

LPS HAYWARD CHARTER RENEWAL PETITION

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LPS HAYWARD CHARTER PETITION

AFFIRMATIONS & ASSURANCES

As the authorized representative of Leadership Public Schools (“LPS”), I hereby certify under the penalties of perjury that the information submitted in this petition for a charter for LPS Hayward (“LPS Hayward”), to be located at 28000 Calaroga Ave, Hayward is true to the best of my knowledge and belief. LPS is committed to the following affirmations:

- Will not charge tuition, fees, or other mandatory payments for attendance at the charter school or for participation in programs that are required for students.
- Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students, in which case a lottery will take place in accordance with California charter laws and regulations.
- Will be non-sectarian in its curriculum, programs, admissions, policies, governance, employment practices, and all other operations.
- Will be open to all students, on a space available basis, and shall not discriminate on the basis of the characteristics included in Education Code section 220, including but not limited to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement.
- Will not exclude admission based on the student’s or parent’s/guardian’s place of residence, except that a conversion school shall give admission preference to students who reside within the former attendance area of the public school.
- Will meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.
- Will consult, on a regular basis, with parents, guardians and teachers regarding its educational programs, as required by Education Code section 47605(c)(2).
- Will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960(b) with respect to the legally required minimum school days.
- Will comply with the conditions of apportionment set forth in Education Code section 47612(b) that average daily attendance not be generated by a pupil who is not a California resident, and that “a pupil over 19 years of age shall be continuously enrolled in public school and make satisfactory progress towards award of a high school diploma,” to remain eligible for generating charter school apportionments.
- Will provide WCCUSD information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be used by the school, including where the school intends to locate, the manner in which administrative services will be provided, and potential civil liability effects,

if any, upon the school and authorizing board.

- Will adhere to all applicable provisions of federal law relating to students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will comply with the requirement set forth in Education Code section 47605(d)(3) that “[i]f a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.”
- Will adhere to all applicable provisions of federal law relating to students who are English language learners, including Title VI of the Civil Rights Act of 1964; the Equal Educational Opportunities Act of 1974; MGL c. 76, §5; and MGL c. 89, 71 § (f) and (I).
- Will comply with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99).
- Will comply with all other applicable federal and state laws and regulations, including the California Code of Regulations.
- Will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection, as required by Education Code section 47612.5(a)(2).
- Will comply with “[a]ll laws establishing minimum age for public school attendance,” as required by Education Code section 47610(c).
- Will operate in compliance with generally accepted government accounting principles.
- Will participate in the California State Teachers’ Retirement System and other retirement systems, as applicable.
- Will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health and safety within the building(s) and on school property.
- Will obtain, keep current, and make available for inspection all necessary teacher certifications, permits or other documents as required under EC Section 47605(l).
- Will at all times maintain all necessary and appropriate insurance coverage
- Will require the Charter School Board to comply with the provisions of the Ralph M. Brown Act (California Government Section Code 54950 et seq.)
- Will comply with the provisions of the California Public Records Act (California Government Code section 6250 et seq.).



Dr. Louise Bay Waters, CEO, Leadership Public Schools

December 20, 2017
Date

I. EXECUTIVE SUMMARY

Mission Statement

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

LPS is a network of charter high schools whose mission is to create educational equity. We prepare our students for college, career and community leadership and share our practices at a national scale.

Vision Statement

LPS Hayward was founded in 2003. Our mission is to serve diverse and traditionally underserved urban students, their teachers, and the public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students; eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.

Grounded in our commitment to excellence and equity, we envision a school where we have an integrated view of College, Career and Community Leadership. LPS Hayward places an emphasis on fostering deeper learning within instruction and curriculum to align with the new common core standards and college readiness expectations, while ensuring all students, particularly English Language Learner and RSP students, make the necessary growth in these critical college-ready areas.

A core tenant of our program rests on being a school where students use technology to practice new concepts, accelerate their learning in a manner that is personalized to their needs, freeing teachers to create and lead rich, rigorous, engaging lessons that extend students’ learning. When technology is supporting students in their individualized work, teachers provide on-the-spot intervention so that no student falls behind. We call this approached personalized teaching and learning.

California Charter Schools Act

In accordance with the California Charter Schools Act of 1992, as amended (“Charter Schools Act”), LPS hereby submits renewal to operate the charter school for grades 9-12 (“School” or “LPS Hayward”) for a 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; and
- g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

LPS Hayward specifically addresses the intent of the Charter Schools Act by providing an innovative, technology-enhanced program designed to accelerate the learning of academically low-achieving students.

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

Leadership Public Schools Organizational Team

Leadership Public Schools was founded by a group of experienced charter developers, educators, administrators, Board of Directors and partners. LPS’ CEO and Superintendent, Dr. Louise Bay 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. Members of the LPS Team include: Alexandria Kahn, Chief Academic Officer; Edie Hoffman, Chief Talent Officer; Soo Zee Park, Chief Business Officer;

Amy Epstein, Executive Director of Data, Assessment & Tiered Support; Lisa Pitters, Director of Operations, Jean Fagin, Director of Special Education, Ellen DiGiacomo, Director of Technology; Michael Fauteux, Director of Innovation; and Dr. Kate Levitt, Director of Communications and Development.

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.

II. ELEMENT 1: EDUCATIONAL PROGRAM

The Charter Schools Act provides that a petition must contain reasonably comprehensive descriptions of the elements described in California Education Code Section 47605(b)(5)(A-P).

These sections of the law and the required descriptions are provided below.

A. TARGET POPULATION AND COMMUNITY NEED

Target Population

LPS Hayward serves low-income students, first generation college going students, students who enter high school below grade level, newcomer students and foster youth in grades 9-12, with the objective of graduating students who have the academic, economic and leadership readiness skills to be successful in college, careers and the community. The intention is to serve students who roughly reflect the racial, ethnic, and socio-economic background of schools within the city of Hayward. 59% of the LPS Hayward students receive free or reduced lunch in comparison with 60% of Mt. Eden's students. 8% of both schools are English Learners.

District & Surrounding School Racial & Ethnic Demographics											
	Total # of Students [16-17]	% American Indian or Alaska Native	% Asian	% Black or African American	% Filipino	% Hispanic or Latino	% Multiple/ No Response	% Native Hawaiian or Pacific Islander	% None Reported	% Two or More Races	% White
LPS Hayward	578	0	9%	4%	8%	71%	0	2%	1%	1%	2%
<u>Comparison School:</u> Mt. Eden High	2007	0.4%	12%	8%	14%	54%	0	4%	0.1%	1%	5%
<u>District-wide:</u> HUSD	22922	0.3%	8%	9%	7%	64%	0	3%	0.5%	3%	5%
<i>Data Source(s):</i>	CDE Data Quest										

We are concerned about the significant under-enrollment of African American students and have made concerted efforts to remedy this situation. Specifically, in 2015 we engaged a consultant to

interview African American students, families and staff and provide recommendations for improving both the cultural responsiveness of our program and our recruitment efforts. The means to achieve this diversity and a student population that roughly reflects the diversity of the District is described in more detail in Element 7: Means to Achieve Racial and Ethnic Balance.

Community Need

LPS Hayward's purpose and aim is to be a school firmly connected and in support of the needs of the Hayward community. LPS Hayward's school program and structures are specifically and intentionally designed to serve students who experience trauma, English Language Learners, and students with Special Education needs. As a part of this renewal, the school is building out a Newcomer's program to support that growing Hayward population. We passionately believe that all students can excel academically with the right supports in place. Our program identifies and builds on the assets of our students, their parents, and their local communities, rather than any perceived deficits. LPS Hayward has a responsive program designed to meet students where they are and support them in achieving college and career readiness. Some of the core tenets of the LPS Haywards's Program include:

- **Transition supports for 9th graders:** freshman retreat, intensive academic programming, intentional leadership development
- **Safe and Responsive School Culture:** with a focus on creating a sense of belonging for all students, holding high expectations and providing extensive support via 9-12th counseling, peer tutors, advisory programming, and family meetings.
- **College and career vision:** Course offerings that develop leadership skills and provide access to an array of course that provide windows in many diverse career paths. Work based learning through internships, job shadows, college tours and career fairs.

In addition to programs and structures, student experience a comprehensive college preparatory curriculum in which all students graduate meeting the state's A-G course requirements. Many students enter under-prepared; therefore, in order to provide access to rigorous content, most courses include scaffolds to respond to learning differences and needs. Courses are also designed to incorporate critical non-cognitive or "soft" skills.

District Partnership

LPS Hayward has had a strong ongoing partnership with the District, including participation in the Made In Hayward initiative and a current joint Proposition 51 application to modernize the Calaroga campus. LPS values partnering with the district and is committed to seeking ways to support equity outcomes for all students within the HUSD service area.

The LPS Board of Trustees is composed of community members, including a Hayward community member active in city affairs. The majority of LPS Board members are People of Color and / or first generation college graduates whose life and professional experience are reflective of the students LPS serves.

Progress in Academic Achievement

LPS Hayward has had a strong academic program since it opened in 2005. However, we have continued to strive to continually increase both the excellence and inclusivity of the academic opportunities we offer students.

LPS 2008 ::: 2016 / 2017

2008 State Similar Schools Ranking

LPS Hayward 7

2016 CCSA Similar Students Ranking

LPS Hayward 10

2008: <40% of LPS Hayward Students CSU Eligible

2017: 85% of LPS Hayward Students CSU Eligible

The success of this ongoing effort to improve the education we offer LPS Hayward students and families is reflected in the 2015 and 2016 US News and World Report Best High Schools in the United States “Gold” Awards that the school has received. Of perhaps even greater significance to our mission of educational equity is our designation by Innovate Public Schools for academic excellence for low-income Latino students.

SBAC Results for Low-Income Latino Students

Out of **184** Bay Area High Schools
serving at least **43%** low-income Latino students

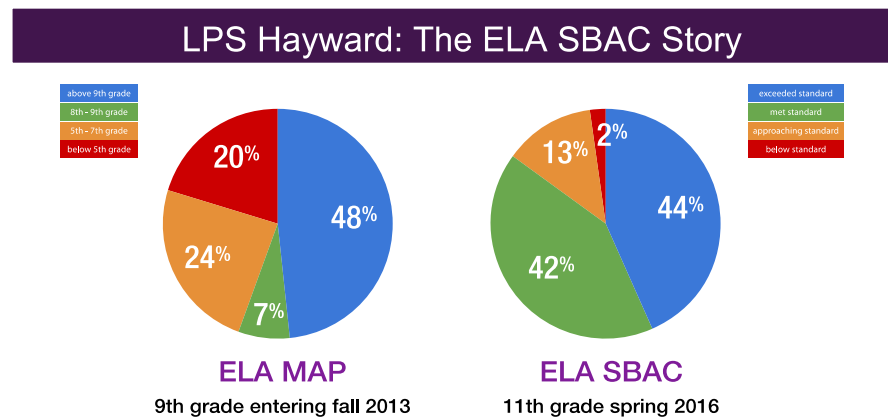
LPS Hayward **#4** in ELA

LPS Hayward **#7** in Math

Innovate Public Schools, Top Bay Area Schools for Underserved Students, Nov 2016

While school-wide academic success has been both substantial and improving over time, LPS Hayward is proud of the fact that this reflects the progress of individual students during their tenure at Leadership. This can be seen in the 9th grade cohort of 2013 20% of whom entered

with Reading skills below the 5th grade level and 86% of whom met or exceeded grade-level standards in English by 11th grade.



B. EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION

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)

LPS Educational Philosophy and Approach to Instruction is aligned to and in support of our mission to create educational equity, prepare students for college, career and community leadership and share our practices at a national scale.

LPS Graduate Profile: 21st Century Educated Person

In 2015, the LPS Network embarked on a design process to articulate a shared vision for an LPS 21st Century College and Career Ready Graduate. Through this process, we have revised the *Learn, Lead, Succeed* Model, and developed the **LPS Graduate Profile**.

The **LPS Graduate Profile** articulates the range of skills, knowledge and mindsets that are necessary to prepare all students for college, career, and community leadership. It represents our commitment to students and families and is a reflection of our educational philosophy.

The attainment of this shared vision for the young people in our schools and within the communities we serve is supported by our intentional, focused attention and alignment to four critical domains of college and career readiness. Drawing on the work of David Conley, the LPS Graduate Profile is centered on four essential domains - Think, Know, Act, Go - and is a high level summary of essential competencies for readiness for college, career and community leadership.

LPS Graduate Profile: Elements and Indicators

The elements of the LPS Graduate Profile draw on a larger research base (Appendix A) that has focused our programs, practices and curriculum towards a clearer vision of readiness for our graduates. This vision calls us to move beyond the simple metric of grade point average and standardized test scores as prime measures of a young person's readiness. The LPS Graduate Profile will provide a richer depiction of readiness ensures rigorous outcomes for all students and values their unique learner profiles.

Element Descriptor	Indicator	Assessment Tools
<p>Take ACTION <i>LPS Graduates demonstrate agency in their own learning and leadership in their communities.</i></p>	<p>ACT Self Efficacy</p> <ul style="list-style-type: none"> • Goal Setting • Persistence • Help Seeking • Self Awareness <p>Growth Mindset Metacognition</p>	<ul style="list-style-type: none"> • Rubrics aligned to ACT <i>Under development 2016-2017</i> • Panorama Survey (APPENDIX A)
<p>THINK Critically <i>LPS Graduates are critical thinkers who engage collaboratively and independently with inquiries into their work and critical examinations of issues in the world.</i></p>	<p>THINK LPS Inquiry Skills</p> <ul style="list-style-type: none"> • Problem Formulation • Research • Interpretation: Analysis/Evaluation • Communication • Interpersonal Interaction and Collaboration 	<ul style="list-style-type: none"> • THINK Learning Map (APPENDIX A) • Course/Grade Level Rubrics Under development 2016 - 2017
<p>KNOW Deeply <i>LPS Graduates are scholars who develop a strong foundation of essential knowledge and understanding across all disciplines; they are prepared for the rigor and expectation of post secondary study.</i></p>	<p>KNOW Essential Content Knowledge</p> <ul style="list-style-type: none"> • Foundational Content in Core Courses • CCSS Math and ELA • NGSS and C3 • College Board AP Standards 	<p>A-G Course Completion (APPENDIX A GRADUATION REQUIREMENTS) AP and SBAC Achievement MAP Growth</p>
<p>GO Proudly <i>LPS Graduates are self-aware, with a strong positive sense of personal and community identity and a clear plan for post-secondary study. They are prepared to navigate their way to and through college, into careers and community leadership.</i></p>	<p>GO Purpose and Planning</p> <ul style="list-style-type: none"> • Role & Identity • Self Advocacy • Career Awareness • Post Secondary Plans • Transition Skills 	<p>Graduate Portfolio Internship Experience College Launch Participation</p>

The **LPS Graduate Profile** focuses our programs on the goals that will support our students' post high school pathways. Just as students arrive as high school freshmen with unique stories, we know our graduates will leave us and take diverse paths towards their degrees, careers and life goals. Therefore, the true driver of readiness is the degree to which our graduates own their own learning and are empowered with the skills, mindsets and knowledge to help them navigate

and persevere through college completion, career attainment and leadership in their communities.

Educational Philosophy

LPS Hayward has an integrated view of College, Career and Community Leadership. This includes rigor (the transition to the Common Core), personal relevancy (community embedded, culturally relevant, and development of personal passion), and a personal vision and plan for the future (vision of self in college, career and community, with specific skills and strategies to achieve this). As such our overall academic program design and approach to instruction supports the fulfillment of this vision. Specifically, we believe will prepare all students to be college and career ready community leaders by:

- Building a school culture focused on equity.
- Providing a rigorous and responsive academic program.
- Making connections between academics and real world lives of our students.

By doing so, our approach prepares students for success in college, careers and community leadership by accelerating their academic preparation, building their vision for their futures and supporting their transition to and persistence in college.

Teaching and Learning at LPS

Student at the Center - EACH & EVERY

We are committed to supporting each and every student to develop the necessary skills and knowledge in order for them to be successful, and we believe in the centrality of connecting to students' personal and community identities, building upon and valuing students' lives and experience, and tapping into their funds of knowledge which are varied, rich and essential to reaching our goals. We believe that we must teach and support students' learning in ways that value and connect to students' cultures, develops their passions, and strengthens their communities.

Personalized Learning and Teaching

Our core belief about learning rest on being

- **RESPONSIVE** to student need: In order to accelerate learning for all students and to re-engage them in the learning experience given a history of schooling that may have led to disengagement, we need to connect ensure that students see value in the work they are doing.
- **DIFFERENTIATED** for student need: In order for students to see value and to see their growth, we need to differentiate our approach in terms of the pathways that students can take to mastery but also in terms of the methods instruction and learning. Personalized learning may be individual or independent in some cases, and collaborative and communal in others.
- **ASSET BASED** - In order to develop students' sense of belonging and to support their positive identity development, we must build on and recognize the assets of the students and their communities so that we can enable students to amplify those assets and internalize those and creates a sense of belonging.

Our vision for instructional practices is grounded in three key components:

- **Data rich** - with strategic technology usage (ExitTicket- the LPS Developed Real Time Data Application) and other non-tech based methods we can gather array of student data to pinpoint areas of strength and areas for development so that learning experiences can be designed and tailored to accelerate and empower students in their learning journey
- **Connected to personhood** - recognize the life path of students - not only their previous schooling but their community and family context building on the assets that students and communities bring as well as students vision for their future.
- **Based on profile** - using the combination of the two above, we can design methods and approaches that draw on student interest and will engage them in learning.

Deeper Learning and Teaching

Our core beliefs about deeper learning are grounded in three understandings:

- **RELEVANCE** -In order for students to make the kind of connections to school and its relevance, it is vital that adolescents engage in learning opportunities that involve choice, and connect to their interests and aspirations
- **ESSENTIAL CAREER AND COLLEGE READINESS SKILLS** - In order for students to develop the skills and knowledge necessary for success in college and career they need to have the opportunity to engage in critical thinking and inquiry based learning experiences throughout their high school experience.
- **RANGE OF OPPORTUNITIES** - These experiences do not take one singular format, but are comprised of a range of learning opportunities both inside and outside the classroom: ranging from curriculum embedded performance tasks that require key cognitive strategies; to short and long term projects within and between of classrooms; to internship and experiential learning opportunities.

Our definition of deeper learning is grounded in three key components:

- **INQUIRY BASED:** In order for students think critically and solve complex problems, students need ample opportunity to engage in authentic tasks to develop their core competencies in Key Cognitive Strategies. In order to for students to engage in authentic inquiry, rich inquiry questions must guide our courses and deepen students understanding of the content area as well as themselves, their peers and the world around them.
- **COLLABORATIVE:** In an increasingly complex and diverse world, students need to have developed cross cultural collaboration and communication skills as well as the self-awareness of their own strengths in collaboration.
- **REFLECTIVE:** All students come with a base of skills and knowledge in the areas of applied/deeper learning (think critically, solve complex problems, communicate and collaborate) and these are to be the starting point for their reflection on their growth and development over time - within a unit, a course, a year, four years. Students must be supported in developing and valuing reflection and metacognition as essential college and career readiness skills.

Role of Technology in Education

Leadership Public Schools takes seriously its mission to address the most challenging issues in urban secondary education in ways that are replicable and cost effective for both charter and traditional schools across the nation. To this end, over the past three years we have been refining a range of technology enhanced instructional and data strategies and tools as well as technology-supported innovation processes. Because we believe that all of the answers are not yet known, we have deliberately structured ourselves as an R&D organization. As often as possible we follow a rapid prototyping process informed by the ongoing collection of quantitative and qualitative data. By aggregating these practices and products into a comprehensive we believe we can not only transform the education of our students but also their likelihood of successful college completion and readiness for a wide range of career opportunities.

LPS Technology Tools in Support of Personalized Teaching and Learning

The LPS Curriculum and Instructional program incorporates a personalization hybrid model. This model utilizes a suite of tools developed by LPS and enhanced and scaled by Gooru.org, an education technology non-profit, through integration into the Gooru platform. Core to the ability that supports personalization is realtime access to student data that allows teachers to adjust instruction in the moment and students to monitor their own learning. ExitTicket, the LPS realtime assessment tool now in Gooru, allows immediate and ongoing checks for understanding that can be used by teachers to provide individual intervention, pull small groups for differentiation, or do whole-group re-teaching. It is used by students to gauge their own progress, set goals, make choices, and build their own study groups for collaborative learning. A second LPS tool also incorporated in Gooru, Crowd Source Grading, allows for the collection and analysis of rubric scored, offline learning such as essays, projects, debates, speeches, and activities to develop non-cognitive skills. It allows self and teacher scoring against a rubric and facilitates peer feedback and grading.

With both realtime assessment and rubric grading in Gooru, teachers are also able to link assessment results to teacher-curated content in the platform through the Gooru Navigator. The Navigator is the user interface allowing curation of content, scoring of assessments, goal setting and various kinds of reporting. It is based on the playlist and other functionalities of Navigate Math, a pre-algebra support course developed at LPS.

Academic Program

In order to achieve the student outcomes detailed in the Graduate Profile, LPS has developed an academic program that includes accelerating academic achievement and providing career and college linked opportunities.

Access and Acceleration

Supporting all students in achieving rigorous learning goals requires LPS teachers to be responsive to the diverse learning profiles of our students. Rather than lower expectations for students, LPS educators provide access supports that allow for students with different learning needs and skills to master in grade level standards. The LPS academic program provides courses, workshops and other tiered supports to help accelerate learning for students who are below grade

level in language, literacy or numeracy skills. LPS teachers help all students engage in our rigorous academic program aligned to the LPS Graduate Profile by accelerating learning of foundational skills while providing access to college preparatory curricula and deeper learning opportunities.

At LPS we develop academic programs and instructional plans so all students have programmatic and cognitive access to completing the A-G course requirements outlined by the University of California. A-G courses are aligned to the guidelines set out by U.C and the Common Core Standards and/or Next Generation Learning Standards. Furthermore, since our aim is for all students to meet the A-G requirements, students must earn a C their courses to earn credit.

