessions to include different perspectives for prospective families.

Deliverables After Information Sessions
The following information will be collected and reviewed after every information session to ensure the maximum number of interest forms can be collected:
• Family attendance and contact information
• Data from preliminary applications
• Number of applications to assess whether team is on track to meet enrollment goals

Public Enrollment Lottery Held
(Feburary)

The application period begins in October and ends in February. A lottery is held in February for students and acceptance letters are mailed. If enrollment goals are not met by the date of the lottery, recruitment will continue and rolling lotteries will be held on a regular and scheduled basis until full enrollment is achieved and a waiting list is established.

As indicated in our charter and required by law, the school will hold a lottery if the number of students interested in attending the school exceeds the school’s capacity by the lottery date. The lottery will be administered by the school’s enrollment and recruitment team. Families and students will be given adequate notice of the upcoming lottery and will be invited to attend if they desire. If a lottery is held, the enrollment team will draw individual student names in random order by grade level to identify accepted students and the order of the waitlist.

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.
Confirming Enrollment and Collecting Forms  
*(February - August)*

All students selected for enrollment will be mailed an acceptance letter and introductory packet containing all necessary forms. The school will schedule workshops to assist parents with completing the required forms. The introductory packet will contain the following forms and information and must be completed and returned within 30 days of acceptance to LPS San Jose:

- Cover letter welcoming the student and explaining the contents of the packet and outline of the dates for assistance workshops
- Transcript Release Form
- Student Internet Permission Agreement
- Retreat Information and Waiver
- Field Trip Permission Slip
- New Student Registration Form
- Medical Consent/ Emergency Contact Form
- Request for Immunizations Record
- Free/Reduced Lunch Form
- Non-Acceptance Form
- Ropes course permission Form

Note: The non-acceptance form requests that students NOT interested in attending LPS San Jose return it to confirm their intent not to attend. If a student does not return this form, it is assumed that the student will be enrolling at LPS San Jose the following school year.

Engaging Enrolled Students and Families  
*(June - August)*

The period between acceptance and attending the school is a fragile one in the enrollment process and one where families could potentially change their minds. To maintain student and family interest in LPS San Jose, the enrollment and recruitment team will hold events such as clean up days, shadow days, open houses, and a freshman picnic to create an inviting atmosphere for families.

The Principal will also hold special meetings where families can learn about the school, retreat, dress code, curriculum, and other elements of the school community. These events will be geared to provide families more personalized contact with the school. Events held by the Principal will also allow families the opportunity to bring in the aforementioned forms for collection and get help in completing them if they need assistance.
ADMISSIONS CRITERIA, PREFERENCES, AND OPEN ENROLLMENT POLICY

LPS has an open admissions policy for equity reasons. There are no subjective selection or admissions criteria for students; the only requirements are filling out a preliminary enrollment application (with appropriate attachments), attending an information session or home visit, and submitting required enrollment packet forms. There are only two exceptions to the LPS open enrollment policy:

1. Students must be 19 or under when enrolling for the first time in an LPS school. Students over 19 years of age can remain enrolled if they continue to make satisfactory progress towards their high school diploma.
2. Students who have been expelled from their school district may be denied admission, depending on the circumstances of their expulsion. School enrollment staff should forward the applications of previously expelled students to the LPS Home Office for review. The CEO will make the final decision on their enrollment status.

For equity reasons, LPS limits admissions preferences to a bare minimum. LPS allows admissions preferences only for the following groups of students (in descending order of preference):

- Siblings of existing students (though not in year 1)
- Children of LPS employees
- Students who reside within East Side Union High School District
- Students who reside within Santa Clara County, but outside of the East Side Union High School District

Any students not currently enrolled at LPS San Jose are entered into the general enrollment lottery. Students are admitted in the order of preference described above. Students who desire to transfer from one LPS campus to another must participate in the normal enrollment process, but will be considered an existing student for purposes of admissions preferences.

For equity reasons, LPS does not allow enrollment preferences for “founding families”, a common practice in other charter schools, but one that tends to favor more affluent families. Founding families are families who volunteer a significant amount of their time during the beginning stage of the school.

LPS is not subject to the promotion or graduation policies of surrounding school districts; for example, a student who has failed 8th grade may still enroll in 9th grade at LPS if the parent decides that is in the best interest of the child. When applying for admission to LPS, the parent makes a preliminary decision regarding the student’s grade placement. After the student is admitted, LPS may place the student in a different grade based on review of the student’s transcripts and/or placement test results.
Application Deadlines

The application deadline for LPS San Jose is in February, with a lottery held the Thursday after Presidents Day. Should the school not meet its enrollment goal of 120 students for the 9th grade (plus a waitlist), the enrollment team will continue to accept applications and hold additional lotteries until the goal is met.

Lottery and Waitlist Policy

All students must be admitted through a lottery process, as required by law. While counter-intuitive, this requirement still applies even if the school is not yet over-subscribed. LPS schools may not admit students on a rolling basis.

Backfilling

Principals may make space available in 10th – 12th grade at their discretion in order to backfill to maintain targeted enrollment. However, open spaces must be filled using the same open admissions and lottery process as described above. A separate lottery should be conducted for each grade level, with waitlists established by lottery in the event of oversubscription.
APPENDIX D:
Leadership Public Schools San Jose
Financial Plan

<table>
<thead>
<tr>
<th>Financial Plan Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Table 1, funding sources anticipated to be available to the school for the fiscal year of the Charter Renewal and two subsequent fiscal years.</td>
</tr>
<tr>
<td>• Table 2, anticipated expenditures for the fiscal year of the Charter Renewal and the two subsequent fiscal years.</td>
</tr>
<tr>
<td>• 2011-2012 Budget with accompanying monthly cash flows (in-flow, outflow &amp; summary)</td>
</tr>
<tr>
<td>• Ten year Projected Budget including enrollment, staffing, balance sheet, and cash flows.</td>
</tr>
<tr>
<td>• Services to be received from SCCOE and the costs of those services</td>
</tr>
<tr>
<td>• The name and contact information for the school’s auditor</td>
</tr>
<tr>
<td>• The list of the Board of Directors with contact information</td>
</tr>
<tr>
<td>• The School’s Fundraising Plan</td>
</tr>
</tbody>
</table>
## Anticipated Funding Sources

Table 1: Funding sources anticipated to be available to the school for the fiscal year of the Charter Renewal and two subsequent fiscal years

<table>
<thead>
<tr>
<th>LPS San Jose Funding Sources</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Funding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GP Block Grant (per ADA)</td>
<td>$6,210</td>
<td>$6,210</td>
<td>$6,272</td>
</tr>
<tr>
<td>GP From State</td>
<td>$3,106</td>
<td>$3,106</td>
<td>$3,168</td>
</tr>
<tr>
<td>In Lieu from District</td>
<td>$3,104</td>
<td>$3,104</td>
<td>$3,104</td>
</tr>
<tr>
<td>Categorical Block Grant</td>
<td>$412</td>
<td>$412</td>
<td>$414</td>
</tr>
<tr>
<td>In Lieu Economic Impact Aid (estimate per eligible student)</td>
<td>$319</td>
<td>$319</td>
<td>$319</td>
</tr>
<tr>
<td>Lottery (calculated on prior year ADA)</td>
<td>$129</td>
<td>$127</td>
<td>$126</td>
</tr>
<tr>
<td>Special Education Funding (per ADA)</td>
<td>$465</td>
<td>$465</td>
<td>$470</td>
</tr>
<tr>
<td>Supplemental Programs</td>
<td>$45,037</td>
<td>$45,037</td>
<td>$45,487</td>
</tr>
<tr>
<td><strong>Federal Funding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I (per Free and Reduced Lunch eligible pupil)</td>
<td>$378</td>
<td>$397</td>
<td>$407</td>
</tr>
<tr>
<td>Title II (improving Teacher quality)</td>
<td>$6,723</td>
<td>$6,723</td>
<td>$6,790</td>
</tr>
<tr>
<td>Title III (per ELL Student)</td>
<td>$110</td>
<td>$112</td>
<td>$115</td>
</tr>
<tr>
<td>C21 Asset Grant</td>
<td>$169,921</td>
<td>$169,921</td>
<td>$169,921</td>
</tr>
<tr>
<td><strong>Fundraising</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Office Fundraising per student</td>
<td>$400</td>
<td>$400</td>
<td>$400</td>
</tr>
</tbody>
</table>
Anticipated Expenditures

Table 2: Anticipated expenditures for the fiscal year of the Charter Renewal and two subsequent fiscal years

<table>
<thead>
<tr>
<th>Leadership Public Schools San Jose</th>
<th>Budget</th>
<th>Forecast</th>
<th>Forecast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY 2011-12</td>
<td>FY 2012-13</td>
<td>FY 2013-14</td>
</tr>
<tr>
<td><strong>Salaries</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated</td>
<td>$1,362,860</td>
<td>$1,618,388</td>
<td>$1,793,317</td>
</tr>
<tr>
<td>Classified</td>
<td>$179,392</td>
<td>$180,851</td>
<td>$185,372</td>
</tr>
<tr>
<td>Total Salaries</td>
<td>$1,542,252</td>
<td>$1,799,239</td>
<td>$1,978,689</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
<td>$340,474</td>
<td>$395,899</td>
<td>$448,275</td>
</tr>
<tr>
<td><strong>Books, Supplies &amp; Equipment</strong></td>
<td>$163,104</td>
<td>$251,608</td>
<td>$275,463</td>
</tr>
<tr>
<td><strong>Services and Operating Expenses</strong></td>
<td>$465,705</td>
<td>$503,299</td>
<td>$526,086</td>
</tr>
<tr>
<td><strong>Depreciation</strong></td>
<td>$28,415</td>
<td>$28,415</td>
<td>$28,415</td>
</tr>
<tr>
<td><strong>Other Outgo</strong></td>
<td>$567,272</td>
<td>$575,251</td>
<td>$558,944</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$3,107,222</td>
<td>$3,553,710</td>
<td>$3,815,871</td>
</tr>
</tbody>
</table>
Leadership Public Schools San Jose Board of Directors adopted a budget at their May 26, 2011 meeting. The budget presented represents the first draft of the first interim budget that is due on or about December 15th, 2011.

Please note that LPS San Jose has access to the Leadership Public Schools Reserve Pool (currently estimated at $1.7m) to address any intermittent liquidity issues.

Please see the end of this section for the documents referenced in this section.

<table>
<thead>
<tr>
<th>FY 2012 BUDGET -LPS-San Jose</th>
<th>TOTAL BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td><strong>Revenue</strong></td>
</tr>
<tr>
<td>9th Grade</td>
<td>$\text{115}$</td>
</tr>
<tr>
<td>10th Grade</td>
<td>$\text{116}$</td>
</tr>
<tr>
<td>11th Grade</td>
<td>$\text{73}$</td>
</tr>
<tr>
<td>12th Grade</td>
<td>$\text{60}$</td>
</tr>
<tr>
<td>Enrollment</td>
<td>$\text{364}$</td>
</tr>
<tr>
<td>Enrollment after attrition</td>
<td>$\text{346}$</td>
</tr>
<tr>
<td>Average Daily Attendance (%)</td>
<td>$\text{95.0%}$</td>
</tr>
<tr>
<td>Average Daily Attendance (#)-P-2</td>
<td>$\text{328.5}$</td>
</tr>
<tr>
<td>Average Daily Attendance (#)-P-1</td>
<td>$\text{333}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMARY INCOME STATEMENT</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Revenue</td>
<td>$\text{2,544,156}$</td>
</tr>
<tr>
<td>Federal Revenue</td>
<td>$\text{390,407}$</td>
</tr>
<tr>
<td>Fundraising</td>
<td>$\text{173,300}$</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>$\text{3,402}$</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$\text{3,111,265}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$\text{1,542,252}$</td>
</tr>
<tr>
<td>Benefits</td>
<td>$\text{340,474}$</td>
</tr>
<tr>
<td>Books, Supplies, Equipment, &amp; Food</td>
<td>$\text{163,104}$</td>
</tr>
<tr>
<td>Services and Operating Expenses</td>
<td>$\text{465,705}$</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>$\text{28,415}$</td>
</tr>
<tr>
<td>Other Outgo</td>
<td>$\text{567,272}$</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$\text{3,107,222}$</td>
</tr>
</tbody>
</table>

Surplus/Deficit $\text{4,043}$
Services to be Received from SCCOE and Cost of those Services

Currently Leadership Public Schools only uses SCCOE STRS processing services under the direction of Ms. Pat Miklika. The annual fee for those services is $750. Leadership Public Schools-San Jose is a member of the County of El Dorado Office of Education Charter School Selpa and receives all of its Special Education Services through that office.

Name and Contact Information for the School’s Auditor

LPS’s auditor is:

Wade N. McMullen  
Vicenti, Lloyd, and Stutzman, LLP  
2210 E. Route 66, Suite 100  
Glendora, CA 91740  
Phone: 626.857.7300

List of the School’s Board of Directors with Contact Information

Note: All Board Members can be reached via mail c/o Leadership Public Schools- Home Office, 344 Thomas L. Berkley Way, Suite 340, Oakland, CA 94612, via email at LPSBoard@leadps.org, or via phone at 510-830-3780.

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josefina Alvarado-Mena</td>
<td>Member: Education, Student Support ad hoc working groups</td>
<td></td>
</tr>
<tr>
<td>Cecily Cameron</td>
<td>Member: Committee on Trustees, Student Support ad hoc working group</td>
<td></td>
</tr>
<tr>
<td>Adam Cioth</td>
<td>Member: Executive Committee; Chair, Committee on Trustees</td>
<td></td>
</tr>
<tr>
<td>Larry Cuban</td>
<td>Member: Education ad hoc working group</td>
<td></td>
</tr>
<tr>
<td>Sandy Dean</td>
<td>Member: Executive Committee, Finance Committee</td>
<td></td>
</tr>
<tr>
<td>Marsha Dugan</td>
<td>Member: Executive Committee; Chair, Student Support ad hoc working group</td>
<td></td>
</tr>
<tr>
<td>D'Lonra Ellis</td>
<td>Member: Finance Committee, Special Assignment: legal support</td>
<td></td>
</tr>
<tr>
<td>Karen Eulloqui</td>
<td>Student Representative, LPS San Jose</td>
<td></td>
</tr>
<tr>
<td>Mutiu Fagbayi</td>
<td>Member: Education ad hoc working group</td>
<td></td>
</tr>
<tr>
<td>Karene Gray</td>
<td>Parent Representative, LPS College Park</td>
<td></td>
</tr>
<tr>
<td>Heather Hiles</td>
<td>Board Secretary: Executive Committee, Member, Technology ad hoc working group</td>
<td></td>
</tr>
<tr>
<td>Mark Kushner</td>
<td>Member: Technology ad hoc working group</td>
<td></td>
</tr>
</tbody>
</table>
The School’s Fundraising Plan

Leadership Public Schools’ fundraising plan has been successful since the network’s inception. The fundraising is done through the Network Home Office under the direction of Dr. Ann Reidy. The annual giving program has been able to raise at least $400/student and that is what is projected in the financial statements that are included. Fundraising is done in one year and allocated to the school site in the next, thus all fundraising included is collected funds.

Listed below are the audited fundraising amounts for the last three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>$939,373</td>
</tr>
<tr>
<td>2010</td>
<td>$1,044,319</td>
</tr>
<tr>
<td>2009</td>
<td>$1,648,425</td>
</tr>
</tbody>
</table>
## Leadership Public Schools San Jose

### Multi-Year Budget Forecast

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enrollment</strong></td>
<td>364</td>
<td>420</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
</tr>
<tr>
<td><strong>ADA %</strong></td>
<td>90.2%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td><strong>Average Daily Attendance (ADA)</strong></td>
<td>329</td>
<td>399</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
</tr>
<tr>
<td><strong>Growth in Expenses</strong></td>
<td>2.0%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

### REVENUES

#### State Revenues

- **General-Purpose Block Grant**
  - $1,020,186
  - $1,239,130
  - $1,384,281
  - $1,439,099
  - $1,508,992
  - $1,580,632
  - $1,654,064
  - $1,729,331
  - $1,806,480
  - $1,885,558
  - $1,966,612

- **Funding in Lieu of Property Taxes**
  - $1,019,799
  - $1,238,660
  - $1,356,627
  - $1,356,627
  - $1,356,627
  - $1,356,627
  - $1,356,627
  - $1,356,627
  - $1,356,627
  - $1,356,627
  - $1,356,627

**Subtotal State Revenues**

- $2,039,985
- $2,477,790
- $2,795,726
- $2,861,619
- $3,010,691
- $3,085,958
- $3,163,107
- $3,242,185
- $3,323,239

#### Categorical Revenues

- **Categorical Block Grant**
  - $132,057
  - $160,398
  - $177,431
  - $180,979
  - $185,504
  - $190,141
  - $194,895
  - $199,767
  - $204,762
  - $209,881
  - $215,128

- **In Lieu Economic Impact Aid**
  - $96,976
  - $107,688
  - $125,498
  - $140,081
  - $143,583
  - $147,172
  - $150,851
  - $154,627
  - $158,488
  - $162,450
  - $166,512

**Subtotal Categorical Revenues**

- $275,033
- $268,086
- $302,929
- $325,560
- $329,087
- $337,313
- $344,648
- $354,394
- $362,343
- $372,331
- $378,640

#### Federal Revenues

- **Title I**
  - $96,895
  - $107,613
  - $115,542
  - $129,122
  - $132,492
  - $135,625
  - $139,104
  - $142,646
  - $146,188
  - $149,730
  - $153,594

- **Title II & III**
  - $17,187
  - $14,564
  - $17,224
  - $19,336
  - $19,820
  - $20,315
  - $20,823
  - $21,344
  - $21,877
  - $22,424
  - $22,985

**Subtotal Federal Revenues**

- $293,082
- $122,177
- $132,766
- $148,458
- $152,314
- $155,939
- $161,469
- $168,020
- $174,661
- $181,206
- $188,579

#### Other Revenues

- **Student Meals and Other**
  - $3,402
  - $3,402
  - $3,436
  - $3,505
  - $3,592
  - $3,682
  - $3,774
  - $3,869
  - $3,965
  - $4,064
  - $4,166

- **Fundraising**
  - $173,300
  - $176,766
  - $181,185
  - $185,715
  - $190,358
  - $195,117
  - $199,965
  - $204,994
  - $210,119
  - $215,372
  - $220,757

**Subtotal Other Revenues**

- $176,702
- $179,168
- $182,621
- $187,220
- $192,043
- $196,885
- $201,850
- $206,918
- $212,081
- $217,343
- $222,719

**TOTAL REVENUES**

- $3,111,265
- $3,686,155
- $4,043,612
- $4,147,260
- $4,246,621
- $4,347,041
- $4,450,213
- $4,555,876
- $4,664,529
- $4,775,799
- $4,890,073
### Leadership Public Schools San Jose

#### Multi-Year Budget Forecast

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPENDITURES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificated Personnel Salaries</td>
<td>$1,362,860</td>
<td>$1,618,386</td>
<td>$1,793,317</td>
<td>$1,837,675</td>
<td>$1,882,939</td>
<td>$1,929,436</td>
<td>$1,977,099</td>
<td>$2,025,951</td>
<td>$2,076,025</td>
<td>$2,127,351</td>
</tr>
<tr>
<td>Classified Personnel Salaries</td>
<td>$179,392</td>
<td>$180,851</td>
<td>$185,372</td>
<td>$190,007</td>
<td>$194,757</td>
<td>$199,626</td>
<td>$204,616</td>
<td>$209,732</td>
<td>$214,975</td>
<td>$220,350</td>
</tr>
<tr>
<td><strong>Subtotal Salaries</strong></td>
<td>$1,542,252</td>
<td>$1,799,239</td>
<td>$1,978,699</td>
<td>$2,027,612</td>
<td>$2,077,696</td>
<td>$2,129,063</td>
<td>$2,181,715</td>
<td>$2,235,863</td>
<td>$2,291,000</td>
<td>$2,347,700</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$340,474</td>
<td>$395,899</td>
<td>$448,275</td>
<td>$461,757</td>
<td>$477,748</td>
<td>$492,159</td>
<td>$509,214</td>
<td>$524,620</td>
<td>$542,812</td>
<td>$561,630</td>
</tr>
<tr>
<td>Books, Supplies, and NCE, Food</td>
<td>$10,080</td>
<td>$31,920</td>
<td>$33,210</td>
<td>$28,997</td>
<td>$29,722</td>
<td>$30,465</td>
<td>$31,227</td>
<td>$32,008</td>
<td>$32,808</td>
<td>$33,628</td>
</tr>
<tr>
<td><strong>Subtotal Books, Supplies, and NCE, Food</strong></td>
<td>$163,104</td>
<td>$251,608</td>
<td>$275,463</td>
<td>$268,901</td>
<td>$275,624</td>
<td>$282,514</td>
<td>$289,577</td>
<td>$304,237</td>
<td>$311,843</td>
<td>$319,639</td>
</tr>
<tr>
<td>Services &amp; Other Operating Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substitute Teachers</td>
<td>$12,000</td>
<td>$26,352</td>
<td>$29,571</td>
<td>$30,297</td>
<td>$31,042</td>
<td>$31,805</td>
<td>$32,588</td>
<td>$33,390</td>
<td>$34,212</td>
<td>$35,055</td>
</tr>
<tr>
<td>Travel and Conferences</td>
<td>$100,546</td>
<td>$102,557</td>
<td>$107,749</td>
<td>$110,443</td>
<td>$113,204</td>
<td>$116,034</td>
<td>$118,935</td>
<td>$121,908</td>
<td>$124,956</td>
<td>$128,080</td>
</tr>
<tr>
<td>Dues and Memberships</td>
<td>$13,595</td>
<td>$13,867</td>
<td>$14,214</td>
<td>$14,589</td>
<td>$14,933</td>
<td>$15,306</td>
<td>$15,689</td>
<td>$16,081</td>
<td>$16,483</td>
<td>$16,965</td>
</tr>
<tr>
<td>Insurance</td>
<td>$18,244</td>
<td>$21,945</td>
<td>$24,636</td>
<td>$25,282</td>
<td>$25,832</td>
<td>$26,530</td>
<td>$27,193</td>
<td>$27,873</td>
<td>$28,570</td>
<td>$29,284</td>
</tr>
<tr>
<td>Software Licenses</td>
<td>$9,962</td>
<td>$12,600</td>
<td>$14,499</td>
<td>$14,861</td>
<td>$15,233</td>
<td>$15,613</td>
<td>$16,004</td>
<td>$16,404</td>
<td>$16,814</td>
<td>$17,234</td>
</tr>
<tr>
<td>Utilities</td>
<td>$31,200</td>
<td>$32,448</td>
<td>$33,259</td>
<td>$34,091</td>
<td>$34,943</td>
<td>$35,817</td>
<td>$36,730</td>
<td>$38,570</td>
<td>$39,353</td>
<td>$40,523</td>
</tr>
<tr>
<td>Tickets and Fees</td>
<td>$34,489</td>
<td>$35,179</td>
<td>$36,058</td>
<td>$36,960</td>
<td>$37,884</td>
<td>$38,831</td>
<td>$39,802</td>
<td>$40,797</td>
<td>$41,817</td>
<td>$42,862</td>
</tr>
<tr>
<td><strong>Subtotal Services and Other</strong></td>
<td>$465,705</td>
<td>$503,299</td>
<td>$526,986</td>
<td>$536,129</td>
<td>$546,435</td>
<td>$557,011</td>
<td>$567,863</td>
<td>$579,000</td>
<td>$590,428</td>
<td>$602,156</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$28,415</td>
<td>$28,415</td>
<td>$28,415</td>
<td>$15,051</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network Admin Fee (EMO)</td>
<td>$536,813</td>
<td>$538,130</td>
<td>$517,780</td>
<td>$488,115</td>
<td>$469,349</td>
<td>$482,707</td>
<td>$495,351</td>
<td>$507,969</td>
<td>$520,912</td>
<td>$533,953</td>
</tr>
<tr>
<td>Charter Authorizer Fees</td>
<td>$22,690</td>
<td>$27,459</td>
<td>$30,438</td>
<td>$31,168</td>
<td>$31,947</td>
<td>$32,875</td>
<td>$33,864</td>
<td>$34,930</td>
<td>$35,964</td>
<td>$36,993</td>
</tr>
<tr>
<td>District Loan Encroachment</td>
<td>$7,769</td>
<td>$9,663</td>
<td>$10,726</td>
<td>$10,953</td>
<td>$11,227</td>
<td>$11,507</td>
<td>$11,796</td>
<td>$12,080</td>
<td>$12,392</td>
<td>$12,702</td>
</tr>
<tr>
<td><strong>Subtotal Other Outgo</strong></td>
<td>$567,272</td>
<td>$575,251</td>
<td>$568,944</td>
<td>$530,235</td>
<td>$512,533</td>
<td>$526,960</td>
<td>$540,710</td>
<td>$554,462</td>
<td>$568,568</td>
<td>$582,800</td>
</tr>
<tr>
<td><strong>Change in Net Assets</strong></td>
<td>$4,043</td>
<td>$132,444</td>
<td>$227,741</td>
<td>$307,605</td>
<td>$356,595</td>
<td>$359,333</td>
<td>$361,133</td>
<td>$365,295</td>
<td>$367,485</td>
<td>$369,670</td>
</tr>
</tbody>
</table>

