

# **Barack H Obama Petition**

## **Element 1**

### **Description of the educational program of the school:**

An identification of those whom the school is attempting to educate.

Barack H. Obama Leadership Academy (B.H.O.L.A.) was formed as a result of collaboration among education, medical, community and business partners. Certain students are not getting the necessary educational assistance needed in the traditional educational environment. As a result, some students are lacking certain fundamentals needed for academic success. Barack H. Obama Leadership Academy High School will ensure that our at-risk students are provided with tailored educational assistance, an opportunity to excel in learning and subsequently in life. Our goal is to serve at-risk students by providing them with much needed educational assistance in a comprehensive and accelerated learning environment.

The shared vision focuses on education, economic development, leadership development and students' attainment of necessary academic and social skills, along with gearing up for workplace competencies. These learned and acquired skills and competencies will allow students to become contributing adults, who create an improved quality of life for themselves, their families, and for their immediate and global communities. The students who matriculate in this new school will have the option of entering college or the world of work when they exit the school.

The need for Barack H. Obama Leadership Academy in the community is indicated by the high numbers of students who are at risk of dropping out of the district's comprehensive high schools. Some students have passing grades in their class work, yet their school attendance is poor. Some have passed the high school exit exam, but are failing their classes. Some simply find the regular comprehensive high school overwhelming and cannot adjust. For these reasons, the need for Barack H. Obama Leadership Academy is evident. The characteristics of this group of students help to establish the characteristics of the proposed school model.

Our concerns are:

- (1) The rapidly growing number of economically disadvantaged youth, (270,000 in California alone) and
- (2) The increasing number of student dropout rates (78,369 grades 9-12, in California alone).

*These numbers reflect the 2008-2009 school years.* A high percentage of the above mentioned population is in need of Bio-Psycho/Social Development to promote increased academic interest. Barack H. Obama Leadership Academy will aggressively seek to identify those students that are drop-outs to re-enroll in school for a second chance at academic success.

Barack H. Obama Leadership Academy recognizes that students who historically have been low achievers will benefit from an environment that will promote character building and critical thinking skills needed for academic, technical and leadership successes. Barack H. Obama Leadership Academy will provide education, adjunct medical and ancillary services to promote best health care practices, enthusiasm and commitment to higher learning.

Barack H. Obama Leadership Academy, a new project design, will provide a continuum of best health care and treatment practices that will lead to positive behavior changes and healthier lives for student's grades 9 through 12. By combining a health service center on the grounds of our Barack H. Obama Leadership Academy Charter High School, we aim to reshape our mental health and substance abuse system and our educational community by establishing a dual diagnosis program of care providing comprehensive services to disadvantaged youth and their families. Our goal is to bridge the gap between substance abuse and mental health treatment systems at the education site by blending together substance abuse prevention and therapeutic treatment concepts by accessing their treatment problems on site. The addition of a primary health care license allows for much needed medical care and treatment in general health care areas. Students with reoccurring symptoms generally have multiple physical health care needs. This hands on-

circle of care on campus will reduce issues that restrict best health care practices such as transportation, access to services, demographics and other disabling factors in treatment that affect academic success. Barack H. Obama Leadership Academy will work closely with Integrated Service Networks to make certain that health care services are consolidated to prevent duplication of services. Students in our program shall access timely top-notch service upon initial entry into the program, followed by ongoing services throughout the transitional period. Additionally, follow-up services are a viable part of the program plan after students have reached stabilization and transitioned into structural balance to prevent dropouts. Onsite medical and therapeutic services shall guarantee that health issues including chronic illnesses will be resolved quicker and effectively. Preventative health care issues shall be detected earlier and treated more efficiently, reducing reoccurring health issues, granting a greater opportunity for stabilizing into academic success. Nearly 74% of statewide student population will be dropouts. About 70% will have alcohol-related problems; 63% will have drug abuse histories; and 69% will have a mental illness diagnosis. These health issues can either result from or contribute to the dropout rate. Either way, ensuring access to health services is critical to treat and prevent health problems associated with crippling academic success. Many communities are under-served by community health services. Many low-income families cannot afford health insurance, or work for small and independent businesses that do not offer health insurance coverage. These students and their families are one major medical problem or financial crisis removed from severe economic hardship that may, and often does, result in an increased risk of dropout.

With the support and encouragement of the community, the Barack H. Obama Leadership Academy group of petitioners respectfully submits a charter petition for a new high school named Barack H. Obama Leadership Academy. We are eager and excited to contribute to the Unified School District efforts in providing all of its students with a world-class education, and to be one of many diverse options afforded to the students and parents of this modern day school system.

This unique component of combining Health Care Practice with the education system has been demonstrated during the 2005 – 2008 school years currently in operation within the Los Angeles, Inglewood, and Compton Unified School Districts.

Since 2007 the Health Component delivered quality services to over 1000 students on a daily basis with issues such as alcohol and drug abuse prevention, behavioral issues, self-hate and mutilation, gang affiliation and association, troubled homes, peer pressure, student conflicts, etc.

Successful services have been received by more than 120,000 youths in Health Care's exciting program as follows:

- Year 1 – 1700 students
- Year 2 – 3,000 students
- Year 3 – 18,000 students
- Year 4 – 39,000 students
- Year 5 – 60,000 students

The ultimate measurement of this program success' was measured in terms of the 72% of youths that did achieve an enhanced quality of life by improving social, cognitive and behavior including better time management, increase attendance. These qualities statistically enabled students to become more productive increasing achievement levels at school. Specific outcomes included:

- Increased High School graduation by 10%
- Decreased Delinquency by 60%
- Decreased Truancy by 40%
- Decreased School Suspension 30%
- Increases opportunities for Self Expressions by 70%

The Charter School budget will not be affected by the addition of the Health Care Programs i.e., Primary Health Care Clinic, Substance Abuse and Prevention Programs, and Mental Health Services. Each Health Care Program component proposed for implementation is separately licensed and is equipped with its own funding stream. These separate health components will enhance the Charter Schools resource at no

additional cost. These programs will at no time affect instructional services and will be implemented during elective and after school services.

Each License Health Component will be managed separately by the required license regulations Compliance and Governance including individualize staffing patterns, reporting requirements, and will not impede required instructional services.

The integrity of each funding stream will be maintained at all times making certain that funds are not co-mingled and stands independently.

### **Description of what it means to be an educated person in the 21<sup>st</sup> century:**

The B.H.O.L.A proposes to provide students with the necessary skills and training to ensure a successful career upon the completion of the course of study as prescribed by the adoption of its modern day school system. Upon graduation from the B.H.O.L.A., each student will possess the academic skills necessary to meet the challenges that lie ahead in the 21<sup>st</sup> Century global economy. Historically, traditional methods have not worked for the low-achieving students. We aim to introduce a performance-based approach giving access to an accelerated program that leads to a high school diploma. The self-paced differentiated learning integrated with the B.H.O.L.A's own high tech computer lab will designate students to be equipped with their own laptop computer. Learning will be available from home or school twenty-four (24) hours a day. This self-paced mastery-learning program and the WEB ACHIEVER approach "BRAINCHILD TOOL" fosters the student awareness of their diagnostic results stimulating improvement ultimately leading to core based completion.

#### What it Means to be an Educated Person in the 21<sup>st</sup> Century

An educated person in the 21<sup>st</sup> century will be one who is a:

- Creative thinker: creates his/her own solutions/suggestions, brings new insights to a topic and is able to apply prior learning to new contexts.
- Engaged learner: applies a learning strategy for a given learning situation.
- Constructor of knowledge: embarks on understanding tasks and learning.
- Flexible thinker: adapts to new learning contexts and tasks by connecting, organizing and working previous skills and knowledge into new structures.
- Critical thinker: approaches a task by comparing, refining and selecting from what he or she knows in order to find the best solution to the problem.
- Transfers information: makes connections to prior knowledge and determines how the information will be used in the future.
- Sense-Maker: re-organizes and extrapolates familiar patterns so that they become meaningful in a new situation.

### **How learning best occurs:**

Students will be assessed upon coming into the school. Assessment is an integral part of teaching and learning during this level. The district's state accepted texts in Language Arts and Mathematics currently have a computer-generated assessment that will allow students to get immediate credit for their academic progress. As a result, students are allowed to test-out of mandatory class (es) and therefore, have the ability to advance to the next level of course work. Students may take the test as often as they like. For each assessment given there will be a computer-generated performance report, and students may ask for their progress report at any time. It will be divided into two major areas: Math and Science (which will include technology) and English & Social Studies. Teachers will use a variety of assessment strategies to determine student knowledge, skills and competencies, and to assess student growth over time.

Traditional tests, quizzes, and homework assignments form one mode of assessment. Traditional assessment methods are interwoven with more authentic assessments such as open-ended questions, problem solving, and project presentations.

Each major area will identify school-wide academic expectations for student learning for which it takes responsibility. The course plans/syllabi, for each area of study, along with the expectations and the rubrics used to measure the expected and agreed upon levels of accomplishment will be published and available to students. In keeping with this concept, the course grade reflects the level of the students' success in meeting the learning expectations for the course. The school's grading policy will allow teachers the option of giving students a final course grade which reflects growth over time instead of a strict numerical average of the marking periods. Colleges in the area will serve as a bridge to the Presentation Level. The multimedia component at this level will provide students practice in using various technologies effectively as tools in the planning, development, and presentation of their projects.

**Goals of the program:**

Key features of the B.H.O.L.A. are autonomy around voluntary student enrollment, performance-driven curriculum, portfolio assessment, appropriate opportunities in careers, work exposure, and college matriculation embedded, and grading policies based on B.H.O.L.A. elements, and flexibility regarding teacher selection, all aligned with the cultural values of the school. Our goal is to serve at-risk students by providing them with much needed educational assistance in a contemporary remedial environment. The shared vision focuses on education, economic development, leadership development and students' attainment of necessary academic and social skills and competencies. These learned and acquired skills and competencies will allow students to become contributing adults, who create an improved quality of life for themselves, their families, and for their immediate and global communities. The students who matriculate in this new school will have the option of entering college or the world of work when they exit the school. B.H.O.L.A. will aggressively seek to identify those students that are dropouts to re-enroll in school, prior to their eighteenth (18) birthdays, for a second chance at academic success.

**How the objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the school**

B.H.O.L.A. students will be motivated to learn through implementation of a rigorous competency and portfolio-based format. B.H.O.L.A. learners will experience learning activities through direct teaching performance based and project based learning instruction, which integrates the California content Standards and engages students in on-site and off-site Community College classes. Flexible scheduling and effective school supports will contribute to the students' motivation and progress and allows students greater flexibility to participate in community service projects, internships and apprenticeships with local partners, including civic non-profit and business entities. "Learning" best occurs when students are motivated. Motivated learners are self-starters, self-directed, independent learners who become high achieving life-long learners (Printich & Schunk, 1996)

**Instructional framework, which includes instructional approaches, scope and sequence, addressing state standards, and evidence (research-based) that instructional program, has been successful with similar student population.**

High academic standards with clear expectations (Resnick, 2005) will be utilized when implementing research based learning strategies in the curriculum and instruction. Instructional strategies used will be student-focused to develop each student's full potential, while recognizing his or her uniqueness. B.H.O.L.A will align its curriculum and instruction with district, state and national academic standards. Our high thinking expectations will result in self-motivated, competent and lifelong learners. Students will take courses designed to prepare them for college and university life through teacher directed and project based learning strategies in a cooperative learning atmosphere; an integrated curriculum, advisory programming, integration of technology and community internships. Implementation of methodology is assured by professional development opportunities.

### **Proposed instructional program**

The assessment model used will be the pretest/post test assessment model. All students will take placement tests which will start with the “Brainchild Achiever” in basic English and math. The Brainchild Achiever program numbers all lessons and practice tests specifically according to the California Content Standards.

The next group of tests that will be administered will be the California High School Exit Exam (CAHSEE) practice test in language arts and math. The final battery of testing will use the California Standards practice test in English, math, social studies and science according to the student’s grade level.

Specific core courses will utilize pre and post tests based on the Holt McDougal California standards aligned textbooks. Additionally, assessment focuses on demonstration of skills and knowledge with an emphasis on performance tasks. School-wide portfolio systems will document the student’s competency attainment and progress where regular and frequent preparation and presentation of portfolio materials are used as a requirement and a gateway to the promotion for the next grade level or graduation. These content expectations and objectives are based on state and local content standards.

The roles and responsibilities of the colleges cited in relationship to the “presentation level” are simply to enter into a “memorandum of understanding” giving permission for the student’s to attend college courses on and off campus who have reached the skill level between 8<sup>th</sup> and 10<sup>th</sup> grade and have successfully fulfilled the California State requirements for those grade levels.

### **Specific goals for providing and ensuring equal access to academically low achieving students, gifted, low SES, ELLs, special education, and a goal for reclassification of ELLs**

Assessment will be an instrumental part of B.H.O.L.A determining the educational needs of all students. Ongoing assessment will be provided to identify and respond to the needs of students who are not achieving at or above expected levels, whether they are academically high achievers, English learners, or students with disabilities. Assessment shall be viewed as a tool to assist in the decisions that are made in curriculum development, classroom instruction and in meeting the unique learning requirements of students with special needs. Data obtained from the assessments administered will be a guiding component in all decisions made, thus the term, Data Driven Decisions. Results obtained will be processed through the data analysis system and used to guide instruction.