Since all students are expected to engage and succeed in college preparatory work, LPS programs and classroom instruction must focus on access and acceleration in learning. Teachers in of A-G course analyze their course objectives and learning tasks to identify the obstacles to learning students may face. This analysis enables teachers to develop learning scaffolds and differentiated learning activities to help all students, regardless of learning style or skill needs, access the learning outcomes for the course. Several courses, especially in the freshmen year, are designed to accelerate learning through developing the requisite skills students need to succeed in grade level college preparatory work. Namely, we offer an array of intervention classes to that address skill gaps in literacy and numeracy. These courses have lead to accelerated learning for students who arrive far below grade level.

Career & Community Leadership Program

In the 16/17 school year, LPS launched its Career and Community Leadership Program. By providing all students with meaningful self and community exploration opportunities, and high quality work based learning experiences across all grade levels, we support students' development of self-awareness, deepen their sense of purpose, and develop the skills and mindsets to identify and achieve their postsecondary goals. These are the clear goals outlined in the LPS Graduate Profile and the are designed to support all students' empowerment to be agents of their own learning and leaders in their community. (See Appendix A for full program details)

C. CURRICULUM FRAMEWORK

Curriculum Design: The LPS Common Spine

LPS Core Curriculum is referred to as the *LPS Common Spine*. The *LPS Common Spine* contains a curated collection of resources and materials by course area. All LPS Common Spine resources are digital and stored online with many already in Gooru or transitioning to that platform. Student-facing resources are incorporated in Google Docs, Gooru, or other formats. In addition, the *LPS Common Spine* includes teacher resources such as unit and lesson plans that are curated in Google Docs.

Teachers have access to one another's individual course resources through the Common Spine, which acts as another source for alignment and collaboration. Almost all are open-source, free, and editable, and they are continually improved through the re-integration of classroom practices that have shown results. Selecting, developing, and revising course materials including assessments provides a powerful professional development opportunity for teachers as they collaboratively wrestle with core questions about course content and approach.

The Common Spine includes:

Core Curriculum Content

- Scope and Sequence: the agreed-upon standards (CCSS, NGSS, C3), topics and instructional pace for each course – tightly defined in some cases (math & ELA) and more loosely in others (Spanish).
- Core Content Resources: the online textbooks (e.g Springboard, EngageNY) and other key pieces of shared content that is sometimes incorporated into Gooru.
- Applied Learning: curriculum embedded activities that extend learning and develop both critical thinking and college-readiness skills aligned to the LPS Graduate Profile– science labs, projects, Socratic Seminars, debates, etc.

Common Assessments

- Performance Assessments: A range of performance tasks and critical thinking measures that are aligned to the Graduate Profile and THINK Learning Map are under development in partnership with SCALE and Envision Learning Partners.(See Development Timeline below)
- Interim/Unit Level Assessments: the number of common, collaboratively developed assessments varies from course to course. These align to course standards and learning targets.
- Formative Assessments: daily assessments to be scored and used by teachers within their own classes. They also include real-time formative assessments using ExitTicket – a just-in-time data application and Crowd-Source Grading - a rubric scoring tool that allows for self, teacher and peer scoring of essays, projects and exhibitions. Both the ExitTicket and Crowd Source Grading tools were developed by LPS and have now been incorporated in the Gooru platform.

Access Supports

- Literacy Scaffolds: embedded reading comprehension, vocabulary and writing supports Including differentiated texts (often embedded into Gooru)
- Numeracy Scaffolds: online differentiated numeracy supports. These include the playlist of content resources in Navigate Math, the LPS pre-algebra support course, and the differentiation extensions for Engage New York Algebra1, Algebra 2, and Geometry that are, or are being, incorporated into Gooru
- Multi-media: simulations, instructional videos and other multi-media to improve comprehension embedded in the Gooru Navigator courses: Navigate Math, Navigate Spanish and Navigate Chemistry and under development for other courses.

Curriculum Status

See Appendix A for curriculum maps in detail.

Course	Current Curriculum Resources
Math Game Lab	Teacher Developed Curriculum
Algebra 1	EngageNY**
Algebra 2	EngageNY**
Geometry	EngageNY**
Pre-Calculus	EngageNY
AP Calculus	Calculus: Graphical, Numerical, Algebraic AP Edition
Navigate Math	Navigate Math in Gooru
English 1	Springboard*
English 2	Springboard*
English 3	Springboard*
AP English Language	Teacher Developed Curriculum
AP English Literature	Teacher Developed Curriculum
ERWC	ERWC Curriculum
World History	New Visions
US History/APUSH	Teacher Developed
Gov/Econ & AP Government	Teacher Developed
Computer Science	Edhesive
Biology	Teacher Developed
Chemistry	Navigate Chemistry being built in Gooru Living in Chemistry
Physics	Teacher Developed
Spanish 1/2	Navigate Spanish**; <i>Avancemos</i>

Native Speakers/AP Spanish	Teacher Developed Curriculum
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*Indicates copyrighted curriculum. In these cases, teachers are leveraging the online editable resources, students interface and populating the LPS Common Spine with wrap around teacher developed scaffold and supports and additional assessments.

** Indicates courses under development in Gooru for 2018-19 launch.

Vision for Common Spine

The vision for the *LPS Common Spine* is that it will not only provide necessary curricular resources for students and teachers, but that through an aligned ongoing collaborative innovation process, the *LPS Common Spine* leverages technology to develop, disseminate and provide professional development related to the content, assessments and access supports for the LPS core curriculum. Like the human spine, while providing stability and structure, it is flexible and responsive to context while maintaining a clear common connection within and across all LPS Schools.

LPS began building the Common Spine curriculum content resources through a partnership with CK-12 and has since expanded to include other open source content such as the University of California's Hippocampus and Springboard's English materials, and EngageNY. Starting in 2014, LPS started its partnership with Gooru to further build out the *LPS Common Spine*.

Curriculum change, whether adopting a new textbook or choosing to implement EngageNY, involves predictable challenges. Districts or schools often face twin conundrums – how to get the consistency of top-down change and the buy-in of bottom up and relatedly, how to balance fidelity and flexibility. By using open source materials and involving teachers in the Gooru design process at the network level, it is possible to define and maintain a consistent focus and framework across a curriculum initiative while generating considerable ownership among individual teachers. Similarly, the ability of individual teachers to collaboratively design the materials at the classroom level gives a high level of school or district-wide consistency while allowing teachers to adapt the materials for specific classes or add in teacher-created materials.

Another challenge in curricular change is providing the right type and depth of professional development to take a good idea from theory to implementation. Involving teachers in the design and iteration process provides a powerful embedded professional development opportunity. Framing the process by identifying power standards, getting consensus on the course scope and sequence, and aligning benchmark / unit assessments and focus instructional strategies requires grappling with significant instructional issues. This is a sophisticated type of professional development that has the added advantage of being immensely practical – teachers are preparing materials they will actually use in their classes.

System of Assessments

LPS is committed to ensuring that all students achieve outcomes envisioned in the LPS Graduate Profile, including master of CA CCSS and state content standards. In order to do so, we are developing our own system of assessments which are designed to empower our students, teachers, parents and administrators by having a rich and varied system of assessments and indicators, we will provide a more complete picture of student growth and performance in all critical domains of readiness for college, career and community leadership.

While some critical aspects of our systems of assessments are in place, we have a development plan to complete the build out of the new system of assessments over the next four years. Based on the research for Dr. David Conley and his call to design a conjunctive and flexible assessment system, we are working collaboratively with several partners (David Conley, Envision Learning Partners, SCALE, Math Action, Gooru) to will be developed will measure key elements of college and career **readiness** as well as students' **growth and development**. By designing a carefully complementary and compensatory system of assessment, we will ensure that every critical outcome is measured somewhere, reliably.

The focus of this chart is to share what will be the approach to assessment that will report students' growth and achievement in key areas.

	Think	Know	Act	Go
Assessment Formats	<ul style="list-style-type: none"> Classroom level common assessments tagged to key indicators. Performance tasks aligned to network rubric. 	<ul style="list-style-type: none"> Classroom and network assessments aligned to essential standards/LT in the shared S&S 	<ul style="list-style-type: none"> Self-perception and survey data Reflection and metacognitive assessments aligned to rubrics 	<ul style="list-style-type: none"> Check-lists for products and processes (Transition Skills) Written reflections and completion of Portfolio Assessment (To be built and piloted in 2017 - 2018)
Structures to Support That Assessment	Performance Task systems aligned to LPS Network Rubrics 10th grade exhibition of learning (Pilot 2017-2018) 12th grade portfolio of learning (Pilot 2018-2019)	Classroom and network assessments tagged to common skills	Student Led Conferences 10th grade exhibition of learning 12th grade portfolio & exhibition of learning	10th grade exhibition of learning 12th grade portfolio of learning
Standards/Framework	<ul style="list-style-type: none"> CCSS NGSS Practices C3 Standards 21st Century Four Dimensions 	<ul style="list-style-type: none"> CCSS NGSS Practices C3 Standards 21st Century 	Chicago Study Conley Four Dimensions Dispositions	American Association of School Counselors LPS Career Outcomes

SYSTEM METRRCS (STATE, NATIONAL, INTERNAL)	*SBAC (Annual) *AP Exams (Annual) *MAP Growth (Semester) *ACT Aspire (Annual)	*SBAC (Annual) *AP Exams (Annual) *MAP Growth (Semester) *ACT Aspire (Annual)	Panorama Survey	External Metrics of Readiness: ACT 21+ MAP GLE EAP Persistence Rates Completion Rates
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LPS will take the collaborative design approach to developing the system of assessments that will guide us in our work for the next five year. Below is an outline of the assessment development timeline and the embedded professional development associated with our collaborative innovation model.

Timeline for Curriculum and Assessment Development

Beginning in 2016-17, LPS has been refining and developing NGSS, C3 and CCSS aligned assessments for course use. In addition, LPS will be developing a system of performance assessments that align to the LPS Graduate Profile. The timeline for the development of this work are detailed below.

Performance Task System Vision

1. Balanced, flexible system of Performance tasks including: Constructed Response, Stand-Alone, Curriculum Embedded, Projects, Curriculum Embedded Performance or Projects to be given twice a year.
 - a. Process for student exhibition/reflection to share and reflect on growth and development at 10th grade. (All aspects of Graduate Profile) (First year implementation in 2017-2018)
 - b. Final senior year capstone including extensive research and defense (first implementation 2019-2020 with pilots starting in 2018-2019)
2. End of Course Assessments
 - a. Aligned to redesigned course scope and sequence. Starting with 9th grade courses in 2016-2017, expanding to 10th and 11th grade in 2017-2018, and 12th grade in 2018-2019.

Areas of Development	2016-2017	2017-2018	2018-2019
S&S Major Standards, Concepts (Finalizing shifts to CCSS, NGSS, C3)	English 1 - 4 (Complete) Math (Alg 1, Alg 2, Geo) Biology Chemistry Physics	World History, US History Spanish 1-2 Pre-Calculus Statistics Visual Arts	Spanish 4-5 Electives Econ/Government AP Courses

<p>Rubric & Performance Assessment Development</p>	<p>THINK Learning Progression Developed aligned to the Graduate Profile. (In partnership with Envision Learning Partners and SCALE)</p> <p>Aligned course/grade level rubric development and performance assessment in 9th grade courses (Biology, English 1, Ethnic Studies/Ac Lead, Alg 1, Ac Num)</p>	<p>ACT Learning Progression Developed aligned to the Graduate Profile</p> <p>Aligned rubric development and performance assessment in 10th/11th grade courses: <i>Chemistry & Physics, English 2/3, World History, US History, Alg 2/Geo, Spanish 1, Spanish 4</i></p>	<p>GO Learning Progression Developed aligned to Graduate Profile</p> <p>Aligned rubric development and performance assessment in 12th courses & pilot senior portfolio (English 4, Gov/Econ, 4th year math, 4th year science, senior electives)</p>
<p>Course Level Assessment Development</p>	<p>End of Course Assessments: Developed in: English 1-2, Math (Through Geo), Biology, Chemistry, Physics</p>	<p>End of Course Assessments: Developed in: English 3-4, World History, Spanish 1-2, Pre-Calculus</p>	<p>End of Course Assessments: Developed in: US History, Econ/Government, Spanish 4-5</p>
<p>Structures</p>	<p>Pilot Performance Assessment Development Process</p>	<p>10th Grade Presentation of Learning Developed & Piloted</p>	<p>12th Grade Senior Exhibition of Learning Developed & Piloted)</p>

Role of Technology in Curriculum & Instruction

At LPS, all students have access to laptops. As a result, teachers use common platforms for student access, creating and sharing course materials and student work. Our primary interface for tech tools sits within Google's educational suite, namely Classroom, Drive, Email and Calendars. Teachers and students ubiquitous use of these tools allows for students to develop and practice several professional and academic skills on-line. Namely, google documents provide an array of research, collaboration and publishing tools that help students create professional documents, presentations and websites. Through Classroom and Email, students and teachers are able to

easily communicate about course objectives and projects. Through this communication method, students receive support and feedback on how to write professional emails using appropriate formatting and vocabulary.

Aside from the Google Educational Suite, students have access to assess the performance and grade data through Illuminate, our student information system. The tools built into Illuminate allow for students' leverage real time performance data to manage their progress and meet their academic goals.

In different classrooms teachers use an array of other online tools that help students access learning content. For example, many classrooms leverage Khan Academy and Gooru resources that help students develop their ability to leverage online resources to learn more independently. Many students also choose to enroll in our Computer Science courses where students will learn basics of computing and coding in different languages. Our CS classes use Edhesive as an online content and assessment tool for the class. All AP courses also use Albert as an on online tool for test prep. Many students take at least one supported hybrid-online dual enrollment course with Merritt College where they become proficient in the use of Moodle or Canvas increasing their readiness for success in online college courses. Lastly, we offer a Makers Class where students have access to 3D printers and the latest in design software and hardware to build and design products.

At LPS, we work to ensure our graduates are proficient in the following technology-related skills:

1. Creating and revising professional quality documents, presentations and websites
2. Using online communication tools to effectively communicate in professional and academic settings
3. Using online tools to assess their progress, research and learn independently

A-G Courses

LPS Hayward prides itself on offering a wide range of A-G Courses. The A-G Course List can be found online (<https://hsarticulation.ucop.edu/agcourselist#/list/details/422/>) and is detailed in the chart below.

Subject	# Years	Core Courses Offered (2017/18)
A. Social Studies / History	3.0	<ul style="list-style-type: none"> • World History CP • Honors World History • US History CP • US Government CP • AP Government & Politics • Economics CP
B. English	4	<ul style="list-style-type: none"> • Literature and Language CP

		<ul style="list-style-type: none"> • Readers Workshop CP • English 1 CP • English 2 CP • English 3 CP • CSU Expository Reading & Writing • AP English Language & Comp • AP English Literature
C. Math	3-4	<ul style="list-style-type: none"> • Algebra 1 CP • Algebra 2 CP • Geometry CP • Pre-Calculus CP • AP Calculus AB • AP Statistics
D. Lab Science	2-3	<ul style="list-style-type: none"> • Biology CP • Physics CP • AP Physics • Chemistry CP • AP Environmental Science
E. Language Other Than English (LOTE)	2	<ul style="list-style-type: none"> • Spanish 1 CP • Spanish 2 CP • AP Spanish Language and Culture • AP Spanish Literature
F. Visual & Performing Arts	1	<ul style="list-style-type: none"> • Visual Arts 1 CP • Visual Arts 2 CP • Drama 1 CP • Drama 2 CP
G. College Prep Electives	1	<ul style="list-style-type: none"> • Economics CP • AP Computer Science Principles • AP Psychology • Ethnic Studies AP • Maker Design Studio CP • Maker Design Studio 2 CP
<p><i>Non College Prep Courses (non “A-G”): Academic Numeracy / Guided Studies / Health & Wellness / Leadership Advisory / Math Lab / Navigate Algebra</i></p>		

Graduation Requirements

The LPS standard is (1) the College Prep Diploma, signifying completion of all entry requirements for California State University (CSU) and University of California (UC) colleges. For qualifying Special Education students, a (2) State Standard Diploma may be earned in cases in which learning disabilities preclude attainment of the College Prep Diploma. In very rare cases, this option may also be granted to general education students. Students who do not meet graduation requirements may be granted a (3) Certificate of Educational Achievement (Special Education only). These three options are fully discussed below.

LPS College Prep Diploma

The Governing Board of Leadership Public Schools desires to prepare each student to obtain a College Prep Diploma of high school graduation and to meet or exceed the California State University (CSU) and University of California (UC) “A-G” admissions course requirements.

A minimum of 200 credits is required. Students are required to earn total credits as follows: 150 of A-G requirements and 50 elective credits with the strong recommendation that these include 30 credits from the 3 UC A-G recommended courses.

Students must earn a GPA of 2.0 or higher. Although courses can be validated to meet the A-G course requirement, the overall GPA must still be 2.0 for graduation. No credit will be given for grades of D or F toward a Leadership Public Schools College Prep Diploma.

LPS College Prep Diploma: Credit Requirements

Academic Subject	UC/CSU Required Credits	LPS Required Credits
A. History/Social Science	2 years/20 credits	3 years/30 credits (World History, US History and Government or Government/Economics)
B. English	4 Years/40 credits	4 Years/40 Credits
C. Mathematics (must include Algebra I-II and Geometry, or validating courses)	3 years/30 credits	3 years/30 credits
D. Lab Science	2 years/20 credits (must include biological and physical science)	2 years/20 credits (must include one biological and one physical science)
E. Foreign Language	2 years/20 credits (in same language)	2 years/20 credits (in same language) <i>Credit for an</i>

		<i>advanced course validates a lesser course.</i>
F. Visual/Performing Arts	One year/10 credits	One year/10 credits
G. College Prep Elective	One year/10 credits	One year/10 credits
A-G Required Credits Sub Total	150	160
Additional Credits Additional A-G classes or non A-G classes	None	40 credits
TOTAL CREDITS	150	200

Leadership Public Schools State Basic Requirements Diploma Option

In some cases, a Leadership Public Schools State Basic Requirements Diploma may be issued to a special education student who completes the minimum requirements* listed below with a grade of “D” or better.

SUBJECT	Credits Required
English	30
History/Social Science 1 year of World; 1 year of US; 1 year of Government or 1 semester each of Government and Economics	30
Mathematics (Two years including Algebra; may include Academic Numeracy and other pre-algebra classes)	20
Lab Science (One year of biological and one year of physical science)	20
One year Visual/Performing Arts or One year of Foreign Language	10
Electives/Other Classes	90
Total Credits Required	200

** Requirements may be individually adjusted to fit the specific learning strengths and disabilities of each student.*

Special Education Students

It is the responsibility of the IEP team to ensure that a student’s course of study is consistent with their post-secondary goals and that the student plays a meaningful role in the IEP process to avoid assumptions that could eliminate future opportunities. All instruction and testing accommodations allowed within the general education area should be explored before deciding that a student may not be capable of earning a College Prep Diploma.

This option is to be provided on an individual basis only, must be part of the student’s IEP, and must be approved by the IEP team, principal, and Director of Special Education. For Special Education students who qualify for an IEP with an intellectual disability, this option can be taken upon enrollment in LPS. For all other Special Education students, this option becomes available

at the end of 10th grade. If this option is taken, Ds earned in prior grades may retroactively be made credit-bearing.

This option must involve a formal IEP team process that includes clear explanation and understanding of the opportunities, rights, and limitations associated with earning a State Basic Requirements Diploma versus a College Prep Diploma. Exceptions made to the College Prep expectations should be tightly tuned to student's disabilities so that students are rigorously challenged in strength areas.

General Education Students

In rare cases, a waiver may be granted to allow a general education student to earn a Leadership Public Schools State Standard Diploma. This option is reserved for cases in which a student:

1. has persevered in school through great hardship
2. would need more than 5 years + summer to earn a College Prep Diploma

Certificate of Educational Achievement for Special Education Students

A student with disabilities may be awarded a Certificate of Educational Achievement (in lieu of a diploma) if the student has satisfactorily met one of the following requirements:

1. Completed a prescribed alternative course of study approved and defined in the student's IEP
2. Met his/her goals and objectives during high school as identified in the IEP
3. Attended high school, participated in the instruction as prescribed in the IEP
4. Met the objective of the statement of transition services

In accordance with Education Code 56391, a student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate.

These options are additional to, and separate from, ongoing accommodations to curriculum and assessments as specified by the IEP to accommodate students' disabilities while preserving the overall rigor of the core academic course.

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 includes the following initial plan for credit transferability for students transferring to the School:

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

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

WASC Accreditation Status

LPS Hayward is a fully accredited institution. It received a six year term beginning in 2017.

Academic Calendar & Schedule

The LPS Hayward Calendar, Bell Schedule, and Instructional Minutes can be found in Appendix A.

Staffing & Professional Development

Recruiting and Hiring of Teachers

The required teaching qualifications emphasize academic expertise in a chosen field, experience with urban, diverse youth in a classroom, collegiality and openness to collaboration, and competency in using technology to support personalized learning. From experience, we have learned that collegiality and openness to collaboration are particularly important in new and small schools as the community builds a supportive culture. We have also learned that experience in working with urban, diverse students is a critical component of ensuring success for students who are academically struggling or having difficulty dealing with issues that plague urban communities.

LPS Hayward's hiring process is rigorous and aims to involve multiple constituencies. All potential LPS teachers undergo a interview process to best gauge their skill, the extent to which their values align with the mission and culture of the school, and their openness to feedback, and learning and growing as a practitioner. The LPS principal selects strong candidates for an on-site interview based on the quality of their resume and results of an initial phone or video interview. All candidates teach a demonstration lesson to a class of LPS students and the lesson is observed by administrators and teachers from the department. Following the lesson, there is a debrief with the applicant, assessing the candidate's ability to reflect on his or her practice and incorporate feedback. LPS students also share feedback after the demo lesson. Sometimes candidates have been asked to teach a second lesson, providing additional insight into their practice and whether or not they can incorporate feedback. This process allows administrators to gain a sense of the candidate's lesson planning abilities, delivery of instruction, and openness to feedback.