**Ending Net Assets**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$104,254</td>
<td>$236,699</td>
<td>$464,440</td>
<td>$772,045</td>
<td>$1,128,640</td>
<td>$1,487,974</td>
<td>$1,849,107</td>
<td>$2,214,402</td>
<td>$2,581,887</td>
<td>$2,951,557</td>
<td>$3,325,899</td>
</tr>
</tbody>
</table>
# Leadership Public Schools San Jose

## Multi-Year Budget Forecast

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance Sheet</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and Equivalents</td>
<td>$21,314</td>
<td>$159,488</td>
<td>$263,198</td>
<td>$466,931</td>
<td>$657,117</td>
<td>$1,005,499</td>
<td>$1,355,533</td>
<td>$1,709,173</td>
<td>$2,064,901</td>
<td>$2,422,528</td>
<td>$2,784,239</td>
</tr>
<tr>
<td>Certificate of Deposit</td>
<td>$791,868</td>
<td>$810,191</td>
<td>$894,096</td>
<td>$915,873</td>
<td>$938,328</td>
<td>$961,001</td>
<td>$984,264</td>
<td>$1,008,100</td>
<td>$1,032,632</td>
<td>$1,057,766</td>
<td>$1,083,549</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepaid Expenses and Deposits</td>
<td>$18,211</td>
<td>$35,537</td>
<td>$38,159</td>
<td>$38,397</td>
<td>$38,900</td>
<td>$39,877</td>
<td>$40,891</td>
<td>$41,906</td>
<td>$42,970</td>
<td>$44,061</td>
<td>$45,157</td>
</tr>
<tr>
<td>Total Current Assets</td>
<td>$831,393</td>
<td>$1,005,216</td>
<td>$1,195,453</td>
<td>$1,421,202</td>
<td>$1,634,345</td>
<td>$2,006,376</td>
<td>$2,380,688</td>
<td>$2,759,178</td>
<td>$3,140,502</td>
<td>$3,524,354</td>
<td>$3,912,945</td>
</tr>
<tr>
<td>Property Plant &amp; Equipment</td>
<td>$184,613</td>
<td>$184,613</td>
<td>$184,613</td>
<td>$184,613</td>
<td>$184,613</td>
<td>$184,613</td>
<td>$184,613</td>
<td>$184,613</td>
<td>$184,613</td>
<td>$184,613</td>
<td>$184,613</td>
</tr>
<tr>
<td>Net Property, Plant &amp; Equipment</td>
<td>$71,880</td>
<td>$43,465</td>
<td>$15,050</td>
<td>$1</td>
<td>$1</td>
<td>$1</td>
<td>$1</td>
<td>$1</td>
<td>$1</td>
<td>$1</td>
<td>$1</td>
</tr>
<tr>
<td>Total Assets</td>
<td>$903,273</td>
<td>$1,048,681</td>
<td>$1,210,503</td>
<td>$1,421,201</td>
<td>$1,634,344</td>
<td>$2,006,375</td>
<td>$2,380,687</td>
<td>$2,759,177</td>
<td>$3,140,502</td>
<td>$3,524,354</td>
<td>$3,912,944</td>
</tr>
<tr>
<td>Liabilities &amp; Net Assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>$297,211</td>
<td>$355,371</td>
<td>$381,587</td>
<td>$383,966</td>
<td>$389,003</td>
<td>$398,771</td>
<td>$408,908</td>
<td>$419,058</td>
<td>$429,704</td>
<td>$440,613</td>
<td>$451,573</td>
</tr>
<tr>
<td>Accrued Liabilities</td>
<td>$76,808</td>
<td>$106,611</td>
<td>$114,476</td>
<td>$115,190</td>
<td>$116,701</td>
<td>$119,631</td>
<td>$122,672</td>
<td>$125,717</td>
<td>$128,911</td>
<td>$132,184</td>
<td>$135,472</td>
</tr>
<tr>
<td>CDE Revolving &amp; Other Loans</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Loans Payable (interte)</td>
<td>$425,000</td>
<td>$350,000</td>
<td>$250,000</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>$799,019</td>
<td>$811,982</td>
<td>$746,063</td>
<td>$649,156</td>
<td>$505,704</td>
<td>$518,402</td>
<td>$531,580</td>
<td>$544,775</td>
<td>$558,615</td>
<td>$572,797</td>
<td>$587,045</td>
</tr>
<tr>
<td>Net Assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning Net Assets</td>
<td>$100,211</td>
<td>$104,254</td>
<td>$236,699</td>
<td>$464,440</td>
<td>$772,045</td>
<td>$1,128,640</td>
<td>$1,487,974</td>
<td>$1,849,107</td>
<td>$2,214,402</td>
<td>$2,581,887</td>
<td>$2,951,557</td>
</tr>
<tr>
<td>Change in Net Assets</td>
<td>$4,043</td>
<td>$132,444</td>
<td>$227,741</td>
<td>$307,603</td>
<td>$356,595</td>
<td>$359,333</td>
<td>$361,133</td>
<td>$365,295</td>
<td>$367,485</td>
<td>$369,670</td>
<td>$374,342</td>
</tr>
<tr>
<td>Ending Net Assets</td>
<td>$104,254</td>
<td>$236,699</td>
<td>$464,440</td>
<td>$772,045</td>
<td>$1,128,640</td>
<td>$1,487,974</td>
<td>$1,849,107</td>
<td>$2,214,402</td>
<td>$2,581,887</td>
<td>$2,951,557</td>
<td>$3,325,899</td>
</tr>
<tr>
<td>Total Liabilities and Net Assets</td>
<td>$903,273</td>
<td>$1,048,681</td>
<td>$1,210,503</td>
<td>$1,421,201</td>
<td>$1,634,344</td>
<td>$2,006,375</td>
<td>$2,380,687</td>
<td>$2,759,177</td>
<td>$3,140,502</td>
<td>$3,524,354</td>
<td>$3,912,944</td>
</tr>
</tbody>
</table>
### Statement of Cash Flows

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Office Subsidy</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Facility Allocation</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Depreciation</strong></td>
<td>$28,415</td>
<td>$28,415</td>
<td>$28,415</td>
<td>$15,051</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Prepaids and Deposits</strong></td>
<td>$0</td>
<td>-$17,326</td>
<td>-$2,622</td>
<td>-$238</td>
<td>-$503</td>
<td>-$977</td>
<td>-$1,014</td>
<td>-$1,064</td>
<td>-$1,091</td>
<td>-$1,096</td>
<td>-$1,096</td>
</tr>
<tr>
<td><strong>Accounts Payable</strong></td>
<td>$61,264</td>
<td>$87,963</td>
<td>$34,081</td>
<td>$3,092</td>
<td>$6,548</td>
<td>$12,698</td>
<td>$13,178</td>
<td>$13,195</td>
<td>$13,840</td>
<td>$14,181</td>
<td>$14,248</td>
</tr>
<tr>
<td><strong>Capital Expenditures</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Financing - Intersite</strong></td>
<td>$0</td>
<td>-$75,000</td>
<td>-$100,000</td>
<td>-$100,000</td>
<td>-$150,000</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>change to cash</strong></td>
<td>$2,178</td>
<td>$138,173</td>
<td>$103,711</td>
<td>$203,733</td>
<td>$190,185</td>
<td>$348,382</td>
<td>$350,034</td>
<td>$353,639</td>
<td>$355,729</td>
<td>$357,626</td>
<td>$361,711</td>
</tr>
<tr>
<td><strong>starting cash</strong></td>
<td>$19,136</td>
<td>$21,314</td>
<td>$159,488</td>
<td>$263,196</td>
<td>$466,931</td>
<td>$657,117</td>
<td>$1,005,499</td>
<td>$1,355,333</td>
<td>$1,709,173</td>
<td>$2,064,901</td>
<td>$2,422,528</td>
</tr>
<tr>
<td><strong>ending cash</strong></td>
<td>$21,314</td>
<td>$159,488</td>
<td>$263,196</td>
<td>$466,931</td>
<td>$657,117</td>
<td>$1,005,499</td>
<td>$1,355,333</td>
<td>$1,709,173</td>
<td>$2,064,901</td>
<td>$2,422,528</td>
<td>$2,784,239</td>
</tr>
</tbody>
</table>
## Appendix D: LPS San Jose Financial Plan

### Enrollment and Funding Projections - High School

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENROLLMENT ASSUMPTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prior Year ADA</td>
<td>295</td>
<td>329</td>
<td>399</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>364</td>
<td>420</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
</tr>
<tr>
<td>Total ADA</td>
<td>329</td>
<td>399</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
<td>437</td>
</tr>
<tr>
<td>ADA as % of Enrollment</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Free and Reduced Lunch Students</td>
<td>277</td>
<td>294</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
</tr>
<tr>
<td>Federal Poverty Students</td>
<td>167</td>
<td>193</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>130</td>
<td>150</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
</tr>
<tr>
<td>Special Education Students</td>
<td>49</td>
<td>56</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
</tr>
</tbody>
</table>

### PUBLIC REVENUES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Growth Rate in State Revenues (Per SSC-Jan 2011)</td>
<td>0.84%</td>
<td>0.0%</td>
<td>1.0%</td>
<td>2.0%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
<tr>
<td><strong>Funding Rates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GP Block Grant (per ADA) (Per CSDC)-March 2011</td>
<td>$6,210</td>
<td>$6,210</td>
<td>$6,272</td>
<td>$6,398</td>
<td>$6,557</td>
<td>$6,721</td>
<td>$6,889</td>
<td>$7,062</td>
<td>$7,238</td>
<td>$7,419</td>
<td>$7,605</td>
</tr>
<tr>
<td>In Lieu from District (current P-1)</td>
<td>$3,104</td>
<td>$3,104</td>
<td>$3,104</td>
<td>$3,104</td>
<td>$3,104</td>
<td>$3,104</td>
<td>$3,104</td>
<td>$3,104</td>
<td>$3,104</td>
<td>$3,104</td>
<td>$3,104</td>
</tr>
<tr>
<td>Categorical Block Grant (per CSDC)-March 2011</td>
<td>$402</td>
<td>$402</td>
<td>$406</td>
<td>$414</td>
<td>$424</td>
<td>$435</td>
<td>$446</td>
<td>$457</td>
<td>$469</td>
<td>$480</td>
<td>$492</td>
</tr>
<tr>
<td>Lottery (calculated on prior year ADA)</td>
<td>$129</td>
<td>$127</td>
<td>$126</td>
<td>$126</td>
<td>$129</td>
<td>$129</td>
<td>$129</td>
<td>$129</td>
<td>$130</td>
<td>$131</td>
<td>$132</td>
</tr>
<tr>
<td>Special Education Funding (per ADA)</td>
<td>$465</td>
<td>$465</td>
<td>$470</td>
<td>$479</td>
<td>$491</td>
<td>$504</td>
<td>$516</td>
<td>$529</td>
<td>$543</td>
<td>$556</td>
<td>$570</td>
</tr>
<tr>
<td>In Lieu Economic Impact Aid (estimate per eligible student)</td>
<td>$319</td>
<td>$319</td>
<td>$319</td>
<td>$319</td>
<td>$319</td>
<td>$319</td>
<td>$319</td>
<td>$319</td>
<td>$319</td>
<td>$319</td>
<td>$319</td>
</tr>
<tr>
<td>Title I (per Free and Reduced Lunch eligible pupil)</td>
<td>$378</td>
<td>$397</td>
<td>$407</td>
<td>$417</td>
<td>$428</td>
<td>$438</td>
<td>$449</td>
<td>$460</td>
<td>$472</td>
<td>$484</td>
<td>$496</td>
</tr>
<tr>
<td>Title III (per ELL Student)</td>
<td>$110</td>
<td>$112</td>
<td>$115</td>
<td>$118</td>
<td>$121</td>
<td>$124</td>
<td>$127</td>
<td>$130</td>
<td>$133</td>
<td>$137</td>
<td>$140</td>
</tr>
<tr>
<td>----------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th Grade</td>
<td>115</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>10th Grade</td>
<td>116</td>
<td>118</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>11th Grade</td>
<td>73</td>
<td>112</td>
<td>115</td>
<td>115</td>
<td>115</td>
<td>115</td>
<td>115</td>
<td>115</td>
<td>115</td>
<td>115</td>
<td>115</td>
</tr>
<tr>
<td>12th Grade</td>
<td>60</td>
<td>70</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>Average Enrollment</td>
<td>364</td>
<td>420</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
</tr>
<tr>
<td>Prior Year CBEDS Enrollment</td>
<td>328</td>
<td>364</td>
<td>420</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
</tr>
<tr>
<td>Growth in Enrollment from Prior Year</td>
<td>36</td>
<td>56</td>
<td>40</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Prior Year Average Daily Attendance (#)</td>
<td>297.0</td>
<td>328.5</td>
<td>399.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
</tr>
<tr>
<td>Average Daily Attendance (%)</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Average Daily Attendance (#)</td>
<td>328.5</td>
<td>399.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
<td>437.0</td>
</tr>
<tr>
<td>Free and Reduced Lunch Students (%)</td>
<td>76%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Free and Reduced Lunch Students (#)</td>
<td>277</td>
<td>294</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
<td>322</td>
</tr>
<tr>
<td>Federal Poverty Students (%)</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Federal Poverty Students (#)</td>
<td>167</td>
<td>193</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
</tr>
<tr>
<td>Prior Year English Language Learners</td>
<td>117</td>
<td>130</td>
<td>150</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
</tr>
<tr>
<td>English Language Learners (%)</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>English Language Learners (#)</td>
<td>130</td>
<td>150</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
</tr>
<tr>
<td>Special Education Students (%)</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Special Education Students (#)</td>
<td>49</td>
<td>56</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
<td>62</td>
</tr>
</tbody>
</table>
### Economic Impact Aid Block Grant

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Poverty Students - PY</td>
<td>151</td>
<td>167</td>
<td>193</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
<td>212</td>
</tr>
<tr>
<td>English Language Learners - PY</td>
<td>117</td>
<td>130</td>
<td>150</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
<td>164</td>
</tr>
<tr>
<td>Pupil enrollment - PY CBEDS</td>
<td>328</td>
<td>364</td>
<td>420</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
<td>460</td>
</tr>
<tr>
<td>PY pupil enrollment CBEDS / 2</td>
<td>164</td>
<td>182</td>
<td>210</td>
<td>230</td>
<td>230</td>
<td>230</td>
<td>230</td>
<td>230</td>
<td>230</td>
<td>230</td>
<td>230</td>
</tr>
<tr>
<td>Weighted pupil concentration calculation</td>
<td>104</td>
<td>115</td>
<td>133</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
<td>146</td>
</tr>
<tr>
<td>Weighted pupil concentration factor</td>
<td>52</td>
<td>58</td>
<td>67</td>
<td>73</td>
<td>73</td>
<td>73</td>
<td>73</td>
<td>73</td>
<td>73</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>Total Disadvantaged Pupils</td>
<td>320</td>
<td>355</td>
<td>410</td>
<td>449</td>
<td>449</td>
<td>449</td>
<td>449</td>
<td>449</td>
<td>449</td>
<td>449</td>
<td>449</td>
</tr>
<tr>
<td>Amount per disadvantaged pupil</td>
<td>$319</td>
<td>$319</td>
<td>$322</td>
<td>$329</td>
<td>$337</td>
<td>$345</td>
<td>$354</td>
<td>$363</td>
<td>$372</td>
<td>$381</td>
<td>$391</td>
</tr>
<tr>
<td>Funding for disadvantaged pupils</td>
<td>$102,042</td>
<td>$113,335</td>
<td>$132,103</td>
<td>$147,453</td>
<td>$151,140</td>
<td>$154,918</td>
<td>$158,791</td>
<td>$162,761</td>
<td>$166,830</td>
<td>$171,000</td>
<td>$175,275</td>
</tr>
<tr>
<td>Proration Factor</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Total Economic Impact Aid Block Grant</td>
<td>$96,976</td>
<td>$107,668</td>
<td>$125,498</td>
<td>$140,081</td>
<td>$143,583</td>
<td>$147,172</td>
<td>$150,851</td>
<td>$154,623</td>
<td>$158,488</td>
<td>$162,450</td>
<td>$166,512</td>
</tr>
</tbody>
</table>
# Appendix D: LPS San Jose Financial Plan

## Monthly Cash Flow Summary

<table>
<thead>
<tr>
<th>San Jose-2012</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Revenues</strong></td>
<td>$1,746</td>
<td>$114,800</td>
<td>$171,383</td>
<td>$196,207</td>
<td>$202,253</td>
<td>$192,551</td>
<td>$213,526</td>
<td>$184,130</td>
<td>$96,259</td>
<td>$177,504</td>
<td>$114,206</td>
<td>$1,845,449</td>
<td></td>
</tr>
<tr>
<td><strong>Federal Revenues</strong></td>
<td>$0</td>
<td>$0</td>
<td>$48,988</td>
<td>$6,508</td>
<td>$48,988</td>
<td>$35,029</td>
<td>$6,508</td>
<td>$48,988</td>
<td>$45,360</td>
<td>$31,996</td>
<td>$17,112</td>
<td>$0</td>
<td>$289,476</td>
</tr>
<tr>
<td><strong>Fundraising/other</strong></td>
<td>$10</td>
<td>$12</td>
<td>$12,752</td>
<td>$340</td>
<td>$340</td>
<td>$340</td>
<td>$340</td>
<td>$161,228</td>
<td>$340</td>
<td>$340</td>
<td>$320</td>
<td>$176,703</td>
<td>$3,011,952</td>
</tr>
<tr>
<td><strong>Prior Year</strong></td>
<td>$499,922</td>
<td>$35,763</td>
<td>$138,760</td>
<td>$14,831</td>
<td>$11,049</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$700,324</td>
<td></td>
</tr>
<tr>
<td><strong>Total In Flow</strong></td>
<td>$501,678</td>
<td>$150,575</td>
<td>$371,883</td>
<td>$217,886</td>
<td>$241,261</td>
<td>$237,622</td>
<td>$199,399</td>
<td>$423,742</td>
<td>$229,830</td>
<td>$128,595</td>
<td>$194,956</td>
<td>$114,526</td>
<td>$3,011,952</td>
</tr>
<tr>
<td><strong>PY A/C Pay</strong></td>
<td>$117,973</td>
<td>$117,973</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$235,946</td>
</tr>
<tr>
<td><strong>Operations</strong></td>
<td>$121,916</td>
<td>$259,687</td>
<td>$249,382</td>
<td>$260,030</td>
<td>$248,266</td>
<td>$257,984</td>
<td>$243,726</td>
<td>$230,440</td>
<td>$244,415</td>
<td>$200,678</td>
<td>$236,307</td>
<td>$220,996</td>
<td>$2,773,827</td>
</tr>
<tr>
<td><strong>Amortization</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Cash Out Flow</strong></td>
<td>$239,889</td>
<td>$377,660</td>
<td>$249,382</td>
<td>$260,030</td>
<td>$248,266</td>
<td>$257,984</td>
<td>$243,726</td>
<td>$230,440</td>
<td>$244,415</td>
<td>$200,678</td>
<td>$236,307</td>
<td>$220,996</td>
<td>$3,009,773</td>
</tr>
</tbody>
</table>

LPS San Jose MONTHLY CASH FLOW SUMMARY
## Appendix D: LPS San Jose Financial Plan

### Category ADA Funding Base Jul Aug Sep Oct Nov Dec Jan Sub total

<table>
<thead>
<tr>
<th>Property Tax</th>
<th>ADA</th>
<th>Funding</th>
<th>Base</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Sub total</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>12%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State Revenues/Programs</th>
<th>ADA</th>
<th>Funding</th>
<th>Base</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Sub total</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>5%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Education</th>
<th>ADA</th>
<th>Funding</th>
<th>Base</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Sub total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00%</td>
<td>0.00%</td>
<td>11.82%</td>
<td>0.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>25.18%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### State Funds Current Year

<table>
<thead>
<tr>
<th>Category</th>
<th>CY ADA</th>
<th>PY ADA</th>
<th>P-2 $</th>
<th>Adv Amt</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Sub total</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Lieu Property Tax</td>
<td>296.28</td>
<td>$3,104</td>
<td>$919,775</td>
<td>$0</td>
<td>$55,187</td>
<td>$110,373</td>
<td>$73,582</td>
<td>$73,582</td>
<td>$73,582</td>
<td>$73,582</td>
<td></td>
<td>$459,888</td>
</tr>
<tr>
<td>General Purpose</td>
<td>293.43</td>
<td>$3,054</td>
<td>$906,271</td>
<td>$0</td>
<td>$45,314</td>
<td>$45,314</td>
<td>$81,564</td>
<td>$81,564</td>
<td>$81,564</td>
<td>$81,564</td>
<td></td>
<td>$416,844</td>
</tr>
<tr>
<td>PY Adjustment</td>
<td>293.43</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorical Block Grant</td>
<td>293.43</td>
<td>$396</td>
<td>$109,042</td>
<td>$0</td>
<td>$5,452</td>
<td>$5,452</td>
<td>$9,814</td>
<td>$9,814</td>
<td>$9,814</td>
<td>$9,814</td>
<td></td>
<td>$50,160</td>
</tr>
<tr>
<td>EIA</td>
<td>1</td>
<td>$96,976</td>
<td>$96,976</td>
<td>$0</td>
<td>$4,849</td>
<td>$4,849</td>
<td>$8,728</td>
<td>$8,728</td>
<td>$8,728</td>
<td>$8,728</td>
<td></td>
<td>$44,610</td>
</tr>
<tr>
<td>Charter Mega Grant</td>
<td>1</td>
<td>$45,037</td>
<td>$45,037</td>
<td>$0</td>
<td>$2,252</td>
<td>$2,252</td>
<td>$4,053</td>
<td>$4,053</td>
<td>$4,053</td>
<td>$4,053</td>
<td></td>
<td>$20,716</td>
</tr>
<tr>
<td>Special Education</td>
<td>293.43</td>
<td>$442</td>
<td>$129,635</td>
<td>$0</td>
<td>$0</td>
<td>$15,323</td>
<td>$0</td>
<td>$11,667</td>
<td>$11,667</td>
<td>$11,667</td>
<td></td>
<td>$38,657</td>
</tr>
<tr>
<td>Other Revenues</td>
<td>1</td>
<td>$34,919</td>
<td>$34,919</td>
<td>$1,746</td>
<td>$1,746</td>
<td>$3,143</td>
<td>$3,143</td>
<td>$3,143</td>
<td>$3,143</td>
<td>$3,143</td>
<td></td>
<td>$19,207</td>
</tr>
<tr>
<td>Lottery</td>
<td>302</td>
<td>$129</td>
<td>$38,807</td>
<td>$1,746</td>
<td>$1,746</td>
<td>$3,143</td>
<td>$3,143</td>
<td>$3,143</td>
<td>$3,143</td>
<td>$3,143</td>
<td></td>
<td>$9,702</td>
</tr>
</tbody>
</table>

**Total State Cash Flow**: $2,280,462

### Federal Funds CY

<table>
<thead>
<tr>
<th>Category</th>
<th>CY ADA</th>
<th>PY ADA</th>
<th>P-2 $</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Sub total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>$96,895</td>
<td>$24,224</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II</td>
<td>$6,723</td>
<td>$1,681</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III</td>
<td>$10,464</td>
<td>$2,616</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fed SPED</td>
<td>$41,327</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Lunch</td>
<td>$65,077</td>
<td>$6,508</td>
<td>$6,508</td>
<td>$6,508</td>
<td>$6,508</td>
<td>$6,508</td>
<td>$6,508</td>
<td>$32,539</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asset Grant</td>
<td>$169,921</td>
<td>$42,480</td>
<td>$42,480</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Funds</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Federal Cash Flows</td>
<td>$390,407</td>
<td>$0</td>
<td>$0</td>
<td>$48,988</td>
<td>$6,508</td>
<td>$48,988</td>
<td>$35,029</td>
<td>$6,508</td>
<td></td>
<td></td>
<td>$146,020</td>
</tr>
</tbody>
</table>

### Total Federal Cash Flows

<table>
<thead>
<tr>
<th>Category</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Sub total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundraising</td>
<td>$173,300</td>
<td>$12,412</td>
<td>$12,412</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Other Revenues | $3,402 | $10 | $12 | $340 | $340 | $340 | $340 | $340     |}

LEADERSHIP PUBLIC SCHOOLS SAN JOSE - 2012 MONTHLY CASH IN - Page 1
## Appendix D: LPS San Jose Financial Plan

<table>
<thead>
<tr>
<th>Category</th>
<th>ADA Funding</th>
<th>Base</th>
<th>Jul</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Sub total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Tax</td>
<td></td>
<td></td>
<td>6%</td>
<td>12%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>State Reveues/Programs</td>
<td></td>
<td></td>
<td>5%</td>
<td>5%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td>0.00%</td>
<td>0.00%</td>
<td>11.82%</td>
<td>0.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>9.00%</td>
<td>25.18%</td>
</tr>
</tbody>
</table>