An Assessment Center will be developed to effectuate this process, with the primary goal of students being assessed in all areas of concern including: academic, learning styles, social, emotional, behavioral, etc.

Teachers will be informed of the language level of their students from the results on these exams. All teachers will be trained in SDAIE “Specially-Designed Academic-Instruction in English” techniques of instruction as well as other areas of professional development related to instruction of the ESL student.

### **Attendance requirements including length of school day and year**

#### **Student Attendance:**

No student is required to attend B.H.O.L.A. High School. Students living within the attendance area of the charter who does not desire to attend the Barack H. Obama Leadership Academy Charter High School will possess the same alternatives as those offered to other students currently residing in the District. These students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.

### **Instructional materials and the process by which curriculum, materials and instructional activities are to be selected**

High academic standards with clear expectations will be utilized when implementing research based learning strategies in the curriculum and instruction. Instructional strategies used will be student-focused to develop each student’s full potential, while recognizing his or her uniqueness. B.H.O.L.A. will align its curriculum and instruction with district, state and national academic standards. Our high thinking expectations will result in self-motivated, competent and lifelong learners.

Students will take courses designed to prepare them for college and university life through teacher directed and project based learning strategies in a cooperative learning atmosphere; an integrated curriculum, advisory programming, integration of technology, and community service learning internships. Implementation of methodology is assured by professional development opportunities. Teacher directed Instruction Project Based Learning 60% 40.

### **Project Based Instruction**

Project based learning with an integrated curriculum (PBL) is a model for classroom activity that emphasizes learning activities that are extended, interdisciplinary, student-centered, and integrated with real world issues and practices. Evaluations of 8-12 instruction have shown strong evidence of learning gains associated with PBL plus technology (Stites, 1997-2001). In one of the best documented programs combining PBL and technology, eighth graders in the Union City Interactive Multimedia Education Trial scored approximately 10% higher than students from other urban and special needs districts on statewide assessments of reading, mathematics, and writing achievement.

One immediate benefit of practicing PBL is the unique way that it can motivate students by engaging them in their own learning, which helps them understand they have a right to understand things and make them work, as well as to try actively to analyze problems, ask questions and get information.

PBL also provides opportunities *for* interdisciplinary learning. Students apply and integrate the content of different subject areas at authentic moments in the production process. PBL helps make learning relevant, challenging, and allows for synthesis of several sources of information. In the classroom, PBL provides many unique opportunities for teachers to provide frequent recognition of student work. Teachers may fill the varied roles of coach, facilitator, and co-learner. Finished products, plans, drafts, and prototypes all make excellent performance assessment tools around which teachers and students can discuss the learning that is taking place.

PBL also provides opportunities for teachers to build relationships with each other and with those in the larger community. Student work can be shared with other teachers, parents, mentors, and the business community who all have a stake in the students' education.

- There are two essential components of projects: A driving question or problem organized around major concepts, that serve to organize and drive activities, which taken as a whole amount to a high thinking demand within the thinking curriculum.
- Culminating product(s) or multiple representations referenced to the standards that meaningfully addresses the driving question. Because projects are concrete and explicit (e.g., a model, report, consequential task, videotape, or film) they can be shared and critiqued. This allows other students to provide feedback, makes the activity authentic, and permits learners to reflect on and extend their knowledge and revise their artifacts.

The program is based on the Diploma Plus model which is a competency based system that specifically fits with the CDE minimum course requirements as follows.

### **State Minimum Course Requirements**

Minimum set of courses required for high school graduation.

[Courses Required for High School Graduation and University Admission](#) (English)

[Available Translations of the Courses Required for High School Graduation and University Admission](#)

California *Education Code* specifies a minimum set of courses required for high school graduation that local school districts have the authority to augment with additional requirements. The California State University and the University of California have established a uniform minimum set of courses required for freshman admission.

Section 51225.3 states that commencing with the 1998-99 school year, all pupils receiving a diploma of graduation from high school must complete all of the following while in grades nine to twelve, inclusive:

Courses in the subjects specified, each course having duration of one year, unless otherwise specified.

Three courses in [English](#).

Two courses in [mathematics](#), including one year of Algebra I beginning in 2003-04 (California *Education Code* Section 51224.5).

Two courses in [science](#), including biological and physical sciences.

Three courses in [social studies](#), including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics.

One course in [visual or performing arts](#) or [foreign language](#). For the purposes of satisfying the requirement specified in this subparagraph, a course in American Sign Language shall be deemed a course in foreign language.

Two courses in [physical education](#), unless the pupil has been exempted pursuant to the provisions of *Education Code* Section 51241.

Other coursework as the governing board of the school district may by rule specify.

The governing board, with the active involvement of parents, administrators, teachers, and pupils, shall adopt alternative means for pupils to complete the prescribed course of study, which may include:

1. Practical demonstration of skills and competencies,
2. Supervised work experience or other outside school experience,
3. Career technical education classes offered in high schools,
4. Courses offered by regional occupational centers or programs,
5. Interdisciplinary study,
6. Independent study, and
7. Credit earned at a postsecondary institution.

#### **How does the competency-based system work?**

Diploma Plus schools measure student academic achievement relative to performance, NOT seat time, effort, behavior, or credit accumulation. To implement the Diploma Plus system one must transform the traditional “grading” and promotion system.

Students in Diploma Plus schools progress through three distinct phases: Foundation, Presentation, and Plus Phase, but only after consistently demonstrating mastery of the following:

- Diploma Plus Competencies—a list of subject-specific core thinking habits and skills used to measure student performance at all grade levels;
- Key Content and Skills—condensed lists of subject-specific prioritized performance indicators derived from analyses of state standards, state exams required for graduation, college entrance exams, national standards, and other lists of “power standards.”

In order to be promoted, earn credit, and graduate, students demonstrate proficiency in these Prioritized Performance Indicators through portfolios and related presentations, their course grades, and scores on state and/or internal exams. Student proficiency is measured using the rubrics that accompany the Diploma Plus Competencies. DP’s competency-based system will be aligned to the California state standards, to the A-G requirements, to the CTE standards, and to other locally identified measures.



The petitioners did describe how the self paced and project based nature of the courses will occur with the following section on "Integrated Curriculum" that can be found in element one, on page six.

### **Integrated Curriculum**

B.H.O.L.A. will provide an integrated curriculum which will enhance student learning, based on teachers collaborative design, utilizing the CA Content Standards, CA Frameworks, standardized and performance assessments. An integrated curriculum is discussed through an explanation of a Japanese Internment project, utilizing directed and project based instruction, integrating a 5 unit 9th grade World History course and 5 units Computer and Technology course.

Students will:

- a) Find related stories and images of internment online and use list serve for writing utilizing their
- b) computer
- c) Complete a learning project.
- d) Complete team and individual assignments.

Teachers will:

- a) Gather student Information, specify course goals and objectives, and select learning activities according to State Content Standards for 9th grade World History and Technology.
- b) The teacher will utilize directed teaching lessons online using Power Point presentations via projection screens, smart boards, and computers.
- c) The teacher will place students in cooperative learning groups, and teams teach when indicated.
- d) They will use SDAIE techniques to assure ELL, and slow learners and disabled students understand the information.
- e) They will arrange student resources (web sites, chat rooms, textbooks and other materials) and live experiences such as a visit to the Japanese American museum and guest speaker(s) on the subject.
- f) They will describe the end product and specify completion date(s).

Assessment of learning will be:

- a) Standardized tests administered during the year.
- b) Performance assessments, with rubric, evaluated through completion of a digital portfolio with the cooperative learning team, individual and group presentations, individual pen and pencil exam tied to the content and curriculum.
- c) Assessments will be administered every two to six week intervals.
- d) Teachers will utilize results of assessments to improve student learning via attendance and participation in professional development opportunities, discussion of results with other teachers and revising course curriculum to assure improved student learning.

Parents will:

- a) Participate in the learning process by attending presentations, having high expectations for learning, and sharing of relevant learning experiences

In addition, students will engage in student-centered strategies, which will involve group discussion and problem-solving, and will be guided by a teacher.

There will also be one on one time with teachers to address student projects and their specific needs or deficiencies. This also enables teachers to use a variety of instructional strategies to address diverse student needs and skill levels.

Students will also be encouraged to use the Internet to allow connection with other students and adults world wide. Other interdisciplinary projects that take learning beyond the classroom and out into the world will also help students to add to their directed study projects.

Technology courses will be offered at the school to help students carry out projects, research and to participate in assessment tests.

While in-class tutelage and help will occur during class and project time, basic computer classes will be offered for those who need it.

In addition, more advanced computer courses will be offered to those who are on a more specific technical career stream. This stream will incorporate the Career Technical Education standards and framework. Any courses not offered at the school itself, can be taken off campus at area community colleges.

The Career Technical Education standards and framework bolster California's standards-based education system by incorporating cutting-edge knowledge about career options, technology, and skills required for success in adult life. This initiative is critical if California is to meet the challenges inherent in its diverse, rapidly changing education, economic, policy, and workforce environment.

On January 10, 2007, the SBE approved the *Education Code* Section 51226.1 stipulates that the framework will prepare pupils for both career entry and matriculation into postsecondary education. The framework is a guide to implementing the groundbreaking CTE Standards at the local level in rigorous and relevant ways. The CTE Framework structure and contents are designed to assist the field in planning and delivering a rigorous and relevant CTE curriculum that increases student achievement. The framework draws on all 15 of California's CTE industry sectors to provide examples of practices and research-based guidance for implementing the CTE Model Curriculum Standards.

The legislation stipulates that adoption of the model curriculum framework by local educational agencies is voluntary.

Some of the courses and descriptions for technological study are as follows.

### **Introduction to Computers**

The major emphasis of this course is to help the students develop a basic awareness of the way in which computers work. This introductory course emphasizes interaction with computers in developing skills in keyboarding, word processing, and data processing. Students will learn computer terminology, computer languages, care of equipment and software, and operation of equipment through hands-on experience. Improvement of keyboarding, formatting, composing, and editing skills will also be emphasized.

### **AP Computer Science**

Solving problems is a skill fundamental to the study of computer science. A large part of the course is built around the development of computer programs or parts of programs that partly solve a problem. Emphasis is towards design issues that make programs understandable, adaptable, and reusable, if needed. Students develop and select appropriate algorithms and data structures to solve the problems. Students code fluently in an object oriented paradigm, using the programming language, Java. Students are expected to be familiar with and be able to use Java from the AP Java subset

### **Computer Programming**

Enables students to develop skills in programming a computer using BASIC, a programming language. The objectives of introduction to computers are reviewed and these skills are extended by enabling students to practice programming a computer.

### **Computer Repair**

Provides students with an extensive hands-on classroom environment that leads to a comprehensive learning experience in order to pass the computer industry (Comp Tia A+) certification exam.

### **Digital Graphics**

Prerequisite: Introduction to computer literacy, successful completion of the Computer Skills Proficiency Test, or instructor approval.

Basic computer instruction for graphic production and design. Instruction and activities in the use of digital software and hardware.

Use of electronic input and output devices. Use of Adobe Photoshop 5.5 and web page development using Netscape Composer.

### **Networking**

This comprehensive program prepares students to build, manage and maintain a campus network which prepares students to take the Cisco Certified Network Associate (CCNA) certification computer industry internet working exam.

## **The Barack H. Obama Leadership Academy Program Outline**

### **I. Diploma Plus Model Academies**

#### **A. College Preparatory Academy in Liberal Arts;** literature, language, history, math and science.

1. **Foundation Level:** Build skills and knowledge in core academic subject areas. For students who come into the school with math and reading skills below the 8th grade level.
2. **Presentation Level:** Build skills and knowledge in core subject areas. Students typically take required state exams. College and career exploration becomes a bigger focus for students with skill levels between the 8th and 10th grade level.
3. **Plus Phase:** Continued knowledge-and-skills building in core subject areas, plus a strong focus on post-secondary transition. Key elements include in-depth senior projects, small group seminar focused on the post secondary transition, an internship and post secondary coursework.

#### **B. Technical Career Preparatory Academy;** construction technology (carpentry, electrical, masonry, plumbing) health and pre-med, culinary arts, early childhood care and education, information systems (computer drafting and design, programming and web development, graphic communications,) collision and automotive technology.

1. **Foundation Level:** Build skills and knowledge in basic electives.
2. **Presentation Level:** Build skills and knowledge in electives. College and career exploration becomes a bigger focus for students with skill levels between the 8th and 10th grade level.
3. **Plus Phase:** Continued knowledge-and-skills building, plus a strong focus on post-secondary transition. Key elements include in-depth senior projects, small group

seminar focused on the post secondary transition, an internship and post secondary coursework.

C. **Performing Arts Academy;** dance, theater, film, music and visual arts.

1. **Foundation Level:** Build skills and knowledge in basic electives.
2. **Presentation Level:** build skills and knowledge in electives. College and career exploration becomes a bigger focus.
3. **Plus Phase:** Continued knowledge-and-skills building, plus a strong focus on post-secondary transition. Key elements include in-depth senior projects (showcases), internships and post secondary coursework and/or master classes.

II. **Health Clinic**

A multi faceted treatment program that will service all health care needs of all the students.

III. **Mental Health and Substance Abuse Counseling**

Substance abuse and mental health treatment systems available for all students which involve issues such as alcohol and drug abuse prevention, behavioral issues, self-hate and mutilation, gang affiliation and association, troubled homes, peer pressure and student conflicts.