Following demo lessons, candidates undergo an interview with a team consisting of the principal, academic dean, teachers and students. While the demo lesson allows candidates to highlight their teaching practice, the interview gives the hiring team insight into teachers' values and working style. In addition to recruiting talented educators in the classroom, LPS looks for educators who are deeply committed to improving urban education and have a relentless desire to help all students achieve. With many interviews, the principal invites a handful of staff and students to meet candidates, allowing multiple members of the campus community the opportunity to interact with the teacher prior to hire. Teaching candidates are asked to reflect on the data results from their classroom and unit plans from their current classes. If the candidate demonstrates strong potential in all domains of the hiring process, an offer is made. Educators provide differentiation so that students can learn at their own pace and provide equity within our contents. Differentiation is provided in the following ways: college-level courses, lesson differentiation, technology, collaboration between content teachers and resource specialists, intervention classes, ELD class, and different forms of media.

On-Going Professional Development

Leadership Public Schools prioritizes the support and professional development for all teachers. As a network of three schools, LPS offers a myriad of structured opportunities for teachers to engage in meaningful learning and growth. At the start of each year, the LPS Network holds a two-day new teacher orientation to introduce teachers to the LPS organization, home office support services, academic philosophies, achievements and philosophies. For new teacher orientation, the Network also maintains a focus on the features of an equitable classroom and the beginning of the year strategies and structures necessary to enact an equitable classroom culture from the start of the year. LPS Network also has 1:1 communication with all incoming teachers to review core curriculum content prior to starting the school year. In addition, new teachers are connected to mentor teachers called Course Facilitators who walk teachers through the common curriculum and pacing common classes.

The LPS Network provides ongoing professional learning opportunities for all staff. Each August the school year is launched as a network in which teachers have the opportunity to connect in course-alike groups to plan and review the curriculum and assessments for the year. Over the course of each year, there is a cycle of teacher professional development days (5) during the school year that occur quarterly. During network-wide staff development days, teachers have the opportunity to reflect on their practice, collaborate, and learn strategies that are essential for the success of all learners. During 2017-18, teachers have had the opportunity to reflect on the equity issues present in their classrooms and think about ways to disrupt inequities through their instructional moves, curriculum, and assessment. In addition to network-wide professional development, there are release days for deeper collaboration and professional development based on course group need. During these days teaching staff work individually, in department teams, and grade level teams to assess teaching and learning practices. The cycle of inquiry model provides a lens to view and reflect on student achievement and challenges, in order to press towards the school mission and vision. Finally, in June, the year ends with Curriculum Institutes for select course groups to provide an opportunity for annual curriculum and assessment revision as well as opportunities to reflect on areas of growth and need from the school year. Prior to the start of the school year LPS Hayward does several things to support the onboarding of new teachers.

LPS Hayward also provides a two-day site PD in August for new teachers and staff to learn about the school context and community. With respect to all LPS Hayward teaching staff the professional development program includes site-specific professional development in August and weekly collaboration days every Wednesday. During the weekly collaboration times staff will, among other things, engage in data analysis, planning time, training in effective, differentiated instructional strategies, classroom management, supporting English Language Learners, and Special Education students. This program is designed to support the challenging work of enabling all students to achieve while also closing the achievement gap for traditionally underserved students.

D. SCHOOL CULTURE

Although LPS Hayward is known as an academically rigorous school by the community, the school is also committed to the development of a strong culture and holistic experience for students and their families. LPS Hayward's safe and responsive setting can best be described as "high expectations, with high levels of support and opportunities for leadership." The school focuses on creating a sense of belonging for all students, holding high expectations and providing extensive support via 9-12th counseling, student government, peer tutors, advisory programming, and family meetings.

Student Leadership

Strong culture demands the inclusion of many voices and perspectives, especially from the student body. For example, many aspects of the LPS programs are planned, facilitated or improved through student leadership opportunities. Through student government, students plan their own dances, community events and school culture traditions. Through monthly grade the school principal to collect feedback and hold conversation to strengthen the school community facilitates level town halls. Through Peer Tutors, students learn best practices for supporting learning and lead students during tutorial three days per week. In addition to these formal structures, LPS students also have the opportunity to create and lead afterschool clubs, participate in a growing sports program, and pursue summer programs. These opportunities exemplify the philosophy behind the school's various culture and discipline policies.

There are many ways that this culture is also visible through daily and weekly routines. The most long-standing tradition at LPS Hayward is "Family Meeting". This weekly, assembly-style meeting of students and staff allows grade levels and the entire school to explore themes related to their journey to college and their leadership in the community and society as a whole. Family Meeting also serves as the place for the school community to celebrate students who have grown tremendously or are consistent leaders on campus. These "Royals of the Week" are role models to fellow students.

Family Engagement

In addition to Family Meeting with students, the school is thoughtful about supporting students' parents and families. LPS Hayward holds monthly parent meetings that are a mixture of informational sessions, college readiness workshops, community conversations and celebrations. These array of monthly meetings provide opportunities for families to learn about our school and their student's path to college.

Transition to LPS

LPS Hayward is intentional about supporting students in their transition from middle school to high school. In August, all incoming freshmen participate in an overnight Retreat. The Retreat allows students to form connections with their Advisory peers and teachers; it also relies on the student leadership of upperclassmen who support advisories and retreat programming. Students and alumni consistently share that the freshmen retreat is the most transformative experience they have had. The retreat and the advisory program allows for students to feel supported and to feel connected to the LPS community as a whole while also being exposed to our mission of college.

E. STUDENT RECRUITMENT & ENROLLMENT

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.

LPS conducts a school based enrollment lottery to select students for the incoming 9th grade class. Transfer students applying for 10th, 11th, or 12th grade must submit this form but will not participate in the lottery. By law, charter schools must use a lottery if the school has more applicants than spaces. The only requirement to participate in the enrollment lottery is the completion of the preliminary application (available on our website).

Below please find more details on our enrollment outreach and requirements.

Enrollment Outreach

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 Hayward with outreach and monitoring efforts that may include, among other things:

- A multi-part enrollment process (see detailed Enrollment Plan in Appendix F) and lottery,
- Collaboration with community-based organizations to support outreach efforts,
- Use of brochures, print and non-print media for outreach communications
- Distribution of materials in languages in English and Spanish
- Posting enrollment information on the LPS and School site websites
- Building capacity of students and families to outreach to targeted communities;
- Hosting information sessions, school tours and community service events.

Because the LPS Hayward student population is under-represented in terms of African American students, particular efforts will be made to outreach to community organizations, churches, communication avenues and informal networks within this community these include partnering with African American churches.

Enrollment Requirements

LPS Hayward is open to all students. Admission tests are not required. Assessments will be administered to determine individual instructional programs only once students are admitted. These tests will serve as diagnostics of student's reading writing and math proficiencies and help with class placements.

Our only admission requirement is that students/families complete the Preliminary Enrollment Application. We will host information sessions and open houses, and post the dates online and in our outreach materials. We strongly recommend that one parent/guardian attend an information session prior to the lottery, but it is not a requirement to apply.

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 multiple targeted recruitment and outreach strategies. We 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, and LPS will not impose admission requirements.

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. Foster/Homeless Youth
2. Siblings of enrolled students.
3. Children of LPS staff.
4. Newcomer students in the United State less than three years
5. Students who reside within the targeted attendance area
6. Students not yet meeting grade level standards
7. Students who reside within the city of Hayward

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. The order of the waitlist shall be established at the time of the lottery through the continuation of the public random drawing process. Applications filled out after the lottery will be added to the waitlist in the order received until the beginning of the next enrollment season. 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 the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The School shall comply with all applicable legal minimum and maximum age requirements for admission.

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

November through February

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

- Applications due mid-February

March

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

April through August

- Students accept/reject enrollment.
- Additional lotteries conducted as needed if waiting list is exhausted.
- Incoming Class is finalized.
- Orientation Letters sent regarding Leadership Retreat dates and School policies.
- Welcoming letter sent to families with details regarding LPS retreat
- Freshmen Retreat and School Opening

F. STUDENT ENGAGEMENT & SATISFACTION

Student Attendance

Our goal for attendance is a minimum of 95% attendance. LPS Hayward students are expected to be at school every single moment of every single day that they possibly can. Research shows that students who are at school consistently learn more and earn higher grades. As a college preparatory high school, LPS Hayward must prepare its students not only to graduate from high school, but to be successful at a 4-year university and beyond. Forming good attendance habits is a crucial life skill that we emphasize at LPS Hayward. We communicate the importance of attendance from our first parent meetings when students are just joining LPS. Once students are enrolled at LPS Hayward, we offer a variety of incentives (including free dress days) to incentives student attendance. The attendance policy is out lines in Appendix F.

Our team holds attendance meetings with students and families with persistent attendance struggles, as well as support students and families in ensuring access to resources to support strong attendance. Lastly, we communicate to our families the importance of utilizing our planned school breaks for vacations or trips through home communication and one-on-one meetings with families.

Drop-Out Recovery Plan

Our strong college counseling program begins in ninth grade and continues to (and beyond) graduation. Our varied course offerings aim to develop student interests and connection to school. Our consistent academic growth and progress monitoring places students in support classes as needed, particularly math and reading intervention in ninth grade, to ensure that students receive targeted support. Through our growing intervention programming, our Tier 2 providers support students in goal setting, and many of our students utilize a check in/check out system with their Tier 2 service provider.

G. COMMUNITY SCHOOL: ONGOING FAMILY INVOLVEMENT & SATISFACTION

Community Partnerships

LPS Hayward is proud to have a number of strong partnerships with community organizations including the La Familia which provides counseling and health services to students, HARD theatre resources have been invaluable in the past in supporting our Drama department, which hosts LPS Hayward Drama. Our Annual Health Care organize and lead by the entire freshmen class connects with Hayward Local Farmer's Market and Councilmembers Salinas and Zermeno to support the days programming. For our annual Career Fair we bring in over 60 local professionals to speak with our students about career pathways. Lastly, our Career Counselor lines up job shadows for our entire junior class to experience job embedded learning in the local community. Lastly, our students participate in an annual Community Service day where all 600 students go out into the community to provide support to local organizations and communities.

Families

LPS Hayward is committed to regular involvement of our families and community partners. Every fall we hold a back-to-school night and clean up days for students and families. In addition, we have several grade level specific parent education events throughout the year. We host several key community events like the Staff Appreciation Dinner, Arts Night Out and Spaghetti Feed. Parents are communicated with via autodialer every time a student is absent, and parent-teacher conferences are set up to respond to academic or socio-emotional needs. We communicate with families via auto dialer, text and quarterly newsletters.

We also work with our families through our school site council and our PGA (Parent-Guardian Association). Our students and families receive college counseling and 1-1 conferences with our college counselor in their home language. We provide translation support in all written and spoken communication. Teachers and parents work together with students to create a plan of support for emotional and academic needs. Parents also work with our College Counselor to support the process of financial aid. Parents are also invited to annual awards celebrations to celebrate their student's success at the end of the year.

H. SPECIAL POPULATIONS

Special Education

Special Education Services for Students under IDEA

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

As allowed by law, LPS Hayward at its option may elect to participate and function as a public school of the District for purposes of special education, pursuant to Education Code Section 47641. Pursuant to Education Code Section 47641(a) and 56207, 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.

LPS Hayward 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.

Special Education Academic Program

Leadership Public Schools – Hayward will provide all students identified as learning disabled with access to the regular curriculum and to have their educational needs met through a combination of “Pull Out” and “Push In” services.

Special education students who require additional and more intensive support are provided services in the Resource Specialist Program (RSP). These services are provided based on the student's IEP and may include either Push In Services or a more traditional Pull Out program.

Push In services, refers to our Collaboration services, which provides special education in regular education classrooms. At LPS, most special education students receive the bulk of their instruction in regular classrooms, and collaboration is increasing. Collaboration helps to ensure students with learning disabilities get a Free Appropriate Public Education including specialized instruction in a regular classroom.

Collaboration Model – Lead Teacher Model: In classrooms where the lead teacher is the regular classroom teacher, the classroom teacher delivers the instruction in the subject area. The special education teacher is an observer who works with children after instruction to provide specially designed instruction ensure understanding, and to provide adaptations and modifications.

Collaboration Models - Team Teaching: This involves both teachers simultaneously working together to teach a classroom of students. Either teacher who has the necessary background knowledge in the subject introduces new concepts and materials to the class. Both teachers work as a team to reinforce learning and provide assistance to students as needed. Special education teachers provide specially designed instruction to students with IEPs and regular education teachers can assist with this as well.

Consultation Models of Collaboration: A special education teacher may provide some instruction to students, but the majority of service is indirect. The special education teacher mostly provides guidance to the regular education teacher on how to modify instruction to meet the student's needs.

Ultimately, LPS believes that an inclusion model of support will help our students face the rigor of a comprehensive high school program while receiving the academic support necessary to ensure their school success. On occasion, it is necessary to provide students with disabilities with targeted, small group or individual academic support. For those students needing a more focused intervention, the Resource Specialist may schedule the students with small group or individual instruction. LPS also provides Speech and Language Therapy services with a licensed Speech and Language Pathologist or through *Presence Learning Inc.*, our on line speech therapy services. Occupational Therapist or counseling services are also provided as required in the students' IEP. All Designated Instructional Services are provided in small group or individual sessions.

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 the 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 Richmond Unified School District may be responsible for compliance with ADA under applicable law if the School occupies a facility owned by the school district (e.g., under Proposition 39), and such responsibility is generally outlined in an MOU or facilities use agreement between LPS and the Hayward Unified School District.

Response to Intervention

LPS Hayward implements a multi-tiered system of support to effectively identify and respond to students' goals, strengths and needs. Academic, behavioral, mindset, and other aspects of student development and well-being are addressed through an integrated continuum of Tier I universal and Tiers II-III targeted interventions and supports.

With support from a federal Department of Education Transforming School Culture Grant (TSCG) beginning in Fall 2014, the school has been building out a research-based tiered system

of support. We have utilized the Tiered Fidelity Inventory (TFI) to assess our progress with a focus on tiers I-III. We have made significant progress while also having more work to do. Results shown below are on a 0-2 point scale, with 1 partial and 2 = full implementation:

TIERED FIDELITY INVENTORY (TFI) RESULTS			YEAR 1	YEAR 2	YEAR 3	Change
School	Tier	Component	Avg Score July 2015	Avg Score July 2016	Avg Score July 2017	2015 to 2017
Hayward	1	1.01 Team Composition	0.50	1.00	1.22	0.72
Hayward	1	1.02 Team Operating Procedures	0.50	1.25	1.22	0.72
Hayward	1	1.03 Behavioral Expectations	1.50	1.88	1.89	0.39
Hayward	1	1.04 Teaching Expectations	1.50	1.88	1.89	0.39
Hayward	1	1.05 Problem Behavior Definitions	1.33	1.75	1.78	0.44
Hayward	1	1.06 Discipline Policies	0.33	1.13	1.44	1.11
Hayward	1	1.07 Professional Development	1.17	1.25	1.56	0.39
Hayward	1	1.08 Classroom Procedures	1.33	1.63	1.67	0.33
Hayward	1	1.09 Feedback & Acknowledgement	1.50	1.88	1.89	0.39
Hayward	1	1.10 Faculty Involvement	0.50	1.88	1.89	1.39
Hayward	1	1.11 Student/Family/Community Involvement	1.00	1.13	1.44	0.44
Hayward	1	1.12 Discipline Data	0.33	2.00	2.00	1.67
Hayward	1	1.13 Data-Based Decision Making	0.67	2.00	2.00	1.33
Hayward	1	1.14 Fidelity Data	1.83	1.75	1.78	-0.06
Hayward	1	1.15 Annual Evaluation	1.83	2.00	2.00	0.17
Hayward	2	2.01 Team Composition	0.17	1.00	1.33	1.17
Hayward	2	2.02 Team Operating Procedures	0.33	1.00	1.44	1.11
Hayward	2	2.03 Screening	0.67	1.00	1.22	0.56
Hayward	2	2.04 Request for Assistance	0.00	1.88	1.78	1.78
Hayward	2	2.05 Options for Tier 2 Interventions	0.50	0.75	1.22	0.72
Hayward	2	2.06 Tier 2 Critical Features	0.50	1.13	1.44	0.94
Hayward	2	2.07 Practices Matched to Student Need	0.50	1.13	1.33	0.83
Hayward	2	2.08 Access to Tier 1 Supports	0.83	2.00	1.67	0.83
Hayward	2	2.09 Professional Development	0.50	1.75	1.78	1.28
Hayward	2	2.10 Level of Use	0.17	1.88	2.00	1.83
Hayward	2	2.11 Student Performance Data	0.83	2.00	2.00	1.17
Hayward	2	2.12 Fidelity Data	0.50	2.00	2.00	1.50
Hayward	2	2.13 Annual Evaluation	1.33	2.00	2.00	0.67
Hayward	3	3.1 Team Composition			1.00	
Hayward	3	3.10 Hypothesis Statement			0.78	
Hayward	3	3.11 Comprehensive Support			0.78	
Hayward	3	3.12 Formal and Natural Supports			1.44	
Hayward	3	3.13 Access to Tier 1 and Tier 2 Supports			1.44	
Hayward	3	3.14 Data System			1.44	
Hayward	3	3.15 Data-based Decision Making			1.44	
Hayward	3	3.16 Level of Use			1.33	

TIERED FIDELITY INVENTORY (TFI) RESULTS			YEAR 1	YEAR 2	YEAR 3	Change
School	Tier	Component	Avg Score July 2015	Avg Score July 2016	Avg Score July 2017	2015 to 2017
Hayward	3	3.17 Annual Evaluation			1.56	
Hayward	3	3.2 Operating Procedures			1.00	
Hayward	3	3.3 Screening			1.22	
Hayward	3	3.4 Student Support Team			1.44	
Hayward	3	3.5 Staffing			1.00	
Hayward	3	3.6 Student/Family/Community Involvement			1.22	
Hayward	3	3.7 Professional Development			1.00	
Hayward	3	3.8 Quality of Life Indicators			1.00	
Hayward	3	3.9 Academic, Social & Physical Indicators			1.00	

Tier I

A range of research-based Tier I supports build connection, relationship, self-skills, and community as well as address academic needs. Key practices include four-year Advisory, weekly Family Meetings, student-led conferences, after-school tutoring, peer tutoring, academic intervention courses, mindfulness, mastery grading retake policy, curriculum universal design, No Nonsense Nurturing classroom management model, and much more. Please see the Menu of Tiered Interventions provided as Attachment A.

School leaders, counselors, and coaches meet weekly as the Instructional Leadership Team (ILT) to review behavior, attendance academic and other data. They use two web-based tools fed by the LPS central data system: The Weekly Dashboard and the Student Support Roster. Results are disaggregated by grade level, gender, ethnicity, English learning status socio-economic background, and Special Education status, and Tier II involvement to ensure attention to success and progress for all students. The team identifies patterns of strengths and needs to prioritize and develops and leads changes and enhancements to teacher training and coaching, curriculum, extended day learning and enrichment opportunities, community events, and all other aspects of the school program in order to best meet students' ever-evolving interests, strengths, and needs.

Tier II

Tier II Process

A Tier II team provides individually targeted intervention with students experiencing persistent or escalating obstacles to school success and well-being. The Student Support Coordinator intakes all Tier II referrals and initially responds within 48 hours. He facilitates a weekly team meeting to review new referrals, match students with interventions and supports, and follow-up with continuing students. The Tier II team includes the Student Support Coordinator, Counselors, Allies and the Principal, AP, and Academic Dean.

All school staff can refer a student for consideration for Tier II support and students can also self-refer. Additionally, when students go beyond established academic and behavior data point

thresholds (*< 2.0 GPA, 2 or more Ds/Fs, 3 or more behavior incidents, <90% daily attendance rate, and 10 or more missing/not-yet-passed mastery assignments*) they are automatically elevated for Tier II consideration.

A set of established data tools enables the integration of implementation and outcomes data. The Student Support Coordinator maintains caseload information using the Student Support List, including the students, referral and services start dates, goals, assigned interventions, and follow-up dates. Tier II staff members document all provided services using the Contact Log. Teachers and staff document behavior and mindset incidents/problems as well as restorative conferences, student check-ins, parent contact, teacher collaboration, and other supports using the Teacher Entry Form. The LPS central data system combines these data with GPA, grades, attendance, assignment, and student demographic data to make the Student Support Roster and Student Support Dashboard. The team uses these tools weekly to review and reflect on students' progress, identify and address gaps in progress, consider and assign new referrals, and graduate students from Tier II as they meet their goals.

Tier II Practice

Guiding Principles:

- **Focus on student voice:** inform thinking and action with the student's perspective on what is happening, what matters, and what is valuable to change or achieve
- **Identify and take real action on goals** that matter to students as well as adults
- **Connect & collaborate:** coordinate adult response (providers, teachers, school leaders, and parents) and in the process build relationships in all ways possible
- Work within a **growth mindset / neuroplasticity frame:** we have unlimited power to grow and heal, especially when we work in community
- **Use data wisely** to inform action with the best information possible

Students referred to Tier II with more singular concerns are held by the Coordinator, who connects the student with needed resources such as academic intervention courses, therapeutic groups, tutoring, mental health services, vision screening, outside referrals, and more. For students facing more serious or complex barriers to school success, the core Tier II practice is an empathy-based, collaborative problem-solving "Check-In" approach. The approach is based on three research-based models: Check-in/Check-out, Ross Greene's Collaborative Problem-Solving model, and Life Space Crisis Intervention (LSCI).

Check-Ins are offered in 5-6 week cycles, with a progress review and the option to continue at the close of each cycle. Each Tier II staff uses a version of this approach, meeting with each student 1-10 times each week depending on need (1 = "light touch", 10 = daily check-in and check-out from the school day).