### State Funds Current Year

<table>
<thead>
<tr>
<th>PY ADA</th>
<th>P-2 $</th>
<th>Adv Amt</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Lieu Property Tax</td>
<td>$47,380</td>
<td>$47,380</td>
</tr>
<tr>
<td>General Purpose</td>
<td>$395,473</td>
<td>$395,473</td>
</tr>
<tr>
<td>PY Charge Back</td>
<td>$1,881</td>
<td>$1,881</td>
</tr>
<tr>
<td>Categorical Block Grant</td>
<td>$89,618</td>
<td>$89,618</td>
</tr>
<tr>
<td>Other State</td>
<td>$34,907</td>
<td>$34,907</td>
</tr>
<tr>
<td>Special Education</td>
<td>$60,978</td>
<td>$60,978</td>
</tr>
<tr>
<td>Lottery</td>
<td>$20,827</td>
<td>$20,827</td>
</tr>
<tr>
<td>Federal Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I</td>
<td>$3,941</td>
<td>$3,941</td>
</tr>
<tr>
<td>Title II</td>
<td>$60</td>
<td>$60</td>
</tr>
<tr>
<td>Federal Lunch</td>
<td>$16,100</td>
<td>$16,100</td>
</tr>
<tr>
<td>Federal Stimulus</td>
<td>$8,601</td>
<td>$8,601</td>
</tr>
<tr>
<td>Asset Grant</td>
<td>$16,992</td>
<td>$16,992</td>
</tr>
<tr>
<td>Other</td>
<td>$3,566</td>
<td>$3,566</td>
</tr>
<tr>
<td>Fundraising/Misc</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Sub Total A/R</td>
<td>$700,324</td>
<td>$700,324</td>
</tr>
<tr>
<td>Total Cash Flows In</td>
<td>$501,678</td>
<td>$1,920,302</td>
</tr>
</tbody>
</table>

LEADERSHIP PUBLIC SCHOOLS SAN JOSE - 2012 MONTHLY CASH IN - Page 2
# Appendix D: LPS San Jose Financial Plan

## Category
- **Property Tax**: 8% 33.33% 16.67% 16.67% 16.67% 0.00%
- **State Revenues/Programs**: 1.89% 0.00% 12.13% 3.69% 0.00%
- **Special Education**: 1.89% 0.00% 12.13% 3.69% 0.00%

## State Funds Current Year

<table>
<thead>
<tr>
<th>Category</th>
<th>ADA</th>
<th>P-1 Funding</th>
<th>P-1 Base</th>
<th>Remainder</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Total paid</th>
<th>P-2 Ad</th>
<th>P-2 Funding</th>
<th>P-2 Base</th>
<th>Receivable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Lieu Property Tax</td>
<td>333.1</td>
<td>$3,104</td>
<td>$1,033,955</td>
<td>$500,485</td>
<td>$73,582</td>
<td>$166,828</td>
<td>$83,414</td>
<td>$83,414</td>
<td>$83,414</td>
<td>$950,540</td>
<td>329</td>
<td>$3,104</td>
<td>$1,019,830</td>
<td>$69,290</td>
</tr>
<tr>
<td>General Purpose</td>
<td>333.1</td>
<td>$3,106</td>
<td>$1,034,348</td>
<td>$535,900</td>
<td>$81,564</td>
<td>$10,123</td>
<td>$0</td>
<td>$65,023</td>
<td>$19,769</td>
<td>$593,363</td>
<td>329</td>
<td>$3,106</td>
<td>$1,020,217</td>
<td>$426,854</td>
</tr>
<tr>
<td>PY Adjustment</td>
<td>333.1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>329</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Categorical Block Grant</td>
<td>333.1</td>
<td>$402</td>
<td>$133,890</td>
<td>$73,916</td>
<td>$9,814</td>
<td>$1,396</td>
<td>$0</td>
<td>$8,968</td>
<td>$2,727</td>
<td>$73,065</td>
<td>329</td>
<td>$402</td>
<td>$132,063</td>
<td>$58,996</td>
</tr>
<tr>
<td>EIA</td>
<td>1</td>
<td>$96,976</td>
<td>$96,976</td>
<td>$43,638</td>
<td>$8,728</td>
<td>$824</td>
<td>$0</td>
<td>$5,295</td>
<td>$1,610</td>
<td>$61,067</td>
<td>1</td>
<td>$96,976</td>
<td>$96,976</td>
<td>$35,909</td>
</tr>
<tr>
<td>Charter Mega Grant</td>
<td>1</td>
<td>$45,037</td>
<td>$45,037</td>
<td>$20,268</td>
<td>$4,053</td>
<td>$383</td>
<td>$0</td>
<td>$2,459</td>
<td>$748</td>
<td>$28,359</td>
<td>1</td>
<td>$45,037</td>
<td>$45,037</td>
<td>$16,678</td>
</tr>
<tr>
<td>Special Education</td>
<td>333.1</td>
<td>$442</td>
<td>$147,143</td>
<td>$75,844</td>
<td>$32,642</td>
<td>$1,433</td>
<td>$0</td>
<td>$9,202</td>
<td>$2,798</td>
<td>$64,732</td>
<td>329</td>
<td>$442</td>
<td>$145,133</td>
<td>$60,401</td>
</tr>
<tr>
<td>other revenues</td>
<td>1</td>
<td>$34,919</td>
<td>$34,919</td>
<td>$15,712</td>
<td>$3,143</td>
<td>$3,143</td>
<td>$3,143</td>
<td>$3,143</td>
<td>$3,143</td>
<td>$34,919</td>
<td>1</td>
<td>$34,919</td>
<td>$34,919</td>
<td>0</td>
</tr>
<tr>
<td>Lottery</td>
<td>302</td>
<td>$129</td>
<td>$38,807</td>
<td>$29,105</td>
<td>$9,702</td>
<td>$72,691</td>
<td>$96,895</td>
<td>$72,691</td>
<td>$72,691</td>
<td>$96,895</td>
<td>329</td>
<td>$129</td>
<td>$42,214</td>
<td>$22,810</td>
</tr>
</tbody>
</table>

**Total State Cash Flow**: $2,565,075, $1,294,886, $213,526, $184,130, $96,259, $177,504, $114,206, $1,845,449, $2,536,387, $690,938

## Federal Funds CY

<table>
<thead>
<tr>
<th>Category</th>
<th>ADA</th>
<th>P-1 Funding</th>
<th>P-1 Base</th>
<th>Remainder</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Total paid</th>
<th>P-2 Ad</th>
<th>P-2 Funding</th>
<th>P-2 Base</th>
<th>Receivable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>$96,895</td>
<td>$72,671</td>
<td>$24,224</td>
<td>$14,534</td>
<td>$62,982</td>
<td>$96,895</td>
<td>$33,913</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II</td>
<td>$6,723</td>
<td>$5,043</td>
<td>$1,681</td>
<td>$1,008</td>
<td>$4,370</td>
<td>$6,723</td>
<td>$2,353</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III</td>
<td>$10,464</td>
<td>$7,848</td>
<td>$2,616</td>
<td>$1,570</td>
<td>$6,802</td>
<td>$10,464</td>
<td>$3,662</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fed SPED</td>
<td>$41,327</td>
<td>$32,539</td>
<td>$6,508</td>
<td>$6,508</td>
<td>$30,995</td>
<td>$41,327</td>
<td>$30,995</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Lunch</td>
<td>$65,077</td>
<td>$32,539</td>
<td>$6,508</td>
<td>$6,508</td>
<td>$65,077</td>
<td>$32,539</td>
<td>$13,015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asset Grant</td>
<td>$169,921</td>
<td>$84,961</td>
<td>$42,480</td>
<td>$25,488</td>
<td>$152,929</td>
<td>$169,921</td>
<td>$16,992</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Funds</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Federal Cash Flows**: $390,407, $244,387, $48,988, $45,360, $31,996, $17,112, $289,476, $390,407, $100,930

## Fundraising

<table>
<thead>
<tr>
<th>ADA</th>
<th>P-1 Funding</th>
<th>P-1 Base</th>
<th>Remainder</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Total paid</th>
<th>P-2 Ad</th>
<th>P-2 Funding</th>
<th>P-2 Base</th>
<th>Receivable</th>
</tr>
</thead>
</table>

## Other Revenues

<table>
<thead>
<tr>
<th>ADA</th>
<th>P-1 Funding</th>
<th>P-1 Base</th>
<th>Remainder</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Total paid</th>
<th>P-2 Ad</th>
<th>P-2 Funding</th>
<th>P-2 Base</th>
<th>Receivable</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,402</td>
<td>$1,680</td>
<td>$340</td>
<td>$340</td>
<td>$340</td>
<td>$340</td>
<td>$340</td>
<td>$340</td>
<td>$320</td>
<td>$3,402</td>
<td>($0)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix D: LPS San Jose Financial Plan

#### Category

<table>
<thead>
<tr>
<th></th>
<th>ADA</th>
<th>P-1 Funding</th>
<th>P-1 Base</th>
<th>Remainder</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Total paid</th>
<th>P-2 Ada</th>
<th>P-2 Funding</th>
<th>P-2 Base</th>
<th>Receivable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Tax</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8%</td>
<td>33.33%</td>
<td>16.67%</td>
<td>16.67%</td>
<td>16.67%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Revenues/Programs</td>
<td>1.89%</td>
<td>0.00%</td>
<td>12.13%</td>
<td>3.69%</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>1.89%</td>
<td>0.00%</td>
<td>12.13%</td>
<td>3.69%</td>
<td>0.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### State Funds Current Year

<table>
<thead>
<tr>
<th>Prior Year A/R</th>
<th>ADA</th>
<th>P-1 Funding</th>
<th>P-1 Base</th>
<th>Remainder</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Total paid</th>
<th>P-2 Ada</th>
<th>P-2 Funding</th>
<th>P-2 Base</th>
<th>Receivable</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Lieu Property Tax</td>
<td>$0.00</td>
<td>$47,380</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$47,380</td>
<td></td>
<td>$47,380</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>General Purpose</td>
<td>$0.00</td>
<td>$395,473</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$395,473</td>
<td></td>
<td>$395,473</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>PY Charge Back</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Categorical Block Grant</td>
<td>$0.00</td>
<td>$89,618</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$89,618</td>
<td></td>
<td>$89,618</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Other State</td>
<td>$0.00</td>
<td>$34,907</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$34,907</td>
<td></td>
<td>$34,907</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td>$0.00</td>
<td>$60,978</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$60,978</td>
<td></td>
<td>$60,978</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Lottery</td>
<td>$0.00</td>
<td>$20,827</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$20,827</td>
<td></td>
<td>$20,827</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Federal Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I</td>
<td>$3,941</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$3,941</td>
<td></td>
<td>$3,941</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Title II</td>
<td>$60</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$60</td>
<td></td>
<td>$60</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Federal Lunch</td>
<td>$16,100</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$16,100</td>
<td></td>
<td>$16,100</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Federal Stimulus</td>
<td>$8,601</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$8,601</td>
<td></td>
<td>$8,601</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Asset Grant</td>
<td>$16,992</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$16,992</td>
<td></td>
<td>$16,992</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>$3,566</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$3,566</td>
<td></td>
<td>$3,566</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Fundraising/Misc</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0</td>
<td></td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Sub Total A/R</td>
<td>$700,324</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$700,324</td>
<td></td>
<td>$698,443</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>Total Cash Flows In</td>
<td>$423,742</td>
<td>$229,830</td>
<td>$128,595</td>
<td>$194,956</td>
<td>$114,526</td>
<td>$3,011,952</td>
<td></td>
<td>$3,801,939</td>
<td>$791,868</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix D: LPS San Jose Financial Plan

### LPS San Jose Monthly Cash Out

<table>
<thead>
<tr>
<th>TOTAL BUDGET</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>Jun</th>
<th>Acct Payable</th>
<th>July</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cert. Teacher Salaries Regular</strong></td>
<td>1101</td>
<td>$842,635</td>
<td>$760,603</td>
<td>$760,603</td>
<td>$760,603</td>
<td>$760,603</td>
<td>$760,603</td>
<td>$760,603</td>
<td>$760,603</td>
<td>$760,603</td>
<td>$760,603</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cert. Teacher Salaries Substitute</strong></td>
<td>1102</td>
<td>$3,700</td>
<td>$336</td>
<td>$336</td>
<td>$336</td>
<td>$336</td>
<td>$336</td>
<td>$336</td>
<td>$336</td>
<td>$336</td>
<td>$336</td>
<td>$336</td>
<td>$336</td>
<td></td>
</tr>
<tr>
<td><strong>Cert. Stipend &amp; Bonus</strong></td>
<td>1105</td>
<td>$14,330</td>
<td>$14,330</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resource Specialist</strong></td>
<td>1110</td>
<td>$117,000</td>
<td>$10,751</td>
<td>$10,751</td>
<td>$10,751</td>
<td>$10,751</td>
<td>$10,751</td>
<td>$10,751</td>
<td>$10,751</td>
<td>$10,751</td>
<td>$10,751</td>
<td>$10,751</td>
<td>$10,751</td>
<td></td>
</tr>
<tr>
<td><strong>Counselor</strong></td>
<td>1201</td>
<td>$59,500</td>
<td>$5,409</td>
<td>$5,409</td>
<td>$5,409</td>
<td>$5,409</td>
<td>$5,409</td>
<td>$5,409</td>
<td>$5,409</td>
<td>$5,409</td>
<td>$5,409</td>
<td>$5,409</td>
<td>$5,409</td>
<td></td>
</tr>
<tr>
<td><strong>Cert. Principal Salaries Regular</strong></td>
<td>1311</td>
<td>$105,000</td>
<td>$8,750</td>
<td>$8,750</td>
<td>$8,750</td>
<td>$8,750</td>
<td>$8,750</td>
<td>$8,750</td>
<td>$8,750</td>
<td>$8,750</td>
<td>$8,750</td>
<td>$8,750</td>
<td>$8,750</td>
<td></td>
</tr>
<tr>
<td><strong>Cert. Vice Principal/Dean Salaries Regular</strong></td>
<td>1321</td>
<td>$146,833</td>
<td>$12,236</td>
<td>$12,236</td>
<td>$12,236</td>
<td>$12,236</td>
<td>$12,236</td>
<td>$12,236</td>
<td>$12,236</td>
<td>$12,236</td>
<td>$12,236</td>
<td>$12,236</td>
<td>$12,236</td>
<td></td>
</tr>
<tr>
<td><strong>Class Teachers/Inst Aide Salaries Regular</strong></td>
<td>2101</td>
<td>$58,049</td>
<td>$5,277</td>
<td>$5,277</td>
<td>$5,277</td>
<td>$5,277</td>
<td>$5,277</td>
<td>$5,277</td>
<td>$5,277</td>
<td>$5,277</td>
<td>$5,277</td>
<td>$5,277</td>
<td>$5,277</td>
<td></td>
</tr>
<tr>
<td><strong>Class. Food Services Salaries</strong></td>
<td>2203</td>
<td>$8,400</td>
<td>$764</td>
<td>$764</td>
<td>$764</td>
<td>$764</td>
<td>$764</td>
<td>$764</td>
<td>$764</td>
<td>$764</td>
<td>$764</td>
<td>$764</td>
<td>$764</td>
<td></td>
</tr>
<tr>
<td><strong>Other Classified Support Salaries Regular</strong></td>
<td>2251</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>Class. Stipend &amp; Bonus</strong></td>
<td>2305</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class. Secretary/Clerk/Tech Salaries Regular</strong></td>
<td>2401</td>
<td>$102,000</td>
<td>$8,500</td>
<td>$8,500</td>
<td>$8,500</td>
<td>$8,500</td>
<td>$8,500</td>
<td>$8,500</td>
<td>$8,500</td>
<td>$8,500</td>
<td>$8,500</td>
<td>$8,500</td>
<td>$8,500</td>
<td></td>
</tr>
<tr>
<td><strong>Technology Management</strong></td>
<td>2402</td>
<td>$30,000</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td></td>
</tr>
<tr>
<td><strong>St Tchrs Retirement System Certificated</strong></td>
<td>3101</td>
<td>$106,342</td>
<td>$3,410</td>
<td>$18,520</td>
<td>$20,849</td>
<td>$18,520</td>
<td>$18,520</td>
<td>$18,520</td>
<td>$18,520</td>
<td>$18,520</td>
<td>$18,520</td>
<td>$18,520</td>
<td>$18,520</td>
<td></td>
</tr>
<tr>
<td><strong>Medicare Classified</strong></td>
<td>3121</td>
<td>$22,635</td>
<td>$2,193</td>
<td>$2,193</td>
<td>$2,193</td>
<td>$2,193</td>
<td>$2,193</td>
<td>$2,193</td>
<td>$2,193</td>
<td>$2,193</td>
<td>$2,193</td>
<td>$2,193</td>
<td>$2,193</td>
<td></td>
</tr>
<tr>
<td><strong>Health/Dental/Vision Insurance - Classified</strong></td>
<td>3321</td>
<td>$72,363</td>
<td>$1,949</td>
<td>$1,949</td>
<td>$1,949</td>
<td>$1,949</td>
<td>$1,949</td>
<td>$1,949</td>
<td>$1,949</td>
<td>$1,949</td>
<td>$1,949</td>
<td>$1,949</td>
<td>$1,949</td>
<td></td>
</tr>
<tr>
<td><strong>Unemployment Classified</strong></td>
<td>3502</td>
<td>$24,830</td>
<td>$6,208</td>
<td>$0</td>
<td>$0</td>
<td>$6,208</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$6,208</td>
<td>$0</td>
<td>$6,208</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>Life &amp; Disability Insurance Class</strong></td>
<td>3602</td>
<td>$99,700</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td></td>
</tr>
<tr>
<td><strong>401A Retirement System Classified</strong></td>
<td>3802</td>
<td>$20,260</td>
<td>$1,760</td>
<td>$1,760</td>
<td>$1,760</td>
<td>$1,760</td>
<td>$1,760</td>
<td>$1,760</td>
<td>$1,760</td>
<td>$1,760</td>
<td>$1,760</td>
<td>$1,760</td>
<td>$1,760</td>
<td></td>
</tr>
<tr>
<td><strong>Textbooks &amp; Instructional Materials</strong></td>
<td>4110</td>
<td>$10,080</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td><strong>Food - Staff</strong></td>
<td>4322</td>
<td>$4,000</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$1,000</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td>$500</td>
<td></td>
</tr>
<tr>
<td><strong>Food - Other</strong></td>
<td>4710</td>
<td>$6,632</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td><strong>Food - Student</strong></td>
<td>4720</td>
<td>$91,870</td>
<td>$18,962</td>
<td>$18,962</td>
<td>$18,962</td>
<td>$18,962</td>
<td>$18,962</td>
<td>$18,962</td>
<td>$18,962</td>
<td>$18,962</td>
<td>$18,962</td>
<td>$18,962</td>
<td>$18,962</td>
<td></td>
</tr>
<tr>
<td><strong>Furniture/Equipment Under $5,000 - Non Cap</strong></td>
<td>4450</td>
<td>$8,500</td>
<td>$8,500</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Copier Lease</strong></td>
<td>5612</td>
<td>$27,023</td>
<td>$6,756</td>
<td>$6,756</td>
<td>$6,756</td>
<td>$6,756</td>
<td>$6,756</td>
<td>$6,756</td>
<td>$6,756</td>
<td>$6,756</td>
<td>$6,756</td>
<td>$6,756</td>
<td>$6,756</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix D: LPS San Jose Financial Plan

### LPS San Jose - Monthly Cash Out

<table>
<thead>
<tr>
<th>Description</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants and Contracted Services</td>
<td>$885</td>
<td>$33,406</td>
<td>$5,341</td>
<td>$5,341</td>
<td>$5,341</td>
<td>$5,341</td>
<td>$5,341</td>
<td>$5,341</td>
<td>$5,341</td>
<td>$10,681</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Conferences</td>
<td>$215</td>
<td>$1,875</td>
<td></td>
<td>$625</td>
<td>$625</td>
<td>$625</td>
<td>$625</td>
<td>$625</td>
<td>$625</td>
<td>$625</td>
<td>$625</td>
<td>$625</td>
</tr>
<tr>
<td>Insurance</td>
<td>$400</td>
<td>$18,244</td>
<td></td>
<td>$18,244</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Allocation</td>
<td>$699</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>($38,196)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation-non cash</td>
<td>$28,415</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contingency</td>
<td>$960</td>
<td>$8,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Admin Fee</td>
<td>$7136</td>
<td>$7,769</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Oversight Fee (variable based on revenue)</td>
<td>$7210</td>
<td>$22,691</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Office Support</td>
<td>$7310</td>
<td>$375,621</td>
<td>$40,143</td>
<td>$40,143</td>
<td>$40,143</td>
<td>$40,143</td>
<td>$40,143</td>
<td>$40,143</td>
<td>$40,143</td>
<td>$40,143</td>
<td>$40,143</td>
<td>$40,143</td>
</tr>
<tr>
<td>Educational Support</td>
<td>$7311</td>
<td>$106,095</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Expense</strong></td>
<td><strong>$3,107,222</strong></td>
<td><strong>$121,916</strong></td>
<td><strong>$259,687</strong></td>
<td><strong>$249,382</strong></td>
<td><strong>$260,030</strong></td>
<td><strong>$248,266</strong></td>
<td><strong>$257,984</strong></td>
<td><strong>$243,726</strong></td>
<td><strong>$230,440</strong></td>
<td><strong>$244,415</strong></td>
<td><strong>$200,678</strong></td>
<td><strong>$236,307</strong></td>
</tr>
</tbody>
</table>
Appendix E:
LPS Employee Handbook
Personnel and Human Resources Policies

LEARN. LEAD. SUCCEED.

LEADERSHIP PUBLIC SCHOOLS

LEADERSHIP PUBLIC SCHOOLS, INC.

EMPLOYEE HANDBOOK

August 1, 2010
LEADERSHIP PUBLIC SCHOOLS, INC.
EMPLOYEE HANDBOOK

I. WHO WE ARE .................................................................................................................................................5
   Thank you from our CEO ...............................................................................................................................5
   Introduction ..................................................................................................................................................5
   Leadership Public Schools History .............................................................................................................5
   Our Governance Structure .............................................................................................................................5
   Role of the LPS Home Office .........................................................................................................................6
   Leadership Network – An Innovation Laboratory for Urban Education .........................................................6
   Charter Schools Background .........................................................................................................................6

II. THE LEADERSHIP WAY .................................................................................................................................8
   Vision, Mission, and Values .............................................................................................................................8
   Our Vision ......................................................................................................................................................8
   Our Mission ..................................................................................................................................................8
   Leadership Values ......................................................................................................................................8

III. STAFF PROFESSIONALISM ........................................................................................................................10
   General Professional Expectations ................................................................................................................10
   Job Duties ......................................................................................................................................................10
   Support, Evaluation and Intervention ..........................................................................................................11
   Ongoing Support ........................................................................................................................................11
   Evaluation ....................................................................................................................................................11
   Self-Assessments .........................................................................................................................................11
   Formal Evaluations ....................................................................................................................................12
   Intervention ..................................................................................................................................................12

IV. PAYROLL, BENEFITS, AND TIME OFF ...................................................................................................14
   Employee Classifications ............................................................................................................................14
   Work Schedule ........................................................................................................................................14
   School Staff Arrival Time ...............................................................................................................................15
   School Staff Departure Time ..........................................................................................................................15
   Home Office Arrival and Departure Time .....................................................................................................15
   Total Work Days (School-Year Staff Only) ..................................................................................................15
   Payroll Information ....................................................................................................................................15
   Overtime Pay ..............................................................................................................................................15
   Meal and Rest Periods ................................................................................................................................15
   Automatic Payroll Deposit Option .............................................................................................................16
   Reimbursement of Expenses .........................................................................................................................16
   Employee Referral Bonus Program .............................................................................................................16
   Compensation ............................................................................................................................................16
   Group Benefits ...........................................................................................................................................16
   Health Insurance .......................................................................................................................................17
   Dental Insurance ..........................................................................................................................................17
   Vision Insurance .........................................................................................................................................17
   Disability Insurance ....................................................................................................................................17
   Life Insurance ............................................................................................................................................17
   Commuter Checks .....................................................................................................................................17
   Section 125 Premium Only Plan ....................................................................................................................17
   Flexible Spending Account ...........................................................................................................................18
   Other Coverage ..........................................................................................................................................18
   Domestic Partners Coverage .........................................................................................................................18
   Paid Family Leave Insurance ........................................................................................................................18
PERSONNEL POLICIES .............................................................................................................................. 26

At-Will Employment Status .......................................................................................................................... 26
Equal Opportunity Employer (Discrimination policy) ................................................................................. 26
Anti-Harassment Policy ................................................................................................................................ 26
Open Door Policy ......................................................................................................................................... 27
Child Abuse Reporting Requirements .......................................................................................................... 28
Personal Information .................................................................................................................................... 28
Inspection of Property ................................................................................................................................. 28
Administrative Paperwork ............................................................................................................................ 28
Confidentiality and Proprietary Information ............................................................................................... 28
Conflicts of Interest ...................................................................................................................................... 29
Discipline and Rules of Conduct ................................................................................................................. 29
Drug and Alcohol Abuse .............................................................................................................................. 29
Lactation Accommodation ............................................................................................................................ 30
Recycling and Conservation ......................................................................................................................... 30
Relatives ......................................................................................................................................................... 30
Workplace Violence .................................................................................................................................... 30
News Media Contacts ................................................................................................................................. 31
Smoking ......................................................................................................................................................... 31
Parking ......................................................................................................................................................... 31
Solicitation and Distribution of Literature .................................................................................................... 31
Health and Safety ......................................................................................................................................... 31
Separation of Employment .......................................................................................................................... 32
Termination Documentation ......................................................................................................................... 32
Exit Interview ............................................................................................................................................... 32
Insurance Conversion Privileges .................................................................................................................. 32
VI. OPERATIONAL CONSIDERATIONS.................................................................33

Emergency Plans .............................................................................................33
School Facilities and Security ...........................................................................33
Volunteers ..........................................................................................................33
Student Files ......................................................................................................33
Technology and Security of Passwords ...........................................................33
Social Networking ............................................................................................33

VII. ACKNOWLEDGEMENT..............................................................................34
I. WHO WE ARE

Thank you from our CEO

On behalf of the LPS’s Board of Trustees and our growing community of students, parents, teachers and staff, thank you for joining our team! We believe you can make a great contribution to communities of need. As embodied in the Leadership Way, your success is key to achieving our organization goals. We have a challenging and bold vision, to take students from under-served communities to readiness for college success in four short years! Welcome to the adventure! Sincerely, Louise Bay Waters

Introduction

As a Leadership Public Schools, Inc. (“LPS”) employee, you are an integral member of our team. Your dedication and commitment are the primary ingredients of our success and the success of our students. We trust that you will find your employment with LPS to be both challenging and rewarding.