**The circle of care reduce issues that restrict best health care practice such as transportation, access to services, funding, demographics and other disabling factors.**

**A Typical Day at Barack Obama Charter School.**

When someone comes to the Barack Obama Charter School, they will not see a uniform education for all students. What they will see is a multi faceted program that caters to the needs of at-risk students. Because “at risk” can involve many different factors, there are many different programs offered at Barack Obama charter school that can be utilized to help with the success of each student’s education.

The three main components of the high school, involve an education, a health clinic and a social services division. Each of these areas deal with the major areas that may affect an at risk student; a different type of teaching customized to cater to the student’s educational strengths and weaknesses, physical health and mental health. Within each of these programs there are further programs as seen in the above outline.

The educational facet incorporates three schools; a college prep program, a technical/trade program and a performing arts program. These programs cater to the interests and the talents of each student. While learning the basic skills necessary in these fields, the students will be able to utilize the health care clinic and mental health support services to enable more success within each student’s educational experience on a daily basis.

Besides the support services, students will also be able to utilize other tools to assist them in their weaknesses. Within each classroom there will be extra support not only from a highly qualified instructor, but also a bilingual aide and two academic couches. One of the couches will be a college student working within their internship, and the other will be an upper classman at Barack Obama Charter who has established excellence.

In addition to this physical support, there will be computerized support through the program “Brain Child” that will monitor how a student is doing every step of their academic journey. Additionally, this program

will help to reinforce and teach during non-school hours through the use of a computerized “study buddy” that the student can take with them.

With constant monitoring and support, the student is then guided to become more independent in their education. It is in this phase that the student explores further into their interests with project based education and then moving into outside internships and more advanced coursework at area colleges.

This four year program is designed to get the student to be a full functioning, healthy and educated adult that will add to the community in which we live.

A visitor will see unique schedules and unique situations that will cater to the uniqueness of every student who walks in the door.

### **Process and/or procedures that teachers will employ to implement the program**

The instructional program is built around Lauren Resnick’s Nine Principles of Learning. The goal of the program is to create intelligence by teaching in ways that foster learning-oriented goals, and by organizing our schools in ways that promote effort.

Daily expectations are placed on students socializing them to be responsible for using metacognitive strategies and skills such as memorizing, using resources, reasoning, problem solving, and decision-making. Students are taught how and when to ask questions, when it is okay to request assistance, when to collaborate, and when it is appropriate to struggle through on their own for a while.

More specifically, the program consists of features that address the needs of the students, such as a block schedule and the recruitment of teachers who hold single subject credentials in English, Math, Science, Social Studies and Art or teachers who hold multiple subject teaching credentials with subject matter authorizations in the core content areas. This targeting recruitment of teacher with in-depth subject matter knowledge and expertise ensures that teachers understand the more complex standards and are able to teach students the grade-level appropriate content standards with depth, and that students are able to demonstrate mastery of the content standards.

The block scheduling enables our teachers to implement project-based, integrated and thematic instructional strategy by providing more time per class session to teach grade-level content standards with depth and mastery while integrating content areas and using hands-on learning activities. The block schedule also allows for more technology instruction and allows for technology to be integrated into the other core content areas. The goal of the technology program is for students to be technologically literate, knowing how to use the computer in the ways professionals use it daily. In addition to receiving explicit instruction in basic typing skills, Word, Excel and PowerPoint, Students learn illustration and modeling applications in order to generate art work. Multi-media arts (music and video production) are integrated through projects in a variety of subjects.

### **The Instructional Environments**

BHOLA’s environment will provide evidence of a highly rigorous curriculum, clearly focused and articulated. It will be implemented in a way that demands a significant amount of active mental work and questioning from not just some, but all of the students. This environment will be comprised of the principles explored below:

#### **Academic Rigor in a Thinking Curriculum**

This principle calls for a commitment to a knowledge core. Students only acquire robust, lasting knowledge if they themselves do the mental work of making sense of the problem. Students will construct their own knowledge, and the ideas they develop will be in good accord with known facts and established concepts. Our teachers will integrate rigor of content with high-level thinking and active use of knowledge. Reading comprehension, reasoning, writing, and problem solving are all skills that depend on what an individual knows. We will have an articulated curriculum that progressively deepens students' understanding of core concepts while avoiding needless repetition. Every instructional task and assignment, including extended projects in which original work and revision to standards is expected, will demand students to raise

questions, problem solve, think and reason. Students will be challenged to construct explanations for their thinking and justification for their arguments, not just to get the right answers.

#### Accountable Talk

During whole class discussion, small group work, peer or teacher conferences, and interviews, students will be accountable to: the learning community; knowledge and standards of evidence that are appropriate to the subject; and generally accepted standards of reasoning. Students will need to explain their reasoning, give justifications for their proposals and challenges, recognize and challenge misconceptions, demand evidence for claims and arguments, or interpret and re-voice other students' statements.

#### Clear Expectations

Teachers will communicate clear expectations about what students will learn, how they will learn, and what qualifies as good work. They will set explicit content and performance standards that all students will work to achieve, and will make those standards clear to everyone—students, teachers, principals, parents, and the Community—by displaying and discussing them regularly. Students will know what is expected and will be able to assess their progress toward a set goal. They will therefore be able to take responsibility for their own learning. Students' accomplishments will frequently be recognized and celebrated. Students will internalize the expectations by developing rubrics and criteria charts that express the standards for quality work in their own words. By reflecting on exemplars and models of student work that meet or are on the way to meeting standards, students will learn to judge the quality of their own and others' work.

#### Self-Management of Learning

Students will be explicitly taught to assume responsibility for their own learning through organized learning experiences. They will monitor and regulate their own cognitive processes with increasing spontaneity and sophistication. They will monitor their own understanding of concepts and reflect what is being learned.

They will check for new insights among prior understanding, and connect new information to their background knowledge by using metacognitive skills as well as by taking responsibility for their own learning. Since students will take responsibility for their own engagement with learning, they will work productively, independently, with a partner, or in small groups—without the need for constant adult supervision.

#### **Learning as Apprenticeship**

Extended projects and presentations of finished work to interested and critical audiences will be used. The environment will be organized so that complex thinking and production is modeled and analyzed. Teachers will utilize cognitive apprenticeship which includes: modeling and observation, active practice, scaffolding, coaching, and guided reflection.

##### Modeling and observation.

Through this observation, mediated by conversations in which critical features of the work or product are pointed out and processes are analyzed. Students learn to discriminate good from poor practice, and acceptable from unacceptable outcomes.

##### Active practice.

Students practice learning by developing products and performances under controlled conditions in and beyond the classroom.

##### Scaffolding.

Products will be created jointly with apprentices doing the part they can and masters are more advanced apprentices doing the more demanding parts. As student apprentices begin to develop competence in a content area, teachers will gradually reduce the amount of support and scaffolding. Self management skills will develop alongside expertise.

##### Coaching.

Student apprentices will be coached by their teachers, visiting experts, and their more advanced peers, who observe, comment, challenge and suggest modification to the work.

Guided reflection. Students will have the opportunity to continually engage in considering, evaluating, and improving on their work.

#### Fair and Credible Evaluations

The content of the evaluations will be known in advance allowing for systematic and effective study. The content of the evaluation will be related to the taught curriculum.

#### Recognition of Accomplishment

Students' progress toward the achievement of rigorous performance standards will be frequently recognized and celebrated by special events and occasions that regularly allow family members, friends, and others who are important in their lives to witness and applaud the student's accomplishments.

B.H.O.L.A Charter High School community and business internship program will allow 11 and 12<sup>th</sup> students the opportunity to participate in real world learning. Through acquisition of community and business internships, B.H.O.L.A. students will gain experience in business principles with health occupations, technical industries, retail and commercial establishment, and educational institutions. Internships are anticipated in the aerospace industry, farming, ranching and environmental management industries as well.

#### Curriculum

Teachers instruct students in the California Content Standards and use the California Content Standards to: align the curriculum, assess and monitor student progress, design systematic support and intervention programs, and encourage parent investment and community involvement. After enrollment, all students will be assessed to identify opportunities for support and/or enrichment. Prior to the beginning of the school year, the teacher will meet with the parents to discuss an individual plan for the student's learning. The curricular standards will be broken down by quarterly reporting periods. The parent will be able to assist with the development of the learning plan in a format that is comprehensible to them such as checklists, etc. The parent will also have an opportunity during this meeting to provide additional information that will assist the student's learning. Student assessments throughout the school year will be formative and summative such as: (1) state-mandated standardized tests, (2) school-designed test using school generated rubrics based on state standards, (3) portfolios, (4) exhibits, (5) publisher-developed assignments and tests. The CST will be the primary summative assessment utilized by BHOLA.

#### Remediation

B.H.O.L.A. will provide remediation for students to improve their school performance. B.H.O.L.A. will continue to provide after school, weekend and summer tutoring programs. Homework assistance, computer and other technology training, engineering and science tutorials are provided year round. Students are mentored by trained volunteers from the community from both English and Spanish speaking backgrounds.

Additionally students will be given "lap tops that can access "Brainchild" which is a computer program that uses a program called "Achiever" where the student can access pretests, review mistakes and be able to be involved in multimedia instruction. They will also be able to access "study mode" which offers questions with immediate and detailed feedback. Additionally, they can access post-tests which include district wide benchmark assessments.

In addition to lap tops, each student will be given a "study buddy" which is a device that offers offline practice that has the same content and multimedia instruction found on Achiever. Because the charter school is based on the "Diploma Plus" program model, integrated learning projects that may be on lap tops, can be taken home for additional work and research.

## **Diploma Plus High Schools Program Summary**

### **Purpose**

The purpose of diploma plus (DP) high schools is to prevent students from dropping out of school and to reduce the achievement gap by providing educational options to students who have not experienced success in traditional high school.

The Commonwealth Corporation (CommCorp), supported through a grant from the Bill and Melinda Gates Foundation (Gates Foundation), is expanding its network of diploma plus small high schools from the east coast to California. In selecting California DP program sites and supporting their implementation, CommCorp is working with New Ways to Work (NWW) and the California Department of Education (CDE), in overseeing the implementation of DP sites in California.

### **Program/Services**

DP schools are based on an alternative/small school model designed and administered by the Center for Youth Development and Education (CYDE) at the CommCorp. It serves youth who have not experienced success in high school. These youth may have dropped out and want to re-enter school or may still be enrolled and underachieving. DP improves the academic rigor for these students while improving the transition to post-secondary opportunities.

### **Outcomes**

DP graduates receive a high school diploma. They also gain strong academic and life skills, valuable work experience, and college credits that can be applied to a future college degree.

### **Funding**

CDE provided an initial \$300,000, three-year investment that was critical in leveraging funding from foundations and in establishing DP on a firm footing. This funding was matched by funding from the Gates Foundation and the James Irvine Foundation.

Although CDE funding was discontinued in 2008, due to the budget limitations, in-kind support continues to be provided to ensure ongoing technical support.

### **Results**

DP schools must be public schools that offer public high school diplomas and comply with all graduation requirements set forth in the California *Education Code*, including passing the [California High School Exit Examination](#). DP schools must comply with state and federal accountability and reporting provisions.



### **College Counseling.**

B.H.O.L.A. will hire a college counselor to ensure students are knowledgeable of and successful in courses leading to college and university admission. In the 10th grade, students will begin a series of meetings and other interventions with the counselor. Students will be advised on SAT preparation, essay writing, financial aid and scholarships, as well as location and school culture of colleges and universities both inside the state, as well as schools in the south and eastern United States.

### **Learning Resource**

B.H.O.L.A. will administer and track standardized and performance based tests and each student will have their progress reviewed annually with a learning resource person. B.H.O.L.A. Charter will provide courses which meet the A-G requirements for the CSU and UC systems and will provide resources to teachers which have demonstrated success in student learning. Critical Friends Group will assist B.H.O.L.A. with professional development in this area. The assessment model used will be the pretest/post test assessment model. All students will take placement tests which will start with the “Brainchild Achiever” in Basic English and math. The Brainchild Achiever program numbers all lessons and practice tests specifically according to the California Content Standards.

The next group of tests that will be administered will be the California High School Exit Exam (CAHSEE) practice test in language arts and math. The final battery of testing will use the California Standards practice test in English, math, social studies and science according to the student’s grade level.

Specific core courses will utilize pre and post tests based on the Holt McDougal California standards aligned textbooks. Additionally, assessment focuses on demonstration of skills and knowledge with an emphasis on performance tasks. School-wide portfolio systems will document the student’s competency attainment and progress where regular and frequent preparation and presentation of portfolio materials are used as a requirement and a gateway to the promotion for the next grade level or graduation. These content expectations and objectives are based on state and local content standards.

The roles and responsibilities of the colleges cited in relationship to the “presentation level” are simply to enter into a “memorandum of understanding” giving permission for the student’s to attend college courses on and off campus who have reached the skill level between 8<sup>th</sup> and 10<sup>th</sup> grade and have successfully fulfilled the California State requirements for those grade levels.