The intent is to spotlight and address obstacles to success across these six dimensions:

Belonging	Relationship and trust building so that the student is ready to collaborate, take risks, and work toward goals- <i>“I believe in you and will be real with you; I am here to listen to you, help you, and support you to solve problems and achieve goals”</i>
Pragmatic Steps	For students who are missing work, retakes, etc. Next steps would be directly related to these steps- <i>“Turn in the following work on...”</i>
Academic Behaviors	The steps are not about turning something in, but behaving differently. <i>“You need to organize your materials like...” “You need to use your planner...” or “Let’s think of a way you can redirect yourself when you find yourself being off-task or distracted.”</i>
Academic Skills	For students with skill gaps large enough that it is important to focus on building those skills for future academic success. <i>“Let’s focus in Wolf’s Den on the following numeracy skills using these materials...”</i>
Mindset for Learning	Helping students learn and develop growth mindset, self-awareness, and self-regulation- <i>praising effort and growth, teaching self-calming skills, and more</i>
Physical Needs	Addressing hearing, vision, or other health needs

The initial focus is relationship and trust-building. The goal is to listen fully to the student and help him/her put forward goals and interests she/he truly values. As trust builds, the staff and student create an action plan, being clear about what they each will do and involving others (teachers, parents) in a team approach to solving problems and meeting goals. If the student does not name goals around GPA, attendance or behavior but is at risk in these areas, then the staff will discuss these data with the student and work collaboratively to add improvement targets in these areas.

Weekly, the Tier II staff reviews and reflects with the student on how things are going and on their progress on the action plan and goals. They review academic, attendance and behavior data and in particular assist students to connect with teachers around making up important missing or not yet passed mastery assignments. The Tier II staff meets with teachers and other involved providers, connects with parents/guardians, and refers students for additional opportunities and supports as needed to assist students to meet their goals. Additional services frequently include mental health counseling, tutoring, mentoring, and connection with neighborhood health and basic needs resources.

At the close of each cycle, the team reviews individual student progress and makes recommendations for continued Tier II services, graduation from Tier II, or referral for an SST and potential Tier III assistance. At the close of each academic quarter, the team and school

leaders review and reflect on Tier II participation and outcomes and enact changes to address gaps and build on program strengths.

Tier III

Tier III services are provided when students face crises and/or negative school outcomes persist despite 2 or more cycles of Tier II support. The Student Success Team (SST) strengths-based model is used to bring school staff, student, parents, and other involved providers together to take stock of the student's strengths and needs and develop a Tier III plan. We connect students with more specialized mental health support as needed. If learning problems persist, the team may also make a referral for assessment for special education.

Gifted and Talented

LPS does not believe in a separate Gifted & Talented Program per se. Instead we believe in all students having access to the most rigorous course of study including AP and College Courses. Of the 125 seniors in the class of 2017, 100% have taken at least one AP course.

I. SPECIAL POPULATIONS: ENGLISH LEARNERS

Approach to Instruction

The majority of our students come from bilingual homes. LPS's instructional approach and our schools as a whole recognize and build on the assets of multilingualism and multiculturalism as part of 21st Century College and Career Readiness. LPS purposefully builds feelings of belonging around our students' identities (through Freshman Retreat, Advisory blocks, Family Meeting and regular cultural and individual celebrations) and work to strengthen and expand these identities as we grow our students' academic language development and overall readiness for college and career paths that will enable them to lead choice-filled lives. We rely on multiple measures to match our students with the optimal instructional program. CELDT, MAP, SRI are employed as placement diagnostics.

The LPS Language Development Program supports students with access to and support for the core curriculum, strategic support, and tailored Language Development. In addition, Home Academic Language development is supported by our Spanish for Native Speakers classes.

Strategic support is offered students in learning lab periods, office hours, after-school and vacation intervention programs, and with online learning options. In addition, Language Development courses offer intensive support to students who need additional support.

Access to the Core

An important component of our mission is to create access to core content for all students. Access to the core content is facilitated by:

- thematic approaches to content
- a variety of instructional inputs including, for example, video and varied text sets as catalogued in the Common Spine
- a variety of assessment formats including performance assessments of varied length and complexity
- consistent, on-going formative assessment and feedback to students
- cooperative learning structures increase access to the curriculum and give students multiple opportunities to interact in meaningful ways with content and one another
- support in the student's first language as appropriate
- explicit attention to academic discourse forms and vocabulary (integrated ELD)
- setting learner-specific expectations and goals appropriate to the student's stage of language development
- constructivist instructional approaches such as the reading-as-problem solving approach of Reading Apprenticeship and cooperative learning structures increase access to the curriculum and give students multiple opportunities to interact in meaningful ways with content and one another.

Professional Development

For all teachers, on-going Network-wide Professional Development focuses on meeting the needs of diverse learner profiles, including Emerging Bilingual students. In course content, grade level, and other groupings, teachers design scaffolds to allow for increased access and success with rigorous work for Bilingual Students. Teachers interrogate common, collaboratively-designed assessments for access and revise assessments to allow students to show what they know and can do. Performance Assessments are designed to encourage deeper learning and develop Collaborative, Interpretive, and Productive language. English Language Development teachers attend the WestEd ELA-ELD Framework Intensive Summer Institutes. These teachers engage in data analysis and reflection of student writing, and other formative assessments.

Instructional Schedule

The LPS Hayward general program is designed specifically with English Language Learners in mind and most English Learners with an Intermediate or higher on the CELDT exam will be placed in mainstream classes. The use of diagnostic assessments are essential to determine whether a student should be placed in additional Language Development classes. Placement in ELD classes are all determined in partnership with students and their families. Should the diagnostic reveal and/or family request ELD placements, counselors will make develop the appropriate schedule prior to placement. True newcomers or students who have recently arrived in the United States within the last six months without previous English instruction, will likely have a modified schedule (two periods out of a six period day) to increase the exposure of sheltered English instruction. Newcomers also take A-G courses to support students in being able to make adequate progress on A-G graduation requirements while participating in more intensive English instruction.

Pathways to A-G

LPS is committed to supporting all students in completing their A-G course work. In order to support the diverse students we enroll, we have designed a bell schedule that allows for students to take 6 credit bearing classes and 4 hours of additional scheduling during learning labs to get additional support. During summers additional programs and courses to help students remediate skills and courses.

Assessment & Placement

In addition to the CELDT, the language and literacy needs of English Learners are assessed during the year by the MAP. Students at the Emerging and Expanding levels programmed in Language Development classes also take the SRI during the year as an interim progress-monitoring assessment. Intensive small group intervention happens within these classes for students who demonstrate a need. Consistent formative assessments guide intensive instruction individually or in small groups.

Student Services & Support

We are fully committed to supporting students who arrive below grade level in reading and mathematics. We have been building our program to offer the variety of Language Development classes that will meet the range of students' language development needs. As of this year, there will be two levels of Reader's Workshop Classes and Literacy and Language course for freshmen. In mathematics, students have opportunities to build procedural fluency in Navigate Math and Conceptual understanding in Math Game Lab. Our school offers a mix of other supports designed to meet the affective, social, and academic needs of our students as well, including grade-level Advisory, tutorial, Native Spanish classes, a robust RTI program, a strong college-going culture with 1:1 counseling, and a welcoming, pro-bilingual community.

All students experience access to the core curriculum in their math classes, literature and language, and various other courses, based on their entering transcript and level of readiness. English Learners continue to be supported in Language Development for as long as necessary while taking classes that fulfill their A through G requirements. Nearly all of our English Learners are native Spanish speakers. They take Spanish for Native speakers for up to two years (including AP Language and AP Literature) to maintain and augment their academic language development in Spanish. English Learners continue to be supported in English Language Development for as long as necessary while taking classes that fulfill their A through G requirements.

Our intentionality in course sequencing for our EL students is aimed at supporting our ELD students in being an integral part of our school community. We believe that our newcomers should graduate on track with their peers and be eligible for a UC or CSU, just as the rest of their peers. While creating specific academic courses for ELD students, we continue to integrate ELD students into mixed Advisory classes to ensure that they have a support network of students from a variety of learner profiles and backgrounds. We also continue to prioritize cycles of inquiry and professional learning around best practices to support EL students

All school communication (letters and auto dialers) are sent in English and Spanish. We have provided teaching staff with scripts to communicate standard messages to families. Additionally, we have a large number of bilingual staff members who support our English only staff members in communicating with families. At every parent event, whether Back to School Night, monthly Parent Guardian Association (PGA) meetings, or Parent Conferences, we provide translation.

III. ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“In accordance with SB 1290, Leadership Public Schools’ pupil outcomes will be set related to increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.

State Priorities Under LCFF

1. **State Priorities under LCFF:** Petitions must include the following chart outlining the requirements of Education Code § 47605(b)(5)(A)(ii), including:
 - Description of the school’s annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d). Please see the template provided below.
 - Description of the specific annual actions the school will take to achieve each of the identified annual goals. Please see template below.

NOTE: These charter petition provisions must be reflected in and consistent with the school’s Local Control and Accountability Plan (LCAP) and/or updates to be prepared and submitted pursuant to the requirements of AB 97 (Local Control Funding Formula legislation).

NOTE: The charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. California Education Code § 47605(b)(5)(A)(ii)

NOTE: The template below includes the measurable outcomes that otherwise would be addressed in Element 2. **A completed State Priorities table provided in this Element will meet the LCFF requirements for Element 2 and can be incorporated into Element 2 by reference.**

TEACHER ASSIGNMENTS AND CREDENTIALING						
State Priority #1: Basic Services						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: Percent of Teachers appropriately assigned and fully credentialed.				
		Year 1	Year 2	Year 3	Year 4	Year 5
		2018-19	2019-20	2020-21	2021-22	2022-23
Maintain a staff of highly qualified teachers.	<p>Provide new teacher induction support and professional development through coaching and covering fees for induction programs.</p> <p>Will ensure all teachers possess appropriate requisite skills and credentials and will ensure they are in good standing with the CTC and/or are enrolled in the appropriate program (ex. BTSA) to maintain a highly qualified designation.</p>	100%	100%	100%	100%	100%

ACCESS TO INSTRUCTIONAL MATERIALS						
State Priority #1: Basic Services						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: Percent of students who have 1:1 technology access.				
		2018-19	2019-20	2020-21	2021-22	2022-23
All students have access to individual technology use to facilitate standards aligned instruction.	Provide individual devices and/or computers for all classroom. Annual upgrade all failing technology devices.	100%	100%	100%	100%	100%
FACILITIES MAINTENANCE						
State Priority #1: Basic Services						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: Student and Family Survey – Above a fair rating on annual survey				
		2018-19	2019-20	2020-21	2021-22	2022-23
Maintain a school facilities in good repair, and provide basic services to students.	Provide basic medical supplies for students. Provide transportation and school supplies for Foster Youth.	“Good” Rating or better	“Good” Rating or better	“Good” Rating or better	“Good” Rating or better	“Good” Rating or better

IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS						
State Priority #2						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: NWEA Map Assessment				
		2018-19	2019-20	2020-21	2021-22	2022-23
Exceed typical growth as measured by MAP Math for all students and significant subgroups	<p>Professional Development: Math teachers and coaches participate in professional development aligned to implementation of Common Core EngageNY Curriculum.</p> <p>Provide math coach to all Math teachers. (Increase coaching ratio to support math teachers in instructional delivery practices.)</p> <p>Summer math intervention class for rising 10th graders.</p>	60% All students and subgroups	62% All students and subgroups	64% All students and subgroups	66% All students and subgroups	68% All students and subgroups
Exceed typical	Staff will engage in	65% All students	66% All students	68% All students	69% All students	70% All students

<p>growth as measured by MAP Reading for all students and significant subgroups</p>	<p>literacy professional development to support the vertical/horizontal articulation of literacy skills across content areas.</p> <p>Reading Intervention: Provide 3 reading intervention sections for incoming 9th grade students reading below grade level.</p> <p>Staff will engage in literacy professional development to support the vertical/horizontal articulation of literacy skills across content areas.</p> <p>Lead teach will design and deliver professional development focused on core EL strategies and backwards lesson design. (All staff will</p>	<p>and subgroups</p>	<p>and subgroups</p>	<p>and subgroups</p>	<p>and subgroups</p>	<p>and subgroups</p>
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	<p>participate in professional development focused on core EL strategies and backwards lesson design.)</p> <p>Increase sections of ELD for newcomer students.</p>					
PARENT INVOLVEMENT State Priority #3						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: Percent of Parents attending academic event and/or completing survey.				
		2018-19	2019-20	2020-21	2021-22	2022-23
Increase parent input about school climate by surveying annually.	<p>Host at least two additional non-school day opportunities for parent feedback</p> <p>Survey parents twice per year about school conditions</p>	30% providing input	35%	40%	45%	50%
Increase the number of family members attending academic	Increase regular communication with parents and host 9 th /10 th grade meetings for families	65% attending	68%	70%	72%	75%

<p>engagement activities.</p>	<p>Hold twice yearly parent conferences on student progress</p> <p>Hold monthly PGA meetings to discuss academic progress and other support activities.</p> <p>Provide parent training and learning opportunities in support of the implementation of the Common Core, literacy and math, and to build college knowledge.</p>					
<p style="text-align: center;">STATEWIDE ASSESSMENTS</p> <p style="text-align: center;">State Priority #4: Student Achievement</p>						

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: PERCENT OF STUDENTS SCORING 3 or 4 ON SBAC.				
		2018-19	2019-20	2020-21	2021-22	2022-23
To Increase students scoring Proficient and above on the CCSS/ SBAC math in 2016-2017	Provide math coach to all Math teachers. (Increase coaching ratio to support math teachers in instructional delivery practices.) Summer math intervention class for rising 10 th graders.	<u>Math:</u> 59% All Students 52% Latino 55% Low SES 18% SPED	<u>Math:</u> 60% All Students 53% Latino 56% Low SES 20% SPED	<u>Math:</u> 61% All Students 54% Latino 57% Low SES 22% SPED	<u>Math:</u> 62% All Students 55% Latino 58% Low SES 24% SPED	<u>Math:</u> 63% All Students 56% Latino 59% Low SES 26% SPED
To Increase students scoring Proficient on the CCSS/ SBAC benchmark in English Language Arts in 2016-2017.	Summer reading intervention classes for rising 10 th graders. Additional coaching support for English, Science, and History teachers on implementing the CCSS and Literacy Standards.	<u>English:</u> 87% All Students 84% Latino 80% Low SES 30% SPED	<u>English:</u> 88% All Students 85% Latino 81% Low SES 31% SPED	<u>English:</u> 89% All Students 86% Latino 82% Low SES 32% SPED	<u>English:</u> 90% All Students 87% Latino 83% Low SES 33% SPED	<u>English:</u> 91% All Students 88% Latino 84% Low SES 34% SPED

ACADEMIC PERFORMANCE INDEX (API)						
State Priority #4: Student Achievement						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: New School Accountability System for California http://www.cde.ca.gov/nr/ne/yr16/yr16rel59.asp				
		2018-19	2019-20	2020-21	2021-22	2022-23
		Baseline status	>= CA State targets for status and change	>= CA State targets for status and change	>= CA State targets for status and change	>= CA State targets for status and change
A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]						
State Priority #4: Student Achievement						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: PERCENT OF GRADUATES EARNING 15 + A-G UNITS				
		2018-19	2019-20	2020-21	2021-22	2022-23
Increase the number of students who complete 15 A-G units.	A-G course progression for all students Summer school sessions for grade level credit recovery Provide online credit recovery options during the school year.	All (97%) African-American (97%) Students with Disabilities (90%)	All (97%) African-American (97%) Students with Disabilities (90%)	All (97%) African-American (97%) Students with Disabilities (90%)	All (97%) African-American (97%) Students with Disabilities (90%)	All (97%) African-American (97%) Students with Disabilities (90%)

	Provide afterschool tutorial for students who need additional support.					
	Increase 9 th and 10 th grade counseling staffing to support increased intervention for 9 th grade (due to enrollment increase)					

ENGLISH LEARNER ADEQUATE PROGRESS RATE
State Priority #4: Student Achievement

Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: AMAO1				
		2018-19	2019-20	2020-21	2021-22	2022-23
To decrease the number of Long-Term English Learners Increase the number of EL students	Increase ELD course offerings for Newcomers Staff will engage in professional development designed to create safe and	61% of English Learners will gain 1 or more prof levels in a year	62% of English Learners will gain 1 or more prof levels in a year	63% of English Learners will gain 1 or more prof levels in a year	64% of English Learners will gain 1 or more prof levels in a year	65% of English Learners will gain 1 or more prof levels in a year

making yearly progress.	<p>productive classrooms for English Learners (restorative justice, mindfulness).</p> <p>Staff will engage in professional development around core EL strategies and the new ELD standards</p> <p>Staff an EL Coordinator to support and monitor ELLs. (Develop and implement a long-term plan to support English Language Learners.)</p>					
<p>ENGLISH LEARNER RECLASSIFICATION RATE</p> <p>State Priority #4: Student Achievement</p>						
<p>Annual Goals</p> <p>(Identify schoolwide and subgroup goals as applicable)</p>	<p>Specific Annual Actions</p>	<p>Measurable Outcomes</p> <p>Method for Measuring: AMAO 2</p>				
		2018-19	2019-20	2020-21	2021-22	2022-23
To decrease the number of Long-	Increase ELD course offerings for Newcomers	40% of English Learners	41%	42%	43%	44%

<p>Term English Learners</p> <p>To increase the rate of reclassification as English Proficient (RFEP)</p>	<p>Staff will engage in professional development designed to create safe and productive classrooms for English Learners (restorative justice, mindfulness).</p> <p>Staff will engage in professional development around core EL strategies and the new ELD standards</p> <p>Staff an EL Coordinator to support and monitor ELLs. (Develop and implement a long-term plan to support English Language Learners.)</p>	<p>>=5 Years reclassified</p>				
<p>EAP COLLEGE PREPAREDNESS RATE [High Schools Only]</p> <p>State Priority #4: Student Achievement</p>						
<p>Annual Goals</p>	<p>Specific Annual Actions</p>	<p>Measurable Outcomes</p> <p>Method for Measuring: EAP</p>				

(Identify schoolwide and subgroup goals as applicable)		2018-19	2019-20	2020-21	2021-22	2022-23
To increase and attain high levels of college readiness and to minimize the need for remediation courses in college		<u>English:</u> 87% All Students 84% Latino 80% Low SES 30% SPED <u>Math:</u> 59% All Students 52% Latino 55% Low SES 18% SPED	<u>English:</u> 88% All Students 85% Latino 81% Low SES 31% SPED <u>Math:</u> 59% All Students 53% Latino 56% Low SES 20% SPED	<u>English:</u> 89% All Students 86% Latino 82% Low SES 32% SPED <u>Math:</u> 59% All Students 54% Latino 57% Low SES 22% SPED	<u>English:</u> 90% All Students 87% Latino 83% Low SES 33% SPED <u>Math:</u> 59% All Students 55% Latino 58% Low SES 24% SPED	<u>English:</u> 91% All Students 88% Latino 84% Low SES 34% SPED <u>Math:</u> 59% All Students 56% Latino 59% Low SES 26% SPED
SCHOOL ATTENDANCE RATE State Priority #5: Student Engagement						
(Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: ADA Rate				
		2018-19	2019-20	2020-21	2021-22	2022-23
To achieve high daily attendance rates	For all and all subgroups of students	95%	95%	95%	95%	95%
		For all students and subgroups				

CHRONIC ABSENTEEISM RATE						
State Priority #5: Student Engagement						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: % of Students Achieving 90% or More of School Days				
		2018-19	2019-20	2020-21	2021-22	2022-23
Increase and maintain high levels of daily attendance for all students		>95% for all students and subgroups	>95% for all students and subgroups	>95% for all students and subgroups	>95% for all students and subgroups	>95% for all students and subgroups
DROPOUT RATE[Middle and High Schools Only]						
State Priority #5: Student Engagement						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: 4-Year Drop Rate				
		2018-19	2019-20	2020-21	2021-22	2022-23
To reduce and maintain low drop-out rates		2% all students and subgroups	2%	2%	2%	2%
GRADUATION RATE[High Schools Only]						
State Priority #5: Student Engagement						
Annual Goals	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: 4-Year Cohort Graduation Rate				

(Identify schoolwide and subgroup goals as applicable)		2018-19	2019-20	2020-21	2021-22	2022-23
To maintain a high 4-year graduation rate		98% All students and subgroups	98% All students and subgroups	98% All students and subgroups	98% All students and subgroups	98% All students and subgroups
STUDENT SUSPENSION RATE State Priority #6: School Climate						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: % of Students Suspended				
		2018-19	2019-20	2020-21	2021-22	2022-23
To reduce suspensions		< 5% All students and subgroups	< 5% All students and subgroups	< 5% All students and subgroups	< 5% All students and subgroups	< 5% All students and subgroups
STUDENT EXPULSION RATE State Priority #6: School Climate						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: Percent of Students Expelled				
		2018-19	2019-20	2020-21	2021-22	2022-23
To maintain extremely low rates of expulsion		.003% All Students and subgroups	.003% All Students and subgroups	.003% All Students and subgroups	.003% All Students and subgroups	.003% All Students and subgroups

[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]						
State Priority #6: School Climate						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: <u>Panorama Survey</u> % Top Two Favorable Responses on a 5 Point Scale (<i>“Somewhat” agree does not count as favorable</i>)				
		2018-19	2019-20	2020-21	2021-22	2022-23
Create a school culture and environment in which students feel like they belong and that parents rate the social and learning climate favorably	Multi-tiered culture-building systems, practices and routines; rich range of Tier 1 enrichment and support and referral for Tier 2 support as needed	60% All students and subgroups	61% All students and subgroups	62% All students and subgroups	63% All students and subgroups	64% All students and subgroups
		60% All parents subgroups	61% All parents subgroups	62% All parents subgroups	63% All parents subgroups	64% All parents subgroups
BROAD COURSE OF STUDY						
State Priority #7						
Annual Goals (Identify schoolwide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes				
		Method for Measuring: Course Enrollment Records				
		2018-19	2019-20	2020-21	2021-22	2022-23
Ensure access to early college for all	Increasing enrollment in AP and dual enrollment	65%	70%	75%	80%	90%

students	courses					
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See Appendix A: Measurable Pupil Outcome Table within LCAP

IV: ELEMENT 3: METHOD TO MEASURE PROGRESS

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

Formative Assessment

LPS Hayward views formative assessment as an essential driver to extend and accelerate learning for students.