LPS recognizes that our strength as an organization lies in the quality of our employees and our ability to work together as a team to achieve our shared mission. We believe that each individual makes a profound and positive difference not only in shaping the lives of our students, but in contributing to the effectiveness of our Leadership community. Toward this end, we encourage you to engage in open communication about any aspect of your employment with LPS.

The LPS Employee Handbook (“Handbook”) is divided into seven sections. Part One contains a brief history of LPS, an explanation of LPS’s nonprofit governance structure, an overview of the role of the Home Office, and a brief background of charter schools. Part Two presents “The Leadership Way,” which summarizes our mission, culture and values. Part Three covers our professional expectations, and our support and evaluation process. Part Four addresses personnel information regarding payroll, benefits, and time off. Part Five covers additional important personnel policies and legal issues. Part Six addresses important operational considerations. Part Seven contains an acknowledgement form that must be signed by all employees. Please see the LPS Student Handbook for additional information regarding school rules, procedures and support for students.

This Handbook is intended for your use as a ready reference. Above all, we hope that the information contained will be useful to you. It is also, for legal purposes, an employee handbook. This means that certain legal language needs to be included. For example, nothing in this Handbook is intended to or shall alter in any way the policy of “at will” employment that LPS maintains with its employees. And from time to time the policies and practices described in this Handbook will need to be revised. Accordingly, LPS reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document. As policies are revised, updated pages will be distributed to you. Nothing in this employee handbook or in any other personnel document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee. We do not intend this to negatively impact the positive sense of community that exists among the faculty, staff, and administrators.

Leadership Public Schools History

Leadership Public Schools, Inc. (“LPS”), a not for profit school development organization, was founded in 2002 by experienced educators and entrepreneurs to develop quality public charter high schools. LPS serves ethnically and economically diverse student bodies and its schools are located in or near low-income neighborhoods.

LPS was founded by Mark Kushner, the founder of San Francisco’s Leadership High School (a separate organization), one of the first start-up charter high schools in California and one of the most successful serving poor students and Students of Color.
Our Governance Structure

LPS is a California Non-Profit Public Benefit Corporation, and is a tax-exempt 501(c)3 organization. All LPS schools operate as part of this one organization and all LPS employees are employees of this one non-profit corporation. While local school boards approve our charters, neither they nor the local school districts direct LPS’s internal operating policies and procedures. LPS has the freedom to establish its own policies and procedures, as long as they comply with the LPS charter and applicable law. LPS is subject to portions of the education code governing public schools, but has considerably more flexibility than a typical public school.

The leader of each school is the school Principal. All school staff report to the Principal. The Principal, in turn, reports to the Superintendent-CEO of Leadership Public Schools. Each Principal will work with and receive guidance on local issues from a School Advisory Council (“SAC”), comprised of parents, teachers, students, and community members.

The LPS Board of Trustees is responsible for governing the organization. The Trustees each have a personal fiduciary duty to look out for the long-term well-being of LPS. The Board is responsible for dealing with the strategic policies that effect the organization, as well as approving budgets, policies, and other important decisions. The Board is organized into several committees, including the Executive Finance and Development Committees. The Board is composed of a broad cross-section of the school community and community-at-large and, in addition to professionals and community leaders, may include faculty, student and parent members.

Role of the LPS Home Office

The LPS Home Office provides support and assistance to each school, and helps disseminate LPS’s values, instructional programs, norms, and high standards. The Home Office focuses on:

- Ensuring quality,
- Facilitating learning across the network based on best practices, site innovation and research,
- Providing centralized services and support, including professional development, curriculum development, enrollment-outreach, startup fundraising, human resources, recruiting, payroll, accounting, facilities development, government compliance, technology planning, and purchasing.
- Guiding new school creating, including writing charter petitions, negotiating school district relationships, and building community partnerships.

LPS combines Home Office coordination and oversight with significant school authority. Centralized functions have economies of scale or support our educational mission by enabling Principals, teachers and school staff to focus on teaching, students and learning. The goal of the Home Office is to provide services to the schools far in excess of what a stand-alone charter school would be able to afford or acquire on its own. The Operations Guide provides additional information on the roles and Home Office responsibilities.

Leadership Network – An Innovation Laboratory for Urban Education

The Leadership Public Schools Network is designed to be an innovation laboratory for addressing the most challenging issues of urban secondary education. Having multiple sites with a common focus allows for intense site-level collaboration supported by network-wide sharing – an ideal “petri dish” for innovation. By removing many of the operational issues from the sites, the Network allows teachers and administrators to focus on developing these responses to the challenges we face.

Charter Schools Background

Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 20 years old!
Welcome to the world of charter schools! Charter schools are having a profound impact on K-12 public education around the country. It is sometimes hard to believe that the charter school movement is less than 20 years old!

What is a charter school? A charter school is a tuition-free independent public school working within the public school system. Charter schools can design their own innovative curriculum, hire their own staff, and control their own budget. They are publicly funded like other public schools.

A charter school is created or organized by a group of teachers, parents and community leaders or a non-profit organization like LPS, and is usually sponsored by an existing local public school board or county board of education.

Specific goals and operating procedures for the charter school are detailed in an agreement (or "charter") between the sponsoring school board and charter organizers. The charter establishing each such school is a performance contract detailing the school's program, goals, students served, methods of assessment, and ways to measure success.

A charter school is generally exempt from most laws governing school districts, except where specifically noted in the law. For example, California public charter schools are required to participate in the statewide testing program. The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices, and all other operations, and prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.

For additional information on charter schools, please visit the following websites:

- Charter Schools Development Center: [www.cacharterschools.org](http://www.cacharterschools.org)
- California Charter School Association [www.charterassociation.org](http://www.charterassociation.org)
- California Department of Education Charter Schools Home Page: [www.cde.ca.gov/sp/cs/](http://www.cde.ca.gov/sp/cs/)
- US Department of Education Charter Schools Site: [www.uscharterschools.org](http://www.uscharterschools.org)

Look for the profile of Leadership High School: click on “Resource Directory,” then on “Startup and Assistance,” then on “Case Study of a Charter School.”
II. THE LEADERSHIP WAY

Vision, Mission, and Values

Our Vision

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

Our Mission

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

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

Leadership Values

**COMMITMENT:** All students, staff and members of the LPS community unwaveringly focus on producing strong academic performance and student leadership development. This means doing what it takes to prepare all LPS students for college and beyond. This is absolutely necessary if we are going to achieve our personal, school, organization, and community goals. There are no short cuts.

We show this commitment by:

- Working hard,
- Persisting in overcoming personal and societal obstacles when needed,
- Following our commitments and agreements, and
- Striving for both continual improvement and excellence.

**RESPECT:** All students, staff and members of the LPS community work together as a team and treat each other with dignity and civility. What we do and say affects ourselves, each other, and our schools.

We show respect by:

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

**RESPONSIBILITY:** All students, staff and members of the LPS community take responsibility for their own actions and the actions of the community. In order to create schools with extraordinary results and successful students, each person must not only carry his or her own weight, but also go the extra mile for others.

We show responsibility by:

- Accepting responsibility for our own behavior,
- Avoiding blaming others and instead looking for solutions,
- Stepping in to help others when needed, and
- Taking responsibility for both our own learning and the learning of others.
VALUING OUR STUDENTS AND OUR EMPLOYEES: The LPS community—our students, parents, teachers, and staff—are the reason we will excel and achieve our mission. LPS endeavors to sustain their vision and vigor with a stimulating and rewarding environment.

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

HARNESSING THE POWER OF THE LEADERSHIP NETWORK: A network of schools is more effective and sustainable than individual schools because of the great potential for creating a larger learning community, sharing best practices, cost savings and providing significantly startup, operational and educational support.

We help build a strong network of schools by:
- Focusing on student and school performance;
- Disseminating the innovations and lessons learned across the network;
- Encouraging students, parents, and all staff to use the network for learning;
- Forging strong relationships between the Home Office and the schools.;
- Maintaining a strong customer service ethic at the Home Office;
- Making decisions with the maximum appropriate involvement of affected constituencies; and by
- Being careful stewards of our resources.
III. STAFF PROFESSIONALISM

General Professional Expectations

As a charter and reform-minded network of schools, LPS requires staff roles to be different than some traditional schools. LPS teachers and administrators will, at times, assume and incorporate new roles such as student advisor, organizational leader, peer coach (as well as student coach), problem solver, and team member. It is important that each staff member be accountable for his/her actions so that the intricate web of school functions remains intact. A breakdown in any part of this web puts great strain on all members of the school community. The school expects all staff to be professionals. The following professional expectations are the basis for staff to recognize and develop those attitudes and responsibilities necessary to function as a member of LPS. LPS Staff will:

- Follow the Leadership Way including the norms listed in the Leadership Values.
- Practice professional and respectful discourse in all communications with each other, students, parents, other community members and school partners. Staff will strive to consider others’ points of view when identifying and solving problems. Whenever possible, we should seek to understand before we seek to be understood. Assume good intentions.
- Wear appropriate professional attire. Our professional reputation and atmosphere is maintained, in part, by the image that we present to the students, parents and community.
- Be on time to school, class, meetings and other scheduled events.
- Follow meeting norms, office norms and other agreed-upon norms.
- Model appropriate leadership and respectful behavior at school and all school events. While LPS operates leadership schools and student political and community involvement is encouraged, staff should be careful to find appropriate activities for LPS students that do not adversely affect students academically.
- Strive to support each other. Staff will go to the source when there is a conflict and use the appropriate and agreed-upon measures for conflict resolution.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Be honest (e.g., in communications and on employment documents and time reports)
- Collaborate to create a positive learning environment for all that is focused on teaching and learning.
- Help maintain a safe work environment, one free of workplace injuries. This includes, among other things, not coming to work under the influence of alcohol or illegal drugs, not possessing firearms or weapons at work, not engaging in physical aggression with any person at work, and not engaging in the willful destruction of property or material.

LPS takes professional expectations seriously as we want to create a positive place to work and learn. Please note that a material violation of the standards laid out in this Employee Handbook, and in particular any of the general or specific professional expectations, may result in administrative support, interventions such as verbal warnings or written notice, suspension with or without pay, and/or termination of employment. Any such action does not alter the at-will nature of employment at LPS.

Finally, LPS adheres to a set of personal and organizational values embodied in a document entitled “The Leadership Way” (included above in Section II). These are the shared values of our community and it is important that we all strive to uphold them.

Job Duties

When you begin working at LPS, your supervisor will review your job description, responsibilities and the performance standards expected of you. Be aware that your job responsibilities may change at any time during your
employment. From time to time, you may be asked to work on special projects, or to assist with other work necessary or important to the operation of your department or the organization. LPS depends on your cooperation and assistance in performing such additional work, and reserves the right to alter or change job responsibilities, reassign or transfer job positions, or assign additional job responsibilities.

School-site staff are expected to attend all school arranged parent-teacher conferences, and to assume supervisory responsibilities at Leadership Retreats, All School Meetings, Advisories and other school events/activities. In addition, teachers are expected to share responsibility for attending Parent Association meetings, chaperoning dances, advising clubs, and participating on school committees.

**Support, Evaluation and Intervention**

The support, evaluation, and intervention process for LPS faculty and staff are constantly being improved. More than an evaluation process, it is a philosophy. This process considers all aspects of the person at work: from the teacher in the classroom to the colleague in the faculty meeting or the staff person at a school or in the Home Office. The process will involve three components that directly relate to each other, but also function independently of each other. These three components are Ongoing Support, Evaluation, and Intervention. Home Office Staff will also use these structures for Support, Evaluation and Intervention adapted for administrative functions. The Home Office formal evaluation process will typically occur annually.

**Ongoing Support**

LPS believes that being an educator is a professional role that can be enhanced through continued scholarship, collegial interaction, evaluation, goal setting, self-assessment, and involvement in educational work beyond the school.

LPS is committed to use faculty and staff development time to:

- Reflect on our own practice for improvement;
- Educate ourselves on current research and best practices; and
- Build collegiality through a structured system of collaborations, peer observations (“peer coaching”) and other protocols.

Our Coaching, Observation, Goal Setting, and Evaluation System is designed to:

- Recognize and support the development of quality teaching with the ultimate goal of increasing student achievement
- Support the development of effective teacher practice through productive teacher coaching, professional learning communities, and providing critical feedback to teachers from informal and formal observations
- Help each teacher improve his or her practice from year to year.

To assure that faculty and staff participate in meaningful activity beyond the classroom, the Principal, Assistant Principal, Dean, Curriculum Specialists, Director of Data & Assessment, and the Superintendent (with other Home Office staff and consultants) will work with faculty and staff in their Department or Team to plan time that will enhance their teaching and involvement in professional development. This work might include structured dialogues, workshops, school visits, peer observation and coaching, videotaping in the classroom, collaboration with other partner organizations, or involvement in other projects designed to enhance one's professional skill and knowledge. Faculty and staff will report on these activities in their periodic self-assessments.

**Evaluation**

**Self-Assessments**

Faculty and staff will write self-assessments each year.
These self-assessments are intended to encourage self-reflection and commitment to self-improvement, as well to provide more teacher voice in the evaluation process. The individual’s self-assessment will be placed in their personnel file with the formal evaluation described below. Faculty and staff will be expected to reflect on and use the following to inform their self-assessments:

- Professional goals,
- Coaching experiences and documentation
- Student evaluations or evaluations by relevant group

While LPS will offer faculty and staff writing prompts to support them in writing their self-assessments, faculty and staff will be asked to supply evidence that aligns with their self-assessments and should anticipate the following strands in their self-assessments:

- Classroom practice, including any noteworthy lessons about curriculum or pedagogy, (or other relevant professional practice)
- Student achievement with a focus on results (e.g. assessments and use of data to improve teaching and learning)
- Reflection on your role as an advisor and effective teacher
- Leadership (within your department, committee, etc.)

**FORMAL EVALUATIONS:**

Formal evaluations for teachers will typically take place annually during a teacher’s first years, and then every other year evaluation or as needed (as determined by LPS in its sole discretion). Other staff evaluations will typically be conducted on an annual basis. Written evaluations of teachers will be completed by the Principal and/or Administrative designees and be distributed during the final quarter of the academic year. Written evaluation of other staff will be completed by their respective supervisors and distributed during the final quarter of the academic year. The Principal (or appropriate supervisor) will meet with the faculty or staff member to discuss the evaluation. The person’s self-assessment, as well as any informal observations or formal supervision notes created since the previous evaluation, inform this meeting. The Principal, administrator or supervisor will collaborate and create a formal evaluation which will be signed by the Principal or administrator and teacher, attached to the person’s self-assessment and copied for the person’s reflection and personnel file. Final evaluations will be placed in the person’s personnel file. The person being evaluated may add additional comments for the file if desired.

**Intervention**

All LPS faculty and staff are expected to work to create a positive atmosphere. LPS encourages free and open communication between employees. This means that each of us must attempt to resolve issues of concern directly and in a supportive manner (without resorting to adversarial processes). The following intervention process is designed to have issues of concern resolved and to have successful faculty and staff. Please note that this intervention policy does not apply to: (1) complaints of harassment or discrimination, which are governed separately by the Anti-Harassment Policy included in this Handbook, or (2) other situations requiring immediate response as determined in LPS’s sole discretion. The Vice President Human Resources will act as the point person in the intervention process.

A. Go to the source. This means going directly to the person with whom you have an issue of concern. Ask clarifying questions and attempt to resolve the issue. This time frame may be mutually extended. If not successful, then discuss the issue with your manager or principal. This collaborative process makes every effort to resolve the complaint between the two people within twenty days If not successful then go to step B.

B. Consider using an Intervention Team. This step is intended to support the person involved in resolving the issue by using an Intervention Team including an administrator, HR if requested, and a colleague of the person’s choosing. All discussions should be treated as private and confidential, and should not be discussed.
by members of the Intervention Team outside of the team, except for discussion as needed with the Principal, LPS VP of HR and other members of the Home Office dealing with personnel issues.

It is a voluntary step in the process occurring within 10 days after the collaborative conference and, if the person involved does not wish to share the issues of concern with the members of an Intervention Team, the person may proceed directly to Step #C, below. In no event will a member of the Intervention Team be the subject of the complaint. Once formed, the Intervention Team will develop goals, an investigation of the facts, a plan and a timeline with the person involved. This process will be documented by the Intervention Team and a copy will be provided to the Principal and LPS VP of HR. If not successful, then…

C. Use an Administrative Team. In this step, either the person involved goes directly to the Administrative Team or the Intervention Team described in Step #B transfers responsibility and documentation to an Administrative Team. The Administrative Team may include the Principal, Dean, HR and colleagues. This team will follow the same process of developing goals, a plan, a full review of the facts and a timeline with the faculty or staff member involved. This process will be documented by the Administrative Team and a copy will be provided to the LPS VP of HR. A written response will be returned by the principal or supervisor within ten days. If not successful, then…

D. Appeal. In this step the person may appeal to the LPS VP of HR if not on previous intervention steps or to the LPS Superintendent within 15 days. The faculty or staff member may have a colleague present if desired at the time of the presentation, although all matters discussed and involved are private and confidential, and should not in any case be shared further. After a review of the facts, consultation with the LPS VP of HR, and General Counsel when appropriate, the Superintendent will make a decision. A decision to consider further action including and up to suspension and/or discharge of the involved employee will be made.

Note: This intervention process does not change any LPS employee’s employment status, which remains at-will at all times. Nor does it guarantee any rights or process prior to a disciplinary decision or termination of employment. All documents and records dealing with the complaint process will be maintained in a separate confidential complaint file and may be referenced in the employee’s personnel file. No reprisals will be taken by any person participating in an intervention process.
IV. PAYROLL, BENEFITS, AND TIME OFF

Employee Classifications

For salary administration purposes and to determine eligibility for certain employee benefits, LPS assigns employees to one or more of the following employment categories. Regular employees are those who are hired to work on a regular schedule. Regular employees may be classified as full-time or part-time.

School-Year Staff
School-Year teaching staff typically works a 190 day work year. School-Year staff typically does not have scheduled work days between mid-June and mid-August. This category generally includes all teachers and counselors, as well as some other school-site staff.

Year-Round Staff
Year-Round staff typically works a 12 month work year. This category includes all Home Office staff, as well as the Principal(s), Dean(s) and other school-site staff including the School Office Manager(s).

Full-Time Staff
Staff working 37 or more hours per week or who teach four or more regular courses or equivalent commitments per semester are considered Regular Full-Time staff, and are eligible for LPS’ employee benefit programs.

Part-Time Staff
Staff working less than 32 hours per week or who teach less than four regular courses or equivalent commitments per semester are considered Part-Time staff, and are not eligible for LPS health benefits programs. Part-time staff working 20 hours per week or more is eligible for pro-rated time off benefits.

Temporary Staff
Temporary staff are those working on short term assignments or for less than 90 days. Temporary staff are not eligible for certain benefits, including health insurance, or paid time off (PTO).

Non-Exempt Staff (Eligible for overtime)
Under federal and state law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of eight (8) hours per day or forty (40) hours per workweek or for working seven consecutive days during the workweek. These employees are referred to as ‘non-exempt’ in this handbook. This means they are not exempt from (and therefore should receive) overtime pay. Non-exempt employees are required to keep a record of their time and submit that record to Payroll each month.

Salaried Non-Exempt Employees (Eligible for overtime)
Salaried Non-Exempt employees are generally paid on a salary basis, and eligible for overtime for hours worked over 40 in a week. Overtime must be approved in advance by your supervisor and recorded on the time record for payroll each month.

Exempt Employees (Not eligible for overtime)
Exempt employees include professional staff, teachers, supervisors, and executives, and others whose duties and responsibilities allow them to be exempt from overtime pay provisions. Exempt employees are general paid on a salary basis, and their salary already takes into account that long hours are necessary at times. Change in employment status may result from a job change, promotion, a change in working hours, or a change in your job description.

Work Schedule

Following are work schedule expectations for all staff. Some specific job requirements demand staff presence at other times. Part-time staff may have other hours, as determined by their supervisor. Occasionally, there will be events that require attendance at other times of the day or week, and staff members are expected to be present.
School Staff Arrival Time

School-site staff are expected to be at school every work day at least 15 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities. Other school-site staff, such as the Administrative Team, School Office Manager and the “Campus Supervisor” may be required to be on campus earlier because of their specific job responsibilities.

School Staff Departure Time

Unless otherwise indicated or required, teachers are expected to be at school until 30 minutes after classes end. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school. All other staff (including Home Office staff) and administrators are expected to be at the school (or office) until 5:00 p.m., although later hours may be needed fairly often.

Home Office Arrival and Departure Time

Home Office staff are generally expected to be in the office from 9 a.m. to 6 p.m. unless arrangements are approved by one’s supervisor. Longer hours may be required from time to time, although some of these hours could be completed elsewhere.

Total Work Days (School-Year Staff Only)

Full-time School-Year staff members are expected to work at least 190 school days per academic year. This typically includes 180 days of school and up to 15 full or partial staff development days. Certain administrators and staff, such as counselors, are expected to work additional days. This may include several days at the beginning and end of the School Year or Winter Break, and additional time during the summer before the teachers return.

Payroll Information

Paydays are generally scheduled on the last business day of each month. Your paycheck or pay stub will include an itemization of the various deductions required by law or authorized in writing by you. You should keep these statements for your personal records. Paychecks will be presented only to the named employee. Requests for special handling of your check in certain cases must be arranged in writing in advance.

All employees are required to submit Time-Reports. Time Reports are kept from the 16th day of the month to the 15th day of the following month. Time Reports are submitted to your supervisor for approval no later than the 15th (your supervisor will forward your approved Time Report to the Home Office for processing). You are responsible for accurately recording your time on your Time Report. Falsification of any time records is cause for disciplinary action, up to and including termination. The Time Reports must be signed by the employee and the supervisor.

If you believe there is a mistake on your paycheck, please contact the Senior Accountant at the Home Office immediately.

Overtime Pay

As necessary, employees may be required to work overtime with the supervisor’s approval in advance. However, only non-exempt employees are eligible to receive overtime pay for approved hours worked over 8 hours a day; or over 40 hours in one (1) week, which must be approved in advance by the supervisor.

Meal and Rest Periods

As required by law, for those non-exempt employees working five (5) hours/day or more, you are entitled to a 30 unpaid minute meal period approximately in the middle of the day. Non-exempt employees are allowed a 10-minute paid rest period for every four hours of work.
Automatic Payroll Deposit Option

LPS offers automatic payroll deposit for all employees, and strongly encourages all employees to participate. Your paycheck will be deposited on or before the last business day of each month. You may begin and stop automatic payroll deposit at any time. To begin automatic payroll deposit, you must submit a direct deposit form and a cancelled check to the Home Office at least 15 days before the pay period for which you would like the service to begin. The automatic deposit should begin with the second payroll following your submission of the cancelled check. You should carefully monitor your payroll deposit statements for the first two pay periods after the service is set up.

To stop automatic payroll deposit, notify the Home Office in writing at least 15 days before the pay period for which you would like the service to end. You will receive a regular payroll check on the first pay period after the receipt of the notification, provided it is received no later than 15 days before the end of the pay period.

Reimbursement of Expenses

To ensure the expenses are within budgetary guidelines, employees must obtain approval prior to incurring expenses on behalf of LPS. In order to receive reimbursement, all costs should be itemized on an expense report, signed by your supervisor and accompanied by actual receipts and submitted to the Staff Accountant at Home Office.

LPS will reimburse employees for pre-approved reasonable and necessary travel, accommodations, and other actual expenses incurred during the course of business travel. Use of an employee’s personal automobile for company business will be reimbursed at the LPS established mileage reimbursement amount per mile after ‘basic’ miles are deducted. Basic miles are the number of round trip miles from home to your regular workplace if you were to drive. Our LPS Operating Guidelines contain more detailed information on our reimbursement and travel policies. If you have any questions about LPS’s expense reimbursement policy, please contact the Home Office.