### **Students with Special Needs**

#### *English Language Learners: English as a Second Language*

B.H.O.L.A. believes that 45% of students will be English Language Learners (**ELL**), based on enrollment of English Learners in neighboring schools. Students who are classified, as ELL will take English as a Second Language in lieu of Spanish until they are reclassified as English proficient. As with the Spanish classes, the ESL program will work as an extension of language and literacy development in English classes. B.H.O.L.A. plans to meet all requirements of federal and local laws as it pertains to providing equal educational opportunity for English language learners. B.H.O.L.A. Barack H. Obama Leadership Academy Charter High School admission application will request information regarding the primary spoken language. Each student whose home language is one other than English will be evaluated to determine his or her level of English proficiency. The California English Language development Test (**CELDT**) will be administered to all incoming students (along with other placement exams) and to all English learners annually to determine student’s individual proficiency level for reclassifying if necessary. Teachers will be informed of the language level of their students from the results on these exams. All teachers will be trained in SDAIE techniques of instruction as well as other areas of professional development related to instruction of the ESL student.

**Curriculum Content Areas:**

The California Contents Standards and Framework, a belief about how students learn through motivation, and standards based assessment predicated on the philosophy of the **No Child Left Behind Act**, drives the curricular content at B.H.O.L.A. The goal of B.H.O.L.A Charter includes the objective of enabling students to become self-motivated, competent and lifelong learners.

Selection of textbooks and other resource materials will be based on recommendations of the California Content Standards when applicable, and will be chosen for classroom use by a committee of teachers prior to the beginning of the semester.

Besides the State mandated standards and curriculum, as mentioned, BHOLA will also be utilizing the “Diploma Plus” and the “Brainchild” program.

The following statement is taken directly from the California Department of Education and shows that the Diploma Plus has been state adopted and the following “Overview” shows that it has been researched.

“DP graduates receive a high school diploma. They also gain strong academic and life skills, valuable work experience, and college credits that can be applied to a future college degree.

DP schools must be public schools that offer public high school diplomas and comply with all graduation requirements set forth in the California *Education Code*, including passing the [California High School Exit Examination](#). DP schools must comply with state and federal accountability and reporting provisions.”

**Overview of Diploma Plus:**

Diploma Plus is a nationally recognized education model that provides an alternative pathway for over-aged and under-credited students to reengage in their learning and graduate college- and career-ready. As one of the evidence-based models that helps students graduate identified in President Obama’s pre-election position paper on education and only one of two successful alternative programs selected by the American Youth Policy Forum, Diploma Plus is committed to helping districts and communities provide high quality options for youth who have not been well served by the traditional education system.

The Diploma Plus model combines high expectations for every student, a rigorous competency-based and standards-aligned approach, a small personalized learning environment, opportunities to make real-world connections, and pathways to becoming successful adults. The Diploma Plus model is built on four essentials for success: a performance-based approach, a supportive school culture, future focus on college and careers, and effective supports for teachers and schools. Through its Four Essentials DP students gain strong academic and life skills and valuable college and work experiences that prepare them for successful transitions to post-secondary education and careers.

In addition, Diploma Plus utilizes effective student-centered instructional practices, makes strategic use of technology to enhance teaching and learning, provides tools and systems to create sustainable alternative high schools, effectively uses data to improve instruction, and focuses on improving literacy and numeracy skills in all learners. Diploma Plus utilizes an innovative integrated approach designed to connect students’ academic learning to actual needs in today’s economy. This focus on both academic and career needs ensures student engagement and that they graduate ready for postsecondary success and are prepared to earn a living family wage.

Launched in 1996 as a 100-student pilot program with two community-based organizations in Boston, Diploma Plus has since evolved and, with the generous support of the both local and national foundations and partnering communities and school districts, now serves over 4300 students in four geographic networks across the country. Diploma Plus has 29 schools in New York City, Providence, Newark, Baltimore, Indianapolis, Nashville, Benton Harbor, California (Los Angeles, Stockton and Yolo County) and Massachusetts (Boston, Lawrence, Holyoke, Adams, and Brockton).

Since its inception, Diploma Plus' total enrollment has been more than 18,400.

**Mission:** The mission of Diploma Plus is to develop, implement, and sustain, in partnership with school districts and communities, innovative educational approaches and small schools that provide rigorous and student-centered alternatives for youth who have been failed by the traditional system in order to nurture their power as learners and enable them to complete high school college- and career-ready.

**Our Logic Chain of Impact:** Diploma Plus believes that if we a) enroll our target population of high-need students; b) reengage them in school; c) provide rigorous and relevant learning experiences; and d) give pathways to college and career success, then we can ensure our young people will be successful in high school and prepared to earn a living family wage and be competitive in today's 21st century economy. The outcomes and impacts listed below follow the four parts of this logic chain.

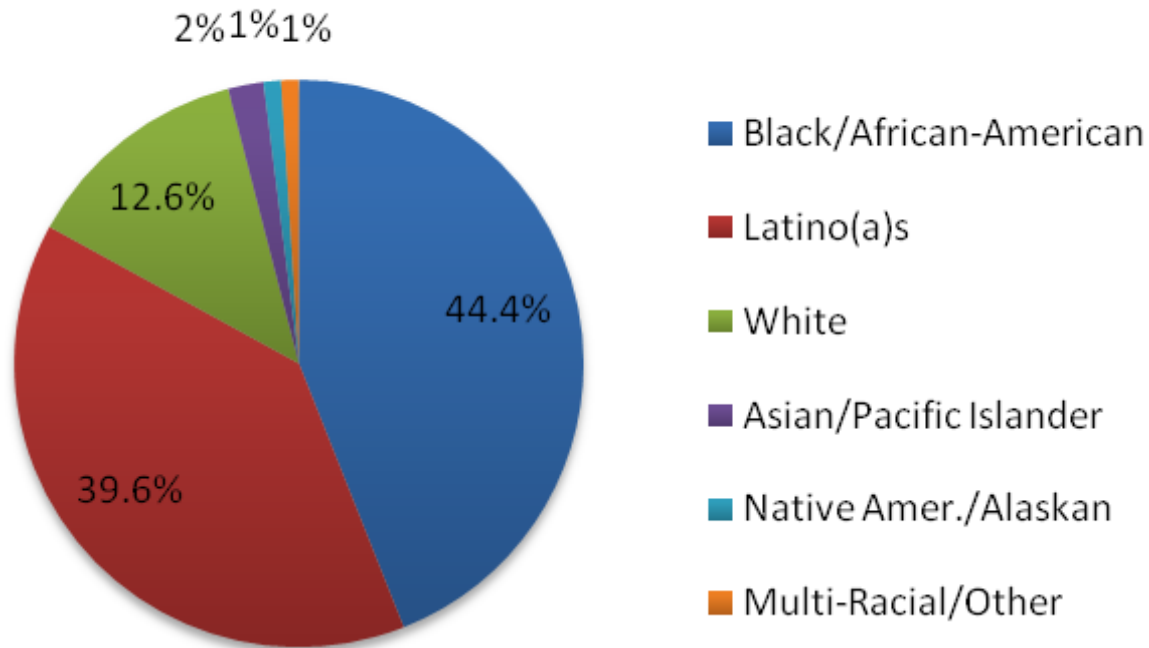
**Diploma Plus Reaches our Target Population of High-Need Students:** Diploma Plus aims to serve students who have been failed by the traditional education system and are over-aged and under-credited, yet demonstrate interest and determination in completing their secondary education. Our students have been unsuccessful in middle or high school and desire an alternative high school experience. In addition, DP students demonstrate a wealth of creativity, honesty, courage and hopefulness in pursuit of their high school diplomas.

While attending a DP school, students experience: student-centered education designed to ensure their graduation as well as prepare them for both college and career; opportunities to accelerate their education or to take additional time to master competencies; academic connections to the real world including taking community college course and completing internships in high growth industry sectors; supportive relationships with caring adults

**Indicators:**

DP schools are located in urban areas with high rates of high school non-completion. Across the national DP network, 76.4% of students are identified as eligible for free or reduced priced lunch. 44.4% of our students are Black/African-American, 39.6% are Latino (a), and 12.6% are white. 15.6% of students across the network identified as English Language Learners; more than half of the students in this category (56%) attended our schools in California in 2008-09, with 47% of those students hailing from APEX Academy in Los Angeles. Diploma Plus has also just opened a school for new immigrants in New York City, with 100% ELD students. In every region where DP works we have seen growth in student enrollment, for example: New York City Diploma Plus schools have experienced a 235% growth in enrollment since their inception in 2004-05.

# 2009-10 Demographics



The average age of a Diploma Plus student is 17.7 years old. Students in New York City have the highest average age of all of the schools in the network at 18.3 years old, which demonstrates that DP reaches many students who are one or more years off track. Students are fairly evenly distributed across all grade levels. There are an equal percentage of 9th and 10th graders, who comprise about 60% of all students, with 12th graders being the next largest grade level at 23% and 11th graders 19% of the network.

## Diploma Plus Successfully Engages Students:

DP schools work intentionally to develop a positive and supportive school culture that serves to reengage students in learning. This culture is developed through specific relationship-building activities, creating deep-rooted school norms that nurture the strengths of diversity and inclusivity, fostering positive relationships with caring adults and engaging youth voice.

## Indicators:

Nationally, Diploma Plus enrolls students who have been disengaged in school. DP has notable success in reengaging students in learning.

- *Attendance is higher than or comparable to similar schools.* Attendance averaged 78.3% in 2008-09, with most of our schools meeting our 80% benchmark; this rate is better than comparable schools serving the same population. For example, APEX students in Los Angeles had a higher attendance rate than at their previous schools and against their peers.

- *Students' attendance improves when they enroll at DP.* For example, at Harlem Renaissance in NYC, students' attendance significantly improved since attending a DP school, from 26.1% at their previous school to 72%.

- *DP schools demonstrate strong and improving graduating/returning rates for students and exceed rates at comparable schools.* In 2008-09, New York City DP schools had 84.1% of students return to their Diploma Plus school, up 6% from the previous year. In addition, fewer students in NYC DP schools are

dropping out or transferring. There was a 3.8% decrease in dropout from 2006-07 to 2008-09 and a 2.2% decrease in student transfers.

- *Diploma Plus students feel valued and value the program.* 92% of students feel academically successful in the Diploma Plus school. Significantly more students (89%) feel that school is important for success in life. Significantly more students feel their Diploma Plus school is preparing them to succeed in college. 86% of students prefer DP to their old school.

- *Both parents and students report positive attitudes towards DP.* For example, at Liberation Diploma Plus in New York City, 94% of students reported that their teachers inspire them to learn; 100% of parents surveyed said they were very satisfied with the quality of education their child received.

**Diploma Plus Improves Academic Performance:** Diploma Plus implements a rigorous and student-centered performance-based curriculum that results in improved academic performance for our students. Our students create and defend portfolios of work to demonstrate their knowledge of both content standards and Diploma Plus competencies. In addition, students are required to pass state required tests. Diploma Plus schools demonstrate improved academic performance. As examples:

- In New York City, Diploma Plus schools participation and passing rates on the Regents<sup>2</sup> exams exceeds those of comparable schools. In the most recent year for which comparisons were available, DP schools scored 8% higher in math and 24% higher in English.

- DP schools continue to demonstrate gains, and in 2008, 100% of students at Harlem Renaissance passed the English Regents exam.

- In California, all schools receive an annual Academic Performance Index (API) score that measures their academic performance and growth from the previous year. Opened in 2007-08, the Merlo Institute for Environmental Technology, a Diploma Plus School in Stockton, CA enrolled students who were struggling the most; in 2008-09, although still low at 522, Merlo had the highest growth in the district with a point growth of 19. The district average growth was 6 points. Merlo also met targets school wide and for subgroups. In addition, in 2009, Merlo made the greatest gain in California Standards Test<sup>3</sup> scores in their district. They improved by 104 points over last year.

- Einstein Education Center in California had the highest growth both in the district and county with a gain of 41 points whereas comparable schools dropped 43 to 123 points.

- The NYC Diploma Plus schools, in the most recent year reported (07-08), met AYP on almost every measure including English Language Arts, Mathematics and Graduation Rate. As added evidence, NYC DOE issues annual Progress Reports and Quality Reviews; all of the DP schools but one received “A” or “B” in all Progress Report categories and “Proficient” or “Well Developed” in the Quality Review.

- On the 2007-08 Rhode Island state assessment, students at E3 Academy in Providence did significantly better than students at 10 out of the other 11 schools in their district on the English portion. The only school that did better was Classical, the Providence Exam School that only admits 30% of applicants.

- Indiana has a 40 credit graduation requirement, with an average earned of 10 credits a year. DP schools reporting averaged above 10 credits, with Lawrence Township DP students accumulating an average of 13.8. This indicates students were both engaged and worked to demonstrate higher academic performance than at their previous schools.

**Diploma Plus Improves Graduation Rates and Opens Postsecondary Pathways:**

Diploma Plus is committed to graduate students who are college- and career-ready. To that end, Diploma Plus Schools intentionally focus on students’ futures through awareness, exposure, preparation opportunities, and providing transitional experiences. This involves a multi-year sequence of career and

college exploration activities and services that are embedded in advisories, classroom activities, and out-of-school time. These services include experiences and activities like: job

3 California Standards Tests (CST) are end of course assessments that must be taken by all students who plan on attending a University of California or California State University after graduation.

Shadows, internships, visiting a college campus, completing a resume, researching a career, and completing a service-learning project.