Research Base

If student and teacher action is guided by ongoing, high-quality feedback then the right knowledge, skills, dispositions, strategies, and structures take center stage; resulting in excellent academic and engagement outcomes for students and teachers.

By “high quality” we mean the following design principles: a) tools are aligned to established, meaningful standards and learning targets; b) feedback produced is clear, actionable, and motivational, and c) frequent and “for real” data review and reflection guides student and teacher action.

Feedback is the linchpin of formative assessment. Feedback was the teaching component among “highly effective” teachers with the biggest impact on student achievement in a widely cited 2009 meta-study by John Hattie. Effective feedback can catalyze impressive achievement and conversely, poor feedback (for example, marking things “right” and “wrong” without providing any other information) *can depress academic outcomes*.

The assessment system prioritizes displaying results graphically and evaluation by rule (use of rubrics), given their truly impressive effects for student achievement. We continue to develop and implement ways of visualizing results that are growth-oriented, provide clear and actionable data, and motivate excitement to move to the next level. Rubrics are now prevalent across all subjects and are a core element of the curriculum design work underway to align under the umbrella of the LPS Graduate Profile. LPS is working in partnership with Envision Learning Partners to continue to strengthen the quality of our rubrics and of rubric-related structures and practices (e.g. teacher and student preparation and training, peer feedback structures, etc.)

Students’ sense of belonging and trust are crucial for formative assessment. A growing body of research demonstrates that without strategic interruption of the status quo, stereotype threat and bias (purposeful and sub-conscious), impedes learning and performance for many students facing negative societal biases. Growth mindset, self-efficacy, and sense of belonging are necessary conditions for the formidable risk-taking and “productive persistence” formative assessment

requires of students. Growth mindset, self-efficacy, and belonging, are assessed through the Panorama Survey, taken twice each year by students, parents, and staff. The assessment system attempts to maximize growth mindset, belonging, and self-efficacy by using best and promising strategies such as:

- Explicit teaching and ubiquitous modeling of assets-based language
- Explicit teaching and ubiquitous modeling of growth mindset
- Values-based short write before taking assessment
- Teaching and using rubrics to make expectations aligned, clear and actionable
- Student ownership and use of data to guide learning and improvement
- “Wise Feedback” teacher feedback prefaced with personal statement *“I’m giving you this feedback because I have high standards and I know you can meet those standards.”*

Specific Assessment Tools

LPS utilizes a range of assessment tools to measure and monitor student progress toward mastery of state standards and demonstration of key knowledge, skills and dispositions. Assessments include externally validated tools such as MAP (Measures of Academic Progress), CERA (Curriculum-Embedded Reading Assessment), SRI, ACT Aspire, Spanish IPT, Springboard English, EngageNY math, Panorama Survey, and the INSPECT item bank; as well as some assessments built in-house at LPS.

Diagnostic assessments are all externally validated, with the addition of one LPS-developed assessment: our Math Entry Test measuring mastery of Numeracy and Algebra standards. We have refined this assessment over the last three years and continue to feel it gives us useful data for individualizing each entering 9th grader’s course of study to build on strengths and target key gaps and goals.

The Reading and Math MAP with goals (strands) serve as our value-add growth measure. Our commitment is to support all students starting below the average 9th grader nationally to gain 1.5 grade level equivalencies in each school year and attain a GLE equal or greater than the national average by the end of high school.

LPS continues to strengthen alignment of periodic assessments with new state and national standards and to reflect the rigor, formats, and depth of thinking demanded by external exams like SBAC, EAP, ACT, AP and SAT and for true college readiness. LPS adoption of research-based curriculum and assessments for English (Springboard English and CSU ERWC) and Math (EngageNY); and our over-time, in-house development of NGSS aligned science course curriculum and assessments have been successes in this endeavor. Work continues through the 2017-18 school year and beyond to further upgrade and enrich periodic assessments.

The INSPECT item bank in Illuminate (our assessment management system) is accessible to all teachers as a source of validated, standards-based assessment items. Many courses have access to additional item, prompts, and tasks banks providing aligned, validated content for classroom assessment. These resources are organized and accessible by assigned permissions in our “Common Spine” shared in the LPS Google Apps Drive.

LPS administers the Panorama student, parent, and teacher/staff surveys to assess belonging, safety, growth mindset, parent engagement, student and parent voice, and self-efficacy. The survey is administered fall and spring, with fall results used formatively for spring semester planning and action.

Type	Assessment Tool	Purpose	Timeline
Diagnostic/ Periodic	CERA (WIDA framework) (<i>Curriculum Embedded Reading Assessment, Reading Apprenticeship</i>)	<ul style="list-style-type: none"> Assess growth and mastery of English language fluency for students learning English Guide teaching and learning in ELD and inform teaching and learning on other enrolled courses 	Every 10-12 weeks
Diagnostic and Periodic	MAP Reading & Math (<i>Measures of Academic Progress, NWEA</i>)	<ul style="list-style-type: none"> Assess students' learning levels in math and reading Track growth over time Place and monitor students in interventions 	Fall, Winter & Spring
Diagnostic	Math Entry Exam (<i>LPS-made assessment of Numeracy, Algebra, and Algebraic thinking</i>)	<ul style="list-style-type: none"> Diagnose Numeracy and Algebra strengths and gaps of newly entering students Place students in math based on data Inform 9th grade math teaching and learning – particularly Navigate Math self-guided learning 	Summer or Fall
Diagnostic	Spanish IPT (<i>Ballard & Tighe</i>)	<ul style="list-style-type: none"> Assess Spanish literacy Inform 10th grade Spanish course placements 	Spring
Diagnostic	SRI (<i>Scholastic Reading Inventory</i>)	<ul style="list-style-type: none"> Track mastery and growth in reading for students enrolled in reading intervention classes 	3-8 times per year
Diagnostic / Periodic	ACT Aspire	<ul style="list-style-type: none"> Assess students at the end of 9th and 10th grade to predict ACT performance and growth toward mastery Provide students and teachers with clear, actionable information about knowledge and skills mastered and not yet mastered to guide next steps 	Spring
Periodic	Panorama Surveys	<ul style="list-style-type: none"> To assess student, parent, and 	Fall and

		teacher-staff perceptions of school safety, belonging, high expectations, equity, and self-efficacy	Spring
Diagnostic	Common Unit Diagnostic Assessments (<i>vary by course</i>)	<ul style="list-style-type: none"> Begin each unit with information on the student's starting levels of familiarity and mastery of the unit's content and expectations 	4-10 per year (1 per unit)
Periodic	Common Unit or Quarterly Exams (<i>vary by course: Springboard English EngageNY math and more</i>)	<ul style="list-style-type: none"> Assess key standards and learning targets of course Provide students and teachers with clear, actionable information about knowledge and skills mastered and not yet mastered to guide next steps Generate common data for teacher collaboration 	4-10 per year (1 per unit)
Periodic	Classroom-Driven Assessments (<i>Vary by course; employ INSPECT standards-aligned Item Bank</i>)	<ul style="list-style-type: none"> Assess key standards and learning targets of course Provide multiple and varied opportunities for students to demonstrate mastery of specific skills, knowledge and/or dispositions Provide students and teachers with clear, actionable information about knowledge and skills mastered and not yet mastered to guide next steps 	Varies by classroom

Performance Expectations

Formative Assessment Performance Expectations (included as local measures on “State priorities Under LCFF”)

All performance expectations analyzed for all students combined as well as these subgroups: Male, Female, African American, Latino, SPED, EL, Low-SESD, Parent Ed = HS Grad, Parent Ed = Not a HD Grad

ASSESSMENT TOOL	Performance Expectations
CERA	<ul style="list-style-type: none"> Growth overall and on each rubric component
MAP Reading and Math	<ul style="list-style-type: none"> For students starting below a 9th grade level: Growth of 1.5 grade levels in Reading and Math in one school

	year
Math Entry Exam	<ul style="list-style-type: none"> • <i>Diagnostic only – no performance expectations</i>
Spanish IPT	<ul style="list-style-type: none"> • <i>Diagnostic only – no performance expectations</i>
SRI	<ul style="list-style-type: none"> • Growth of 1.5 grade levels in one school year
ACT Aspire	<ul style="list-style-type: none"> • Growth toward predicted ACT “college-ready” status • Growth in text complexity mastery
Panorama Surveys	<ul style="list-style-type: none"> • Improved ratings for safety, belonging, growth mindset, parent and student voice, parent engagement, and self-efficacy
Common Unit Diagnostic Assessments	<ul style="list-style-type: none"> • <i>Diagnostic only – no performance expectations</i>
Common Unit or Quarterly Exams	<ul style="list-style-type: none"> • 80% of students earning performance level of “Met or Exceeded Standard” • 90% of students earning performance level of Nearly Met, Met, or Exceeded Standard”
Classroom-Driven Assessments	<ul style="list-style-type: none"> • 80% of students earning performance level of “Met or Exceeded Standard” • 90% of students earning performance level of Nearly Met, Met, or Exceeded Standard”

Management of Course Assessment Performance Bands

LPS uses Illuminate’s built in “equipercentiles” statistical analysis function to align performance bands for periodic course assessments with prediction of mastery on external exams like the SBA and the ACT. Performance band sets will continue to be adjusted as the data set increases and validity improves.

Operational and Logistical Support for Formative Assessment

The LPS Data Team supports all educators with aspects of formative assessment, including: test development, organization of materials, setting of performance bands, test administration, analysis, reporting, and inquiry practices and procedures. The team loads all periodic exams for teachers and provides customizations per classroom within certain parameters to ensure tests both truly reflect established standards and align with pacing or curricular choices made by specific teachers. The team is also available to load classroom/interim assessments on demand – weekly quizzes, retakes, and more. The team maintains the access-protected LPS Course Assessments Matrix in the Common Spine – LPS Google Drive so that leaders and coaches can quickly view the “landscape” of course assessment and access the specific assessments and student results for each course.

Data Analysis and Reporting

Types of Data Used

LPS centrally manages a responsive and correspondingly complex data eco-system to support data-driven analysis, reflection, dialogue, planning, and action among all stakeholders and concerning all aspects of the work. These include all academic performance data, summative

and formative; as well as attendance, course completion, behavior, demographic, stakeholder perceptions, participation in interventions, college eligibility, college persistence, and other data deemed valuable to the continuous improvement process.

Collecting, analyzing, using, and reporting academic performance and other data

Five data platforms play essential roles in LPS’ data eco-system. **Illuminate** serves as our student information system, assessment management system, and core data structure. Virtually all student-identified data is maintained or brought into Illuminate using its flexible and well-architected database. This includes Illuminate “native” data such as grades, attendance, and course assessment results; along with imported data such as state and national test scores, National Student Clearinghouse (NSC) college persistence data, Tier 2 services participation, survey results, and more. In addition to its data model, Illuminate offers excellent built-in reporting as well as custom reporting functionality LPS uses to meet many reporting needs.

Four additional data platforms play key roles:

- 1) *Schoolzilla*: “Data Wall” providing visually powerful, drill-down reporting – strong compliment to Illuminate
- 2) *Google Apps*: highly user-friendly single gateway for entries such as restorative conference requests, behavior incidents, student check-ins, parent contacts, and more (hourly automated import into Illuminate)
- 3) *Navigate Learning/Gooru*: On-line learning and assessment management platform that holds and delivers curriculum and features clear and engaging dashboards for teacher and students to guide learning
- 4) *LPS Custom Analytic Databases*: Access and Filemaker databases meet needs not yet responded to by our enterprise level tools, such as student data, goals and reflection sheets used weekly in Advisory, the Pathway to college master scheduling tool, highly customized report cards, and more. Data integration of these tools with Illuminate using ODBC makes providing these in-demand tools sustainable.

Role and use of data to inform curriculum, instruction, and professional development

Data play a central role in shaping curriculum, instruction and professional development decisions and actions. The use of data is integrated into all network and school education program related roles and structures:

Ed Program Structure/Role	USE OF DATA
<p>LPS Board Academic Program Committee</p>	<ul style="list-style-type: none"> • Use of data is quarterly • Serves in Advisory role to the Chief Academic Officer and Ed Team • Reviews detailed course student performance outcomes in tandem with teacher observation results and curriculum and professional development artifacts to surface questions, recommendations, and priorities

LPS Ed Team	<ul style="list-style-type: none"> • Use of data is weekly or more frequent to include new data as available • Incorporates student outcome data as well as received feedback and ratings from teachers • Key findings shape professional development and coaching through ongoing cycles of inquiry and action • Partner with Course Facilitators to provide data-rich learning opportunities for teachers across all course teams
LPS Instructional Leaders	<ul style="list-style-type: none"> • Use of data is quarterly • Team-based data-driven inquiry and planning to identify and respond to gaps
LPS Course Facilitators	<ul style="list-style-type: none"> • A teacher leader for each course facilitates a data-rich outcomes analysis, reflection and planning process for each course team at each network-wide PD (5 times per year)
LPS Hayward Instructional Leadership Team (ILT)	<ul style="list-style-type: none"> • Use of data is weekly or more frequent • Employs student outcomes and teacher observation and practice data • Focus on overall as well as standards/learning target performance • Results shape professional development and coaching through ongoing cycles of inquiry and action • Coaches address identified priority areas with individual teachers
LPS Tier 2 Team	<ul style="list-style-type: none"> • Use of data is weekly or more frequent • Integrates student-level academic, behavior, and engagement data • Used to track progress for students served by Tier 2 and to identify potential new needs for referral
LPS Hayward Department Teams	<ul style="list-style-type: none"> • Use of data is monthly • Employs student outcome and teacher observation and practice data • Focus on overall as well as standards/learning target performance within the frame of the agreed upon scope and sequence • Results shape ongoing improvement of curriculum and instruction
LPS Hayward Teachers	<ul style="list-style-type: none"> • Use of data is daily • Focus on standards/learning target performance within the frame of the agreed upon scope and sequence • Results shape ongoing improvement of curriculum and instruction

LPS Hayward Students	<ul style="list-style-type: none"> • Use of data is weekly or more frequent • Weekly process in Advisory for students to review their grades, GPA, attendance, and missing or not-yet-passed assignments alongside their SMART goals and to reflect on their academic progress and next steps. • Students use data alongside their work to design and lead student-led-conferences at the close of each grading period
LPS Hayward Parents/Guardians	<ul style="list-style-type: none"> • Use of data is 3 times per year (close of quarters 1-3) • Parents/Guardians participate in 3 annual student-led-conferences • Data include grades, specific standards and learning targets outcomes, attendance, student reflections, plans and next steps, and more

The role and use of data to inform stakeholders of school performance: LPS maintains and implements an established set of processes and reports to inform stakeholders of school performance.

Stakeholders	Role and Use of Data to Inform Stakeholders of School Performance
School Leaders and Leadership Teams	<ul style="list-style-type: none"> • <i>Quarterly Data Reviews:</i> Review of end-of-quarter, semester, and year performance vs. goals and prior results • Used to identify gaps and inform response to improve results
LPS Board of Directors	<p><u>All available through the LPS website</u></p> <ul style="list-style-type: none"> • <i>LCAP/LEA Plan:</i> Annual report of progress on eight state priorities • <i>School Accountability Review Card (SARC):</i> Overview of school program and outcomes in the prescribed SARC format
LPS Hayward Neighborhood	
Hayward Unified School District	
California Department of Education	
The Broader Public	
Individual Students & Parents as Stakeholders for their Own Data	<ul style="list-style-type: none"> • <i>Illuminate Data Portal:</i> on-line portal to a wide range of data • <i>Advisory Goals & Data Sheets:</i> Weekly report and session for students to review and plan from their grades, attendance, assignments, and other data; and their own set goals for the year • <i>Student-Led-Conference Sheets:</i> A report sharing course grades, attendance, mastery assignments, and other data for use during the SLC process

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

The focus of the grading policy is mastery by the end of the academic year and college readiness by the end of high school, with the recognition that students are starting at different points and may have different growth curves. All students have multiple opportunities to show mastery over time. LPS applies data-based performance band sets to periodic and classroom assessments to derive appropriate scores for the gradebook.

A, B and C are passing course grades. Students who earn Ds and/or Fs and who demonstrate mastery of more than half of the course standards can remediate grades through summer school programming.

MASTERY BASED GRADING

LPS Hayward is working towards a Mastery Based Grading system. This approach to grading prioritizes assessment of learning and de-emphasizes the use of homework and other classroom practice in the overall course grade. This makes the course grade a more useful data indicator for actionable intervention. Students can identify the specific skills or content they need to master by using a mastery based grading practice. Gradebooks are organized by core skills and knowledge categories, allowing students and LPS staff to quickly and easily identify areas of strength and growth for individual students and groups of students. By using a mastery approach, LPS hopes to intrinsically motivate students to practice skills for mastery as opposed to just achieving a passing course grade.

Letter Grade	Percentage	GPA	Meaning
A	90-100	4.0	Complete mastery of concepts in course
B	80-89	3.0	Adequate mastery of most concepts in course
C	70-79	2.0	Adequate mastery of some concepts in course
D	60-69	1.0	Inadequate for most mastery of concepts
F	50-59	0.00	Most concepts were not mastered.

Earning a letter grade of a “C” or above allows students to earn credit for the course.

Promotion Policy

LPS students complete the A-G requirements in this sequence, 10 credits per course:

9th: English 1, Algebra 1, Biology, Literature and Language, Drama 1, Nav Math

10th: English 2, Algebra 2, World History, Chemistry, Spanish, Elective

11th: English 3, Geometry, US History, Physics, Spanish, Elective

12th: English 4, Pre-Calculus, Government & Economics, 2 Electives

Students who have fail three or more classes in a year or reach a point where their earned credit place them at risk of not graduating in 4 years will meet with their parents, counselors and an administrator to build a personalized education plan. This may include planning for an additional year on campus, alternative remediation plans or online course work. These meetings are meant

to be team meetings where parents, students and educators work together to come to common agreement on the best next steps for a student and their path to college.

Type and Frequency of Progress Reporting

Progress reporting takes four primary forms:

1. Online grade reporting. Parents receive log-in information to review students grade in real time as teachers update their gradebooks.
 2. Progress Reports and Report Cards. A progress report is sent home at the close of each quarter and a report card is sent home at the end of the year.
 3. One on One's. All Juniors meet with the counselor to review their grades and their college eligibility numbers. All Seniors meet with their counselors and their parents to review college options, GPA and SAT/ACT scores.
 4. High School Transcript. Students review their official high school transcripts each year.
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Partners) Jesuscita Fischel (Consultant), Kelley Gulley (Program Manager, James Irvine Foundation), Kevin Katari (Founder, Outspace Systems and LPS Board Treasurer), Krystal Llose (student representative), Tana Monteiro (parent representative) Brigitte Lowe (Deputy District Attorney, Alameda County), Yolanda Peeks (Retired Educator and LPS Board Secretary), Prasad Ram (CEO, Gooru), Sqy Ferguson (staff representative), David Schiffman (Consultant, Digital Path), Amy Slater (Lecturer, UC Berkeley), Christopher Whitmore (Community Relations Director, City of Richmond, LPS Alum, and Louise Waters (Superintendent & CEO, Leadership Public Schools and LPS Board President). LPS Bylaws provide for a teacher member, parent member, student member and alum on the Board of Directors.

The method of Board election, terms and replacement are all addressed in detail in the LPS Board of Directors Bylaws, included in Appendix C: Governance Capacity. 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. 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.

As further outlined in the Board's Bylaws, the Board of Directors is responsible for:

- Upholding the mission and charters of LPS,
- Hiring and evaluating the LPS CEO and Superintendent,
- The general policies of LPS,
- Approving and monitoring of the School's annual budget,
- Review and approval of the School's independent fiscal audit, including the resolution of any audit findings,
- 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 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,
- Approval of all changes to the charter to be submitted to the Authorizer as necessary in accordance with applicable law,
- Long-term strategic plan for the School and network, and
- Any other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, and applicable sections of the Ed Code, 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, except where specifically excluded in the by

laws. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

Governance Procedures and Operations

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 Business 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, school 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.

Meetings

All meetings of the Board shall be conducted in accordance with the Brown Act (Govt. Code 54950 et seq.).

- Place of Meetings - Board Meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate.
- Annual Meetings - An Annual Meeting shall be held in May or June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.
- Regular Meetings - Regular Meetings shall be held at various times within the year as the Board determines.
- Special Meetings - A Special Meeting shall be held at any time called by the Chair or by any three (3) Trustees.
- Adjournment - A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned meeting need not be given to absent Trustees if the time and place is fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours, notice of the adjournment shall be given as specified in these Bylaws.

- Notices - Notices of Board Meetings shall be given as follows: Annual Meetings and Regular Meetings: At least 72 hours prior to the regular meeting, the Board must post an agenda containing a brief general description of each item to be discussed or transacted at the meeting, including items to be discussed in closed session.
- Special Meetings: Notice of a special meeting along with an agenda containing a brief general description of each item to be discussed or transacted at the meeting, including items to be discussed in closed session, must be provided 24 hours in advance of the meeting to all the Board and to all media outlets who have requested notification. The notice must also be posted at least 24 hours prior to the meeting.