Employee Referral Bonus Program

We are always looking for outstanding employees and greatly appreciate recommendations made by existing employees. If you recommend someone who has not previously been introduced to LPS, and he/she is hired on a full-time, regular basis, you are eligible to be paid a recruiting bonus. The current referral fee is $500; to be paid on the payday that immediately follows the new employee’s 90th day of service. Human Resource employees, Principals, and the CEO are not eligible to receive this bonus, nor are hiring managers of open positions. Thus, you may not receive a bonus for referring a candidate for a position that reports to you directly. The dollar amount of the bonus, along with the program in general, may be changed at any time depending upon existing market.

Compensation

It is important to us that our compensation levels reflect the capabilities of our employees. It is LPS’s objective to attract and retain talented and dedicated employees. LPS desires to pay all regular employees’ wages and salaries that are competitive with other non-profit employers and local school districts. LPS has a teacher compensation system that incorporates experience and introduces skills-based and performance-based pay. This compensation structure is constantly being improved.

Group Benefits

LPS is committed to providing competitive benefits. Given the rising cost of health care, employee contributions, benefits, and choices offered are likely to change from year to year. The benefits outlined below apply to the 2010 school year.

The following benefits are currently provided to those employees meeting eligibility requirements (e.g., those employees classified as Full-Time and Part-time working in excess of 32 hours per week.) Health benefits eligibility begins the first of the month following hire date. You are responsible for completing the necessary paperwork in a timely matter to ensure activation of your benefits. If you have questions regarding any of these benefits, please
contact Human Resources. Also, please refer to the separate LPS benefits summary for more information. If there is any conflict between this Handbook and the official Summary Plan Descriptions (SPDs) or plan documents, the official SPDs and/or plan documents will govern. Copies are available for your review from Human Resources.

**Health Insurance**

Health insurance is currently provided through Anthem Blue Cross with a Kaiser option. A choice of HMO and PPO options are offered. Employee contributions vary based on the plan selected and whether the employee’s spouse, domestic partner, and/or dependents are covered. You may elect deductions from your paycheck for these premiums on a pre-tax basis. Only health insurance plans offer an open enrollment annually to make changes in coverage or dependents.

**Dental Insurance**

Dental benefits are provided by Delta Dental in a DPO plan. Employee contributions vary based on whether the employee’s spouse, domestic partner, and/or dependents are covered. Currently there is no charge for employee-only coverage and small charges for coverage of dependents. These charges may be deducted pre-tax from your paycheck.

**Vision Insurance**

Vision benefits are provided by Vision Service Plan (VSP). LPS currently covers the entire cost of the vision plan for employees and their dependents.

**Disability Insurance**

All employees contribute through payroll tax to California’s state disability insurance (SDI) programs. Disability insurance is payable when you cannot work because of illness or injury not work related. An additional tax funds the state’s Paid Family Leave program, and provides partial wage replacement for absences related to care of a family member, or bonding with a new child. Specific rules and regulations governing disability are available from Human Resources. SDI benefits do not replace all of your usual wages. Your SDI benefits will be supplemented with any accrued and unused sick leave.

You are eligible to enroll in Disability insurance from Standard Insurance. This program is designed to assist with your income should you become partially or totally disabled and are unable to perform the essential functions of your job. This plan is integrated with SDI. Disability insurance claim applications are required. Partial salary replacement begins after a 7 day waiting period for Short-Term Disability or a 90 day waiting period for Long-Term Disability. Please see the Summary Plan Description and/or Human Resources for details.

**Life Insurance**

Life and Accidental Death and Dismemberment Insurance from Standard Insurance is payable up to $50,000 in the event of your death, in accordance with the policy. You can indicate your beneficiary or beneficiaries by submitting the appropriate documents to Human Resources. You can change beneficiaries by submitting the change in writing.

**Commuter Checks**

Commuter checks are vouchers that may be used to purchase public transit tickets, such as bus, train, ferry and, BART tickets. Commute Bike checks are also available. Employees may purchase Commuter Checks through pre-tax payroll deductions. Employees may enroll in this program on a quarterly basis. Once enrolled, you will be assumed to continue in the program until you notify Human Resources in writing of your intention to discontinue.

**Section 125 Premium Only Plan**
LPS offers a “Section 125 Premium Only Plan,” which allows employee contributions for health benefits to be taken out pre-tax. Employees must submit the required paperwork in order to participate in the plan. The plan is free of charge to all staff.

Note: All employee insurance benefits are subject to employee’s timely and accurate submission of all required paperwork. Benefits generally begin the month after the start date, provided all forms are complete and submitted on time.

**Flexible Spending Account**

LPS offers a Flexible Spending Account plan for Health Reimbursement, Dependent Care and Parking Reimbursement. Healthcare Spending Account will reimburse you with pre-tax dollars for medical expenses not covered by your health plans. You can set aside up to $3,000 per year. All funds must be used during the plan year (July 1 to June 30) or are forfeited. Dependent Care Spending Account plan will reimburse you with pre-tax dollars for daycare expenses for your child(ren) and other qualifying dependents so you (and your spouse) may work or go to school. You can set aside up to $5,000 per year. All funds must be used during the plan year (July 1 to June 30) or are forfeited. Parking Reimbursement Account will reimburse you with pre-tax dollars for the cost of parking for your work commute. You can set aside up to $230 monthly for parking expenses.

**Other Coverage**

**Domestic Partners Coverage**

To recognize current family arrangements, LPS offers domestic partners insurance coverage. This policy gives you the opportunity to cover a long-term, significant partner of either gender under our medical and dental plans. “Domestic partner” is defined as a person with whom the employee’s life is interdependent for a minimum period of time and with whom the employee shares a mutual residence.

**Paid Family Leave Insurance**

California employees may file a claim for up to six (6) weeks of Paid Family Leave (PFL) benefits with the Employment Development Department (EDD) within a 12 month period to care for a seriously ill dependent or bond with a new child. This leave is sponsored within the State Disability Insurance (SDI) program and funded through mandatory employee contributions.

**Workers’ Compensation**

LPS maintains a workers’ compensation insurance policy for the benefit of all LPS employees with York through the Alliance of Schools for Cooperative Insurance Programs (“ASCIP”). This policy provides compensation for lost wages and medical expenses resulting from an on-the-job injury. It covers work-related injuries only. The earnings benefit is provided only in those instances where the employee cannot immediately return to work as a result of their injury. Medical expenses are covered for any on-the-job injury that requires medical attention.

Any employee injured while performing work for LPS should report the incident to their supervisor and to the Human Resources immediately. The injured employee should contact Company Nurse to establish an initial report and treatment plan. Human Resources will make a record of the incident and provide instructions on filing a claim. You are required to go to the LPS designated medical clinic to receive medical attention unless you pre-designate a physician with Human Resources.

Workers’ compensation coverage is effective immediately upon the occurrence of an injury; sick leave may be used during the waiting period in work-related injury cases. In the event of a lost time injury, an employee’s regular salary will be discontinued and subsequent compensation will be made through the workers’ compensation policy.
Unemployment Compensation

Depending upon the circumstances, employees may be eligible for unemployment compensation upon termination of employment with LPS. Eligibility for unemployment compensation is determined by the State Employment Development Department and not LPS.

Retirement

LPS currently offers one of two mandatory retirement programs (depending on your job description and status), and an additional voluntary retirement program available to all employees.

Which Retirement Plan?

Mandatory participation: Non-teaching staff are automatically enrolled in the LPS 401(a) Retirement Plan. Teachers working greater than 50% of full time are automatically enrolled in the California State Teachers Retirement System (CalSTRS or STRS). In addition, any teacher or substitute already enrolled in STRS through a previous job must participate in STRS while working at LPS.

Elective participation: Teachers working less than 50% of full time, who are not already members of STRS, can elect to participate in either STRS or the 401(a) Plan. However, membership in STRS becomes mandatory if a teacher works more than 60 hours in any month. Similarly, substitute teachers who are not already members of STRS can elect to participate in either STRS or the 401(a) Plan. However, membership in STRS becomes mandatory for substitutes once they have served 100 days in any school year.

LPS 401(a) Retirement Plan

LPS provides a “defined contribution” retirement plan for all employees who do not participate in STRS. The employee contributes 8% of salary towards the plan and LPS contributes an equal matching amount. The LPS contribution is subject to vesting over a five year period. Employees select among about twenty investment options using either a phone-based system or the plan website. The value of the each employee’s retirement account depends on the performance of the investments each employee chooses.

California State Teachers Retirement System

For eligible staff, LPS offers STRS, a “defined benefit” retirement plan which covers most California public school teachers. Employees contribute 8% of salary, and LPS contributes 8.25% of salary (these rates may change over time). STRS has a five year vesting period; once vested, members are eligible for retirement benefits based on a formula including the members years of service and salary. Complete information on STRS is available at www.calstrs.com.

Voluntary Supplemental Retirement Plan (Section 457 Plan)

LPS offers an additional voluntary retirement plan for employees who wish to save additional money for retirement on a pre-tax basis. Participation is voluntary, and all employees are eligible to participate. Employees can specify a percentage of salary or a flat amount to be withheld from each paycheck (the IRS currently caps contributions at $16,500 per year). Employees can select investment options and manage their account using the same website as the 401(a) plan described above.

Social Security

LPS does not participate in Social Security, since it offers qualified alternatives.
Time Off

Scheduled Holidays

LPS observes the following 12 holidays for all staff:

- January 1 — New Year's Day
- Martin Luther King Jr’s Birthday
- Presidents Day
- Cesar Chavez Birthday
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Friday after Thanksgiving Day
- December 25 – Christmas Day
- December 31 – New Years Eve

When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, LPS may close on another day or grant alternative time off instead of closing. Holiday observance will be announced in advance.

General Policies Regarding Paid Time Off, Sick Days, and Personal Days

Staff must arrive at school, to class, and to meetings on time every day. We ask staff to avoid absences on days preceding or following vacations or long weekends. We strongly discourage the families of LPS students from taking such days off, and it is important that we model the behavior we request. Similarly, since students are not allowed to attend an after-school activity on a day during which they have been absent, staff should avoid absences on days when their attendance is required after school.

Planned absences for medical and dental appointments are expected to be arranged, as much as possible, during non-school hours.

Staff have an obligation to make sure their responsibilities are covered, including arranging Substitutes, if they need to be out (either during an agreed upon absence, approved professional development day, approved personal day, or sick day).

Paid Time Off: Year-Round Staff Only

All staff must submit a time off report on the 15th of each month detailing the number of paid and unpaid days taken. The report must be submitted even if no days off were taken. The reporting cycle is the same as for time records (16th of the month through the 15th of the month). Please note, the leave balances on your pay stub will only reflect days off taken through the 15th of the month.

Exempt staff must report time off in full day increments. Non-exempt staff must report time off in hourly increments.

Year-Round staff are entitled to 28 days of Paid Time Off (“PTO”) for each year of active service. PTO can be used for sick leave, personal necessities, and vacation. Year-Round staff do not receive separate allowances for sick leave or personal necessity days. Year round staff accrue PTO on a monthly basis. PTO accrues while on certain medical leaves, FMLA, CFRA, and PDL, but not during other unpaid leaves. (Please refer to the following Leave Policies section.)
Active service commences with an employee’s first day of work and continues thereafter unless broken by an absence without pay, a leave of absence, or termination of employment. PTO does not accrue during absences without pay or leaves of absence. PTO accrues monthly, on a pro-rated basis. Temporary or part-time employees working less than 50% do not accrue PTO. Part-time staff working more than 50% receives pro-rated time off.

PTO can accrue up to a maximum of 42 days. Once this cap is reached, no further PTO will accrue until some PTO is used. When some PTO is used, PTO accrual will begin again. LPS does not grant PTO compensation for any period of time during which the accrued PTO compensation was at the cap.

We encourage Year-Round staff to take PTO annually.

The school schedule and work flow determine permissible PTO periods, for which employees may need to defer or otherwise adjust accordingly. In addition, staff may be required to use PTO time during extended School breaks (e.g., Winter Break, Spring Break). The actual number of available work days in these breaks will vary according to the School calendar.

Employees may not take or borrow PTO before it is accrued, except with the express, written approval of the Vice President Human Resources. The employee will be required to sign a written agreement, authorizing deduction from the final paycheck if termination occurs with a negative PTO balance. Employees on unpaid leave or leave of absence do not accrue PTO time. If a holiday occurs during your PTO period, it will not be considered a PTO day.

An employee whose employment terminates will be paid for accrued unused PTO days on a pro rata basis, at the rate of pay in effect on the date of termination.

Employees must notify their supervisors as early as possible of their intention to use PTO days. Normal PTO requests (e.g., for vacations) should be made at least three weeks in advance and must be approved by your supervisor. Employees are responsible for keeping track of their PTO usage. Supervisors must report employees' use of PTO days to the Home Office.

**School-Year Staff**

All staff must submit a time off report on the 15th of each month detailing the number of paid and unpaid days taken. The report must be submitted even if no days off were taken. The reporting cycle is the same as for time reports (16th of the month through the 15th of the month). Please note, the leave balances on your pay stub will only reflect days off taken through the 15th of the month.

**Personal Necessity Days: School-Year Staff Only**

All full-time School-Year staff are entitled to three paid personal days off per year for any reason. Staff working more than 50% time is eligible for pro-rated personal leave. Teachers hired mid-year are eligible for pro-rated personal leave. Employees must notify their supervisors as early as possible of their intention to use a personal day. Supervisors must report employees' use of personal days to the Senior Accountant at Home Office.

All personal days are granted on the first day of the school year. Accrual of personal days is capped at four days, and once this cap is reached, staff will not accrue additional personal days until some personal days are used. Only when an employee terminates his or her employment will unused personal days be paid, at the rate of pay in effect on the date of termination.

Teachers must request personal days (paid or unpaid) at least 48 hours in advance. Personal days must be approved by the employee’s supervisor. Approval is subject to school needs (i.e., substitute availability, number of staff out, etc.) Approval is limited to two requests for a particular day at each school site, and then may be approved only after all other classes are covered and if the requesting teacher secures coverage of her/his classes, and submits the plan for coverage along with her/his substitute plans.

Paid personal days will not be approved for the day before or after vacations (including the day before or after a three day weekend). If a faculty or staff member wants to take a personal day on the day before or after a vacation,
he/she may request an unpaid personal day. A request for an unpaid personal day will be considered on a case by case basis.

**Sick Leave: School-Year Staff Only**

In order to help prevent employees' loss of earnings that may be caused by accident or illness, LPS provides paid sick leave to School-Year staff. Sick leave also may be used by employees for the purpose of securing necessary medical treatment. All full-time School-Year staff are entitled to seven (7) days paid sick leave per year, granted at the beginning of the employment year. Temporary and part-time employees are not entitled to sick leave benefits. Staff working more than 50% time is eligible for pro-rated sick leave. Teachers hired mid-year are eligible for pro-rated sick leave.

Employees may use up to half of their annual accrual of sick leave to attend to the illness of a child, parent, or spouse. However, such family-related sick leave usage is subject to all of the same conditions and restrictions which apply to each employee's use of earned sick leave for his or her own personal illness. For example, employees must give as much prior notice as possible of such need to be absent, are subject to the same verification of illness requirements, and are subject to termination for any falsification of information related to such family illness sick leave usage.

Employees must notify their immediate supervisors of their need to take sick leave as soon as practicable and, in no event, no later than 30 minutes after their scheduled starting time.

LPS reserves the right to request verification from a health care provider for all absences due to illness or disability. Sick pay may be withheld if a satisfactory verification is not provided by the employee. Eligible employees will receive pay at their normal base rate for any sick leave taken. However, no employee will receive pay in lieu of sick leave for any accrued but unused sick leave at the close of any calendar year or at the time of termination.

**Leave Policies**

LPS may grant leaves of absence to employees in certain circumstances. Request any leave in writing as far in advance as possible, keep in touch with your supervisor or Human Resources during your leave, and give prompt notice of any change in your anticipated return date. If your leave expires and you fail to return to work without contacting your supervisor or human resources LPS will assume that you do not plan to return and that you have terminated your employment. Upon return from a leave of absence, you will resume all aspects of your employment status that existed prior to the start of your leave.

**Family and/or Medical Leave of Absence**

Eligible employees may be entitled to unpaid job-protected family or medical leaves of absence under Family Medical Leave Act (FMLA) or California Family Rights Act (CFRA) if they are unable to work due to their own serious medical condition or the serious medical condition of a family member. Accrued paid time off or sick leave may be used during these leaves. Health insurance continues through paid time off. Employees are eligible through COBRA to continue their insurance coverage during unpaid leave.

Employees are eligible if they have been employed for twelve (12) months, and worked at least 1,250 hours during the twelve months prior to the commencement of the leave. The twelve weeks of leave will be measured on a twelve month rolling period dating back from the time you requested the leave.

Employees are eligible for one or more unpaid family care or medical leaves; however, the total amount of leave taken cannot exceed twelve workweeks in any twelve month period. Leave because of a serious health condition, including pregnancy-related disabilities, may be taken intermittently (in separate blocks of time due to a single health condition) or on a reduced work schedule (reducing the usual number of hours you work per workweek or workday) if medically necessary. Employees may also be eligible for intermittent leave for birth or placement of a child.
Family Leave

Leave can be taken for the birth of a child, placement of a child for adoption, or placement of a child for foster care for up to twelve (12) weeks. Leave must be completed within twelve (12) months of birth, adoption, or foster placement. PTO, personal or sick leave may be used during Family Leave.

Employee Responsibilities during Medical Leaves

Employees must give thirty (30) days’ notice if the leave is foreseeable. If leave is not foreseeable, employees must give notice as soon as it is practicable. Failure to provide thirty (30) days foreseeable notice may result in the employee being asked to delay leave for up to thirty (30) days after notice was provided.

To facilitate your return to work, we also ask that you provide us with two (2) days’ advance notification of your intended return date. Failure to do so may delay your return date.

In the case of your own illness, a doctor’s signed release stating that you are able to resume work must be submitted before or upon your return to work.

Should your attendance or job performance suffer during the period preceding and/or following a disability leave, we will accommodate you to the extent provided by law.

Required Certifications

An employee who requests family/medical leave must provide written certification from the doctor or other health care provider treating the employee or the employee’s affected family member. The certification must contain:

- the date on which the serious health condition commenced;
- the probable duration of the condition;
- an estimate of the amount of time that the health care provider believes the employee needs for his/her own illness or to care for the affected family member; and
- a statement that the seriousness of the family members’ health condition warrants the participation of the employee during a period of treatment or supervision or, if the leave is for the employee’s own health condition, a statement that the employee is unable to perform the functions of his/her position.

Recertification from a health care provider maybe required if additional leave is requested.

Employees must provide certification by the health care provider that you are fit to return to your job.

RESTORATION TO POSITION

Upon completion of a family/medical leave, employees will be reinstated to their original position or to an equivalent one if such position is available. If, due to your own medical circumstances, you are no longer able to perform your original job, we will attempt to transfer you to alternate suitable work, if available.

COORDINATION OF BENEFITS

For non-exempt employees, sick time will be charged in quarter-hour, hour, and full-day increments. Exempt employees will be charged sick or vacation time only in full-day increments. If you are receiving California state disability benefits and/or benefits under the group disability plan, your accrued leave will be used only to supplement those benefits.

While you are on a paid family/medical leave of absence, we will continue your group health insurance benefits under the same terms as provided while you were an actively working employee, for up to a maximum of twelve (12) weeks’ leave during any one (1) year period for care of a family member, or twelve (12) weeks for your own illness. You will be expected to continue the monthly co-premium payments for your insurance by arrangement with Human Resources prior to your leave. Co-premium payment is due monthly at the end of each month. If you do not return to work following this leave, you will be expected to repay these premiums. If your leave extends beyond
the designated periods, you will be offered the opportunity to purchase continuing coverage under COBRA continuation rules.

Other accumulated benefits, including, for example, retirement, sick pay, and PTO pay, shall be preserved at the level accrued as of commencement of the leave, but shall not accrue further during any unpaid leave period.

During a period of disability, you may be eligible for California state and/or LPS disability benefits. Please refer to the applicable plan documents for details on eligibility, benefit amounts, and other particulars.

**Pregnancy Disability Leave**

LPS will grant an unpaid leave of absence to employees disabled due to pregnancy, childbirth, or related medical condition. An approved pregnancy disability leave will be granted for up to a total of four (4) months during which time you must be medically disabled as determined by your physician. You are required to give as much advance notice as possible of your pending need for a pregnancy disability leave of absence.

Please inform your supervisor as soon as possible of the date you and your doctor anticipate that you will begin your leave. To request a pregnancy disability leave that begins more than four (4) weeks prior to your anticipated delivery date, you must submit a doctor’s statement of disability to your supervisor. Your job status will be protected in that we will make every effort to hold your position open, or return you to a similar position if one is available for which you may be qualified.

You can use any accrued personal time or other accrued paid time off as part of your pregnancy disability leave before taking the remainder of your leave on an unpaid basis. The substitution of any paid leave will not extend the duration of your pregnancy disability leave.

**Bereavement Leave**

Bereavement leave of up to three (3) days with pay will be granted to regular employees, upon request and approval by Human Resources, in the event of a death of the employee’s spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, stepparent, domestic partner, brother, sister, brother-in-law, sister-in-law, stepchild, or domestic partner’s child, and any relative living in the household of the employee or domestic partner. Personal days or PTO may be used in the event of a death of others not listed.

**Time Off for Schoolchildren**

Employees are encouraged to participate in the school activities of their child(ren). Parents, guardians, or grandparents having custody of schoolchildren are provided unpaid time off to participate in school or day care activities. LPS may require proof of your participation in these activities. You may use accrued vacation or unpaid time off for this purpose. Please provide reasonable notice to your supervisor before taking time off for schoolchildren.

**Military Leave of Absence**

If you are a full-time employee and are inducted into the U.S. Military, Reserves, or California National Guard, you will be eligible for unpaid military leave of absence. LPS will comply with all applicable laws regarding veterans’ reemployment. Military leave is unpaid, your benefits will continue as required by law, and you will not accumulate paid leave during your absence. You are expected to notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for coverage during this absence. Upon application within the appropriate time period after your date of discharge from military service, you will receive the then-current rate of pay and benefits.

Employees who work more than 20 hours per week and have a spouse in the Armed Forces, National Guard or Reserves who have been deployed during a period of military conflict are eligible for up to 10 unpaid days off when their spouse is on leave from (not returning from) military deployment. Employees must request this leave in
writing to Human Resources within two business days of receiving official notice that their spouse will be on leave. Employees requesting this leave are required to attach to the leave request written documentation certifying the spouse will be on leave from deployment.

**Volunteer Civil Service Personnel Leave**

LPS will grant volunteer civil service leave to employees who require time off to perform emergency duty as a volunteer firefighter, peace officer, or emergency rescue personnel. You are also eligible for unpaid leave for required training. If you are an official volunteer firefighter, please alert your supervisor that you may have to take time off for emergency duty. When taking time off for emergency duty, please alert your supervisor before doing so when possible.

**Domestic Violence Leave**

Victims of domestic violence may take time off work to obtain help from a court, seek medical attention, obtain services from a shelter, program, or crisis center, obtain counseling, or participate in safety planning. LPS may require proof of your participation in these activities. You may use accrued vacation or sick leave or time without pay. When possible, give your supervisor reasonable notice.

**Jury and Witness Duty**

Staff should notify their supervisor and Human Resources upon receipt of a jury summons. In order to maximize student education and school efficiency, staff must, whenever possible, request and use options such as on-call status or postponement to school vacation times such as summer. Staff are also expected to report to work as soon as the court releases them each day if there are any work hours left in the school day. LPS permits you to take the necessary time off and wishes to help you avoid any financial loss because of such service. Except as otherwise required by law, LPS will continue your salary or pay during jury service for a maximum of five business days.

Staff required by law to appear in court as a witness may take personal days or unpaid days for such purpose. LPS requests that advance arrangements be made with their supervisor and the Home Office, and any necessary substitute plans are taken care of. Please submit a copy of your jury service verification to Human Resources.
V. PERSONNEL POLICIES

At-Will Employment Status

All employment at LPS is on an at-will basis. That means that either the employee or LPS may terminate employment at-will with or without cause and with or without notice at any time. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of LPS has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the CEO, or the Board of Trustees, has the authority to make any such agreement, which is binding only if it is in writing.

The CEO or Vice President Human Resources and Principal jointly are the only representatives who have the authority to promise or enter into a written salary agreement or other employment contracts. To be enforceable, any commitment must be in writing and signed by both parties.

For School-Year employees, salary agreements are generally agreed on an annual basis and are renewed during the spring of the preceding academic year. Staff members who do not intend to return to the school the following year should inform the Principal of that decision by March 1, and certainly no later than June 1. This Handbook is not intended to create an “express” or “implied” employment contract that is inconsistent with the fact that you and LPS have entered into an at will employment relationship.