**Indicators:**

Diploma Plus has shown notable success in improving graduation rates and postsecondary options. As examples:

- DP schools, in each of the four geographic networks, have higher graduation rates than comparable schools (as measured by similar demographics and educational histories). The average graduation rate from the Plus Phase was 88%.
- Across all the East Coast DP sites, Diploma Plus had a graduation rate (from the Plus Phase) of 90.2%.
- The New York City DP graduation rates are high and most students plan to attend college. In 2008-09, 85.2% of Plus Phase students graduated -- an increase of 4.1% from 2006-08; of those, 93.7% of graduates were accepted to and planning to attend college.
- Diploma Plus students are more interested in and are accepted into/planning to attend college after attending their DP schools: in 2008, 87% of students reported they were more interested in college while 86% of DP graduates across all sites were accepted into and planning to attend college (an equal number for 2 or 4 year schools). In the sites we were able to track students, 70% of DP graduates entered college within a year after graduation.
- While in the Plus Phase (akin to senior year), Diploma Plus.

Students enroll in and complete college courses. For example, in 2008-09, Plus Phase students at Early College High School in MA took over 28 classes, for over 131 college credits, and earned an average of a B+.

- In 2008, 95% of students reported that they felt better prepared for adulthood in DP than in their former school.
- In their first year, Indianapolis Diploma Plus schools have demonstrated high graduation rates and made gains in providing college and career exploration activities. For example, the DP schools had less than 10% of their students (51) in the Plus Phase in 2008-09, but 87.5% (45) of those graduated and, from the schools reporting, 71% were accepted into and planned to attend college.

1 This represents the sum of enrollment for all DP schools and for all years they were DP sites. This includes duplicative counts of individual students who were in DP for more than one year. We did not track individual students for several years, so cannot report on the number of individual students served, but it would be less than the 18,400; we estimate 50% of that number.

2 New York State High Stakes Test.

3 California Standards Tests (CST) are end of course assessments that must be taken by all students who plan on attending a University of California or California State University after graduation

4 Diploma Plus calculates graduation rates based on the number of student enrolled in the Plus Phase who graduate.

The Brainchild Program/CCS Achiever

CCS Achiever! Is a formative assessment and instructional CCS online assessment program to assess and adjust instruction on the California Content Standards as measured by the CST tests and CAHSEE tests.

California schools using CCS Achiever! Have made AYP and won awards for dramatic improvements on the CST Tests and CAHSEE Tests. It's easy! Use CCS Achiever! To make automatic student learning plans and provide differentiated instruction on each of the California Content Standards. Give CCS practice tests, yes, but this is much more than CCS preparation. It is formative assessment with differentiated instruction with multimedia on each of the California Content Standards.

### Course Requirements

Students will be required to complete and pass 230 units of instruction to graduate from B.H.O.L.A Charter. English, math, history social studies, visual and performing arts and science courses meet the A-G course requirements for university admission.

Table of subjects required to graduate

Subject	Minimum Requirement	Barack H. Obama Barack H. Obama Leadership Academy Charter High School Units	Units	CSU AND UC ADMISSION REQUIREMENTS
Core Subjects				
English	40 units of college preparatory English composition and literature.	40	40	40
History and Social Studies	10 units of US history or 5 units of US history and 5 units of civics or American government, and 20 units of world history, cultures and geography.	30	30	20
Laboratory Sciences	20 units of laboratory science in at least 2 of these three areas: biology, chemistry and physics.	20	20	20
Math	30 units. Elementary algebra, geometry, intermediate algebra.	30	20	30
Technology	5 units of Computer Skills.	5	0	0
Foreign Language	20 units of one language other than English.	20	0	20
Physical Education and Health	20 units of physical education, including 5 units of health.	20	25	0

Visual and Performing Arts	10 units.	10	10	10
Service Learning Internship	10 units.	10	0	0
Advisory Program	20 units.	20	-	0
Other Subjects				
Electives	25 units. Chosen from core subjects or practical arts including vocational training, life skills and career planning.	25	85	0
Total required units		230	230	140

### Academic Course Descriptions

#### English Language Arts

Using the State content Standards as a base, the first priority of an English Language Arts program is language development. Use of oral and written language sets human beings apart from the forms of life and allows for the expression of the human spirit, the development of ethical responsibility, and the ability to interact with and influence others. Students will share the responsibility for their learning. They must develop an increasing awareness of their own thinking, including attitudes, habits, and dispositions. The classroom will be technology infused with a networking foundation, and computer equipment. The seminar suite will be utilized by the English Language Arts department for instruction and will be equipped with computers, microphone, VCR and videoconferencing, and Smart Boards.

#### Grade 9 and 10

Ninth grade students' focus on reading selected novels. Grammatical instruction and vocabulary development are woven throughout the curriculum as students read classical works and current authors. Students will author their own short story. Students will deliver polished formal and extemporaneous presentations.

#### Grade 11 and 12

Reading Comprehension will focus on information materials. Students will analyze the organizational patterns, arguments, and positions advanced. In addition, by grade twelve, students will read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

English students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will conduct in-depth analyses of recurrent themes.

Students will write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing will demonstrate students' awareness of the audience and purpose and progression through the stages of the writing process.



### **Foreign language-Spanish**

As California's importance in the global economy grows, so does the importance of the state's students becoming proficient in at least one language other than English during the kindergarten through twelfth grade educational experience. Acquiring second language sharpens students' intellectual skills, increases their earning power, and broadens their cultural understanding. Every student deserves to be able to take advantage of these opportunities. Americans recognize that the ability to communicate in a second language provides access to the world's marketplaces. Many career opportunities are available to people who communicate well in English and are proficient in other languages. Because of its position as a world economic leader and its key location on the Pacific Rim, California offers many jobs in business and government related occupations.

Students will be placed in Spanish class according to their need, taking into account those students who speak English as a primary language will begin with the basis grammar, vocabulary, sentence construction, reading an comprehension and move to progressive higher material. B.H.O.L.A. plans to offer Spanish 1, II, and III.

The classroom will be technology infused with a networking foundation, and computer equipment. The seminar suite will be utilized by the foreign Language department for instruction and will be equipped with computers, microphone, VCR and videoconferencing, and Smart Boards.

### **Spanish I**

This course focuses on getting students who are not native speakers, comfortable with the Spanish language. Basic grammatical structures are studied. Speaking and listening to the language is emphasized and students will be required to interact with the teacher and fellow students on a daily basis. Students will be expected to make oral presentations to the class. This course goes into more depth concerning the grammatical structure of the language. Reading and writing skills are also emphasized as students continue to improve upon their oral and listening skills. Students will make oral presentations in class.

### **Spanish II**

This course continues the natural, personalized program of language acquisition begun in the Spanish 1 course. Spanish 2 is designed to broaden the student's level of achievement in basic skills with special emphasis on communication. Through the topical contexts, the students will expand their acquisition of vocabulary, their control of structure and their ability to communicate about their daily lives, express personal opinions, and supply real information in Spanish. Final tests will include skits, conversational dialogue, telephone conversations, and letter writing.

### **Spanish III**

This advanced Spanish course refines all grammatical skills necessary to master the language. Students are expected to make oral presentations, write analytical essays, and read Spanish passages on a weekly basis. Upon completion of this course it is assumed that students will be able to fully interact in Spanish and take a literature course in Spanish.

### **Mathematics**

Barack H. Obama Leadership Academy Charter High School Department of Mathematics will develop high school mathematicians who are able to solve a myriad of mathematical problems within an academic and real world setting. By incorporating project-based learning coupled with interdisciplinary direct instruction, students will be exposed to a systematic approach of understanding mathematics. Students matriculating from B.H.O.L.A. will not only be able to apply mathematical principles in the classroom, but in conjunction with their real world experience, thus enhancing the quality of life in their community. The classroom will be technology infused with a networking foundation, graphing calculators and computer equipment. The seminar suite will be utilized by the math department for instruction and will be equipped with computers, microphone, VCR and videoconferencing, and Smart Boards. B.H.O.L.A. students will receive supportive, rigorous, advanced placement instruction in Algebra, Geometry, Algebra II, Trigonometry, Pre-Calculus, and Calculus. Students will be instructed in algebraic operations, variables, linear functions, graphing, and quadratic equations. They will be encouraged to estimate and check their own work. Students learn problem-solving strategies.

## **Algebra II**

This course covers topics such as linear, quadratic, and rational functions, direct and inverse variation, inequalities and absolute value, systems of equations and exponential and logarithmic functions.

**Prerequisite:** Algebra I or its equivalent.

## **Trigonometry/Algebra III**

This course includes advanced Algebra topics and Trigonometry. Topics will include radian measure, arc length, the unit circle, right triangles, the Law of Sine's, The Law of Cosines, and graphs of trigonometric functions.

**Prerequisites:** Algebra II and Geometry, or their respective equivalents.

## **Pre-Calculus:**

This course is a preparation for Calculus. Topics may include linear, quadratic, polynomial, rational, exponential, and logarithmic functions, sequences and series, and matrices.

**Perquisite:** Trigonometry/Algebra III or its equivalent.

## **Calculus**

This is a yearlong course covering an introduction to differential and integral calculus which may be offered on site or in partnership with a local college or university. Topics will include limits of functions, derivatives of functions, applications of derivatives, max- mm problems, and curve sketching, volumes of solids of revolution, and the integration of logarithmic and exponential functions.

## **History and Social Science**

B.H.O.L.A. History and Social Science academic course description is based on the California State Content Standard for these courses. The standards contain four elemental skills for students, which are interwoven in the courses. Those skills are historical and social sciences analysis skills, chronological and spatial thinking, historical research, evidence and point of view, and historical interpretation.

The classroom will be technology infused with a networking foundation, and computer equipment. The seminar suite will be utilized by the History and Social Science department for instruction and will be equipped with computers, microphone, VCR and videoconferencing, and Smart Boards.

### **Grade 9** Elective courses in History—Social Science

The ninth-grade history—social science curriculum consists of two semesters of elective courses. These courses might consist of two separate topics of one semester each or a two-semester study of a single topic. These courses will be built on the knowledge and experience that students have gained in kindergarten through grade eight. They will also contribute substantially to students' preparation for the three *subsequent* years of history—social science education that is mandated in *Education Code* Section 1225.3.

- Our State in the Twentieth and Twenty-First Centuries

This course, which can be presented in one or two semesters, provides students with the opportunity to study contemporary California, its history and geography, its multicultural heritage, its government and economy, the major issues facing the state, and the ways in which students can become active participants in its future.

### **Tenth 10** — World History, Culture, and Geography: The Modern World

In this course students examine major turning points in the shaping of the modern world, from the late eighteenth century to the present. The year begins with an introduction to current world issues and then continues with a focus on the expansion of the West and the growing interdependence of people and cultures throughout the world.

### **Grade 11**—United States History and Geography: continuity and Change in the Twentieth Century

In this course, students examine major turning points in American history in the twentieth century. During the year certain themes will be emphasized: the expanding role of the federal government and federal courts, the continuing tension between the individual and the state and between minority rights and majority power, the emergence of a modern corporate economy, the role of the federal government and

Federal Reserve System in the economy, the impact of technology on American society and culture, change in the ethnic composition of American society, the movements toward equal rights for racial minorities and women, and the role of the United States as a major world power. In each unit students will examine American culture, including religion, literature, art, drama, architecture, education, and the mass media.

#### **Grade 12—Principles of American Democracy**

In this course, students will apply knowledge gained in previous years of study to pursue a deeper understanding of the institutions of American government. In addition, they will draw on their studies of American history and of other societies to compare different systems of government in the world today. This course will be viewed as the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship, and to participate in community activities.

#### **Science**

Science education is intended for all students at B.H.O.L.A. instruction will be designed so that each student has the opportunity to master the science standards that provide systematic and coherent access to this challenging subject. The acquisition of scientific knowledge and ideas requires foundational and fundamental skills in English—language arts and mathematics. Students pursuing the science content reflected in the standards and described in this curriculum will master the grade-level standards in English—language arts and mathematics. Support for English language learners may consist of the pre-teaching of essential elements of scientific vocabulary.

The classroom will be technology infused with a networking foundation, graphing calculators and computer equipment. The seminar suite will be utilized by the Science department for instruction and will be equipped with computers, microphone, VCR and videoconferencing, and Smart Boards,

#### **Grade 9—Earth Science**

This course will introduce concepts of earth's place in the universe, dynamic earth processes, energy in the earth system, biogeochemical cycles, structure and composition of the atmosphere, and California geology.

#### **Grade 10 — Biology**

This will be a laboratory-based college preparatory course that develops an understanding of biological concepts; the diversity of organisms, the cell, heredity, matter, energy and organization of living systems, evolution of living systems, physiology, the biosphere and interdependence.

#### **Grade 11 —Chemistry**

This will be a laboratory-based college preparatory course where laboratory experiments will provide the basis for understanding and confirming concepts. There will be an emphasis on discussion, activity, laboratory exercises and promoting the understanding of the behavior of matter. Students will understand the composition and chemical behavior of the world. Content knowledge and skills will support student achievement of the California Content Science standards.

#### **Grade 12**

Physics and Technology is a college preparatory class for students interested in science, technology and math. Students will learn about the rapid advances in technology in lasers, telecommunications and medicine. Physics and Technology is a hands-on laboratory physics course that lends an understanding of physics principles with practical application. In a laboratory environment, students will understand fundamental laws and concepts of physics. AU content State Standards for Physics will be met. This course will also be a survey and experience in the major areas of engineering including civil, mechanical, electrical, and chemical. Students will use the laboratory, the school facility and the surroundings for discovery of principles and practices, data collection and interpretation. Students do direct investigation using appropriate equipment and technology and utilizing the application of mathematic in relation to the concept studied. The students will make predictions, experiment, measure, calculate and predict.