Committees

Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Trustees. A Board Standing Committee will consist of not less than two Trustees, who shall serve at the pleasure of the Board. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to: The election of Trustees; Filling vacancies on the Board or any committee which has the authority of the Board; The amendment or repeal of any Board resolution; The fixing of any compensation for serving on the Board or any committee; The amendment or repeal of Bylaws or the adoption of new Bylaws; The appointment of other committees of the Board, or the members of the committees; The expenditure of corporate funds to support a nominee for Trustee; The approval of any self-dealing transaction, as defined by the California Nonprofit Public Benefit Corporation Law. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

By-Laws & Decision Making

Board Decision-Making procedures are as follows: Quorum - A quorum consists of 51% of the fixed number of Trustees. Action by the Board Actions Taken at Board Meetings. The actions taken and decisions made by a majority of the Trustees present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Trustees, appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Trustees then in office is required by the California Nonprofit Public Benefit Corporation Law or as set out in these Bylaws. The Board may continue to transact business at a meeting at which a quorum was originally present, even though Trustees withdraw, provided that any action taken is approved by at least a majority of the quorum required. Actions Without a Meeting. The Board may take any required or permitted action without a meeting if all the Trustees individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings. Meeting By Telephone or Other Telecommunications Equipment. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply: Each member participating in the meeting can communicate concurrently with

all other members. Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation. All members participating are in Brown Act

Stakeholder Involvement & Dispute Resolution

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 members participating are in Brown Act compliant, public locations with a posted agenda.

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, directly and via the PGA, SSC and Parent Representative on the LPS Board of Directors. Additional information about Parent Involvement and the Operating Plan can be found in the Student Handbook, located in Appendix C: and Element 4 Governance Structure.

Most complaints can be resolved by informal discussion between the complainant and the employee or the employee's principal/supervisor. This formal complaint process is reserved for complaints which are not resolved after the informal process has been attempted and must be filed no later than 30 days after the incident. If the incident occurs at the end of the school year, the formal complaint must be filed by June 30 of the current school year. For extenuating circumstances, the deadline may be extended. Even when this formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution. In no case is there to be retaliation from either party.

Additional information regarding LPS Community Complaint Procedures and Complaint Forms can be found in Appendix C.

Legal Structure

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 Appendix C.

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 Hayward 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 retain its own legal counsel when necessary. It will purchase and maintain as necessary appropriate levels of general liability, worker's compensation and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. LPS will provide evidence of coverage 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. Evidence of the insurance coverage can be found in Appendix F: Management, Enrollment and Operating Procedures.

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 seek appropriate funding.

Operating Plans & Procedures

School Staffing Model

Leadership Public Schools Richmond	FY 2017-18	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22
Certificated Non-Teaching Staff					
Principal	1.0	1.0	1.0	1.0	1.0
Assistant Principals / Deans	2.0	2.0	2.0	2.0	2.0
Counselors	3.0	3.0	3.0	3.0	3.0
Other	0.4	0.4	0.4	0.4	0.4
Total Certificated Non-Teaching FTE	6.4	6.4	6.4	6.4	6.4
Teachers					
Students Per Class	28.0	28.0	28.0	28.0	28.0
Classes per Day	6.0	6.0	6.0	6.0	6.0
# Taught	5.0	5.0	5.0	5.0	5.0
Calculated Teaching FTE	24.6	25.4	25.2	25.2	25.2
Additional Authorized Teaching FTE	3.0	3.0	3.0	3.0	3.0
Subtotal Teaching FTE	27.6	28.4	28.2	28.2	28.2
<i>Student:Teacher Ratio</i>	<i>20.8</i>	<i>20.8</i>	<i>20.9</i>	<i>20.9</i>	<i>20.9</i>
Special Education RSP FTE	4.0	4.0	4.0	4.0	4.0
Total Teaching FTEs	31.6	32.4	32.2	32.2	32.2
Classified Staff					
Intervention Coordinator	1.0	1.0	1.0	1.0	1.0
SPED/Instructional Aid	2.0	2.0	2.0	2.0	2.0
After School Coordinator	0.0	0.0	0.0	0.0	0.0
Early College / Alumni Support	1.0	1.0	1.0	1.0	1.0
Student Ally	3.0	3.0	3.0	3.0	3.0
Athletic Coordinator	0.7	0.7	0.7	0.7	0.7
Office Assistant/Enrollment Coordinator	2.0	2.0	2.0	2.0	2.0
School Manager	1.0	1.0	1.0	1.0	1.0
Technology Coordinator	1.0	1.0	1.0	1.0	1.0
Total Classified Staff FTE	11.7	11.7	11.7	11.7	11.7
Total FTEs	49.7	50.5	50.3	50.3	50.3

Student Transportation

LPS does not provide transportation for students to and from school each day. Transportation will be provided for field trips either via school busses or public transportation. Transportation is provided for athletic events through rented vans or private vehicles with the proper driver background checks and insurance reviews.

Student Nutritional Needs

LPS serves as the School Food Authority for LPS Hayward. LPS vends meals through a third party meal service provider. Students are provided both breakfast and lunch each school day. LPS and its food service vendors have successfully passed two State Food Service audits. LSP also works with the County of Alameda to perform two environmental health safety inspections each year.

Insurance Coverage

Type of Insurance Coverage	Coverage Amount
Liability	\$5,000,000 / per occurrence
Work Comp	\$1,000,000 /each accident \$1,000,000 / per employee
Property	\$600,000,000 / per occurrence
Excess Liability Coverage	\$5,000,000
Optional Excess Liability Coverage	\$30,000,000
Automobile Physical Damage	Actual Cash Value
Employee Dishonesty (Crime)	\$5,000,000 / per occurrence
Cyber Coverage	\$5,000,000 / per occurrence

Budget/Financial Plan

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.

Verifiable Internal Procedures and Controls

LPS has verifiable internal procedures to insure compliance with approved budgets. Commencing with the budget process through approval, stakeholders are involved in the formation of the budgets, hiring of staff and other personnel decisions. This budget process is culminated in a board approval of the budget. After the approval and with the commencement of the new fiscal year, monthly budget to actual reports are submitted to each department chair and monthly budget to actual reports are submitted to the CEO and board for review and approval. District oversight also assists with budget maintenance and the process is culminated in the annual audit.

Financial Capacity

Please refer to Appendix G: for LPS Hayward Financial Capacity Plan.

Financial Reporting

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

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

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.

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

By September 15, a final unaudited report for the full prior year. The report submitted to the District and 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 School and the charter authorizer. 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 Hayward, unless the charter authorizer provides a substantially rent-free facility. In that case, under the Charter School Act, the charter authorizer can charge up to three percent of the general purpose block grant and categorical block grant funds representing documented actual costs of supervisory oversight.

VI. ELEMENT 5: EMPLOYEE QUALIFICATIONS

*Governing Law: The qualifications to be met by individuals to be employed by the school.
California Education Code 47605(b)(5)(E)*

OPERATIONS CAPACITY

Staffing

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.

Additional information regarding personnel and human resources policies can be found in the LPS Employee Handbook in Appendix __ Employment Capacity.

Professional Development

LPS attracts and retains talented teachers by sharing an exciting vision committed to excellence by 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 and 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 three 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.

Principals participate in monthly professional development principal meetings with the LPS Education Team. In addition, Principals participate and/or facilitate LPS network PD and annual retreat planning sessions.

Performance Management

LPS teacher effectiveness expectations are defined by the LPS Effective Teaching Rubric which, in turn, was based on Kim Marshall's Effective Teaching Rubric. The Rubric is included in the supplemental materials provided in Appendix D: Employment Capacity. 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.

The Master Teacher designation represents both a role and the achievement of an Expert level of teaching on the LPS Effective Teaching Rubric. The process to become a Master Teacher includes the following components:

- Preparation of a portfolio demonstrating Expert-level teaching on the LPS Effective Teaching Rubric and student achievement. The portfolio draws from the processes of National Board Certification but is not identical.
- Review by a panel composed of four teachers and four administrators with representation from all sites and across subject areas. Included in the review is a presentation to the panel allowing panel members to ask clarifying questions from their prior portfolio review. The review protocols draw on the University promotion process.
- Design of an individualized Master Teacher role description in tandem with the site principal.

The LPS network has experience in facilities management in their Chief Business Officer, Director of Technology & Facilities, and the Director of Operations. They work with site administrators to manage facilities and operations, coordinate with the district personnel and support the management of site operations staff.

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

The Principal is the instructional leader and key person at the School responsible for supervising the teachers and non-instructional staff at the school. The Principal is responsible for guiding the School student achievement outcomes as outlined in the Educational Program. Qualifications include proven effectiveness in implementing the LPS vision.

Evaluation of Teachers and Administrators

Teachers are observed informally on a regular basis with two formal observations annually. A formal evaluation based on criteria from the LPS Effective Teaching Rubric and goal setting

sessions occurs annually with a mid-year evaluation for new and emerging teachers. Principals are evaluated annually by the Superintendent – CEO, or Chief Academic Officer with a midyear data review.

LPS is committed to compensating teachers for experience, competency, professional advancement, continuous learning, and demonstrated skill acquisition. There are four specific components to our structure: base pay, supplements for professional certifications, responsibility stipends, and group performance-based recognition. (Appendix D Admin Evaluations)

General Operations (Facilities Acquisition/Management)

Under the direction of the Superintendent, LPS has a Chief Business Officer, Director of Technology & Facilities and Director of Operations that manage facilities acquisition and management, including but not limited to build outs and renovations.

VII. ELEMENT 6: HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. California Education Code 47605(b)(5)(F)

Health and Wellness of Students

LPS recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for LPS students. The Superintendent or designee shall build a coordinated school health system that supports and reinforces health literacy through health education, physical education and activity, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

To encourage consistent health messages between the home and school environment, the Superintendent or designee may disseminate health information and/or LPS' student wellness policy to parents/guardians through the student and family handbook, parent/guardian meetings, LPS and school web sites, and/ or other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance. (Wellness Policy Appendix E).

Safety and Security for Students/Facility/Property

Role of Staff as Mandated Child Abuse Reporters

All staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the Authorizer.

TB Testing

LPS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Medication in School

The School will adhere to Education Code Section 49423 regarding administration of medication in school. Parents are to notify the school if their child is on continuing medication. This notification shall include the completed LPS 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.

Drug Free/Alcohol Free/Smoke Free Environment

The School shall function as a drug, alcohol and tobacco free workplace.

Blood borne Pathogens

LPS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. LPS shall establish a written infectious control plan and provide training to staff to protect employees and children from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other bodily fluids through injury or accident, children and staff should follow current medical protocol for disinfecting procedures.

More detailed information on LPS Health and Safety Procedures can be found in Appendix F: Management, Enrollment, and Operating Procedures.

Facility Safety

The School shall utilize facilities that are compliant with the Americans with Disabilities Act and will meet the building requirements described in Education Code 47610-47610.5. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if located in District facilities).

Comprehensive Sexual Harassment Policies and Procedures

LPS is committed to providing schools that are free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The School will adopt the Authorizer's comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the sexual harassment policy, included in the Employee Handbook Appendix E.

The School will continue to develop and refine further health, safety and risk management guidelines in consultation with its insurance carriers and risk management experts as well as incorporate recommendations from the District.

Technology and Equipment

Please see our Technology Policy Appendix E.

Emergency Preparedness

LPS is committed to providing a safe school environment and has included a draft Emergency Response Guide that addresses emergency procedures in the event of earthquakes, fire, floods, shootings, and electricity loss. The School will maintain 3 days of emergency food and water supplies on campus as well as an emergency lock down kit for each classroom. Please see our Emergency Response Guide Appendix E.

Custodian of Records

The School Manager, located at the school site, serves as the schools Custodian of Records per California Department of Justice requirements.

VIII. ELEMENT 7: MEANS TO ACHIEVE RACIAL & ETHNIC BALANCE

District & Surrounding School Racial & Ethnic Demographics											
	Total # of Students [16-17]	% American Indian or Alaska Native	% Asian	% Black of African American	% Filipino	% Hispanic or Latino	% Multiple/ No Response	% Native Hawaiian or Pacific Islander	% None Reported	% Two or More Races	% White
LPS Hayward	578	0	9%	4%	8%	71%	0	2%	1%	1%	2%
<u>Comparison School:</u> Mt. Eden High	2007	0.4%	12%	8%	14%	54%	0	4%	0.1%	1%	5%
<u>District-wide:</u> HUSD	22922	0.3%	8%	9%	7%	64%	0	3%	0.5%	3%	5%
<i>Data Source(s):</i>	CDE Data Quest										

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 Hayward with outreach and monitoring efforts that may include, among other things:

- A multi-part enrollment process (see detailed Enrollment Plan in Appendix F) and lottery,
- Partnerships with District middle schools to build student success pipelines as well as to make presentations and provide orientation material,
- Collaboration with community-based organizations to support outreach efforts,
- Use of brochures, newsletters, TV/Radio public service announcements, print and non-print media for outreach communications,
- Distribution of materials in languages in English and Spanish, and other frequently spoken languages; •
- Posting enrollment information on the LPS and School site websites;
- Performing home visits in targeted neighborhoods;
- Building capacity of students and families to outreach to targeted communities; and
- Hosting information sessions, school tours and community service events.

Because the LPS Hayward student population is under-represented in terms of African American students, particular efforts will be made to outreach to community organizations, churches, communication avenues and informal networks within this community.

IV. ELEMENT 8: ADMISSIONS REQUIREMENTS

Admissions Requirements

LPS Hayward is open to all students. Admission tests are not required. Assessments will be administered to determine individual instructional programs *only* once students are admitted. These tests will serve as diagnostics of student's reading writing and math proficiencies and help with class placements.

Our only admission requirement is that students/families complete the EOC application (available online/smartphone enabled/paper). We will host information sessions and open houses, and post the dates online and in our outreach materials. We strongly recommend that one parent/guardian attend an information session prior to the lottery, but it is not a requirement to apply.

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 multiple targeted recruitment and outreach

strategies. We 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, and LPS will not impose admission requirements.

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. Foster/Homeless Youth
2. Siblings of enrolled students
3. Children of LPS staff
4. Newcomer students who have been in the United States less than 3 years
5. Students who reside within the targeted High School attendance area
6. Students not yet meeting grade level standards
7. Students who reside within the Hayward Unified School District

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. The order of the waitlist shall be established at the time of the lottery through the continuation of the public random drawing process. Applications filled out after the lottery will be added to the waitlist in the order received until the beginning of the next enrollment season. 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 the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The School shall comply with all applicable legal minimum and maximum age requirements for admission.

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

November through February

- Extensive student outreach as provided in outreach plan included in supplementary information
- Applications due mid-February

March

- 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 9th graders
- Welcoming letter sent to families introducing Advisor and details regarding LPS retreats
- Pre-opening Parent Association get-together
- School Opening

X. ELEMENT 9: ANNUAL FINANCIAL AUDITS

“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 Ed Code 47605(b)(5)(I).

Annual Audit Procedures

An annual independent financial audit will be selected by the LPS Board Audit Committee; the committee will ensure that the selected auditor is on the State Controller's list of approved auditors to conduct charter school audits. The 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 Business Officer of LPS will be responsible for contracting and overseeing the independent audit. The Chief Business Officer and Senior Accountant will be responsible for working with the auditor to complete the audit. Once approved by the LPS board, LPS' Senior Accountant 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 the statutory deadline.

LPS' Treasurer, Chief Business 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 provided in the charter.

LPS' Treasurer, Chief Business Officer or other designee will ensure financial transparency to the district and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report by publicly posting all approved financial documents on the LPS website.

In addition, the LPS Board and Board Committee Meeting Calendars for the school year are also posted on the website with Meeting Agendas and Materials publicly posted 72 hours in advance of any regular meeting and archived board materials available on the website or upon request.

XI. ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

“The procedure by which pupils can be suspended or expelled.” California Education Code 47605(b)(5)(J).

Key Elements of School Discipline Policy

Although LPS Hayward is known as an academically rigorous school by the community, the school is also committed to the development of a strong culture and holistic experience for students and their families. LPS Hayward’s safe and responsive setting can best be described as “high expectations, with high levels of support and opportunities for leadership.” The school focuses on creating a sense of belonging for all students, holding high expectations and providing extensive support via 9-12th counseling, honor council, peer leaders, restorative practices, and family meetings.

Strong culture demands the inclusion of many voices and perspectives, especially from the student body. For example, many aspects of the LPS programs are planned, facilitated or improved through student leadership opportunities. Through Peer Leaders, students plan their own dances, community events and school culture traditions. Through Honor Council, students use restorative practices to determine appropriate consequences when their fellow students break a community norm. Through Link Crew, students facilitate a mentorship program with incoming freshmen to ensure they feel welcomed into the LPS Hayward community. Through Peer Tutors, students learn best practices for supporting learning and lead students during tutorial three days per week. In addition to these formal structures, LPS students also have the opportunity to create and lead afterschool clubs, participate in a growing sports program, and pursue summer programs. These opportunities exemplify the philosophy behind the school’s various culture and discipline policies.

There are many ways that this culture is also visible through daily and weekly routines. The most long-standing tradition at LPS Hayward is “Family Meeting”. This weekly, assembly-style meeting of students and staff allows grade levels and the entire school to explore themes related to their journey to college. In the vein of student leadership, Family Meetings are often planned and/or facilitated by Peer Leaders and Family Meeting Leaders. Family Meeting also serves as the place for the school community to celebrate students who have grown tremendously or are consistent leaders on campus. These “Royals of the Week” are role models to fellow students.

Alternatives to Suspension

LPS Hayward is also committed to a restorative culture. Conflicts in school are resolved through “Resolution Conferences,” or conversations between the student and adult in which both parties gain a better understanding of the situation and come to an agreement about norms and next steps. Staff receive training on holding RCs at the beginning of the school year. There is an efficient system in place for notifying the student about their appointment time with the teacher or adult. If conflicts arise between students, adults have also facilitated Restorative Justice circles.

Professional Development/Preventative Strategies

We utilize a variety of internal and external professional development to support staff in preventative strategies and behavioral supports. To name a few:

- In 2016-2017 we are focusing on increasing our students' sense of belonging at school through improved efficacy of restorative conferences (RCs).
- Supporting new teachers in understanding our Student Support System and Classroom Agreements, as well as coaching before the school year begins on classroom management
- Network new teacher support in creating an equitable classroom environment - Real Time Coaching utilizing the No Nonsense Nurturer model that prioritizes strong relationships, explicit directions, and clear narration to support students in being clear on expectations in the classroom.
- Life Space Crisis Intervention (LSCI) training for a group of staff (teachers, administrators, counselors) in Summer 2016. This model supports staff in helping a student to "drain off" after a behavioral issue, and in diagnosing the root cause of the behavioral issue.

Discipline Policy Implementation

Our teachers utilize our Student Support System and Schoolwide Agreements in every classroom as the foundation of their classroom expectations. Teachers follow the Student Support System to ensure that students understand our expectations and are able to meet them. Teachers who may be struggling to implement our system are provided coaching, ranging from a focused coaching plan, all the way to real time coaching or co-teaching.

Our common LPS Hayward lesson planning template includes a section we call "Potential Barriers to Success". In this area of their plans, teachers reflect on the lesson and think about specific student needs to ensure they are on task and learning. In any given lesson plan, for example, you might see a teacher making a plan to pull a small group, provide shortened directions to a student, identify a student pairing, or any other differentiated support.

Monitoring Students with Disabilities

We consistently analyze our referral, suspension, and expulsion data for trends and patterns. We review this data as a whole school at the beginning, middle, and end of the year. We also review the data quarterly in our administrative team, and keep an ongoing pulse on the data weekly through our Student Support Rosters that are sent out by the LPS Network data team.

This year we have also hired an ERMHS provider to support our Special Education students with mental health services. Through this work, she is supporting some of our SPED students on identifying replacement behaviors to support in their classes.

Grounds for Suspension & Expulsion

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.
- **Bullying:** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel (EC 48900(r)) SEIS code 54
- **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.
- Causing serious physical injury to another person, except in self-defense;

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 II - 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.

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)

1. Caused by or had a direct and substantial relationship to the student's disability
2. 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. Any violations of this policy could lead to suspension and expulsion proceedings.

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.

XII. ELEMENT 11: EMPLOYEE RETIREMENT SYSTEM

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. California Education Code 47605(b)(5)(K)

Retirement System

Retirement System Retirement benefits are the responsibility of LPS. LPS' Chief Talent Officer and Chief Business Officer will be responsible for ensuring that the appropriate arrangements for retirement coverage for all LPS staff have been made according to their position and eligibility. Employees of LPS will have access to retirement plans according to the policies established by the LPS Board of Directors and applicable law.

All Certificated Employees of LPS who qualify for membership shall participate in the California State Teachers Retirement system (“STRS”); these positions may include superintendent, principals, vice-principals, deans, teachers, counselors, intervention coordinators, resource specialists and former certificated LPS staff who have moved into administrative positions. 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 and may include human resources, finance staff, facilities and operations staff, data management, school managers, technology coordinators, campus supervisors, student deans, special education coordinators and enrollment coordinators.

The IRS has issued a determination letter confirming that LPS' 401a Plan serves as a qualified alternative to federal social security. Therefore, participants in the 401a Plan are exempted from participating in federal social security. 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.

XVIII. ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. California Education Code 47605(b)(5)(L)

“Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District. Parents or guardians of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

No student may be required to attend LPS Hayward. Students who opt not to attend LPS Hayward 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 of residence.

The parent or guardian of each student enrolled in the School shall be notified on admissions forms that the student(s) has no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in the School, except to the extent that such a right is extended by the local educational agency.

XIV. ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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)

“Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.”

XV. ELEMENT 14: MANDATORY DISPUTE RESOLUTION

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)

LPS is committed to partnering with the Hayward Unified School District in the spirit of cooperation and mutual benefit. Leadership Public Schools believes that LPS Hayward 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 HUSD Board of Education and/or HUSD Superintendent will agree to inform the CEO of LPS and the Principal of LPS Hayward 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 HUSD Superintendent or designee and LPS will be resolved as agreed to in the Memorandum of Understanding.

XVI. ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." Ed Code 47605 (b) (5) (0)

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.