Equal Opportunity Employer (Discrimination policy)

Leadership Public Schools is an equal opportunity employer and makes employment decisions on the basis of merit. We strive to hire the best available people for each job. LPS cultivates a work environment that encourages fairness, teamwork and respect among all employees. We are firmly committed to maintaining a work atmosphere in which people of diverse backgrounds and lifestyles may grow personally and professionally. Employment decisions are based without regard to race, color, creed, citizenship, gender, religion, marital status, age, national origin or ancestry, veteran status, physical or mental disability, medical condition including genetic characteristics, sexual orientation, family care status, sex or any other consideration made unlawful by federal, state, or local laws.

LPS is committed to compliance with all applicable laws providing equal employment opportunities. This commitment applies to all persons involved in the operations of LPS and prohibits unlawful discrimination by any employee of LPS.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, LPS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Anti-Harassment Policy

LPS is proud of its collegial work environment where every person is treated with respect and dignity. Everyone has the right to work in a professional atmosphere that promotes equal opportunities and prohibits discriminatory practices, including sexual harassment. At LPS, harassment, whether verbal, physical, or environmental, is unacceptable and will not be tolerated. Any employee who violates this harassment policy is subject to discipline up to and including discharge.

LPS is committed to providing a work environment free of unlawful harassment. LPS policy prohibits sexual harassment and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, veteran status, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local law or ordinance or regulation. All such harassment is unlawful. The LPS anti-harassment policy applies to all persons involved in the operation of LPS and prohibits unlawful harassment by any employee of the organization. It also prohibits harassment based on the
perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations, or comments;
- Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings, or gestures;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;
- Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors;
- Conduct having the effect of creating an intimidating, hostile or offensive working environment; and
- Retaliation for reporting or threatening to report harassment.

If you believe that you have been unlawfully harassed:

- Submit a written complaint to your supervisor, your Principal, or Vice President Human Resources in the Home Office as soon as possible after the incident.
- Your complaint should include details of the incident or incidents, names of the individuals involved, and names of any witnesses.
- Supervisors will immediately refer all harassment complaints to the Vice President Human Resources.
- LPS will immediately undertake an effective, thorough, discrete and objective investigation of the harassment allegations.
- All information disclosed during the course of the investigation will remain confidential, except as necessary to conduct the investigation and take any remedial action, and in accordance with applicable law.

If LPS determines that unlawful harassment has occurred, effective remedial action will be taken in accordance with the circumstances involved. Any employee determined by LPS to be responsible for unlawful harassment will be subject to appropriate disciplinary action, up to, and including termination. A representative of the organization will advise all parties concerned of the results of the investigation. LPS will not retaliate against you for filing a complaint and will not tolerate or permit retaliation by management, employees or co-workers.

LPS encourages all employees to report any incidents of harassment forbidden by this policy immediately so that complaints can be quickly and fairly resolved. You also should be aware that the Federal Equal Employment Opportunity Commission and the California Department of Fair Employment and Housing investigate and prosecute complaints of prohibited harassment in employment. If you think you have been harassed or that you have been retaliated against for resisting or complaining, you may file a complaint with the appropriate agency. The nearest office is listed in the telephone book.

Open Door Policy

Suggestions for improving LPS are always welcome. At some time, you may have a complaint, suggestion, or question about your job, your working conditions, or the treatment you are receiving. We want to hear your good-faith complaints, questions, and suggestions. If you wish to raise an issue, please take the following steps:
• Bring the situation to the attention of your immediate supervisor, who will then investigate and provide a response or explanation.

• If the issue persists, you may describe it in writing and present it to the Vice President Human Resources, who will investigate and provide a response or explanation. We encourage you to bring the matter to the Vice President Human Resources as soon as possible after you believe that your immediate supervisor has failed to resolve it.

• If the issue is not resolved, you may present it in writing to the CEO, who will attempt to reach a final resolution.

This procedure, which we believe is important for both you and LPS, cannot guarantee that every problem will be resolved to your satisfaction. However, LPS values your observations and you should feel free to raise issues of concern, in good faith, without the fear of retaliation.

**Child Abuse Reporting Requirements**

California law requires that you acknowledge your understanding of child abuse reporting requirements and that you will comply with these laws. Child abuse is defined as a physical injury which is inflicted by other than accidental means, sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, to the child’s health or welfare. The California Penal Code section and acknowledgement are in your employment materials and must be filed with the Home Office.

**Personal Information**

Since tax deductions, insurance benefits, and other administrative matters are often affected by changes in your personal status, it is very important that you notify Human Resources immediately in writing of any changes to your personal information, such as your name, address, telephone number, marital status, number of dependents, insurance beneficiaries, and names of persons to be notified in case of emergency.

**Inspection of Property**

For the safety and security of our community, LPS reserves the right to inspect its own property, as well as any of the personal property of its employees on work premises during work hours. An employee’s consent to such a search is required as a condition of employment. By signing the acknowledgement of receipt of this Handbook, employees understand that they should not have a reasonable expectation of privacy with regards to LPS property and personal property while on LPS premises.

**Administrative Paperwork**

Staff are responsible for submitting the following forms required either by our charters, insurance carriers, local law or state law: (a) a valid teaching certificate and transcripts for teachers; (b) a TB test; (c) fingerprints clearance; (d) employee benefit forms, if applicable; (e) a W-4 form; and (f) an I-9 Form. Other required forms are specified in our new hire checklist provided to new employees. In addition, all employees must consent to a background check as a condition of employment.

**Confidentiality and Proprietary Information**

The security of LPS property is of vital importance to LPS. School property includes not only tangible property, such as desks and computers, but also intangible property such as data and information. All employees share responsibility to ensure that proper security is maintained at all times. In the course of your work, you may have access to confidential information regarding LPS, its students, its suppliers, its customers, or perhaps even fellow employees. You have responsibility to prevent revealing or divulging any such information unless it is necessary for you to do so in the performance of your duties. Access to confidential information should be on a "need-to-know" basis and must be authorized by your supervisor.
Conflicts of Interest

All employees must avoid situations involving actual or potential conflicts of interest. Personal or romantic involvement with a competitor, supplier, or subordinate employee of LPS, which impairs an employee's ability to exercise good judgment on behalf of LPS, creates an actual or potential conflict of interest. Supervisor-subordinate romantic or personal relationships also can lead to supervisory problems, possible claims of sexual harassment, and morale problems.

An employee involved in any of the types of relationships or situations described in this policy should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or Vice President Human Resources, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, LPS may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Should two employees who work together or supervise each other enter into a personal, non-work-related relationship, one or both employees may have to be transferred. If you are involved in any relationship that might have an impact on the workplace, please speak with your supervisor or the Vice President Human Resources.

Discipline and Rules of Conduct

LPS expects all employees to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit integrity at all times. Employees must comply with LPS policies and procedures, and observe the highest standards of professionalism. When an employee violates LPS rules, it is cause for concern and action.

How LPS chooses to administer employee discipline in particular cases in no way alters or limits the at-will employment relationship. LPS may choose to exercise its discretion to use forms of discipline that are less severe than termination, depending on the circumstances. Although one or more of these steps may be taken in connection with a particular employee, no particular order or system is required, and LPS may or may not adhere to a "progressive" series of disciplinary actions. LPS has the discretion to use whatever form of discipline it believes is appropriate under the circumstances.

Drug and Alcohol Abuse

It is LPS’s policy to maintain a drug and alcohol-free workplace. Use of these substances, whether on or off the job can detract from an employee’s work performance, efficiency, safety, and health, and therefore seriously impair the employee’s value to LPS. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of students and of other employees and exposes LPS to the risk of property loss or damage, or injury to other persons.

Employees shall not use, purchase, sell, transfer, or possess any form of illegal drugs or any type of drug paraphernalia on LPS property at any time or during working time in a professional capacity (e.g., with students) anywhere. Likewise, employees shall not possess or consume alcoholic beverages on LPS property or during work hours, including lunch and break periods. In addition, employees shall not report for work under the influence of drugs or alcohol.

Where a violation of this policy is suspected, an employee may be asked to submit to drug and alcohol screening and/or allow a search of his or her desk, work area, personal belongings, or vehicle. As stated earlier in this Handbook, an employee's consent to such a search is required as a condition of employment. Refusal to consent to a drug or alcohol screening or to allow a search of personal property will be considered to be insubordination and a basis for discipline, including possible termination. In addition, LPS will decide, based on all other available information, whether a violation of the drug or alcohol prohibition in this policy has occurred. Such a violation, if found, constitutes a separate and independent basis for discipline or termination. LPS also may bring the matter to the attention of appropriate law enforcement authorities.
An employee’s conviction on a charge of illegal sale or possession of any controlled substance while off LPS property will not be tolerated because such conduct, even though off duty, reflects adversely on LPS. In addition, LPS must keep people who sell or possess controlled substances off LPS premises in order to keep the controlled substances themselves off the premises.

Any employee who is using prescription or over-the-counter drugs that may impair the employee’s ability to safely perform the job, or affect the safety or well-being of others, must notify a supervisor of such use immediately before starting or resuming work.

LPS will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. LPS is not obligated, however, to continue to employ any person whose performance of essential job duties is impaired because of drug or alcohol use, nor is LPS obligated to re-employ any person who has participated in treatment and/or rehabilitation if that person’s job performance remains impaired as a result of dependency. Additionally, employees who are given the opportunity to seek treatment and/or rehabilitation, but fail to successfully overcome their dependency or problem, will not automatically be given a second opportunity to seek treatment and/or rehabilitation. This policy on treatment and rehabilitation is not intended to affect LPS’ treatment of employees who violate the regulations described previously. Rather, rehabilitation is an option for an employee who acknowledges a chemical dependency and voluntarily seeks treatment to end that dependency.

Alcohol is not permitted on LPS campus or at events with students present. On occasion, employees participating in events or celebrations are expected to show good judgment and reasonable behavior with respect to alcohol.

**Lactation Accommodation**

LPS will provide a reasonable amount of break time to accommodate an employee desiring to express milk for her infant child. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee.

We will make reasonable efforts to provide a room or other respectful location for an employee to express milk in private. This location may be a private room, if applicable. LPS may not be able to provide additional break time if doing so would seriously disrupt operations. Please speak to the Vice President Human Resources for additional information.

**Recycling and Conservation**

LPS actively recycles as many materials as possible. Please place aluminum cans, glass, white paper, and envelopes in the proper recycling bins. Recycling containers are located near computer printers, copiers, and in the staffroom. Please do your part to conserve resources, prevent waste and recycle reusable materials.

**Relatives**

We have no prohibition against hiring relatives of our staff members. However, to avoid potential conflicts of interest, relatives will not be hired, promoted, or transferred into positions in which there is a direct or indirect supervisory relationship between relatives. Relatives include the employee’s spouse, children, parents, siblings, all in-laws, grandparents, grandchildren, stepparents, stepchildren, domestic partner, and any relative living in the household of the employee or domestic partner.

**Workplace Violence**

LPS is committed to providing a safe workplace. We want to minimize the risk of personal injury to employees and damage to property. We specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations and informing your supervisor or appropriate manager.
News Media Contacts

Employees may be approached for interviews or comments by the news media. Only people specifically designated by the CEO or Principal may comment to news reporters on LPS policy or events relevant to LPS.

Smoking

Smoking is not allowed in or on the grounds of any LPS facilities.

Parking

Employees may park their vehicles in permissible public areas in the vicinity of LPS facilities. Employees may not use loading zones or parking areas specifically designated for LPS vehicles. LPS is not responsible for any loss or damage to employee vehicles or contents while parked during LPS sessions, nor is it responsible for employees' parking violations.

Solicitation and Distribution of Literature

In order to ensure efficient operation of LPS’ business and to prevent disruption to students and employees, we have established control of solicitations and distribution of literature unrelated to LPS business on LPS property.

Employees may not solicit or disturb other employees for any reason whatsoever during working time and may not circulate, distribute, or post notices or other written material of any kind during working time or in working areas. "Working time" is when an employee should be performing his or her job duties. Non-working time includes rest or meal periods, before or after assigned work shifts, and other specified periods, if any, during the work day when employees are not expected to be performing their job duties.

Persons not employed by LPS may not solicit nor distribute literature for any purpose at any time without the express authorization of the Principal or CEO.

Health and Safety

LPS has adopted policies and procedures to promote a safe workplace and protection from injuries while on the job. You are expected to do your part by keeping your work area free of potential hazards, complying with LPS’s safety rules and policies, and immediately reporting any unsafe conditions to your supervisor or the Home Office.

If you are injured or experience discomfort in the course of your employment, notify the Vice President Human Resources immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately.

We respect our facilities and believe that having a pleasant place to work is an important part of maintaining job satisfaction. We believe that our employees share in this belief and it is for that reason that we ask everyone to do his or her fair share in keeping our work areas, offices, meeting areas, classrooms, conference rooms, and eating areas neat and attractive. If you consume food or beverages at your desk, or in a classroom, meeting room, or conference room, it is your responsibility to dispose of the related trash. All employees are responsible for ensuring that students respect LPS premises in promptly disposing of food and beverage trash.

Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable and/or personal articles in or around your workstation that may be accessible, and either “lock” or shut down your computer. LPS is unable to reimburse for lost, stolen or damaged personal items.

Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately call 911 and then notify your supervisor when
unknown persons are acting in a suspicious manner in or around the facilities. Also, immediately notify your supervisor and the Home Office when keys, security fobs, or identification badges are missing.

SEPARATION OF EMPLOYMENT

Termination Documentation

A Personnel Action Form signed by the departing employee’s supervisor will authorize the employee’s official termination and final paycheck. Employees must submit time-off reports recording their work through their termination date in order to be paid.

Exit Interview

Employees who leave LPS for any reason, including at the end of a contract year, may be asked to participate in an exit interview or survey. This interview is intended to permit terminating employees the opportunity to communicate their views regarding their work with LPS. At the time of the exit interview or before, the employee is expected to return all LPS-furnished property, such as keys, computer equipment and ID cards. During the exit interview, you can provide your reasons for leaving, other impressions, and insights into areas for improvement that the LPS can make. Certain information may be considered confidential. An exit interview or survey will be scheduled with the Vice President Human Resources.

Insurance Conversion Privileges

Your medical and dental coverage remain in effect until the end of the month of employment. According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event of your termination of employment with LPS or loss of eligibility to remain covered under our group medical insurance program, you and your eligible dependents may have the right to continued coverage under our medical insurance program for a limited period of time at your own expense. COBRA information will be provided to you on or before your final day of work, or mailed to your home address. Teachers resigning during the Summer, will use the last day worked as the last day of employment. COBRA eligibility for continued health coverage will begin the first day of the month following the last day worked.

Employees will receive distribution information regarding the LPS retirement plans from Human Resources during your exit process.

Staff Resignation Process

Although an employee may resign at any time, with or without advance notice, she or he is requested to offer as much advance notice as possible for the sake of the students and the best interests of the school. At a bare minimum, two (2) weeks notice should be offered so that plans and/or a replacement may be found. It is at LPS’s discretion whether the offered resignation notice period is accepted or whether the resignation and exit is effective immediately. The resignation notice should be submitted in writing to your supervisor and to Vice President Human Resources.

LPS may also consider that an employee has voluntarily terminated his or her employment if: (a) the employee fails to return from an approved vacation or leave on the date agreed upon; or (b) the employee fails to report for work without notice for three (3) consecutive days.

The last day worked will be considered the last day of employment for Teachers who resign over the summer.

All LPS-owned property, including vehicles, computers, instructional materials, student grades, equipment, supplies, keys, security system fobs, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment.
VI. OPERATIONAL CONSIDERATIONS

More details on operational considerations are included in the LPS Operating Guidelines.

Emergency Plans
LPS’s emergency plan is intended to provide general instructions and guidelines for the protection, safety and well-being of students and staff in an emergency. The safety of the students is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and employees. Do not hesitate to call 911 in the event of an emergency. Please review the Emergency Plan carefully, and familiarize yourself with the roles and responsibilities in the event of an emergency.

School Facilities and Security
LPS facilities are generally located in or near urban neighborhoods with higher than average crime rates. It is critically important that staff follow security procedures established for each school, and carefully protect keys, passwords, and other security-related information.

Volunteers
LPS encourages the use of volunteers to support the work of the school. This may include, among other things, volunteering in the office, assisting in a classroom or the Academic Support Program, speaking, organizing an event or chaperoning. As required by state law, any volunteers in significant contact with students are required to undergo a fingerprinting background check through the Department of Justice. All volunteers must also sign a “hold harmless” form which is available from the Home Office or the School Office Manager. This is extremely important for the safety of our students. Parents of our students, however, are exempt from this ‘hold harmless’ agreement.

Student Files
Student files are kept under the supervision of the School Office Manager. All files are confidential and may not be removed from the locked file cabinet without the express consent of the Office Manager. The school makes every attempt to access the cumulative files of every student, though it is often a lengthy process to obtain the information. When a student transfers out of LPS, the school will not release the files without written notification from the requesting school.

Technology and Security of Passwords
LPS provides an email system, voice mail system, access to the Internet and other technology systems to assist employees in conducting LPS business. All information, data and messages created, received, sent or stored in these systems are, at all times, the property of LPS. These systems are to be used solely for business-related purposes. LPS does not allow these systems to be used in creating, receiving, sending, or storing data that may reasonably be considered to be offensive, defamatory, obscene or harassing. LPS has software and systems in place that are capable of monitoring and recording all network traffic to and from any computer employees may use. LPS reserves the right to inspect any and all files stored in all areas of the LPS network in order to assure compliance with this and other policies.

LPS relies on PowerSchool, a student information system, and other software to run mission-critical functions of the school, such as student attendance, grades, scheduling, and transcripts. Each employee entrusted with a network ID and password, and/or access to PowerSchool, must carefully protect the assigned passwords, regularly change the passwords used, and use non-obvious passwords to avoid unauthorized access to the system. When leaving a computer unattended, always lock the workstation or shut down the machine to avoid unauthorized access by others on your account.

Social Networking
Staff are not authorized to participate in forms of social networking (e.g., Facebook, Twitter, etc.) or blogging with students. Staff are not authorized to speak on behalf of LPS unless specifically instructed. Staff are cautioned to have no expectation of privacy while using LPS computers including email and internet usage. Employees must acknowledge their acceptance of LPS Acceptable Use Policy in order to use LPS technology resources.
VII. ACKNOWLEDGEMENT

PLEASE READ THE LPS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION (or the Policy Acknowledgement Form in the New hire packet) TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIVING THE HANDBOOK.

Employee Name: __________________________

I acknowledge that I have received and read a copy of the LPS Employee Handbook. I agree to abide by the rules, policies, expectations and standards set forth in the handbook. I also agree to the following LPS policies regarding: anti-harassment; discrimination policy; child abuse reporting; alcohol and drug abuse; and technology use.

I understand that my employment with LPS is not for a specified period of time. I know that this at-will relationship can only be modified in writing signed by the CEO of LPS, and that no other supervisor, manager, or other employee can alter the foregoing.

I understand LPS reserves the right to revise, delete, and/or add to the provisions of this Staff Handbook. All such changes must be in writing.

Finally, I understand that the foregoing agreement is the sole and entire agreement between me and LPS concerning the duration of my employment, the circumstances under which my employment may be terminated, and the circumstances under which the terms and conditions of my employment may change. I further understand that this agreement supersedes any and all prior agreements, understandings, and/or representations concerning these topics.

Date: _______________________

Signed: _______________________

This Acknowledgement will be placed in the employee’s personnel file.
Appendix F:
Leadership Public Schools San Jose
Maintenance, Safety and Long-term Facility Plan

Maintenance, Safety and Long-term Facility Plan Contents

- The address and phone number for the School.
- A sketch or drawing of the School’s campus, indicating main office, classrooms, activity areas, lunch room, athletic fields, and other facilities.
- A statement of the School’s seismic safety (structural integrity and earthquake preparedness).
- The School’s plan for natural disasters and emergencies (how the School will be evacuated, how parents will be notified, etc.).
- The School’s plan for training staff and students on safety procedures, including fire drills, workshops, and other training opportunities.
- The School’s maintenance plan, including how hazardous conditions will be identified and addressed.
- A statement of the School’s long-term facilities plans, including potential renovation, additions, and location changes.

The address and phone number for the School

LPS San Jose
1881 Cunningham Avenue
San Jose, CA 95122
(408) 937-2700

LPS San Jose currently occupies a campus provided by East Side Union High School District. It is co-located on the William C. Overfelt High School Campus (WCO).

A sketch or drawing of the School’s campus, indicating main office, classrooms, activity areas, lunch room, athletic fields, and other facilities

Please see attached facilities map for LPS San Jose at WCO, in Appendix J.

A statement of the School’s seismic safety (structural integrity and earthquake preparedness)

LPS San Jose recognizes that there is a risk of significant seismic activity in LPS San Jose’s area of operations. Therefore, LPS San Jose prepared an Emergency Response Guide (please see Appendix G) that includes comprehensive procedures for staff to follow in case of an earthquake and other emergency situations.
LPS San Jose conducts regular earthquake drills to prepare students and staff for any seismic activity. These practice drills include the DUCK-HOLD-COVER procedure during an actual earthquake and follow-up aftershocks. Students and staff members practice a post-earthquake evacuation of the facilities. LPS San Jose participates in the Great California ShakeOut, a statewide program that helps people and organizations prepare for major earthquakes, and also practice how to respond when they happen.

LPS San Jose’s goal in developing its earthquake preparedness plan was also to start a safety program that reduces seismic hazards in the school facility. LPS San Jose advises staff to have their emergency clipboards readily available near the exit of the rooms, not to store heavy objects on top of cabinets, to keep exits and ways of travel free of obstruction and to have their lock down kits at a visible or identified location in the classroom.

The School’s plan for natural disasters and emergencies (how the School will be evacuated, how parents will be notified, etc.)

LPS San Jose has created a complete guide of safety and emergency policies as part of LPS San Jose’s Emergency Response Guide.

The Emergency Response Guide addresses:
- general safety procedures, first aid, suspected child abuse, lost child, and classroom safety issues,
- emergency response procedures in case of a medical emergency, fire, earthquake, severe weather, such as flooding, bomb threat, intruder on campus, armed assault, as well as the school’s policy to keep students safe until parents/guardians can be reached and notify/communicate with parents and guardians in case of an emergency, and
- emergency response calendar, emergency phone numbers, safety drill record and evaluation forms.

The plan is reviewed at the beginning of each school year. This plan also contains available school and outside agency resources, emergency disaster procedures, and an evacuation map for the school site.

Fire and earthquake drills, including evacuation of the school facilities, are practiced regularly throughout the school year. All teachers and staff are equipped with an evacuation map of the school site clearly marking their particular path of evacuation. In case of an emergency all students are to be kept at school, at a designated assembly area supervised by LPS San Jose staff until parents/guardians are able to reach their children. All students have an updated emergency form on file in the school’s main office that includes information on how to notify parents/guardians in the event of an emergency.
The School’s plan for training staff and students on safety procedures, including fire drills, workshops, and other training opportunities

The Emergency Response Guide is distributed to all staff at the beginning of the year and an acknowledgement page is signed by all staff and kept on file. Throughout the school year, necessary training sessions are held related to school safety. Staff receives internal memos regarding relevant health and safety issues, such as recognizing the symptoms of influenza during the flu season, when to send sick students home, good health practices to teach as well as practice, such as hand washing, coughing and sneezing etiquette, etc. A CPR certification class is provided annually and open to all staff. A minimum of two core full-time staff will maintain certification each school year. School wide drills in preparation for fires, earthquakes, intruders on campus, or other emergency/disaster situations are conducted at regular intervals throughout the school year.

The School’s maintenance plan, including how hazardous conditions will be identified and addressed

The Principal is responsible for the oversight of the facilities maintenance and for ensuring a healthy and safe learning environment for students. The Principal is supported by LPS’ Director of Operations who negotiates janitorial and building maintenance contracts and works with the School District on deferred maintenance and regulatory inspections. The Memorandum of Understanding for Facilities with ESUHSD outlines the responsibility of routine maintenance as the responsibility of the charter school while the school district will continue to be responsible for the long-term deferred maintenance.

LPS’ insurance provider, Alliance of Schools for Cooperative Insurance Programs (ASCP), provides onsite safety audits and risk management training. ASCP regularly distribute safety alerts to keep members abreast of current safety issues and trends as well as offers regular risk management and safety trainings including OSHA training for asbestos and lead awareness.

In the event of a maintenance issue or the discovery of unsafe/hazardous conditions, staff must contact the Principal, school manager, or LPS Director of Operations. All employees are responsible for communicating the discovery of potential workplace hazards or unsafe conditions as soon as possible. A Classroom hazard checklist is available in the Appendix of the Emergency Response Guide to aid this effort. These issues will be addressed promptly by the administration of LPS San Jose.