## **Physical Fitness**

B.H.O.L.A. physical education courses will follow the California State Framework in educating students to become a physically fit person. The physically fit person has learned skills required to perform variety of physical activities, is physically fit, participates regularly in physical activity, and knows the implications and benefits from involvement in physical activity, and values physical activity and its contributions to healthful lifestyle.

### **Grade 9**

Students will participate in physical activities, set personal goals for health and fitness, including goals for improving health through physical exercise. Students will discuss the importance of being aware of how they think about themselves, others and situations they may find themselves in, identify ways to make meaningful change, and apply and demonstrate what they have learned.

### **Grade 10**

Students will participate in physical activities they want to pursue given a set of opportunities. Activities will be planned in conjunction with the local MCA. They will apply biomechanical principles to the analysis of a variety of movement skills. They will focus on individual or team sports of choice, dance, and personal defense, among other activities.

### **Grades 11 and 12**

Students at this level continue to specialize in activities of their own choosing. In addition, they v.111 pursue excellence in the activities they choose, following a specific regimen and honing specific skills. They will develop a personalized plan for lifetime fitness by assessing personal needs, interests, abilities, and opportunities in the area of fitness and by selecting activities that contribute to the achievement of personal fitness goals. They will also focus on outdoor education, aquatics, team sports and individual and dual sports of choice, tumbling, gymnastics, and dance.

## **Health**

B.H.O.L.A. Health education curriculum will provide students with opportunities to explore concepts in depth, analyze and solve real-life problems, and work cooperatively on tasks that develop and enhance their conceptual understanding. It will also provide students with the knowledge and skills that can lead to lifelong positive attitudes and behaviors related to health. The major goal of health education envisioned in this curriculum is the development of health literacy in all students. The four unifying ideas of health literacy emphasized throughout the health curriculum are the following:

1. Acceptance of personal responsibility, including responsibility for personal lifelong health, acceptance of the idea that the individual has some control over health, and incorporation of health-related knowledge into everyday behavior.
2. Respect for and promotion of the health of others, including an understanding and acceptance of the influence of behavior on the health and well-being of others, of people on the environment, and of the environment on the health of groups and individuals
3. An understanding of the process of growth and development, including the importance of both universal and individual aspects of physical, mental, emotional, and social growth and development.
4. Informed use of health-related information, products, and services, including the ability to select and use health-related information, products, and services carefully and wisely. The curriculum will draw content from the nine major content areas of health education including personal health, consumer and community health, injury prevention and safety alcohol, tobacco, and other drugs, nutrition, environmental health, family living, individual growth and development, and communicable and chronic diseases.

### **Visual and performing Arts**

The 21st century requires visual and performing arts students to not only understand the art of their discipline but also to master the digital or technological applications. As a result, the visual and performing arts program will combine both classical arts training with a creative digital arts curriculum for use in a teacher director and project-based learning environment, creating a seamless barrier between the two seemingly different components. For example, students enrolled in a drawing course will use the fundamental skills of drawing in their computer animation projects. Two studios will be established. The classroom will be technology infused with a networking foundation, and computer equipment. The seminar suite will be utilized by the Visual and Performing Arts department for instruction and will be equipped with computers, microphone, VCR and videoconferencing, and Smart Boards.

### **Reference to NCLB as it relates to student achievement:**

No Child Left Behind

B.H.O.L.A. agrees to adhere to all provisions of No Child Left Behind regarding:

- Receiving students from Program Improvement schools as part of public School Choice.
- Providing the principal's attestation of highly qualified teachers and paraprofessionals.
- Meeting the needs of "at-risk" students if the school is designated a targeted assistance School.

### **Instructional strategies:**

High academic standards with clear expectations (Resnick, 2005) will be utilized when implementing research based learning strategies in the curriculum and instruction. Instructional strategies used will be student-focused to develop each student's full potential, while recognizing his or her uniqueness. The school will align its curriculum and instruction with district, state and national academic standards. Our high thinking expectations will result in self-motivated, competent and lifelong learners. Students will take courses designed to prepare them for college and university life through teacher directed and project based learning strategies in a cooperative learning atmosphere; an integrated curriculum, advisory programming, integration of technology, and community service learning internships. Implementation of methodology is assured by professional development opportunities.

### **Teacher recruitment**

#### *Highly Qualified Requirements*

B.H.O.L.A. teachers shall meet the "highly qualified requirements of the "No Child Left Behind Act" and thus, a teacher of core academic subjects must have:

- A Bachelor's Degree;
- A State Credential or have an Intern Certificate/Credential while actively working toward completion of their State credential; and
- Demonstrated core academic subject matter competence. "Demonstrated core academic subject competence" for elementary grades is done through CCTC's approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE").

### **Credentialing**

B.H.O.L.A shall comply with California Education Code Section 47605(l), which states in pertinent part:

"Teachers in Barack H. Obama Leadership Academy Charter High Schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall

be maintained on file at the Barack H. Obama Leadership Academy Charter High School and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses.”

B.H.O.L.A. will make every effort to only hire teachers with Cross-cultural Language and Academics Development (CLAD) certification or Bilingual Cross-cultural Language and Academics Development (BCLAD) certification or EL Authorization. Shall B.H.O.L.A. seek to exercise any flexibility with regard to non-core, non-college classes, B.H.O.L.A. shall submit a list of those courses that it deems to be non-core and non-college to the Unified School District.

### **Experience and Required Abilities**

B.H.O.L.A. whenever possible, prefers teachers with past experience working as a teacher. In addition, a B.H.O.L.A. teacher shall possess:

- High academic standards
- The ability to be flexible and adjust easily to change
- The ability to recognize and support the parent as an integral partner in the student’s total educational experience
- A desire to continue growth as an educator within a standards-based education reform model using a variety of progressive and innovative teaching strategies
- The ability to adapt to the collegial model, in which B.H.O.L.A., teachers, parents, and students are partners and accountable to the academic success of each student
- The ability to integrate technology into the course of study
- The ability to write course work guides, and design lessons and curriculum using B.H.O.L.A. and California State Standards
- The ability to organize and present ideas effectively in oral and written form
- The ability to make skillful decisions
- The ability to work under pressure and meet deadlines
- The ability to operate a PC computer, word processor, copier, FAX, and other office machines

### **Education**

B.H.O.L.A. shall seek to hire teachers with advanced coursework in education: i.e. a masters or doctoral degree.

### **Professional development:**

B.H.O.L.A. will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. B.H.O.L.A. believes that all of its employees play a key role in creating a successful learning environment and will recruit quality, qualified employees. Offers of employment are extended contingent upon successful completion of a current fingerprinting and background report and clearance through the Department of Justice and a reference check. At least three references are a pre-requisite for all applicants for employment. Additionally, all employees are expected to have Child First Aid/CPR Certification (or will receive training through COVA) current testing and clearance. B.H.O.L.A. maintains a drug, alcohol and smoke free work place.

### **School calendar :( ATTACHMENT)**

### **Daily schedule:**

#### **9<sup>th</sup> and 12<sup>th</sup> Grade Schedule**

Classes will convene every day during the week from 8 a.m. to 4 p.m. The curriculum will include all core classes, specific electives, and other educational opportunities which will meet the A – G requirements in the State of California

### **Mission**

The mission of the Barack H. Obama Leadership Academy (B.H.O.L.A.) is to provide quality education that is aligned to the State of California content standards. B.H.O.L.A. will provide economically disadvantaged and historically low achieving students with a caring environment that promotes academic success. These visionary leaders for the 21<sup>st</sup> century shall produce life enrichment.

### **Vision and Goals**

Barack H. Obama Leadership Academy, in partnership with the Southern California community, local colleges and universities, corporate partners and political leaders, will create an environment where students, grades 9 through 12, excel in academics. They will be focusing on leadership development, technical integration, economic development, and social skills, along with workplace competencies. These learned and acquired skills and competencies will transform our students to become life long learners and contributing adults. They will create an improved quality of life for themselves, their families, and for their immediate multicultural and global 21<sup>st</sup> century communities.

B.H.O.L.A. will use proven effective methods to accentuate our teaching methods with hands on work shops facilitated by top community leaders. Some examples are journalists, scientists, bankers, air pilots, etc. Every student will have an opportunity to participate in these workshops. Our innovative educational strategies will encourage students to achieve academic excellence.

B.H.O.L.A.'S vision is to provide wrap-around services that will focus on the education, the health, and the welfare of our students. B.H.O.L.A.'s goal is to narrow the achievement gap amongst students of different ethnic, cultural, and social economic backgrounds. This will produce educated students with the knowledge and skills to pursue higher education and/or the career of their choice, become life-long learners and future leaders of our community.

The vision and goal of the B.H.O.L.A. is to reach the underserved and high school population of the Unified School District based on a random public drawing that affords equal access to all and provides a nurturing and intellectually stimulating environment for students as they participate in experiential learning aligned with the California State Content Standards.

### **Demographics/academic achievement of surrounding schools :( ATTACHMENT)**

#### **Overview:**

B.H.O.L.A. has an analytic or epistemological, post modernity view of education; based on an understanding of reality in a way that accounts for all data input in some systematic way. B.H.O.L.A. incorporates three philosophies as necessary for the postmodern high school; lending in some instances to realism, idealism and pragmatism (Chandler, 2000). Our philosophy is exemplified by four elements: students, teachers, the organization, and the community.

B.H.O.L.A. believes that:

- a. Students from our community can excel can academics; proceed to college and university life, and develop into self-sustaining adults who have expanded career opportunities (Eddy, 2003; Slovacek, 2002).
- b. By preparing an academically rigorous thinking curriculum (Resnick. 2005) which integrates learning across the curriculum at each grade level, and has clear expectations, teachers will provide learning opportunities which will prepare students to graduate and proceed to college or university life. Furthermore, an assessment of teaching and student learning will yield information indicating students are performing at or above grade level over multiple assessment modalities (Glaser, 2000; Resnick, 1998).

- c. An integrated study is one in which students broadly explore knowledge in various subjects related to certain aspects of their environment. Integration of studies occurs among the humanities, communication arts, natural sciences, mathematics, history, social studies, music, and art. Skills and knowledge are developed and applied in more than one area of study. An integrated curriculum is education that is organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful association to focus upon broad areas of study. It views learning and teaching in a holistic way and reflects the real world, which is interactive. Within this curricular framework, B.H.O.L.A. teachers will develop enrichment activities with a cross-curricular focus including suggestions for cross-curricular ‘contacts’ following each objective. Curriculum integration is an educational approach that prepares children for lifelong learning. “There is a strong belief among those who support curriculum integration that schools must look at education as a process for developing abilities required by life in the twenty-first century, rather than discrete, departmentalized subject matter underlying structures” (Lake, 1994). B.H.O.L.A. organization will have an environment which embraces education; through provision of salaries, benefits and professional development commensurate or exceeding other charter high schools, and through creating a school culture which is exemplary of the vision and mission of our school (Resnick, 1998). B.H.O.L.A. will be a clean and safe facility supplied with technologic and other equipment and supplies to support teaching and learning activities. B.H.O.L.A. will be permeable to parents, our business partners and other stakeholders in the community.

The community (parents, business/university partners and other stakeholders) will support B.H.O.L.A. through participation in the school community life. We believe parents will support B.H.O.L.A. by preparing and supporting their children through a rigorous academic program, communication with teachers and participation in school development projects including their influences upon the curriculum. Our business/university partners will support B.H.O.L.A. through provision of internships for our students and participation in collaborative activities designed to create a curriculum, which will assure that B.H.O.L.A. prepares students for success at the university level. As well, other stakeholders will provide funding for the school as well as other sources of support. The CA County Educational Department offers the results of a number of studies that examine the relationship between parent involvement and student achievement. Among other things, the research shows that the most accurate predictor of a student’s achievement in school is not income or social status, but the extent to which that student’s family is able to create a home environment that encourages learning, express high (but not unrealistic) expectations for their children’s achievement and future careers, and become involved in their children’s education at school and in the community (Henderson, 2002).

‘When schools, families, and communities work together to support learning, children tend to do better in school, stay in school longer, and like school more.’ (Henderson, 2002), also found that students with involved parents, “no matter what their income or background,” were more likely to succeed in school— attending school regularly, earning higher grades, passing their classes, and graduating and going on to postsecondary education.

#### **High School only:**

- Meet A-G requirements (See Chart)
- Transferability

Transferability of Courses:

The courses offered at B.H.O.L.A. will meet the Unified School District graduation requirements, be aligned with the UC/CSU admissions requirements, and implement the



California content standards. Parents of students at B.H.O.L.A. will be informed of the transferability of courses to other public high schools, and notified that courses meet college entrance requirements through the student/parent handbook

- WASC

In the first year of operation, B.H.O.L.A. will document all curricular programs, school processes and procedures, develop the school culture, establish a functioning parent advisory council and stabilize the school governing board and staff. By January 30 in the second year of operation, B.H.O.L.A. will complete the Request for Affiliation form for the Western Association of schools and Colleges (WASC), and complete an Initial Visit Application. The Initial Visit shall be scheduled before the end of the second year of operation, with the implementation of WASC requirements and recommendations during the third year of operation. B.H.O.L.A will strive to secure WASC accreditation by the end of the third year.