XVII. ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES

A description of the procedures to be used if the charter school closes. California Education Code 47605(b)(5)(P)

School Close-Out Process

LPS does not intend to close LPS Hayward. 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 District, 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.

XVIII. CHARTER RELATED ISSUES

Term of Charter

The term of this charter shall commence on July 1, 2018 and expire five years later on June 30, 2023.

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
1440 Franklin Street, Ste 300
Richmond, CA 94612

CERTIFICATION STATEMENT

Proposed Charter School Name: Leadership Public Schools Hayward

Proposed School Location (City): Hayward, CA


I hereby certify that the information submitted in this petition is true to the best of my knowledge and belief; that this petition has been or is being sent to the Superintendent of each of the districts from which we intend to draw students; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Print/Type Name: Dr. Louise Bay Waters

Address: 1440 Franklin Street, Ste 300
Oakland, CA 94612

Daytime Phone: (510) 830-3780

Fax: (510) 225-2575



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

December 20, 2017
Date

LPS HAYWARD CHARTER PETITION APPENDICES

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CHARTER RENEWAL PERFORMANCE REPORT GUIDELINES

Charter Renewal Performance Report

1 What is distinctive about your school?

LPS Hayward is one of the three schools developed by Leadership Public Schools, Inc., a not-for-profit school development organization that operates a network of charter high schools in the San Francisco Bay area. Starting in 2005, LPS Hayward launched with 9th graders. The primary design principles of the school were focused on school culture and instructional practices that embodied high expectations that prepared students to succeed in college. Though we have made significant programmatic changes to the school since its inception these following design elements remain core to the school.

- Use of traditions, common experiences and routines to create a school “brand” focused on respect, responsibility, commitment, scholarship and leadership. Examples of long held practices include the Freshmen Retreat, Weekly Family (Whole School) Meeting, Daily Morning Handshake and Affirmations, Annual Stepping Up Ceremony, Shout outs and Earned Free Dress Fridays.
- Programmatic opportunities to accelerate students who enter significantly below grade level so that they can enter college at or above grade level.
- Provide comprehensive college preparatory curriculum where all students graduate meeting the State’s A-G course requirements.
- Common classroom practices and routines that reinforce high urgency classroom culture (teacher welcomes students at door, Bell to Bell learning, Silent Launch upon Entry, Posted Objectives and Agenda)

Since our opening, we have built upon these foundational components to refine our focus on student skills and knowledge that research has shown to be imperative for college success. Namely, we have begun aligning our courses and programs to meet the LPS Graduate Profile, developed from David Conley’s framework for College and Career Readiness.

Furthermore, we have reconfigured our programs, instructional delivery models and assessment practices to leverage time and technology in a manner that allows for teachers to spend more of their time supporting the most urgent or important student needs. In this reconfiguration, we have also committed to providing students more feedback and opportunities to practices college ready skills so that students become more self-directed and collaborative learners.

Committed to excellence and equity, Leadership Public Schools’ and LPS Hayward’s goal is to serve diverse and traditionally underserved urban students, their teachers, and the public by sending 100% of our graduates to and through college. We believe that all students, regardless of SES, ethnicity, or neighborhood, have the right to an

education that prepares them for admission to and success in college. The majority of our students enter ninth grade scoring below grade level across multiple subjects. A key component of fulfilling our mission thus consists in bringing our students up to or above grade level as rapidly as possible. Further, we collectively aim to narrow the achievement and opportunity gaps between the highest and lowest performing students; eliminating the predictability of which student groups (race, gender, language profile, learning designation) occupy the highest and lowest achievement categories.

In addition to our primary mission we also strive to:

- Improve the academic achievement of all students
- Close the achievement gap of students who have had less educational opportunity
- Develop student leadership in their community
- Create differentiated supports for college access and success through robust college advising, concurrent & early enrollment programs and parent education programs
- Supporting effective educators, and
- Catalyzing change in public schools by sharing successful practices

2 How effective is your school overall?							
		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory

What are its notable strengths?

Acceleration of students, most notably in Math: 29% of the class of 2018 entered 9th grade at or above grade level in Math - 58% met or exceeded grade-level standards on the SBAC taken as juniors spring of 2017. Similarly, on average LPS Hayward 9th graders who entered below grade level in math in the fall of 2016 grew 2.6 grade levels as measured by NWEA’s MAP assessment. 51% of the class of 2018 entered 9th grade at or above grade level in ELA 85% met or exceeded grade-level standards on the SBAC taken as junior’s spring of 2017. On average LPS Hayward 9th graders who entered below grade level in ELA in the fall of 2016 grew 1.9 grade levels as measured by MAP.

College readiness: In 2017 LPS Hayward had a Graduation Rate of 99% and 97% graduated meeting A-G course requirements compared with 45% of students A-G ready statewide. 85% graduated UC/CSU eligible. An emphasis on college begins early at the UC Santa Cruz freshman retreat and pervades advisory, weekly Family Meetings, and coursework throughout our students’ four years.

School Culture with strong equity focus: Our attendance rate of 96.5% and our strong student survey results underscore the sense of community we see every day. From the many students who volunteer to help others (42 peer tutors, 93 students serving on the student council, over 120 parents on average attending our Community Conversation nights) we have an ongoing demonstration of our students ties to their school. Many of our student and family engagements have an equity focus including our HBCU tour where all 11th and 12th grade students visited colleges in Atlanta and Tuskegee, our multi-layer supports for undocumented students, and our grade level meetings where students shared when they had experienced a lack of belonging.

Infusion of technology: Technology infuses all classes as a tool for teaching and learning through our 1:1 Chrome laptop investment. All students are proficient in use of the Google Suite and online research. Finally, we offer AP Computer Science and graduates leave with their personal Chrome for college as part of our computer refresh plan.

What are the main priorities for improvement?

As we continue improve our academic program to meet our mission of getting students to and through college we are focusing on improving:

Priority 1:

Accelerate Learning for All Students

In effort to accelerate achievement for all students and to meet our mission of getting students to and through college, our first critical area of need is to identify additional ways to support students who have yet to master grade level standards and skills. In order to do this, we believe we need to focus on the following:

- Revise and effectively implement a coherent intervention model to provide personalized support for the diverse needs of our emerging bilingual students, students with IEP's and students who arrive below grade level in Math and/or English
- Implement a coherent system of oversight (ex. Intervention Team and caseload managers) to ensure that high-priority students are receiving essential services to support their academic achievement and socio-emotional growth.
- Allocate staffing to ensure the school can offer individualized and group sessions to support student motivation, student engagement, and high-priority intervention needs
- Increase reading and math intervention and supports to ensure students have more opportunities to access grade level standards and graduate college ready
- Continue to refine and augment a long-term plan to support student profiles that are most likely to need additional support.

Priority 2: Improve Student Achievement in Mathematics

To meet our mission of getting students to and through college, our students will need to graduate ready for college level math. Currently students at LPS Hayward are much more likely to fail their math courses in comparison to their other classes. Furthermore, far fewer students have shown mastery on Common Core math standards by the end of the 11th grade (42%). In order to address this concern, we believe we must focus on the following:

- Develop math teachers’ capacity to deliver common core aligned instruction, curriculum and assessments.
- Develop math teachers’ ability to address fixed mindsets and make math learning more relevant and engaging.
- Allocate staffing to ensure the math classrooms can offer individualized support for students who are struggling to engage and mastery course content
- Provide additional math support classes to address basic skill gaps that are obstacles to achievement in grade level courses.
- Continue to refine and augment personalized learning tools and classroom structures that allow for greater differentiation, small group instruction and one on one coaching.
- Develop a schoolwide approach to addressing fixed mindsets and stereotype threat as it relates to math and technical careers/studies.

3 How well is the school regarded by its students and parents?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory
	Excellent					

How do you know?

We provide multiple surveys over the course of the year to focus in on different aspects of the school. We also hold open forums with parents and students to listen to feedback about how school is going. On a 5 point scale, parents rated the school above 4.7 for all areas assessed (Culture and Discipline, Academics, Operations and Administration, Teachers and Counselor).

On the most recent classroom survey 83% of students shared they felt cared for by their teachers while 84% percent shared they felt challenged academically by their teachers. These two quantifiable measurements of classroom climate speak to an important component to our school’s culture. Simply put, rigorous expectations with caring relationships create ideal conditions for students learning and development.

The last key indicator of parents and students regard for the school is our enrollment data. For the past several years we receive well over 300 applications for the incoming freshmen class. Almost all eligible siblings enroll in the school and we rarely (1-3 students a year) have students choose to leave our school for another local high school. This is an important indicator of our community’s regard for our school.

What do they feel needs improvement, and what action is being taken?

An important piece of constructive feedback we get from our students, which seems contradictory to our high scores for care is the survey data we get around sense of belonging. At our latest administration of the

Panorama School Climate Survey roughly 50% of the student shared they felt a lack of belonging on campus. To address this we have taken on three initiatives. The first is to provide teachers with the opportunity to reflect on how their courses and content can make stronger connections with student’s experiences and assets through effective and intentional backwards planning. We have also begun work on developing grading and feedback models that disrupt historic patterns of achievement and access. Lastly, we have begun holding monthly town halls with students to listen to their thoughts and feedback on what would help students feel a greater sense of belonging.

4 How well do students achieve?

	5	4	3	2	1	
Evaluation:	X					Unsatisfactory
	Excellent					

How do you know?

Our students demonstrate strong academic growth across the content areas. Last year on average our ninth graders grew 2.6 years in math and 1.9 years in ELA as measured by MAP. In addition, our SBAC Math and ELA scores significantly exceed the state for all students and all significant subgroups. We are particularly proud of our four-year graduation rates of 99% for all students, 100% for low SES students, and 98% for Latino students; along with our A-G graduation rates of 97% for all students, 95% for Low SES students and 97% for Latino students.

In which subjects and grades do students do best, and why?

Our students see the most acceleration in their English and History courses. For example, **63%** of the class of 2018 entered 9th grade at or above grade level in ELA - however this same cohort of students had 85% of students meet or exceed expectations on the SBAC. We have the highest passage rates in our English classes. We believe our English classes have the strongest performance due to the long term development of the curriculum that was aligned to Common Core standards. We see our 11th grade students consistently earning the highest GPA’s, which may be a result of the foundation work in the 9th and 10th grade supporting skills and acceleration as students enter the 11th grade. We do see students GPA drop slightly in their last year, which may be a result of the reality that senior grades do not impact college acceptance as long as they pass.

In which subjects and grades is improvement needed, and what action is being taken?

Math and 12th grade

- Provide ample opportunities for educators to learn about and unpack Common Core and backwards planning to ensure students of all learner profiles are successful, and to address key gaps in our math performance. This includes working to improve differentiation in classes so that all students are supported.
- Develop and implement a vertical and horizontal articulation of writing skills to support all students in meeting the literacy demand of Common Core standards and what students will be expected to demonstrate when they matriculate to college.

- Continue to build on existing programming (ex. expanding AP and other course offering, increasing tutorial support) to ensure all students have access to a high-quality education.
- 12th grade students - continue grade level inquiry into the needs of the 12th grade class. Continue to build out our socioemotional learning to support the transition to a purposeful post high school education.

Is there evidence of differential attainment according to gender, ethnic background or other grouping and, if so, what action is being taken?

As we continue accelerate achievement for our English Learner and male students to meet our mission of getting students to and through college, we intend to identify additional ways to support emerging bilingual students and male students. In order to do this, our theory of action for each action item below are the following:

- Revise and effectively implement a coherent intervention model to provide personalized support for the diverse needs of our emerging bilingual and male students.
- Implement a coherent system of oversight (ex. Intervention Team and caseload managers) to ensure that high-priority students are receiving essential services to support their academic achievement and socio-emotional growth.
- Allocate staffing to ensure the school can offer individualized and group sessions to support student motivation, student engagement, and high-priority intervention needs
- Continue to build out our career pathway with a distinct focus on how our pathway can support the needs of our EL and male students.
- Increase reading and math intervention for 10th-12th grade to ensure students have more opportunities to access grade level standards
- Continue to refine and augment a long-term plan to support newcomer and long-term English Language Learner students.

During the 2015-2016 school year, staff spent time planning an approach for supporting our male students

5 How effective is the quality of instruction, including teaching, learning and curriculum?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					
<u>How do you know?</u>							
Our students demonstrate strong academic growth across the content areas. Last year on average our ninth graders grew 2.6 years in math and 1.9 years in ELA as measured by MAP. In addition, our SBAC Math and ELA scores significantly exceed the state for all students and all significant subgroups. We are particularly proud of our four-year graduation rates of 99% for all students, 100% for low SES students, and 98% for Latino students; along with our A-G graduation rates of 97% for all students, 95% for Low SES students and 97% for Latino students. We are also continuing to develop our use of strong curriculum. We use Springboard as a base for our English classes, and EngageNY for our math classes. Our robust coaching program for teachers ensures that all teachers meet consistently with a coach, generally once a week, to support their growth and development as an instructional leader.							

Which are the strongest features of teaching and learning, and why?

The strongest features of our teaching and learning are: English classes, Navigate Math (9th grade math acceleration), and elective course offerings. Each of these courses or areas of coursework are pivotal in helping our students to achieve personal development and mastery of grade level standards. Our English vertical alignment and trajectory for students, from English 9 through ERWC, has significant impact, as described above. These courses have a strong department lead who has been pivotal at the network level in supporting English. Our 9th grade Navigate Math course supports our students in building their 2nd-7th grade math skills which are vital for success in all high school math courses. Last year’s Navigate Math course saw our students growing 2.6 years on average, as measured by MAP. Lastly, our elective offerings have provided opportunities for students to explore career pathways and personal passions. They enable our students to access rigorous courses in a supportive class environment that maintains the rigor of the classes while exposing students to the arts and sciences. This sets our students up for further success in college and career.

What aspects of teaching and learning most need improvement, and what action is being taken?

We must continue to look at how to undue patterns of achievement that can be predicted by a student’s incoming preparation. The greatest indicator of GPA upon graduation is a student’s incoming MAP score. We will be working on shifting our assessment and grading practices so student’s previous education experiences do not determine their likeliness to enter college.

6 How effective are the professional development opportunities provided to teachers and administrators?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

At LPS Hayward staff complete annual admin surveys to provide feedback to instructional coaches as well as their perceptions of the own growth. On these surveys instructional coaches received scores consistently above 4 on a 5 point scale. Furthermore, more than 80% of staff reported they felt, “I receive feedback that helps me learn and develop in meaningful ways”, “I have the opportunity to develop my skills”, and “I have the support I need to do my job well”.

Which are the strongest features of professional development, and why?

Leadership Public Schools prioritizes the support and professional development for all teachers. As a network of three schools, LPS offers a myriad of structured opportunities for teachers to engage in meaningful learning and growth. At the start of each year, the LPS Network holds a two day new teacher orientation to introduce teachers to the LPS organization, home office support services, academic philosophies, achievements and philosophies. For new teacher orientation, the Network also maintains a focus on the features of an equitable classroom and the beginning of the year strategies and structures necessary to enact an equitable classroom culture from the start of the year. LPS Network also has 1:1 communication with all incoming teachers to review core curriculum content prior to starting the school year. In addition, new teachers are connected to

mentor teachers called Course Facilitators who walk teachers through the common curriculum and pacing common classes.

The LPS Network provides ongoing professional learning opportunities for all staff. Each August the school year is launched as a network in which teachers have the opportunity to connect in course-alike groups to plan and review the curriculum and assessments for the year. Over the course of each year, there is a cycle of teacher professional development days (5) during the school year that occur quarterly. During network-wide staff development days, teachers have the opportunity to reflect on their practice, collaborate, and learn strategies that are essential for the success of all learners. During 2018-17, teachers had the opportunity to reflect on the equity issues present in their classrooms and think about ways to disrupt inequities through their instructional moves, curriculum, and assessment. In addition to network-wide professional development, there are release days for deeper collaboration and professional development based on course group need. During these days teaching staff work individually, in department teams, and grade level teams to assess teaching and learning practices. The cycle of inquiry model provides a lens to view and reflect on student achievement and challenges, in order to press towards the school mission and vision. Finally in June, the year ends with Curriculum Institutes for select course groups to provide an opportunity for annual curriculum and assessment revision as well as opportunities to reflect on areas of growth and need from the school year.

Prior to the start of the school year LPS Hayward does several things to support the onboarding of new teachers including a two-day site PD in August for new teachers and staff to learn about the school context and community. In addition, LPS Hayward has a staff handbook that it provides to teachers at the beginning of each year.

With respect to LPS Hayward teaching staff the professional development program includes site-specific professional development in August and weekly collaboration days every Wednesday. During the weekly collaboration time staff, among other things, engage in data analysis, planning time for collaboration, training in effective, differentiated instructional strategies, classroom management, supporting English Language Learners, and Special Education students. This program is designed to support the challenging work of enabling all students to achieve while also closing the achievement gap for traditionally underserved students. The site and network professional development is supported by one-on-one coaching that occurs at least weekly for new and struggling teachers and bi-weekly for veteran teachers. Coaching is monitored and supported by the use of an internally developed Coaching Tool, now in use in other schools and districts.

Creating consistent structured opportunities for professional development is one of the strongest features of our programs because it creates the time and space for practitioners to learn and grow from and with each other. Providing this important time and space for teachers to collaborate with one another and with the network allows for the establishment of an authentic partnership in the service of student learning.

How are professional development activities selected and evaluated?

With respect to LPS network-wide professional development, activities are selected and designed based on a myriad of factors. A current priority for professional development is the ongoing transition to Common Core

and NGSS standards. Also, as a data-driven organization the first consideration is around the student data with respect to both academic performance and classroom culture data. Finally, activities are also designed in relation to teacher proficiency development and our developing Graduate Profile which outlines the features of our Academic Program and the graduation expectations for our LPS graduates. All activities are evaluated through response surveys and through qualitative measures such as walkthroughs and classroom observations.

At the site level, our professional development activities are selected based on prior year data analysis and the needs of the school. For example, this year we spent the first semester focused on continuing to increase our students' sense of belonging at school (as measured by the Panorama survey) through school culture work such as restorative conference training. During the second semester this school year, we will be focusing on connecting our Intervention work with our grade level teams to do deep dive explorations into specific student learning needs and supports. Department teams will be focused on cycles of inquiry around differentiation in the classroom. We will also be continuing our work on equity as we dive into monthly PD around cultural competence and equity lenses. These semester 2 priorities have been chosen based on data collection, observation of trends in mastery, and our ongoing belief that cultural competence and equity work is vital to our success in supporting our students.

What aspects of professional development most need improvement, and what action is being taken?

We continue to work to create opportunities for staff to develop their own leadership capacities. We have develop systems and set aside time within the school day for staff to collaboration across grade levels and departments with the support of a peer leader. These opportunities are supporting by a holding leadership team meetings so staff develop their personal leadership and prepare to effective lead these their peers.

7 How effective is the assessment of student learning?							
		5	4	3	2	1	
Evaluation:	Excellent		X				Unsatisfactory
<u>How do you know?</u>							
Students at LPS Hayward take a number of standardized assessments to measure their progress toward mastering common state and nation-wide learning targets, such as the SBAC, CELDT, ACT, PSAT, and SAT.							
On a network level, teachers meet bi-monthly with teachers at other schools in our network who teach the same course during network PD. In our course groups, teachers discuss our curriculum and assessment plans and share instructional strategies. They also collaborate to develop fair and equitable common benchmark exams that are administered to our students at least three times per year and meet to discuss and compare our student assessment data.							
On the classroom level, a variety of formative and summative assessments are used to measure student progress. In any given unit of study in any content area, student learning is summatively assessed and graded							

using students' writing samples, lab reports, presentations, research projects, performance tasks, and multiple choice and open-response tests. On a daily basis, student mastery is assessed formatively using exit tickets aligned to the learning targets for the course and students receive timely feedback on those formative assessments.

In alignment with our college-prep mission, final exams are designed to mimic college expectations. Students take a comprehensive final exam for each course in which they are enrolled during the final week of the semester. There are two finals each day for two hours, no make-ups, and increased intervention prior to finals week.

What are the strongest features of assessment?

Teaching staff at LPS Hayward consistently utilize data driven instruction to inform their teaching. Depending on the PD cycle of inquiry, department or grade level teams analyze assessment results. Additionally, through weekly coaching meetings, teachers are consistently reflecting on student progress and adjusting lesson plans and supports to meet student needs. A strength of assessment at LPS Hayward is the varied way in which teacher's measure learning, varying from performance tasks, to essays, lab reports, selected response, etc. This year our math teachers are working with the network to ensure that assessments are aligned to EngageNY curriculum and utilize a set of cut points that mimic that of the SBAC, so that we can better measure student progress and respond effectively to data. Lastly, we utilize a mastery based grading policy that enables students to demonstrate mastery throughout the course of the semester, thus recognizing growth.

What aspects need improvement, and what action is being taken?

- Continuing to build a data driven culture that supports differentiation within the classroom that helps students reach grade-level standards.
- Continue to refine our mastery based grading policy as a school to best educate students and families on its purpose, what it means, and ensure that it is equitably set up.

8 How effective are the strategy and processes that you have put in place to ensure your school enrolls a diverse student population (i.e. representation of English language learners, students with disabilities, or of homeless status)?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
				X			

How do you know?

The LPS Hayward student population has somewhat fewer African American and White students and somewhat more Latino students and the LCFE unduplicated count is lower than HUSD. The 2016- 17 comparison:

	African American	Asian	Latino	White	Unduplicated Count
LPS	4%	9%	71%	2%	78.6%

Hayward					
HUSD	9%	8%	64%	4%	63.4%

What are the strongest aspects of efforts to serve a diverse student population?

We ensure to present all materials in English and Spanish. All parent meetings are held in Spanish and English. We have invested time in studying the experiences of our African American students. Since then we have established a strong Black Student Union and held a HBCU trip experience for our black students.