A statement of the School’s long-term facilities plans, including potential renovation, additions, and location changes

LPS San Jose recently negotiated an amendment to the Memorandum of Understanding for Facilities Use with East Side Union High School District. This agreement extends the term of the agreement for facilities through 2015 with automatic five year renewals as long as the charter remains in good standing. It is the intent of LPS San Jose to remain at this campus for the foreseeable future.
# Table of Contents

- **Emergency Phone Numbers** .......................................................................................... 3
- **Emergency Team Roles and Staff Roster** ...................................................................... 4
  - Your 2008-2009 Emergency Response Team ................................................................ 4
  - Leadership Public Schools- San Jose Staff Phone Numbers ............................................... 5
- **School Map and Emergency Exit Plan** ........................................................................ 6
- **Preparedness** .................................................................................................................. 8
  - First Steps ....................................................................................................................... 9
  - Safety Drills .................................................................................................................... 9
  - Emergency Supplies ....................................................................................................... 10
  - Alert Signals .................................................................................................................. 11
  - General Responsibilities in an Emergency ....................................................................... 12
- **Response Types** ............................................................................................................ 14
  - First Aid ........................................................................................................................ 15
  - Bomb Threat ................................................................................................................ 16
  - Bomb Threat Report ..................................................................................................... 18
  - Chemical Spill / Incident .............................................................................................. 20
  - Child Abuse .................................................................................................................. 22
  - Death / Suicide ............................................................................................................. 23
  - Earthquake ................................................................................................................... 24
  - Electrical Failure .......................................................................................................... 25
  - Explosion ..................................................................................................................... 26
  - Fire ............................................................................................................................... 27
  - Flooding ....................................................................................................................... 28
  - Gas Line Break ............................................................................................................ 29
  - Intruders ....................................................................................................................... 30
  - Lockdown / Shooting Incident ..................................................................................... 31
  - Lost Child ..................................................................................................................... 32
- **Staff Acknowledgment Page** ......................................................................................... 33
- **Appendix: Forms and Checklists** .................................................................................. 34
  - LPS Emergency Response Calendar - 2011-12 ................................................................. 35
  - Safety Drill Record Form ............................................................................................... 37
  - Safety Drill Evacuation Checklist ................................................................................ 38
  - Classroom Hazard Checklist (Optional) .......................................................................... 39
  - Emergency Partner Staff List (Optional) ......................................................................... 40
The following agencies should be contacted as soon as possible in the case of an emergency. Refer to appropriate tab for contact sequence in a specific event. After agencies are notified, the Home Office should also be notified.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police, Fire, Ambulance</td>
<td>911</td>
</tr>
<tr>
<td>Fire (non-emergency)</td>
<td>408-277-8950</td>
</tr>
<tr>
<td>Police (non-emergency)</td>
<td>408-277-8900 or 311</td>
</tr>
<tr>
<td>County Office of Emergency Services / City Homeland Security Unit</td>
<td>408-294-4851</td>
</tr>
<tr>
<td>State Warning Center</td>
<td>800-852-7550</td>
</tr>
<tr>
<td>National Response Center</td>
<td>800-424-8802</td>
</tr>
<tr>
<td>Children's Hospital (Lucile Packard, Stanford)</td>
<td>650-497-8000</td>
</tr>
<tr>
<td>Clinic/Hospital (Regional Medical Center of SJ)</td>
<td>408-259-5000</td>
</tr>
<tr>
<td>County Medical Clinic (East Valley)</td>
<td>800-334-1000</td>
</tr>
<tr>
<td>Chemtrec Emergency Response Info Service</td>
<td>800-424-9300</td>
</tr>
<tr>
<td>Poison Control Center</td>
<td>800-222-1222</td>
</tr>
<tr>
<td>Child Protective Services</td>
<td>408-299-2071 North</td>
</tr>
<tr>
<td></td>
<td>408-683-0601 South</td>
</tr>
<tr>
<td>LPS Home Office</td>
<td>510-830-3780 x 241 or 225</td>
</tr>
</tbody>
</table>
**EMERGENCY TEAM ROLES AND STAFF ROSTER**

**Your 2011-12 Emergency Response Team**

*(Note: Team should include 4 different people, designated by Principal)*

**EMERGENCY COORDINATOR:** Charles Ku, Dean of Instruction  
*(suggested role for Dean of Students or Campus Supervisor; HO recommends that role not be held by the Principal or the School Manager)*

**PARENT/STUDENT COORDINATOR:** Cecilia Mendoza, School Manager  
*(one possible role for School Manager)*

**SECURITY / UTILITIES COORDINATOR:** Manuel Martinez, Campus Supervisor / Vanessa Sifuentes, Principal

**SUPPLIES / MEDICAL COORDINATOR:** Vicky Tarumoto, Dean of Students  
*(one possible role for School Manager)*

*See “General Responsibilities in an Emergency” section for duties for these positions.*
Leadership Public Schools San Jose Staff Phone Numbers

Staff Marked with ** carry Emergency Radios

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Office</th>
<th>Mobile Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal**</td>
<td>Vanessa</td>
<td>408-937-2701</td>
<td>408-420-3659</td>
</tr>
<tr>
<td>Dean of Students**</td>
<td>Vicky</td>
<td>408-937-2703</td>
<td>408-831-4461</td>
</tr>
<tr>
<td>School Manager**</td>
<td>Cecilia</td>
<td><strong>408-937-2702</strong></td>
<td><strong>408-375-4658</strong></td>
</tr>
<tr>
<td>Technology Coordinator**</td>
<td>Charles</td>
<td>408-937-2722</td>
<td>310-890-2410</td>
</tr>
<tr>
<td>Enrollment Coordinator</td>
<td>Teresa</td>
<td></td>
<td>408-373-7016</td>
</tr>
<tr>
<td>Campus Supervisor**</td>
<td></td>
<td></td>
<td>408-786-4823</td>
</tr>
<tr>
<td>Teacher</td>
<td>Elicia</td>
<td>408-937-2711</td>
<td>408-230-1555</td>
</tr>
<tr>
<td>Teacher</td>
<td>Lynne</td>
<td>408-937-2729</td>
<td>510-828-7802</td>
</tr>
<tr>
<td>Teacher</td>
<td>Hana Chen</td>
<td>408-937-2710</td>
<td>315-382-1890</td>
</tr>
<tr>
<td>Teacher</td>
<td>Kristy</td>
<td>408-937-2716</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Brooks</td>
<td>408-937-2711</td>
<td>858-775-7131</td>
</tr>
<tr>
<td>Teacher</td>
<td>Greg</td>
<td><strong>408-937-2712</strong></td>
<td><strong>408-960-9746</strong></td>
</tr>
<tr>
<td>Teacher</td>
<td>Tim</td>
<td>408-937-2714</td>
<td>408-367-9537</td>
</tr>
<tr>
<td>Teacher</td>
<td>Sarah</td>
<td>408-937-2733</td>
<td>650-465-1861</td>
</tr>
<tr>
<td>Teacher</td>
<td>Allison</td>
<td>408-937-2720</td>
<td>562-522-1240</td>
</tr>
<tr>
<td>Teacher</td>
<td>Mary</td>
<td>408-937-2717</td>
<td>916-835-4103</td>
</tr>
<tr>
<td>Teacher</td>
<td>Alex Moos</td>
<td>408-937-2732</td>
<td>831-435-9162</td>
</tr>
<tr>
<td>Teacher</td>
<td>Connor</td>
<td>408-937-2719</td>
<td>303-995-2231</td>
</tr>
<tr>
<td>Teacher</td>
<td>Devin</td>
<td>408-937-2713</td>
<td>714-293-9239</td>
</tr>
<tr>
<td>Teacher</td>
<td>Andy</td>
<td>408-937-2707</td>
<td>415-846-7469</td>
</tr>
<tr>
<td>Teacher</td>
<td>Alvin</td>
<td>408-937-2728</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>Long</td>
<td>408-937-2718</td>
<td></td>
</tr>
<tr>
<td>RSP Aide</td>
<td>Maria</td>
<td>408-937-2721</td>
<td>408-234-2812</td>
</tr>
<tr>
<td>Teacher</td>
<td>Michelle</td>
<td>408-937-2715</td>
<td>408-230-2124</td>
</tr>
<tr>
<td>Teacher</td>
<td>Kelley</td>
<td>408-937-2721</td>
<td>716-432-7472</td>
</tr>
</tbody>
</table>
Leadership Public Schools San Jose
1881 Cunningham Avenue
San Jose, CA 95122
Phone: (408) 937-2700, Fax: (408) 937-2705
www.lpsphoenix.org

In the event of an Evacuation, follow the path to your designated Emergency Gathering Point:
PREPAREDNESS
First Steps

What You Should Do Right Now

All Teachers and Staff

- Review this handbook.
- Sign and return the staff acknowledgment page at the end of the handbook.
- Keep this handbook accessible at all times.
- Attend safety and security training sessions. Contact the Operations Coordinator in the Home Office, who can arrange for you to sign up for trainings with ASCIP, our insurance company, or arrange for local training with other organizations. Trainings may include CPR and First Aid classes.
- Know your school’s Alert Signals and Evacuation Routes.
- Keep extra emergency items in your locked office/desk (personal medications; eyeglasses; etc.).
- Update your emergency contact info with the School Manager.
- Carry your school identification card with you at all times. In an emergency, affix to outer garment or wear on neck lanyard.
- Lead students in proper procedure before and during Safety Drills.

Principal, Campus Supervisor (if present), Deans, and School Manager

- Review the Operations Guide for comprehensive outlines of your particular responsibilities.
- Train all teachers and staff on safety and security each year before the first day of school, including the proper use of fire extinguishers.
- Schedule safety drills.
- Schedule opportunities for teachers/staff to receive First Aid training.
- Maintain emergency supplies.
- Discuss periodically during the school year as a reminder.
- Keep updated class rosters and emergency contact cards (Enrollment Forms 102A & B) on file for each student (Recommended: store on laptop).
- Also store copies of information at an off-site location.

Safety Drills

The Emergency Coordinator should work with the Principal to schedule Safety Drills throughout the year, following the deadlines in the Emergency Response Calendar (see Appendix).

The Home Office requirements are: at least two Evacuation / Fire drills (complete first drill by end of October and second drill by March); and at least one Major Disaster Drill (by November).

The Principal should record the date, time, and outcome of each completed Safety Drill on the Safety Drill Record Form, and check it off on the Calendar.

The Safety Drill Record Form and the Emergency Response Calendar must be submitted to the Director of Operations in the Home Office at the end of each school year, by July 1.
The Principal and Emergency Coordinator should evaluate the success of the drill based on the Safety Drill Checklist (see Appendix).

**Emergency Supplies**

Ensure the following emergency supplies are stored onsite:

*Each classroom should contain a lockdown kit, which contains enough food and water for a class of 30 for one day.*

**Complete list for each Classroom Lockdown Kit (“Emergency Bucket”):**

- 3 – 3600 Calorie Food Bars
- 30 Packs of water
- Solar Blanket
- 1 portable toilet
- 4 rolls of toilet paper
- 2 Toilet disinfectant
- 100 moist towelettes
- 4 toilet liners
- 1 Radio with batteries
- 1 whistle
- 1 large Mylar Blanket
- 1 Roll – Duct Tape

In addition, 2 additional days’ worth of food and water for the entire school are stored in one for the trailers in the back of campus.

If these supplies are locked, Campus Security Manager Manuel Martinez, Dean Charles Ku and School Manager Cecilia Mendoza have keys to the trailer. An extra copy of the key is available upon request from the School Manager.

At the beginning of each semester, the Emergency Coordinator should print off three copies of rosters for all classes occurring in each classroom. One copy of the roster should be stored in the Emergency Bucket; the second copy with the Emergency Response Guide or in teachers’ desks (for easy removal in case of evacuation); the third copy with the Main Office.
Alert Signals

At the sound of the **FIRE ALARM** or **EVACUATION** announcement:
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Point. See “School Map and Emergency Exit Plans” in this handbook and posted around the school.
- Teachers will bring their student roster and any classroom emergency kit, and take attendance at the Emergency Gathering Point to account for students. Teachers will notify the Principal of missing students.
- Students who are not in classrooms should evacuate immediately and then proceed to locate their assigned classes at Emergency Gathering Points.

At the sound of the **“ALERT”** announcement:
- All students in transit between classrooms, in restrooms, etc., will proceed immediately to their assigned classrooms.
- Students who are outdoors will return to their assigned classrooms.
- Each teacher will stay in the classroom with his/her students and take roll.

At the sound of the **“DUCK AND COVER”** announcement:
- Students will move away from windows and position themselves under desks or tables.
- If outside, students will drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- Open all doors; leave windows as they are.

At the sound of the **“LOCK DOWN”** announcement:
- Students will move away from all doors and windows and duck under their desks.
- Teachers will lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- All front entrances will be locked and no visitors will be allowed. All visitors currently on campus will remain with their school contact person, who is responsible for them.

At the sound of the **“ALL CLEAR”** announcement:
- Students will resume their regular class activities.
- If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

**At the sound of “DISMISSAL” announcement:**
- Auto-dialer phone system should be used to notify families of early dismissal.
- At the direction of the principal, teachers should take attendance prior to dismissal and report any missing students to Emergency Coordinator.
- At least one staff member should remain with any students until all students have departed.
General Responsibilities in an Emergency

All classrooms should have emergency exit charts posted near the door(s). In the case of an emergency, every adult should be aware of his/her responsibilities and follow these procedures:

**Principal**
- Assess the situation and give appropriate alarm / PA announcement.
- Designate someone nearby to call 911 and to notify LPS Home Office (510-830-3730).
- Meet with (or designate someone to meet with) police / fire / emergency crews when they arrive.
- Keep the Home Office informed; if necessary, set up telephone communications at a nearby residence or business.
- Determine, in consultation with the emergency crews, whether to release students to their homes or to return students to classes.
- Work with Student/Parent Coordinator to communicate with parents and/or release students.
- **In the case of media coverage, direct all media requests and press releases to the CEO at the Home Office.**
- Signal “All Clear” when situation is resolved.

**Emergency Coordinator: Charles Ku, Dean of Instruction**
- In an Evacuation, check the building to ensure that all students, personnel and visitors have evacuated all classrooms, hallways, and restrooms.
- Collect names of missing persons from teachers.
- Give directions to police in search procedures and take full responsibility for search.
- **Work with other members of the ER Team to coordinate response:**

**Parent / Student Coordinator: Cecilia Mendoza, School Manager**
- In an Evacuation, greet, organize, and comfort students outside the building.
- Communicate with families and release students to families, if necessary.

**Supplies / Medical Coordinator: Dean of Students, Vicky Tarumoto**
- Access supplies and coordinate passing out
- Provide for / designate administration of first aid, and request other emergency assistance as needed.

**Security / Utilities Coordinator: Manuel Martinez, Campus Supervisor; Vanessa Sifuentes, Principal**
- If students and staff are dismissed, secure the building against vandalism and theft.
- In a Lock Down, lock exterior doors and interior doors where possible.
- Shut off the valves for gas, water, electricity and air conditioning (coordinate with District, if necessary).

**School Manager**
- Assist and take direction from the Principal.
- Take students’ emergency information cards (Enrollment Forms 102A / B) if evacuating site.
• Make sure first aid supplies are handy in case they are needed.
• Carry out other duties as assigned.

**Teachers**
• Carry out appropriate emergency procedures according to the signal (Evacuation, Alert, Duck and Cover, Lock Down) to ensure the safety and welfare of students.
• Take roll. Report names of missing students to Emergency Coordinator.
• Supervise students and maintain calm and order.
• Assist in assuring that students are released to guardians' care.
RESPONSE TYPES
First Aid

Call 911. TAKE ONLY THOSE MEASURES YOU ARE QUALIFIED TO PERFORM.

TO STOP BLEEDING:
- Apply direct pressure to the wound
- Maintain the pressure until the bleeding stops
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart

CHOKING:
- Stand behind the person
- Place the thumb side of one of your fists against the person’s abdomen, just above the navel and well below the end of the breastbone
- Grasp your fist with your other hand, give an abdominal thrust
- Repeat until the object comes out
- If required, begin rescue breathing
**Bomb Threat**

There are two ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a sighting of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

**If the threat is received by telephone:**
- **DO NOT HANG UP.**
- The person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator:
  
  “This is [name] from [school]. We are receiving a bomb threat on another line. The number of that line is [phone number].”

- The person answering the threat call should ask the following questions, record the answers (use the **Bomb Threat Report** form on the following page if possible) and then immediately notify or give the form to the Principal.
  
  - When is the bomb going to explode?
  - Where is the bomb right now?
  - What will cause it to explode?
  - What kind of bomb is it?
  - Why are you doing this?
  - What is your name?
  - What can we do for you to avoid the bomb from exploding?
  - How can you be contacted?

- School staff should not search for suspicious packages, boxes or objects – this may only be performed by trained search and rescue teams. Await for arrival of 911 search and rescue team. However if staff member identifies an object before 911 arrive, secure the immediate area.
- While the 911 team is conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
- Once a suspicious object is identified, assist the 911 crew in securing the immediate area. do not investigate or examine the object.
- Principal assesses the situation and may order DUCK AND COVER or EVACUATION.
Upon finding a suspicious object:
- Do not investigate or examine the object.
- Notify the Principal immediately.
- Secure the immediate area. Warn others not to approach area.
- Principal calls 911 to provide the exact location of the object, and notifies Home Office.
- Principal assesses the situation and may order **DUCK AND COVER** or **EVACUATION**.

If Principal announces “EVACUATION”:
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points. Note: this point may change, depending on the location of the bomb.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Emergency Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Any affected areas will not be reopened until the Bomb Squad or appropriate agency provides clearance and the Principal issues an “All Clear” announcement.
Bomb Threat Report

DO NOT HANG UP!

DATE: ___________________________   TIME: ___________________________

Exact words of person placing the call:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Ask these questions for a bomb threat:
When is the bomb going to explode?
________________________________________________________________________

Where is the bomb right now?
________________________________________________________________________

What will cause it to explode?
________________________________________________________________________

What kind of bomb is it?
________________________________________________________________________

Why are you doing this?
________________________________________________________________________

What is your name?
________________________________________________________________________

What can we do for you to avoid the bomb from exploding?
________________________________________________________________________

How can you be contacted?
________________________________________________________________________

CIRCLE as appropriate:

Caller’s Identity:   Male   Female

Estimated age:   ___________ years
Adult   Juvenile
CIRCLE as appropriate:

Voice: Loud Soft Fast Slow
Distinct Distorted High pitch Deep
Raspy Pleasant Stutter Nasal
Slurred Lisp Raspy Whisper

Familiar? Whom did it sound like? _______________

Accent: Local Not Local Foreign Regional
Other ___________________________

Language skill: Excellent Good Fair Poor
Other ___________________________

Manner: Calm Angry Rational Irrational
Coherent Incoherent Deliberate Emotional
Righteous Laughing Crying Intoxicated

Noises: Office Factory Trains Animals
Quiet PA System Music Party
Voices Mixed Airplanes Street
TV/Radio Cell phone Long distance Children

Additional information:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Receiving phone number: ______________________________
Person receiving call: ______________________________

IF YOU RECEIVE A WRITTEN BOMB THREAT, OR COMPLETE THIS REPORT, GIVE IT TO THE PRINCIPAL.

THE PRINCIPAL SHOULD THEN PASS IT ON TO THE POLICE ONCE THEY ARRIVE.
Chemical Spill / Incident

When chemical spill is identified:

- **DO NOT TOUCH ANYTHING.**
- Teacher evacuates students from immediate area. If possible, teacher contains hazard by turning off local fans and by closing doors and windows behind.
- Teacher calls 911, then notifies Principal and assesses danger of hazard.
- **IF SPILL IS FUMING OR GIVING OFF VAPORS, DO NOT ENTER ROOM,** and instead wait for 911 response.
- Principal assesses situation and may order EVACUATION or ALERT.
- Principal identifies the type of spill, if possible, chemical name, quantity spilled, and exact room where the spill occurred.
- Principal calls Home Office.
- School Manager turns off school’s air handling system (HVAC).
- Any affected areas will not be reopened until the HazMat team or appropriate agency provides clearance and the Principal issues an “All Clear” announcement.

If Principal announces “ALERT”:

- Principal instructs all students to return to their assigned classrooms.
- Principal instructs teachers/staff to close doors and windows; to turn off local fans; to seal gaps under doors and windows with wet towels or duct tape; to seal vents with aluminum foil or plastic wrap, if available; and to turn off sources of ignition (e.g. pilot lights). (Use the materials available in Emergency Bucket to do this).
- Teachers take roll and report missing persons to Principal via emergency radios.

If Principal announces “EVACUATION”:

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points. Teachers lead students *upwind* of the building.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Supplies / Medical Coordinator** sets up the first aid station, checks for injuries, and provides appropriate first aid.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.

**For persons who have come in contact with the substance:**

Leadership Public Schools San Jose
Charter Renewal Petition, October 2011
Appendix Documents
If you suspect inhalation of fumes, take the affected person into open fresh air.

- Dependent on the chemical, affected areas may be washed with soap and water. Take care to ensure that this will not exacerbate the injury (this depends on the chemical). Use emergency eye wash station or emergency shower.
- Contaminated clothes should be immediately removed and contained.
- Do not use bleach or other disinfectants on potentially exposed skin.
- Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
- **Supplies / Medical Coordinator** should assess the need for medical attention, and prepare a list of all affected people to provide to the emergency response team.
Child Abuse

If any staff member suspects that physical or emotional neglect or willful cruelty is being inflicted on a child by another person, the staff member is mandated to:

- Report the suspected incident to a child protective agency by telephone immediately to 408-299-2071.

- School Resource Officers are not approved protective agencies – do not report to School Resource Officer.

- Report the suspected incident by written report within 36 hours.

If it is suspected that a child is abandoned, in immediate danger, or in need of medical care:

- Call 911 immediately.

Child abuse is defined as “a physical injury which is inflicted by other than accidental means,” sexual abuse, willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury, and negligent treatment or maltreatment under circumstances indicating harm, or threatened harm, the child’s health or welfare.
Death / Suicide

**In the event of a death or suicide:**
- Call 911 and notify Principal immediately.
- Principal notifies teachers to keep students in their classrooms until informed otherwise.
- Principal calls LPS Home Office (510-830-3780).
- Principal and Police/Ambulance will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
- All media inquiries will be handled by Home Office.
- Counselor will ensure that counseling services are available as soon as possible.
- If student(s) are the first to discover a death or suicide, segregate student(s) from the scene and from each other and notify Principal who will advise parents. DO NOT LEAVE STUDENT(S) ALONE.

To report an EMERGENCY: call 911
then call Home Office at (510) 830-3780
Earthquake

Upon the first indication of an earthquake:

If indoors:
- Teachers should calmly direct students to DUCK AND COVER.
- Move away from windows and overhead hazards.
- Take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the desk and be prepared to move with it.
- Hold the position until the ground stops shaking, or for at least 60 seconds.
- Do not stand in a doorway for protection.

If outdoors:
- Crouch down away from buildings, poles, and overhead wires.
- Place head between knees and cover head with arms.

When shaking stops:
- Principal may make the EVACUATION announcement, and notifies Home Office of situation.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- DO NOT touch any fallen wires.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Supplies / Medical Coordinator sets up the first aid station, checks for injuries, and provides appropriate first aid.
- Security / Utilities Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator should contact local search and rescue teams to make an initial inspection of school buildings to identify any injured or trapped students or staff. These teams are trained and have necessary supplies to do so.
- Once evacuated, staff and students should remain outside buildings, given the danger of aftershocks.
- Security / Utilities Coordinator or Home Office Operations Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- Principal contacts the Home Office to determine additional actions that are necessary.
Electrical Failure

If exposed electrical wire:
- Report it immediately to Principal.
- Remain at or protect the scene from student or staff accidental contact.
- Principal assesses situation and may order emergency procedure such as EVACUATION or ALERT.
- Security / Utilities Coordinator shuts off power to the affected area of the building.

If simple electrical failure:
- Notify Principal’s Office.
- Security / Utilities Coordinator notifies the electrical company (PG&E) at 800-743-5000.
- Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.
- Do not turn off all the machines at once. Security / Utilities Coordinator should coordinate the shut down and start up process so that it is done in phases.
Explosion

Upon seeing or hearing an explosion:

- Teachers should calmly direct students to DUCK AND COVER.
- Move away from windows and overhead hazards and take cover under a desk or table or against an interior wall.
- Cover head with arms or hold to the desk.
- If outdoors, crouch down, place head between knees, and cover head with arms.
- Teachers call 911, then notify Principal of situation.
- If flame or fire is present, report this to 911, along with cause of fire, if known.
- Principal assesses situation and may order ALERT or EVACUATION.
- Principal notifies campus security. Principal notifies Home Office.

Staff should attempt to suppress fires with extinguishers.

- Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

If Principal announces “EVACUATION”:

- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- Supplies / Medical Coordinator sets up the first aid station, checks for injuries, and provides appropriate first aid.
- Security / Utilities Coordinator designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Any affected areas will not be reopened until the Bomb Squad or appropriate agency provides clearance and the Principal issues an “All Clear” announcement.
- Principal will direct the Security / Utilities Coordinator to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- Principal will contact the Home Office to determine additional actions that may be necessary.
**Fire**

**Upon discovery of a fire:**
- Pull the Fire Alarm and report fire to the Principal.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- If there is smoke, teachers instruct students to drop to the ground and crawl to nearest exit.
- If safe, Emergency Coordinator and trained teachers/staff will use fire extinguishers to suppress fires until the fire department arrives.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Safety / Materials Coordinator** sets up the first aid station, checks for injuries, and provides appropriate first aid.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.