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## **Element 2**

### **Measurable student outcomes to be achieved by students**

Extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals

At B.H.O.L.A., student mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurance of accountability and objectivity. Mastery will be measured using an assessment model that is formative and summative, holistic and standardized, narrative and non-referenced. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the whole school from year to year, using local, state, and national standards. Data collection and student assessment will involve but will not be limited to the following:

- 1. State-mandated standardize tests.**
- 2. School-designed tests using school generated rubrics.**
- 3. Teacher assessment through progress reports and report cards.**
- 4. Portfolios.**
- 5. Holistically scored examinations.**
- 6. Exhibits.**
- 7. Teacher-developed assignments, tests, and activities.**
- 8. Publishers-developed assignments, tests, and activities.**
- 9. Student conduct and deportment.**
- 10. Outcome assessment plans.**
- 11. Program audits.**
- 12. Longitudinal study.**
- 13. Parental study.**
- 14. Five-week progress reports and ten-week report cards.**

All high school-age students are required to successfully pass the High School Exit Exam (CAHSEE) to graduate. The areas requiring proof of competency will include reading, written communication and math. Such competencies are based on state adopted Content and Performance Standards. The state mandated assessment will be administered each year.

Representative measurable outcomes and assessment tools related to those outcomes are illustrated below: B.H.O.L.A. will use state-mandated and school-designed tests to monitor student and academic growth. School-designed tests will be administered regularly throughout each academic year.

B.H.O.L.A. will use CST year-end test results gathered prior to enrollment as a performance baseline. In the event that these test results are not available for any given student, scores from the first of testing at B.H.O.L.A. will serve as the baseline. Aggregated scores will undergo cohort analysis and will form the basis for assessing B.H.O.L.A. success in improving student performance. Performance success at B.H.O.L.A. will be based on the following quantifiable measures: After two consecutive years of study at B.H.O.L.A. A full-time assessment coordinator will organize all standardized assessments and provide results, which are used for educational decisions. A Parent Teacher Organization will be highly active in assisting school staff and parents in communication and sharing of information.

- frequency of when and how often pupil outcomes will be assessed including any assessments of innovative components

Appropriate grade level mastery of current and past historical events, social change, economics, and psychology. Demonstrate competency by development of projects designed to show student's ability to analyze, explain, and evaluate World and US history and link events in one historical period to another. Demonstrate competency through use of critical thinking, reading and thinking skills, and effective written reports and oral discussions demonstrating the importance of belief systems

- School designated tests
- Teacher developed assignments, tests, and activities, Publisher developed

- Portfolios
- Exhibits
- Oral Presentations

History, Social Science, Sociology, and elective.

Specific quantitative outcomes which students must demonstrate proficiency in and/or progress toward and time frames

B.H.O.L.A. has identified these anticipated student performance outcomes to be assessed after two years of operations. Ninety percent (90%) of the student population who have been continuously enrolled will achieve the following measurable outcomes:

### **English**

- Demonstrate use of critical thinking and • State mandated reading skills, tests • Analyze, explain and evaluate elected **School**-designed novels and other literature, tests
- Demonstrate individual grade level
- Teacher reading skill and speaking ability, developed
- Exhibit effective writing abilities, assignments, tests, and activities
- Portfolios
- exhibits
- Presentations
- Peer competitions

### **Spanish**

- Demonstrate knowledge of language and
- Publisher literature through appropriate grade level developed performance in reading. Assignments and in written and oral discussions, tests
- And performance in project based School-designed learning activities which demonstrate and tests understanding of Spanish culture and Teacher society. Developed assignments, tests and activities,
- Projects
- Peer competitions
- Presentations

### **Mathematics**

- Demonstrate analytic capability in math
- State mandated disciplines including algebra, geometry, tests, trigonometry, mathematical analysis, School-designed probability, statistics and calculus. tests,
- Express ability to solve text and Teacher computer based problems. developed
- Prepare mathematical projects assignments, incorporating real word problems. tests
- And by use of effective writing and activities, speaking skills, • Publisher developed tests
- Portfolios
- Presentations,
- Peer competitions

### **History**

- Appropriate grade level mastery of State mandated Social tests, change, economics, and psychology.
- Demonstrate competency by development of projects designed to show student's ability to analyze, explain, and evaluate world and U.S. history and link events in one historical period to another.
- Demonstrate competency through use of critical reading and thinking skills; and effective individual written reports and oral discussions demonstrating the importance of belief systems.

- Demonstrate grade level mastery using scientific methodology in physics, chemistry, biology/life sciences, earth sciences and other investigation and experimentation.
- Competency displayed by student performance within projects designed to integrate physical, earth and life sciences showing an understanding of natural phenomena, and by using critical thinking skills.
- And effective written and oral usage skills.
- Demonstrate appropriate grade level knowledge for nine major areas of health education including:
  - Personal health,
  - consumer and community health,
  - Injury prevention and safety,
  - Alcohol, tobacco, and other drugs,
  - Nutrition, The environment, Family living, Individual growth and development, Communicable and chronic diseases.

Competency in Health Literacy will be demonstrated through work in project based learning activities where student's ability to critically analyze, explain and evaluate health practices integrating the nine areas of health education displayed by:

- School- designated tests,
- Teacher developed assignments, tests, and activities, • Publisher developed tests,
- Portfolios,
- Exhibits,
- Presentations,
- State mandated tests,
- Publisher developed tests,
- Lab reports,
- Peer competitions, etc.

## Science

Visual and Demonstrate 21 century skills in areas:

- Teacher performing of: developed Arts
- Animation, drawing, sculpting, graphic assignments, design, photography, and painting, tests and aptitude will be expressed by activities, performance in project based learning
- Portfolios, activities which apply design elements
- Presentations, and principles showing and
- Exhibits, understanding between connections
- Peer among different forms of artistic competitions, expression, use of materials, and skills to
- Projects. Express and communicate response to experiences imaginatively. Express competence in a real world setting through utilization of their sequential and critical thinking skills to analyze, explain and evaluate their understanding of the history and appreciation of artistic expression in written and oral presentations. Technology Demonstrate their knowledge usage
- School designed including internet access that involves tests, their critical thinking skills to conduct
- Teacher research and communicate in an ethical developed way. Assignments Demonstrate their ability to retrieve tests and information, acquire data, communicate activities, and effectively, and effectively use
- Portfolios, application programs
- Presentations
- Student performance will be measured through Exhibits, by their performance in project based
- Projects. Learning activities in which they demonstrate an ability to analyze, Explain and evaluate technology in their participation in school life and developed good citizenship, Assignments,
- Demonstrate an ability to control tests and tardiness and complete homework. Activities
- Demonstrate effective vocational
- Report cards, behaviors including dress attire,

- SAT scores, vocabulary building and involvement in • University / job/college seeking activities, college applications,
- Job inquiries,
- CAHSEE scores and other state mandated tests.

As mentioned in element 1, student learning will be facilitated 60% by teacher-directed with 40% project based learning strategies. Project based learning will be assessed with the use of portfolios, exhibits, presentations, peer competitions, plays, and both oral and written reports.

B.H.O.L.A. will work with an outside evaluator in an effort to gain a critical assessment of educational program effectiveness in assisting our students meet outcomes goals. The external evaluator will assess teaching and learning effectiveness through examination of student, parent, teacher and staff surveys for attitudes of satisfaction and toward subject matter. Results from standardized tests, progress reports, and reports from businesses, universities and other stakeholders will be compiled and analyzed.

**Textbooks and Instructional Materials.**

Textbooks and instructional materials are fundamental to successful instruction and learning. A committee of teachers, including the Resource Specialist, will select specific texts, adjunctive DVD’s, movies, workbooks, magazines, software, and other instructional materials during the start up phase of B.H.O.L.A. Thereafter, a final determination of textbooks and materials to be utilized for each course will be determined two months prior to beginning of the next academic semester, i.e. in May of each year for the following school year beginning in August, and in November for the following semester starting in January. An example of the types of texts and instructional materials to be utilized has been prepared by the development team.

- Identification of who will be accountable for student progress as it relates to student achievement

The development team for B.H.O.L.A. recognizes that student academic achievement and growth are significantly influenced by student conduct, attendance, parental involvement, and dropout rate. We plan to have a well-disciplined school with extensive parental involvement, and our expectation is to maximize our class attendance at 95% or better, and we plan to keep the dropout rate at less than 5%,

The table below illustrates factors outside the classroom that influence academic achievement and growth:

**Barack H. Obama Leadership Academy**

Measurable Outcomes	expected Outcomes ‘Average daily attendance rate of 95% =BR>‘Tardiness rate of 10% ‘Referral rate of 5%	Assessment Tools
Student Conduct		‘Student record
Parental Involvement	‘Attendance at parent/teacher conference at 95% ‘Attendance at parent workshops during the academic year at 70% ‘Participation in PTA at 70% = ‘Attendance at school events, exhibits, and programs at =0% ‘Participation in IEPs at 95%	‘Running records

Professional development	'Attendance at fall retreat at 95% 'Attendance at regular development workshops at 100% for teachers who have not previously attended =/SPAN>	'Running records
Teacher performance	'Knowledge of subject matter 'Knowledge of curriculum 'Competences in methods and strategies 'Professional attitude	'Evaluation of program wide test scores from various instruments 'Annual = valuations that include classroom observations 'Parent and student assessment 'Adherence to contract

### Reference to NCLB

No Child Left Behind and Teacher Credentialing

**Barack H. Obama Leadership Academy** will adhere to all requirements outlined by No Child Left Behind (NCLB) with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, special education) will hold a Commission on teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non- charter public school would be required to hold. These documents shall be maintained on file at B.H.O.L.A. and shall be subject to periodic inspection by the chartering authority. Non-core teachers are not required to hold credentials but must demonstrate subject expertise and the ability to communicate and work well with students. Evaluations will be performed annually. Performance measures will be used to evaluate all school personnel.

The principal will be evaluated by the B.H.O.L.A. Executive Director based on:

- Overall successful school program
- Maintaining fiscally sound operations, including a balanced budget and successful fundraising
- Continuous improvement in measured student outcomes
- High parental and community involvement, and low staff turnover
- Stabilized enrollment and average daily attendance
- Stakeholder satisfaction (parents, students, teachers, classified staff, community members)
- Successful implementation of governing Board policies
- completion of required job duties

- CAHSEE (HS only) and CELDT

The method of ongoing assessment is based on standards outlined in the curriculum, including periodic monitoring assessments, other types of progress testing midterm and final exams, exit evaluations, CST scores, California English Language Development Test CELDT), and the California High School Exit Exam (CAHSEE).

In order to best serve our students and community, B.H.O.L.A. will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission.

B.H.O.L.A. has identified these anticipated student performance outcomes to be assessed after two years of operations. One hundred percent (100%) of the student population who have been continuously enrolled will achieve the following measurable outcomes:

- API

B.H.O.L.A. aims to increase the Academic Performance Index (API) continuously by at least the amount required by state.

- AYP
- Meet or exceed A.P.I. and A.Y.P. targets
- Yearly Progress Assessments
- Oral Language Assessments
- AYP Report

- CST  
Yearly Progress Assessments  
CST scores
- Graduation rate (HS only)
  - The Goal of B.H.O.L.A. is to have a 100% graduation rate for all students. All students will be diagnostically tested upon entrance to the school. All students CAHSEE and CST scores will be analyzed and shared with parents, students and teachers. All teachers in each small learning community of (Math and Science), (English and Social Studies) will analyze each students CAHSEE and CST scores. All students have scored below 350 on the CAHSEE or scored below 300 on the CST subject matter test. Students will be given intervention classes for CAHSEE English, Math, CST English and Math, Algebra I, Algebra II, Geometry, Biology, Earth Science, Chemistry etc. All administrators, counselors, teachers, students, parents, and partners are responsible for improving standardized test scores, which will help B.H.O.L.A. students have a 100% graduation rate. With our performance based curriculum and school to work activities all students will be motivated not only to graduate from high school but also to become productive life long learners in the 21<sup>st</sup> century noble economy.