What aspects need improvement, and what action is being taken? Our African American student population does not reflect the representation in Hayward. Although we have undertaken an aggressive recruitment program, results are still low. An internal listening tour found that because of their small numbers, our African American students feel isolated, which then negatively impacts recruitment. We are trying to build a stronger sense of belonging among African American students through a variety of activities including a BSU and, most significantly, a four-day Historically Black College tour to Atlanta that includes 11th and 12th graders from the three LPS campuses. We also continue to work to counteract the increase in incoming achievement levels cause by our growing academic rep. To do so, this renewal petition changes our charter to give automatic preference to Foster and Homeless Youth and prioritize enrollment for students achieving below grade level.

We need to ensure every student feels represented at the outreach events we attend, which is why we are working towards having an enrollment/outreach team that is more diverse and can relate to each student interested in our school. Currently, we try to keep a balance of male/female staff at events and activities, as well as a balance of African American, Latino and other students. When we host events at our school, such as tours and information sessions, we aim to offer a student panel that represents all students at our school.

9 How effective is the leadership and management of the school?							
Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

LPS Hayward has had steady leadership to support its growth and development with a principal in his 6th year and an Assistant Principal in year 12. We have strong academic planning expectations for all teachers, as well as a distributed leadership model that involves all stakeholders in our key decision making processes. Through our weekly professional development, we are able to consistently analyze data together to make key decisions about shifts to move the school forward. Our administrative leadership team includes members from various roles, including Assistant Principal, Dean of Counseling, Academic Deans, Student Support Coordinator and Principal. Each brings a unique lens to the team to support balanced decision making. Additionally, each staff member has a coach who meets and observes them regularly to support their personal development and ensure we are working towards our collective goals.

How does your school monitor teacher and staff implementation of the school's curriculum, including its alignment with the California State Standards?

Our high academic planning expectations include consistent coaching meetings and department meetings. Our teaching staff post their planning documents in shared folders both to ensure access and feedback from their coach, as well as to encourage a culture of learning from each other. Teachers are also observed by their coach on a consistent (weekly or biweekly) basis to receive feedback and support around instructional planning. Each coach is well versed in the academic expectations of our school, network, and CCSS to support teachers in implementing curriculum.

What steps are taken if school administrators and teachers are not effectively implementing the curriculum?

Several steps are taken in these instances. First and foremost, ongoing conversation between coach and teacher is helpful to unpack the root cause of a struggle or resistance to implement the curriculum. Through these conversations, teachers are able to identify the supports they may need, as well as learn more deeply about our rationale as a school for implementing strong curriculum. If a teacher continues to struggle to meet planning and teaching expectations, they meet with their coach and Principal to generate a Performance Support Plan, the purpose of which is to communicate clearly the expectations, the supports that will be provided, and a timeline of meeting those expectations. Just as we expect our teachers to provide high expectations with high support for students, we hold that philosophy in our work with teachers as well.

Which aspects of leading and managing the academic performance of the school work best, and why?

There are many aspects of the school management of academic performance that work best:

- Consistent data analysis. Through our network use of Schoolzilla, the administrative and coaching teams are able to quickly analyze data on a weekly basis to identify trends and concerns to respond to. Additionally, we generate a more granular student-level data dashboard each week called the Student Support Roster to identify key students of need.
- Strong coaching model. Every teacher has a coach who meets with them consistently. The immediate impact is stronger planning at the classroom level, stronger collaboration, and consistent feedback on practice to make changes. At any given time, a coach may be supporting a teacher with classroom management, differentiation, supporting Emerging Bilingual students, etc. We see this impact classroom practice, as well as support teacher retention and satisfaction. Additionally, as we grew our counseling department this year, our counselors also have a coach (our Dean of Counseling). The

counselors at our school play a vital role in supporting academic performance, as we believe that supporting students' socioemotional and other skill building is vital to student success in the short and long term.

10 How well does the charter school collaborate with parents to encourage active participation in their student's education?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		x					

How do you know?

We hold monthly parent meetings that include parenting workshops, community celebrations and college knowledge discussions. Aside from these monthly meetings we also hold 1-2 grade level parent meetings that relate the specific needs of the grade. At our monthly parent meetings we consistently get well over 100 parents. At grade level meetings we get over 60 people at each meeting.

Which are the strongest features, and why?

- Community Conversations- these conversations focus in on how parents can support their parents on their path to college success
- Community Celebrations- events like the Spaghetti Feed, Teacher Appreciation and Arts Night our all provide unique opportunities for parents to learn more about the school and their students educational experience
- Parent Workshops- provide specific information about school operations while also providing space for parents to share feedback about their experience with the school.

What most needs improvement, and what action is being taken?

Though many parents participate in after school meetings, we would like to explore methods to bring in parent and family voice into the learning experience. Currently we only have 1-2 experiences per grade level that bring in parents as an audience member. In the future, we would like to see families participate beyond listening watching.

11 How effectively does the school community analyze and use school-wide data for continuous improvement?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?

Members of our school community analyze data consistently. Administrators and support staff receive weekly Student Support Rosters that provide up to date data on achievement of all students in the school, sortable by various categories. We are able to use these rosters to respond to individual student needs as well as larger school trends. In our cycles of inquiry in professional development, we consistently utilize data to set goals around measurable outcomes for students. Twice per year, the entire staff joins together to analyze our equity data and generate action plans. We share at PGA and SSC meetings around relevant data, including attendance, SBAC, and MAP. Our students also consistently collect and review data, through our All Student Body (ASB), in Family Meeting (ex: sharing results and celebrating growth as a school), and in Advisory.

To what extent does the staff as a whole discuss and analyze performance data for programmatic improvement and to modify instruction?

Our school regularly participates in cycles of inquiry at the grade, department, admin team, and whole-school levels. These cycles of inquiry incorporate data analysis, quantitative goals aligned to supporting key student groups (English Learners, Special Education students) and consistent collaboration to improve student outcomes. Our school will continue to incorporate data driven instruction using our whole-school backwards planning approach and through our coaching cycles.

Describe how the school is training administrators and teachers to understand and use assessment data.

Through our coaching structure, teachers are consistently working to analyze assessment data. Our math team is working directly with our network Teaching and Learning Team to analyze unit test data on a consistent basis, as well as to use diagnostic data to adjust instruction. At the administrative level, we consistently review data as well. Through our network professional development, we continue to think through new tools to analyze data and identify plans in response to that data.

To what extent are parents and students informed of student performance data individually and schoolwide?

Students and parents are informed of student performance data in many ways:

- Newsletters share data celebrations.
- Parent events, including Back to School Night, College Counseling events, Student Led Conferences, and PGA/SSC meetings are all spaces where families and students review individual and schoolwide data trends.
- Students also review their own personal data in Advisory, set goals together as an advisory. Additionally, we utilize Family Meeting (every Friday) as a space to share data celebrations with the school.

What most needs improvement, and what action is being taken?

- Improve the schoolwide grading assessment and grading system as it will allow for students, families, and staff to have an opportunity for deeper academic feedback as well as clarity around students'

strengths and areas of growth. Focusing on a mastery-based approach ensures that all stakeholders understand progress toward mastering key standards in every course.

- Implement an external college-aligned assessment program (ACT Aspire, ACT) to measure student progress toward college readiness

12 How effective are the methods and strategies by which your school assures that students with disabilities are provided a free appropriate public education in the least restrictive environment and English Language Learners are supported?

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory

How do you know?

100% of students with disabilities graduate meeting the CA requirements for graduation and 75% meet A-G graduation requirements (2016-17)

100% of English Learners graduate meeting the CA requirements for graduation and 86%% meet A-G graduation requirements (2016-17)

Which are the strongest features, and why?

- Consistent communication between IEP team members (including students and families) to assure that students are receiving appropriate supports and services as they progress towards meeting identified academic, social emotional, and post-secondary goals.
- Collaboration between students, families, and all school staff to increase student ownership of detailed, multi-year post-secondary transition plans (IEPs) and successful completion of education, career, and independent living goals.
- Students receive instructional supports in inclusive environments with their general education peers.

- Regular collaboration between staff so that designated ELD instruction supports integrated instruction in core academic classes, resulting in increased levels of cognitive academic language proficiency (CALP).

What most needs improvement, and what action is being taken?

- Increase the quality and consistency of collaboration between ELD, special education, and general education staff to provide appropriate instructional supports in inclusive classroom setting
- Increase the percent of students with disabilities and English Language Learners that graduate meeting the A-G requirements of the UC and CSU system
 - Provide high quality training on how to differentiate instructional materials and activities based on detailed learner profiles
 - Provide high quality training on the CA ELD framework and connections to content standards in math, science, ELA, and history
 - Increase the amount of time staff is given to collaborate in cross-disciplinary teams during the school day

13 How effective is your education program at diagnosing and addressing the needs of the following students: English

Language Learners, students with disabilities, gifted students, and students in need of remediation.

	5	4	3	2	1	
Evaluation:		X				Unsatisfactory
	Excellent					

How do you know?

We have continued to identify students who are in need of testing for special education based on various data points (MAP, CELDT, SBAC, prior transcripts, GPAs, teacher observation, standards aligned benchmarks in English and Math). Our revised ELD program is also utilizing multiple data points to support and attend to the needs of our English Learners. For students who need remediation, we have a testing structure upon entry into their 9th grade year (all students complete the MAP, students potentially in need of further support also complete the SRI).

Which are the strongest features, and why?

We have credit bearing targeted courses for students who need support in reading and mathematics. As a result, we have seen significant increases in reading and math scores as measured by the MAP tests. We have also seen teachers develop grading and feedback systems where students have multiple at bats at showing mastery over time.

What most needs improvement, and what action is being taken?

Moving forward staff at LPS should consider how to increase opportunities to show mastery over time, while also exploring options for students to master course goals at a pace that is best for their own learning. Our work in mastery based learning as well as formative assessment has moved teacher practice in these areas, but continued focus would be beneficial.

14 How effective is the governing board of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
		X					

How do you know?
The continued financial stability of the organization, the strong academic progress, and our strong reputation within Oakland speak to the success of the LPS Board of Trustees.

Describe the process for selecting your governing board members. List all current board members, board committees and provide a current resume for each individual as an attachment to this report.

The LPS Board serves the three Leadership Public School campuses in Oakland, Richmond and Hayward. Members are recommended by community members, non-profit recruiting organizations and current trustees. The current LPS Board has 18 members and includes 11 Trustees of Color, and 4 trustees who were first generation college students. The increased diversity of community representation of the Board reflects a concerted recruitment plan over the last three years.

Describe the governing board’s primary roles and responsibilities. In addition, give an example of a recent issue/policy that the board is working on. The Board committees play an active role in the governance of LPS. The Education Committee had ongoing involvement in the development and review of the Charter Renewal petition, particularly the education program and the enrollment process. The Executive and Finance Committee continually monitors the fiscal health of the organization and its overall direction. The Facilities Committee will be heavily involved in any facilities grants or funding that we may seek in partnership with HUSD to support upgrades to the LPS Hayward campus. The Committee on Trustees was involved in the process to develop a more inclusive and representative board.

What are the notable features of the governing board in the school? At least one board meeting a year is held at the LPS Hayward campus providing a chance for Trustees to interact directly with students, staff and families and to deeply explore school programs. Individual board members also participate in site activities such as judging the Maker’s Course design projects and College and Career Week.

How effectively does the governing board work with the school leader/s? The board is works closely with the Superintendent and the Executive cabinet. It has direct involvement with school leaders at the on-site Board meeting and periodically during school tours, graduation or other events.

15 How effective is the school at involving parents, teachers, and community members in the governance of the school?

Evaluation:	Excellent	5	4	3	2	1	Unsatisfactory
			x				

How do you know?

Families primarily participate in school governance through the School Site Council and the Parent Guardian Association. Families receive Leadership Public Schools governance information through these organizations, the quarterly school newsletters and site administrators. They may also access governance information directly through the LPS Hayward website. In addition, the LPS board appoints one student and parent representative to a one-year term on the organizational board each year.

Which are the strongest features, and why?

The consistent use of surveys and town halls to collect data from stakeholders provides leaders and staff opportunities to better understand the experiences of all stakeholders. These data often informed more in-depth and targeted sessions with stakeholders where data provides focal points for conversations about school improvement.

We have also started organizing meetings for staff to discuss school needs in grade level and department level teams. Meanwhile, students also have monthly town halls to discuss how school is going.

What most needs improvement, and what action is being taken?

We plan to bring back our student design team in 2018. This team serves the function of better understanding the school experience while proposing educational prototypes to better serve the diverse needs of student while improving alignment to our rigorous mission.

16 How effective is the school at ensuring fiscal soundness and legal compliance?							
		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory
<u>How do you know?</u>		LPS Hayward is financially sound and is able to offer a robust program with competitive teacher salaries and benefits and strong student support staffing. There have been no lawsuits or legal judgements against the school and great care is taken to follow the letter and the spirit of legal compliance.					
<u>Which are the strongest features, and why?</u>		LPS Hayward maintains strong attendance (97% 2016-17) low attrition (.5% in 2016-17), low chronic absenteeism (2.6%) and carefully manages its budget. It has maintained a balanced budget each year.					
<u>What most needs improvement, and what action is being taken?</u>		The LPS Hayward campus was built in the 1950s and has significant deferred maintenance that will become more critical in the next few years. In conjunction with HUSD, LPS has pursued a Prop 51 State facilities grant to address these needs.					

17 How effectively is the school managed fiscally?							
		5	4	3	2	1	
Evaluation:	Excellent	X					Unsatisfactory
<u>How do you know?</u>							
School consistently meets its budget goals and has a clean audit.							
<u>Which aspects of the school's fiscal operations work best?</u> The overall LPS Network financial services are strong. Both the school and the network have had clean audits every year since 2009. Both the school and the network are financially stable and there is strong network fiscal oversight.							
<u>In what ways can the school's fiscal systems or operations be improved, and what action is being taken?</u>							
With strong attendance, few chronically absent students and conservative spending, there are no significant fiscal or operational issues.							

18. What are the most significant aids and/or barriers to raising student achievement?

Aids

Being part of a network of schools with aligned values and practices. This network also allows for economies of scale and effective and innovative collaboration across sites.

Residing in a district where amenable relationships have allowed for the school to grow and prosper.

Barriers

The inability to work with HUSD Middle Schools to identify and recruit students that could benefit from targeted supports and academic acceleration makes it difficult for us to serve students who have struggled academically.

Charter Renewal Data Document

Name of school: Leadership Public Schools Hayward				Name of School Leader:		
Financial Information				Year 2017-2018	5th year of renewal	
Total Operational Budget		\$6,974,270	Per Student Revenue			\$11,721
Total Expenditure		\$6,911,451	Expenditure Per Student			\$11,616
Balance brought forward from previous year		\$1,648,787	Projected balance carried forward to next year			\$1,711,606
Special Populations	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal	
Percentage of students receiving <i>free/reduced lunch</i>	64%	65%	60%	60%	61%	
Percentage of ELL students	10%	9%	11%	8%	8%	
Percentage of students with IEPS	7%	7%	7%	6%	6%	
Percentage of students with 504 plans	1%	1%	1%	1%	1%	
Pupil mobility in the school in prior year				Number of students		
Students who joined the school other than at the usual time of first admission						
Students who left the school other than at the usual time of leaving (excluding expulsions)						
Attendance for current and prior year P-2 ADA	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal (most recent)	Attendance Rate to Date
School data	96.2%	96.8%	95.9%	95.7%	96.9%	96.9%
Background of students 4th year of renewal	Number of students/Percent of Students		Discipline - prior school year		Suspension # of incidents	Expulsion # of incidents

African-American	25/4%	African-American	1	0
Asian/Pacific Islander	67/11 %	Asian/Pacific Islander	2	0
Hispanic	409/71 %	Hispanic	18	1
White	13/2%	White	0	0
Mixed/ No Response	7/1%	Mixed/ No Response	0	0
Gender (male/female)	M 304/53% F 274%/47%	ELL	4	0
Homeless Students	2/.03%	SPED	10	0
		Gender (male/female)	21/ 0	1/0
		Homeless Students	0	0

Lottery/Waitlist Information					
	Date of Lottery	Grades of Applicants	Number of Applicants (per grade)	Number of Available Spaces (per grade)	Number of Students on Waiting List (per grade)
EXA MPLE <i>(add rows as necessary to capture all grade levels served)</i>		6	150	100	50
		7	200	100	100
		8	160	100	60
1 st year of renewal					

	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
Total # of Teachers	28	29	29	30	31
#/% New Hires	4/11%	4/14%	3/10%	6/20%	7/23%
#/% Retained from Prior Year	2 4	25	26	24	2 4
Total number of vacant teaching posts currently (FTE) 0					

AYP	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
AYP Met?	Yes	Yes	n/a	n/a	n/a
% AMOS Met	100%	100%	n/a	n/a	n/a
% Proficient-AMOS: African-American	--	--	n/a	n/a	n/a
% Proficient-AMOS: Asian/PI	93.3%	75%	n/a	n/a	n/a
% Proficient-AMOS: Hispanic	66.2%	49%	n/a	n/a	n/a
% Proficient-AMOS: Mixed/No response	--	--	n/a	n/a	n/a
% Proficient-AMOS: White			n/a	n/a	n/a
% Proficient-AMOS: Socioeconomically Disadvantaged	68%	53%	n/a	n/a	n/a
ELL	--	12.5%	n/a	n/a	n/a
Students with	27.3	8.3%	n/a	n/a	n/a

disabil ities					
API	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
API	API discontinued start 1st year of renewal				
Statewide rank					
Similar schools rank					
SBAC	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
ELA					
Exceeded/ Met	n/a	77%	86%	85%	results avail 7/2018
Exceeded/ Met/Nearly Met	n/a	95%	98%	96%	results avail 7/2018
Not Yet Met	n/a	4%	2%	4%	results avail 7/2018
MATH					
Exceeded/ Met	n/a	57%	55%	59%	results avail 7/2018
Exceeded/ Met/Nearly Met	n/a	82%	86%	83%	results avail 7/2018
Not Yet Met	n/a	17%	13%	18%	results avail 7/2018
CAHSEE	1st year of renewal	2nd year of renewal	3rd year of renewal	4th year of renewal	5th year of renewal
10th grade pass rate	CAHSEE discontinued in 1st year of renewal				

Measurable Pupil Outcomes and LCAP Goals

Measurable Pupil Outcomes (MPOs)

Please see the attached LCAP Outcomes dashboard.

LCAP Goals Update

In regard to the LCAP goals you have had in place for the past two years, please address the following:

A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions the charter school will make as a result of the review and assessment.

There are many bright spots in LPS' progress toward LCAP goals over the past two years. LPS continues to demonstrate high and increasing rates of college-ready graduation, SBAC ELA performance, MAP growth, facilities ratings, instructional materials, teacher quality, and student attendance; and decreasing rates of suspension, chronic absence, and dropping out. Continuing growth areas are math mastery and closing of achievement gaps for English Learner/Emerging Bilingual students and students served by Special Education.

As discussed through this performance report, LPS continues to sharpen instruction, curriculum, teacher support, and school culture and routines to further strengthen outcomes. Key actions toward achieving LCAP goals include standards-based curriculum and instruction, the building out of a multi-tiered system of support, and tightly aligned professional development and coaching structures and practices. LPS' "Identity Safety" initiative in Spring 2016 will support teachers to learn and hone specific strategies for further strengthening student sense of belonging and "fit" and to ensure that students' social identities are an asset rather than a barrier to success in the classroom.

A listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments. (Education Code section 47606.5.)

* If your school adopted the Collective MPOs, you will include your progress on these goals for the 2015-16 school year

FACILITIES AND FUTURE PLANS

FACILITIES/ADA – APPLIES ONLY TO NON-OUSD FACILITIES (CURRENT OR PLANNED)	
Is the facility meeting the needs of your staff and students?	Y
Will the facility continue to accommodate your growth needs?	Y
If applicable is your current lease still valid?	Y
Does your lease extend through the end of your requested charter term? We have a 10-year lease which extends through June 30, 2023	Y
<p>If the lease does not extend through the end of your charter term please describe your plans for a facility solution which includes either:</p> <ul style="list-style-type: none"> · A letter of intent, signed by the building owner, to lease or sell the proposed facility to your organization; or · A memorandum of understanding, signed by the building owner that describes the status of negotiations with your organization regarding the possible lease or purchase of the building, describes any foreseeable conditions, circumstances or considerations that may affect the decision to lease or sell the building to your organization, specifies any decision-making process that may be required before an agreement can be finalized, specifies a date by which a decision to lease or sell is likely 	
Describe the condition of your current facility. With the expansion that we have recently completed meets our space needs. However the original building has significant deferred maintenance issues.	
<p>What procedures are in place for handling facility repairs? LPS works in conjunction with HUSD and outside vendors for the upkeep of our facility.</p> <p>Describe your systems for ongoing maintenance of the facility and if applicable, provide a copy of the contract for provision of maintenance services for the facility. LPS places service requests with OUSD Work Control for routine maintenance.</p>	

FUTURE PLANS	
<i>As applicable:</i> Describe any proposals for additional campuses your school may be approved for and/or are considering seeking approval for during this renewal period.	N

<p><i>As applicable:</i> Describe any material revisions to your charter and rationale for this renewal period. This request will be considered as part of the renewal process.</p> <ul style="list-style-type: none">· Material revisions include, but are not limited to, adding additional grades, potentially growing student enrollment beyond the capacity, changing the school’s mission, purchasing a new facility, etc.· In order to have the material revision to your charter approved, your school needs to:<ul style="list-style-type: none">o State the revision(s) the school’s governing board wishes to make to the charter.o Describe the reasons for the request(s).o Describe the changes in the operations of the school that will be impacted by the proposed revision(s). Indicate how student enrollment, curriculum, staffing, governance, facilities, and budget may or will be impacted in the current school year and in the subsequent school years. <p>23. If the revision(s) directly affect(s) the students, explain if and how the proposed revision has been discussed with the parents.</p> <p>- If appropriate, describe how student achievement may be impacted by the proposed revision(s).</p>	<p>N</p>
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