**Designate a staff member as a spotter to flag emergency vehicles toward the specific area of the fire within the site. This will expedite 911 response efforts.**

- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- If fire is extinguished by school personnel, Principal is required to call Fire Department to indicate “fire is out.”
- Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Principal issues an “All Clear” to do so.
Flooding

Warnings of severe weather are usually received via public radio or the State Warning Center (800-852-7550). If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

**Upon discovering any flooding:**
- If an emergency, call 911.
- Notify the Principal immediately.
- Principal will assess the situation and make an announcement over the PA for **EVACUATION**, **ALERT**, or **dismissal** to go home.
- Principal will call the Home Office.

**If Principal announces “ALERT”:**
- Principal instructs all students to return to their assigned classrooms.
- Teachers instruct students not to go near water if electrical items or outlets are nearby.
- Teachers take roll; Emergency Coordinator collects list of missing persons.

**If Principal announces “EVACUATION”:**
- Teachers instruct students not to go near water if electrical items or outlets are nearby.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- Principal will direct the **Security / Utilities Coordinator** to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- If electrocution is a possibility, depending on source of flooding, **Security / Utilities Coordinator** will shut off power to the area in question.
- Principal contacts the Home Office to determine additional actions that are necessary.
Gas Line Break

Upon smelling, seeing, or hearing a gas leak:

- Call 911, then notify Principal.
- Principal assesses situation and may order EVACUATION.
- Principal calls Home Office, then PG&E at 800-743-5000.
- Teachers lead their students outdoors via prescribed evacuation routes (if safe) to Emergency Gathering Points.
- If staff / faculty are aware of a gas leak in their assigned area, check that all open flame and / or heat sources are turned off immediately, before exiting the area.
- Students who are not in classrooms should evacuate immediately and then proceed to their appropriate Emergency Gathering Points.
- Teachers bring their student roster and any classroom emergency kits, and take roll at the Emergency Gathering Point. Teachers notify Emergency Coordinator of missing students.
- **Security / Utilities Coordinator** designates teachers/staff as guards to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any injured or trapped students or staff.

Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Principal issues an “All Clear” announcement.
Intruders

The school requires all visitors to check in with the front office and wear a visitors badge at all times.

If an unauthorized person is seen on school grounds:
- Call Principal immediately with exact location of intruder.
- Principal assesses situation and may order ALERT or LOCK DOWN.
- Principal calls 911, then Home Office.

If Principal announces “ALERT”:
- Principal instructs all students to return to their assigned classrooms.
- Teachers and staff close all doors and windows.
- Teachers take roll and report missing persons to Principal via emergency radios.
- If the area appears safe, Emergency Coordinator will make an initial inspection of school buildings to identify any students or staff that are missing or injured.
- Teachers keep students in classrooms until Police provide clearance and the Principal issues an “All Clear.”

If Principal announces “LOCK DOWN”:
- Teachers calmly direct students to move away from all doors and windows and to duck under their desks.
- Teachers lock the doors if it appears safe to do so.
- Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
- Teachers notify Principal of situation.
- Principal calls 911 and notifies campus security. Principal notifies Home Office.
- Office personnel close and lock all office doors and windows immediately.
- Emergency Coordinator locks all exterior entrances. No visitors are allowed. All visitors currently on campus will remain with their school contact person, who is responsible for them.
- Teachers take roll and notify Emergency Coordinator of missing persons via emergency radios and/or cell phone.
- Emergency Coordinator ensures students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
- Nobody leaves the secure sites until emergency crew members escort them to safety or Principal makes “All Clear” announcement.
Lockdown / Shooting Incident

If a shooting takes place the first priority is to shelter students and staff.

On hearing gunshots or a “LOCK DOWN” announcement from the Principal:

• Call 911.
• Teachers calmly direct students to move away from all doors and windows and to duck under their desks.
• Teachers lock the doors if it appears safe to do so.
• Students who are outdoors will return to their assigned classrooms if it is safe to do so; otherwise, teachers or staff will direct them to nearby buildings or classrooms.
• Teachers notify Principal of situation.
• Principal makes LOCK DOWN announcement, calls 911, and notifies campus security. Principal notifies Home Office.
• Office personnel close and lock all office doors and windows immediately.
• Emergency Coordinator locks all exterior entrances. No visitors are allowed. All visitors currently on campus will remain with their school contact people, who are responsible for them.
• Teachers take roll and notify Emergency Coordinator of missing persons via emergency radios.
• Emergency Coordinator ensures students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
• Nobody leaves the secure sites until emergency crew members escort them to safety or Principal makes “All Clear” announcement.

• All media inquiries will be referred to the Home Office.
Lost Child

If a student is lost:
- Call 911.
- Report to Principal.
- Principal calls parent/guardian, notifies him/her that police have been called.
- If incident occurred on campus, Principal considers ordering LOCK DOWN.

If a student is kidnapped:
- Call 911.
- Report incident to Principal.
- Principal calls parent/guardian, notifies him/her that police have been called.
- Emergency Coordinator gathers witnesses in private area to meet with Police investigators. Keep witnesses separated to prevent changes in story.
STAFF ACKNOWLEDGMENT PAGE

All staff must sign and return this page to the Principal or School Manager.

I have received a copy of the Leadership Public Schools Emergency Response Guide (the “Guide”).

I have carefully reviewed the Guide and agree to follow the procedures outlined in the Guide in the event of an emergency.

_____________________________________________    ______________________
Signature        Date

_____________________________________________
Printed Name
APPENDIX:
Forms and Checklists
### LPS Emergency Response Calendar - 2011-12

**LPS School: _________**

Your school should complete this form over the course of the school year and turn it in to Director of Operations at the Home Office by July 1.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Responsible Person</th>
<th>Date Completed</th>
<th>Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>July/August</td>
<td>Update staff roster, contact info and CPR certification, noting expiration date.</td>
<td>School Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July/August</td>
<td>Collect student and staff emergency info</td>
<td>SM / Enrollment Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July/August</td>
<td>Establish Emergency Response Teams.</td>
<td>Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July/August</td>
<td>Review and update emergency guide with Response Team.</td>
<td>Emergency Coordinator / HO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July/August</td>
<td>Update Site Map</td>
<td>School Manager / HO Ops Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July/August</td>
<td>Update/post Evacuation Route Map in each classroom</td>
<td>School Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Orient staff to Emergency Response Plan and gather staff signature pages.</td>
<td>Emergency Coordinator / Home Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Site</td>
<td>Train staff on safety and security each year <em>before the first day of school</em>, including the <em>proper use of fire extinguishers.</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July/August</td>
<td>Organize / update classroom evacuation materials.</td>
<td>SM / Emergency Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>by October 1</td>
<td>Hold first Evacuation / Fire Drill (required at least TWICE per year).</td>
<td>Emergency Coordinator / Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third week of classes</td>
<td>Print off three copies of student roster for each classroom. Place one copy in Emergency Bucket, one copy on the wall (clipboard) or teacher desk, and one copy in Main Office. Update on a regular basis, if possible.</td>
<td>SM and Emergency Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>by November 28</td>
<td>Hold Major Disaster Drill (required at least once a year). Use procedure for &quot;Earthquake.&quot;, and coordinate with Great Shakeout if possible.</td>
<td>Emergency Coordinator / Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Materials check – change emergency water, check expiration dates on supplies, inventory/restock.</td>
<td>School Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>by January 30</td>
<td>Hold Civil Defense Drill (at least once a year). Use procedure of for &quot;Lockdown / Shooting Incident.&quot;</td>
<td>Emergency Coordinator / Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>by March 31</td>
<td>Hold second Evacuation / Fire Drill (required at least TWICE per year).</td>
<td>Emergency Coordinator / Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>by July 1</td>
<td>Turn in your Safety Drill Record Form and THIS checklist to Home office.</td>
<td>Emergency Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Safety Drill Record Form

**LPS Safety Drill Record Form**  
**Emergency Response Guide**

<table>
<thead>
<tr>
<th>Type of Drill</th>
<th>Date Held</th>
<th>Time</th>
<th>Remarks</th>
<th>Recorded by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Start</td>
<td>End</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Safety Drill Evacuation Checklist**

**Leadership Public Schools**  
**SAFETY DRILL EVALUATION CHECKLIST**

To be completed by Emergency Response Coordinator  
*Use after each Safety Drill*

**Yes/No**

___ Are all students and staff familiar with the "drop, cover, and hold" procedure?

___ Have all students demonstrated their ability to take immediate and correct actions?

___ Do teachers take cover with students during drills?

___ Is there sufficient shelter space under tables, desks, and counters for all students?

___ Do all students know how to protect themselves if no shelter is available?

___ Are teachers and students prepared to remain in duck and cover positions for up to 60 seconds?

___ Are students encouraged to be silent during drills?

___ Are teachers prepared to maintain relative calm and reassure their students?

___ Are students evacuated from classrooms to a safe outdoor area following a simulated emergency?

___ Does your post-earthquake building evacuation procedure consider the very real possibility that strong aftershocks may occur within minutes after the main event?

___ Do teachers remember to take class roster and other emergency supplies when evacuating?

___ Have maintenance staff and all site emergency teams practiced their roles during crisis response drills?

___ Have students been given ample opportunity to discuss fears and concerns about the crisis drill and/or actual crises?

___ Have students been instructed on how they can help each other?

___ Are crisis drills viewed as an opportunity to discuss emergency preparedness in the home?

___ Have parents been informed about your crisis response safety procedures?

___ Have teachers and other staff members prepared their families to cope effectively during and after a crisis?
Classroom Hazard Checklist (Optional)

LEADERSHIP PUBLIC SCHOOLS CLASSROOM HAZARD CHECKLIST

Optional form for Emergency Coordinator use

School: ____________________________
Room #: _____________________________
Due Date: ___________________________

Answers: Yes / No / Unknown / Not Applicable

1. Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?
2. Are heavy objects removed from high shelves?
3. Are potentially hazardous displays located away from seating areas?
4. Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?
5. Is the TV monitor securely fastened to a securely fastened platform and/or cart?
6. Is the classroom piano secured against rolling during an earthquake?
7. Are wall-mounted clocks, maps, fire extinguishers, etc. secured against falling?
8. Are computers, VCR’s, and other heavy equipment secured to prevent movement?
9. Are objects around doors secured so as not to fall and block egress?
10. Are trashcans located away from main exit, fire extinguisher, and emergency supplies?

Completed by: __________
Emergency Partner Staff List (Optional)

**LEADERSHIP PUBLIC SCHOOLS EMERGENCY PARTNER STAFF LIST**

(Optional form for Emergency Coordinator use)

Teachers may have emergency partner assignments to check on each other after a crisis. In this way there can be an immediate check on the status of all personnel and conditions.

<table>
<thead>
<tr>
<th>Name</th>
<th>Room #</th>
<th>Teaching Schedule</th>
<th>Partner</th>
<th>Room #</th>
<th>Teaching Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix H:
Analysis of Student Achievement Data
Leadership Public Schools San Jose

Status on State Charter Renewal Accountability Requirements

According to California Assembly Bill 1137, which was enacted in 2003 and became effective in January 2005, charter schools in operation for four years or more must satisfy at least one of the following requirements to be eligible for renewal:

- Rank in Decile 4 or higher (in the top 70% of schools) on the statewide or similar schools API rankings in the prior year or in two of the last three years;
  - LPS San Jose ranked in Decile 5 on the similar schools API rankings for 2010. Similar Schools rankings are not yet available for 2011.

- Meet its API growth target (improvement goal) in the prior year, in two of the last three years, or in the aggregate for the prior three years;
  - LPS San Jose met both its school wide and student groups’ growth targets for 2011. With a 2010 API base of 625 growing to API 2011 Growth of 693. The 2010-11 growth target was 9 and LPS-San Jose exceeded this growth by more than 600%.
Have its charter-granting agency determine that the school's academic performance is at least equivalent to the performance of the schools the charter students would have attended otherwise and other schools within the district serving similar students.

☑️ LPS San Jose in 2011 outperformed its neighboring District schools with FRL% (Free and Reduced Lunch percentages) that most closely reflect that of LPS San Jose. The table below demonstrates that while LPS-San Jose has the largest percentage of economically disadvantaged students, it exceeds the other schools in its 2011 API score, AYP and Program Improvement Status.

<table>
<thead>
<tr>
<th>School Comparisons</th>
<th>FRL%*</th>
<th>2011 API</th>
<th>PI Status</th>
<th>AYP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Hill</td>
<td>52.0%</td>
<td>688</td>
<td>Year 5</td>
<td>No</td>
</tr>
<tr>
<td>Foothill High (ASAM)</td>
<td>60.4%</td>
<td>639</td>
<td>Year 2</td>
<td>No</td>
</tr>
<tr>
<td>James Lick High</td>
<td>55.1%</td>
<td>682</td>
<td>Year 5</td>
<td>No</td>
</tr>
<tr>
<td>William C. Overfelt High</td>
<td>68.1%</td>
<td>661</td>
<td>Year 4</td>
<td>No</td>
</tr>
<tr>
<td>Yerba Buena High</td>
<td>61.9%</td>
<td>685</td>
<td>Year 3</td>
<td>No</td>
</tr>
<tr>
<td>LPS San Jose</td>
<td>78.7%</td>
<td>693</td>
<td>Not in PI</td>
<td>YES</td>
</tr>
</tbody>
</table>

* FRL% based on 2009-10 data, most current data available via DataQuest.

Goals for Student Achievement

All LPS students, including Special Education students and English Learners, are expected to grow at least one CST level per year in English and / or on other accepted growth measures such as the Northwest Evaluation Associations Measures of Academic Progress (MAP). The assessment of Special Education students shall include modifications and accommodations as specified on their IEPs. English Learners are also expected to grow one CELDT level per year until reclassification.
Appendix I:  
LPS Board of Director Biographies

Josefina Alvarado-Mena
Ms. Alvarado-Mena is the Chief Executive Officer of Safe Passages, an Oakland-based non-profit specializing in cross-agency collaboration focusing on improving the health and safety of children and youth. Under Josefina's leadership, Safe Passages established a Joint Powers Agreement between the cities of Oakland and San Lorenzo, Alameda County Departments of Probation, Health and Social Services, and the Oakland and San Lorenzo school districts. Josefina also serves as the CEO of the affiliated Youth Ventures. Their major initiatives include wrap-around intervention programs for middle school, violence prevention curricula K-8, an early childhood program for children exposed to violence, and a young offender intervention program. She is the former Director of the Educational Empowerment Program at Centro Legal de la Raza, a legal aid clinic, in Oakland and the former Executive Director of Student, Family and Community Services for the Oakland Unified School District. Ms. Alvarado-Mena is the recipient of the James Irvine Foundation's Leadership Award with an accompanying grant for Safe Passages. Ms. Alvarado-Mena received her B.A. and J.D. from the University of California at Berkeley.

Cecily Cameron
Ms. Cameron has 15 years of business experience in the financial services, high tech, non-profit and retail industries. She worked as a consultant with McKinsey and Company for five years, and her last position was Vice President of Strategy and Business Development at Old Navy. Ms. Cameron is a Trustee of Gateway High School and Marin Country Day School, serves on the Bay Area board for Peer Health Exchange, and is a member of New Schools' Leadership Council. She is a past board member of the San Francisco Zoological Society. Ms. Cameron graduated with a B.A. from Princeton University and an M.B.A. from Stanford Graduate School of Business.

Adam Cioth
Mr. Cioth has a background in finance and education. He worked as an investment banker for ten years at Goldman Sachs in New York and for five years for Volpe Brown Whelan in San Francisco where he served as Head of the Investment Banking Division before launching his own advisory firm, Rolling Hills Capital, serving early-stage technology companies. For the past ten years Mr. Cioth has served on the board of directors of the French American International School and International High School, including two years as Chair of the Finance Committee and six years as Chair of the Board. Since 2003, Mr. Cioth has served on the Advisory Board of the California HealthCare Foundation’s Leadership Program involved with curriculum development, program marketing and selection of program fellows. Mr. Cioth received a B.A. from Princeton University, studied graduate-level International Economics at the Université François Rabelais in Tours, France, and received an M.B.A. from the Stanford Graduate School of Business.
Larry Cuban
Mr. Cuban is a Professor of Education Emeritus at Stanford University. He taught courses in the methods of teaching social studies, the history of school reform, curriculum, and instruction, and leadership. He has been faculty sponsor of the Stanford/Schools Collaborative and Stanford's Teacher Education Program. Mr. Cuban’s background prior to becoming a professor includes 14 years of teaching high school social studies in inner-city schools, directing a teacher education program that prepared returning Peace Corps volunteers to teach in inner-city schools, and serving seven years as a district superintendent of the Arlington, Virginia Public Schools. Mr. Cuban received a B.A. from the University of Pittsburgh, an M.A. from Cleveland's Case-Western Reserve University and a Ph.D. from Stanford University. His major research interests focus on the history of curriculum and instruction, educational leadership, school reform and the uses of technology in classrooms and have resulted in numerous books and publications.

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

Marsha Dugan
Ms. Dugan is a former businessperson, now active in civic affairs and caring for her family. Ms. Dugan’s business background includes 12 years in the oil and gas exploration business, time in Prague with the MBA Enterprise Corps, and work in branding with Prophen. She is active with the St. James Church, serving on the vestry, and co-chairing their program for homeless meals. Ms. Dugan holds a B.A. from Randolph Macon Women’s College and an M.B.A. from UNC Chapel Hill.

D’Lonra Ellis
Ms. Ellis is Associate Corporate Counsel with Gap, Inc., where she specializes in intellectual property matters. Previously, she was an associate with Howard Rice Nemerovski Canady Falk & Rabkin's Litigation Department where she worked on a wide variety of cases, ranging from employment litigation matters to trademark litigation matters. She also represented Leadership Public Schools on a pro bono basis. Ms. Ellis grew up in Richmond, California. She currently sits on the Board of Lighthouse Community Charter School in Oakland, California.

Mutiu Fagbayi
Mr. Fagbayi is Founder, President and CEO of Performance Fact, an educational consulting firm that specializes in educational reform. He has an extensive background in facilitating and coaching educational leaders and their teams at the national, state and local levels. His areas of focus include strategic planning and school improvement; creating and sustaining high-performing learning organizations; implementing accountability systems; developing leadership at all levels; and building trust.
Karene Gray, Parent Representative, LPS College Park
Pastor Karene Gray is a native of Oakland. For the past 20 years, she has devoted her life to her ministry, serving poor communities in East Oakland and San Francisco. Pastor Gray is the CEO of Executek, a multi-service nonprofit organization that helps formerly incarcerated men and women in East Oakland take charge of their lives and transition successfully into the community. As Chaplin and Self Esteem Workshop facilitator for the Epiphany House of San Francisco, Pastor Gray creates a safe haven for women who healing from the chains of substance abuse, physical abuse and loneliness. Pastor Gray is a loving mother and grandmother. She and her husband are raising six of their nine grandchildren, two of whom attend LPS College Park. These two grandchildren went from barely passing to making the honor roll and being involved in many community activities.

Heather Hiles
Ms. Hiles is CEO of RippleSend, Inc. Prior to joining RippleSend, she was Founder and CEO of the Hiles Group, a firm that provided strategic and operational support to a wide range of foundations, family enterprises, corporations, public agencies and nonprofit organizations. She has 20 years of experience in K-adult education, ranging from direct service, to policy development and grant-making. Ms. Hiles was the first CEO of San Francisco Works, a nationally recognized public-private workforce development intermediary, and a cofounder of EARN, a city-wide asset accumulation and economic development program for low-income families. Prior to SFWorks, she created and ran the Affluent Market Practice for Spectrem Group, a financial services consulting firm. Her early career was spent in direct service and program management with educational programs serving low-income teens and families in the Bay Area. Ms. Hiles served as a Commissioner of the San Francisco Board of Education and a member of the San Francisco Workforce Investment Board. In 2003, she was Communications Director for the Gavin Newsom for Mayor Campaign. She holds a M.B.A. with emphasis in Finance and Strategic Planning from Yale University School of Management, and a B.A., with honors in Development Studies from the University of California at Berkeley. She is a Coro Fellow.

Mark Kushner
Mr. Kushner is CEO of Flex Public Schools, a nonprofit operating California’s first fulltime hybrid schools, combining the best of online education with traditional education in partnership with K12, Inc., where he also serves as a VP for School Partnerships. Mr. Kushner founded and was the initial CEO of Leadership Public Schools from 2002-2008. A former attorney, high school English teacher and Principal, he previously founded the first urban startup charter high school in California, which has one of the highest graduation rates for African Americans and Latinos in the state. He founded and continues to serve as a member of the California Advisory Commission on Charter Schools, which advises the California State Board of Education on all charter matters. He teaches a course on School Choice at Stanford University's Graduate School of Business and School of Education, and serves on a number of nonprofit boards, including the boards of San Francisco University High School and the Town School for Boys. Education honors include the Harvard Club of San Francisco's Secondary School Educator of the Year and the Hart Vision Award for School Site Administrator, the highest award given to charter school educators in California. Mr. Kushner received a B.A. from Wesleyan University and completed graduate work in literature, law and educational administration at the Center for Medieval and
Renaissance Studies (affiliated with Keble College, Oxford University), University of San Francisco (J.D.) and Harvard University (Ed.M.). He is married with two children.

**JR Matthews, Board Chair**
Mr. Matthews is a Managing Director of Tregaron Capital, a Palo Alto based private investment firm. He is a current member of the Alliance of Chief Executives. He currently sits on the Boards of Pump It Up (PIU Management) and EMSI. His previous work experience includes ten years as Chief Executive Officer of a group of wholesale, retail and real estate companies with more than 300 employees. Mr. Matthews received a BSE in Electrical Engineering from Duke University with Distinction and an M.B.A. from Harvard Business School.

**Stu McLaughlin, Board Treasurer**
Mr. McLaughlin is a partner at Sansome Partners, a San Francisco-based investment firm. Previously, he worked in venture capital and as a management consultant. Mr. McLaughlin was on the Board of The Breakthrough Collaborative, where he served as treasurer. He holds an M.B.A. from Stanford and a B.A. from Williams College.

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

**Nicole Sheehan**
Ms. Sheehan is involved in fundraising for Stanford University, Sidwell Friends School and Lick-Wilmerding High School. She recently completed six years of service on the Board of The Bay Area Discovery Museum, serving three years on the executive committee. Ms. Sheehan has an extensive work history, including investment banking and portfolio management, most recently at AT Symphony Asset Management. Ms. Sheehan received a B.A. from Stanford University and an M.B.A. from Harvard Business School.

**Alex Terman, Board Vice Chair**
Mr. Terman is co-founder and CEO of Digital Parent, an online parent education service. He also serves on the board of Rocketship Education, a non-profit charter management organization. Previously, Mr. Terman served as Chief Business Officer of the Stupski Foundation, an operating foundation focused on transforming urban school districts, and as a founding staff member and Chief Operating Officer of Leadership Public Schools. Prior to joining LPS, Alex worked at America Online, Bain & Company and as a John Gardner Fellow in the Office of the United States Trade Representative. He also completed the Broad Residency in Urban Education, which prepares participants for leadership positions within public education. Alex has a B.A. degree in History from the University of California at Berkeley and an M.B.A. from the Stanford Graduate School of Business.

**Ricardo Toyloy**
Mr. Toyloy has 20+ years of business experience designing and developing technology strategies, including technically qualifying customers and assisting sales teams by interfacing
with technical decision makers. Additionally, he has worked with customers and business partners at various companies prototyping and implementing corporate products and service solutions. His current position is in IT Vendor Management for Citigroup's Strategic Infrastructure Services. He also worked many years at Raychem Corporation, now known as Tyco Electronics, where he designed and implemented the infrastructure solution for the manufacturing division. While at Raychem he served on the SAP core team implementing the new corporate solutions worldwide. He has volunteered his entire career helping children and young adults achieve their full potential. Mr. Toyloy graduated with a business degree in Information Technology at the University of Phoenix.

Ana Olazava Broadbent, Teacher Representative, LPS San Jose
Ana Olazava Broadbent is the Academic & College Counselor at LPS San Jose. She previously worked a number of years with the University of California, providing outreach and resources to under-represented high school students for college preparation and eligibility. She also has worked with Adolescent Counseling services working with foster and at-risk youth in group homes. Ana holds a B.A. in Psychology/Legal Studies from the University of California, Santa Cruz, and a M.A. in Education with a P.P.S credential from San Jose State University.

Karen Eulloqui, Student Representative, LPS San Jose
Karen Eulloqui is at 10th grade student at LPS San Jose.

Dr. Louise Bay Waters, Board President
Dr. Louise Bay Waters is the Superintendent and CEO of Leadership Public Schools. Dr. Waters comes to LPS from the Stupski Foundation where she headed research on districts that have accelerated the performance of students of color and poverty. Her work at Stupski built off of her experience in the Oakland Unified School District. As Associate Superintendent of Student Achievement in Oakland, Dr. Waters led the instructional reforms from 2001 – 2004 that resulted in district achievement gains that out-paced the State. She was also responsible for Oakland’s exit from two long-standing Office of Civil Rights oversight decrees related to bilingual education and disparate academic opportunities for African American students. As a principal in the New Haven district (Union City), she designed award-winning assessment and extended day programs. Prior to her career in district administration, Dr. Waters led the state’s first new teacher program, a partnership between Oakland and the California State University, East Bay. As a professor of Teacher Education at the university, she was head of a number of urban teacher preparation programs.