### **BARACK H. OBAMA LEADERSHIP ACADEMY'S FIVE YEAR GOALS**

#### 5 YEAR GOALS FOR API SCORES

- 2010 - 2011: **Our goal is 800 API Score**
- 2011- 2012: **Our goal is 840 API Score**
- 2012- 2013: **Our goal is 880 API Score**
- 2013- 2014: **Our goal is 920 API Score**
- 2014- 2015: **Our goal is 960 API Score**

#### 5 YEAR GOALS FOR AYP STATUS

- 2010- 2011 **Our goal is Pass AYP 6 out of 6 indicators**
- 2011- 2012 **Our goal is Pass AYP 6 out of 6 indicators**
- 2012- 2013 **Our goal is Pass AYP 6 out of 6 indicators**
- 2013- 2014 **Our goal is Pass AYP 6 out of 6 indicators**
- 2014- 2015 **Our goal is Pass AYP 6 out of 6 indicators**

#### 5 YEAR GOALS FOR ATTENDANCE

##### **ADA Growth Projections 1% growth per year**

- 2010- 2011 **Our goal is 95% ADA**
- 2011- 2012 **Our goal is 96% ADA**
- 2012- 2013 **Our goal is 97% ADA**
- 2013- 2014 **Our goal is 98% ADA**
- 2014- 2015 **Our goal is 99% ADA**

#### 5 YEAR GOAL FOR ENROLLMENT

##### **Enrollment Growth 50 students per year**

- 2010- 2011 **Our goal is 300 students**
- 2011- 2012 **Our goal is 350 students**
- 2012- 2013 **Our goal is 400 students**
- 2013- 2014 **Our goal is 450 students**
- 2014- 2015 **Our goal is 500 students**

#### 5 YEAR GOAL FOR TEACHERS

**25 students = 1 teacher-Project 50 students growth per year. Starts a waiting list of 50 are added each year.**

- 2010- 2011 **Our goal is 12 highly qualified teachers**
- 2011- 2012 **Our goal is 14 highly qualified teachers**
- 2012- 2013 **Our goal is 16 highly qualified teachers**
- 2013- 2014 **Our goal is 18 highly qualified teachers**
- 2014- 2015 **Our goal is 20 highly qualified teachers**

#### 5 YEAR GOAL FOR SPECIAL EDUCATION TEACHERS

**Pay per district is different for Los Angeles, Inglewood, Compton, etc**

- 2010- 2011 **Our goal is a minimum of one highly qualified special education teacher.**
- 2011- 2012 **Our goal is a minimum of two highly qualified special education teachers.**
- 2012- 2013 **Our goal is a minimum of two highly qualified special education teachers.**
- 2013- 2014 **Our goal is a minimum of two highly qualified special education teachers.**
- 2014-2015 **Our goal is a minimum of two highly qualified special education teachers.**

#### 5 YEAR GOAL FOR BILINGUAL INSTRUCTIONAL AIDES

- 2010- 2011 **Our goal is of six instructional aides.**
- 2011- 2012 **Our goal is a minimum of seven instructional aides.**
- 2012- 2013 **Our goal is a minimum of eight instructional aides.**
- 2013- 2014 **Our goal is a minimum of nine instructional aides.**
- 2014- 2015 **Our goal is a minimum of ten instructional aides.**

#### 5 YEAR GOAL FOR COLLEGE STUDENT'S HIRED AS ACADEMIC COACHES

**\$10/hr for 6 hrs may have to cut to 4 hrs in first year, adding 1 hr each year.**

- 2010- 2011 **Our goal is 6 Academic Coaches**
- 2011- 2012 **Our goal is 7 Academic Coaches**
- 2012- 2013 **Our goal is 8 Academic Coaches**
- 2013- 2014 **Our goal is 9 Academic Coaches**
- 2014- 2015 **Our goal is 10 Academic Coaches**

#### 5 YEAR GOAL FOR GRADE LEVEL AND COLLEGE & CAREER COUNSELORS

**Pay scale is grossly different in Los Angeles, Inglewood, Compton, San Diego, and Bakersfield**

- 2010- 2011 **Our goal is one grade level counselor and one college & career counselor.**
- 2011- 2012 **Our goal is one grade level counselor and one college & career counselor.**
- 2012 -2013 **Our goal is two grade level counselors and one college & career counselor.**
- 2013 -2014 **Our goal is two grade level counselors and one college &**



- 2014- 2015 career counselor.  
Our goal is two grade level counselors and one and half college and career counselors.

5 YEAR GOAL FOR PRINCIPAL'S SALARY

- 2010- 2011 \$130,000 a year
- 2011- 2012 2% Cola
- 2012- 2013 2 % Cola
- 2013- 2014 2% Cola
- 2014- 2051 2% Cola

5 YEAR GOAL FOR LEAD TEACHER'S SALARY

- 2010- 2011 PROPER PLACEMENT ON LAUSD PAY SCHEDULE PLUS \$4,000 A YEAR FOR LEAD TEACHER'S OUT OF THE CLASSROOM ADMINISTRATIVE. RESPONCIBILITIES.
- 2011-2012 2% Cola for Salary only
- 2012-2013 2% Cola for Salary only
- 2013-2014 2% Cola for Salary only
- 2014-2015 2% Cola for Salary only

5 YEAR GOAL FOR GRADE LEVEL COUNSELORS SALARIES

- 2010- 2011 PROPER PLACEMENT OF LAUSD PAY SCHEDULE FOR ONE GRADE LEVEL COUNSELOR AND ONE COLLEGE & CAREER COUNSELOR.
- 2011- 2012 2% Cola
- 2012- 2013 2% Cola for the 3<sup>rd</sup> year grade level counselor and 3<sup>rd</sup> year College and Career counselor. The first year additional grade level counselor will start at his/her appropriate placement on the LAUSD pay schedule.
- 2013- 2014 2% Cola
- 2014- 2015 2% Cola for the two grade level counselors and College & Career counselor. The additional half time College & Career counselor will start on the appropriate LAUSD pay schedule.

5 YEAR GOAL FOR CLASSIFIED OFFICE MANAGER, ATTENDANCE CLERK, RECORDS CLERK, TWO PROGRAM AIDES, TWO CUSTODIANS, ONE NURSE,AND TWO CAMPUS SECURITY PERSONAL SALARIES.

- 2010- 2011 ONE OFFICE MANAGER, ONE ATTENDANCE CLERK, ONE RECORDS CLERK, TWO PROGRAM AIDES, TWO CUSTODIANS, ONE NURSE, TWO CAMPUS SECURITY PERSONAL, (LAUSD PAY SCHEDULE)
- 2011- 2012 2% Cola
- 2012- 2013 2% Cola
- 2013- 2014 2% Cola
- 2014- 2015 2% Cola

5 YEAR GOAL FOR CLASSIFIED INSTRUCTIONAL AIDES, BILINGUAL INSTRUCTIONAL AIDES, AND COLLEGE STUDENT'S HIRED AS ACADEMIC COACHES.

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### **Element 3**

#### **Method by which pupil progress in meeting pupil outcomes is measured**

The Learning Resource Specialist will be an integral part of the staff. This individual will reverse the assessment program, will keep learning charts for each student, and will meet with each student individually during the year. In addition, students will routinely take the STAR tests and the CAHSEE. In reviewing the accountability system, B.H.O.L.A recognizes that progress reports or grades, CST scores, Assessment Portfolios, re-designation rates for English language Learners as identified by the CELDT, and the performance of students in courses which meet the University of California A-S minimum course requirements are parts of the assessment array and that the percentage of students performing at grade level will demonstrate an increase over each school year.

#### **Use of standardized test scores in measuring pupil progress**

Standardized Testing and Reporting (STAR) for determination of B.H.O.L.A Academic Performance Index:

1. In reading, language, math, science and social studies
2. Spanish assessment of basic education (SABE)
3. California standards tests (CST)
4. CAPA test as indicated

#### **Use of variety of assessment tools**

Measurable Assessment Tools Examples of Outcomes Optional Assessment Business 100% of students B.H.O.L.A. The number of community enrolled in service minutes and agendas partner sponsored Partnership learning will be from roundtable activities, provided with discussions with business internships, job opportunities to community. Evaluations shadowing partner with the by students to determine activities, tours, business helpfulness of business field trips, community collaborative speakers and in achieving their goals. Participation in Post service school activities, presentations and advisory program impact surveys meetings, holiday impact will be completed parties, and graduation.

#### **Use of longitudinal, survey and other data in measuring pupil progress (in house assessments)**

The learning Resource Specialist will be an integral part of the staff. This individual will oversee the assessment program, will keep learning charts for each student, and will meet with each student individually during the year. In addition, students will routinely take the STAR tests and the CAHSEE. In reviewing the accountability system, B.H.O.L.A recognizes that progress reports or grades, CST scores, Assessment Portfolios, re-designation rates for English language Learners as identified by the CELDT, and the performance of students in courses which meet the University of California A-S minimum course requirements are parts of the assessment array and that the percentage of students performing at grade level will demonstrate an increase over each school year.

#### **Forms of Assessment**

B.H.O.L.A Charter High School assessment will take the following form:

- A. Standardized Testing and Reporting (STAR) for determination of B.H.O.L.A Academic Performance Index
  1. In reading, language, math, science and social studies
  2. Spanish assessment of basic education (SABE)
  3. California standards tests (CST)
  4. CAPA test as indicated
- B. Student performance in courses meeting the C/USC A-G requirements
- C. California high school exit exam (CAHSEE)
- D. student grade point average (SPA)
- E. California English language development test (CELDT)
- F. Individual student tests
  1. Pen and pencil exams

- 2. Narrative reports
- 3. Oral reports
- 4. Computer based presentations
- G. Performance based assessment and learning activities aligned to Content standards Portfolios such as digital portfolios) and exhibitions of work including art and science completed projects Presentations as individuals or groups to internal school community or the external community.
- H. College placement exams such as the SAT, College Board or community college entrance exam(s)
- I. Teacher’s evaluation and assessment of their performance

B.H.O.L.A will develop rubrics for the evaluation of student learning based on these forms of assessment, which will be tailored to the classroom, department and school. The frequency and schedule for administration of assessments will be developed through the collaboration of the Learning Resource Specialist and teachers. Individual students, as well as school wide evaluations of student learning will be communicated to parents and the community through progress reports and newsletters. B.H.O.L.A.

**Methods to ensure that all statewide standards are met and pupil assessments conducted**

Pupil assessment - Each student will be assessed prior to entering the Barack H. Obama Leadership Academy Charter High School. Strong emphasis is placed on the pre-enrollment assessments. Such assessments also provide the opportunity to identify specialized learning needs of students. CASAS is one of the assessment tools that will be used. The CASAS is a well-known tool that emphasizes the assessment of students’ math, reading, comprehension, and literacy skills. CASAS has a wide application in a variety of education and training contexts. Upon completion, the assessment results will be referred to the classroom instructor who will use the information to formulate an individual approach that maximizes the student’s potential for success. Instructors will also receive blueprints on a standard for state- mandated assessment. Instructors will continually conduct monitoring assessments to prepare students for examinations. Those assessments will be drawn from the State Department of Education websites, and are aligned with state content standards.

B.H.O.L.A will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any there statewide standards authorized in statute or pupil assessment applicable to pupils in non-charter public schools. The charter will comply with all applicable laws pertaining to this subject. The method of ongoing assessment is based on standards outlined in the curriculum, including periodic monitoring assessments, other types of progress testing midterm and final exams, exit evaluations, CST, California English Language Development Test (CELDT), and the California High School Exit Exam (CAHSEE). In order to best serve our students and community, B.H.O.L.A will continue to examine and refine its list of student outcomes over time to reflect the school’s mission and any changes to state or local standards that support such mission. B.H.O.L.A has identified these anticipated student performance outcomes to be assessed after two years of operations. Ninety percent (90%) of the student population who has been continuously enrolled will achieve the following measurable outcomes:

**Description of all assessment tools including in house assessments**

	Measurable Outcomes	Assessment Tools	Examples of Optional Assessment
Student	Academic Excellence: Knowledge of Core Content Area: Students will complete the necessary coursework to be considered for admission to California State University and	Portfolio including video production, CST, High School exit exam, STAR exam, Reflection.	Written Reports, Teachers Evaluations, Student Presentations, SAT, PSAT, ACT, Golden State Exam, Portfolio, Lab Reports, Peer Competitions

	University of California.		
	Self-Motivated and Competent Life Long Learners: Students will become life long learners as demonstrated by the number of students who choose to continue their education after graduation from high school.	Portfolios including video production, Surveys of Graduates and Reflection.	Internship Evaluations, Personalized Learning Plans, Concurrent enrollment in a community college classes, continuous enrollment in professional development opportunities.

B.H.O.L.A. High School

	Measurable Outcomes	Assessment Tools	Examples of Optional Assessment
	Quality Stewards; Students will demonstrate mastery by planning and implementing service learning projects.	Completion of Service Learning Projects, Senior Thesis, Senior Performances/Presentation	Participation in school sponsored activities and extra curricular activities, surveys, number of discipline issues.
School	B.H.O.L.A will have a 90% attendance rate.	Attendance Rates.	
	90% of B.H.O.L.A students will complete high school within four years.	Percent of students who graduate within four years.	
	At least 80% of B.H.O.L.A graduates who have been continuously enrolled since 9 <sup>th</sup> grade will enroll in a degree or certificate program.	Graduate's Transcripts, Surveys of graduates analyzed to determine percent of a student entering a technical degree program, a two-year college, or four-year university/college, military, permanent position.	
Teachers	Teachers will participate in service activities that include service to students, parents, partners, teachers and larger community.	Hours of participation in service activities. Evaluations from students, parents and community organizations where faculty members have participated.	

## **Grading Policy and Report Cards**

A grading policy and report card has been developed with the input and support of the faculty, parents and students of the charter. The grading policy was developed to comply with applicable state and federal laws. Students' grades are based on but are not limited to the following:

- Portfolio and Performance Assessments
- Formal and Informal Tests,
- Class Assignments, Projects, and Home Assignments.
- Effort

Report cards are issued on a trimester basis.

## **Special education**

All students will be given equal access to the school regardless of disabilities, and B.H.O.L.A will not discriminate against any student based on his/ her disabilities. All students with disabilities will be accorded a free, Appropriate Public Education. B.H.O.L.A. will be a public school for the purposes of special education within the district and not as an LEA. As such, B.H.O.L.A shall certify student eligibility and participation in special education programs and services according to District procedures. B.H.O.L.A shall use the District's intelligent web-based system to input IEP data.

B.H.O.L.A. shall determine policies and procedures to ensure that special education law extends to all students in school districts. B.H.O.L.A will adhere to all laws and/or consent decrees affecting individuals with exceptional needs, including all provisions of Special Education Modified Consent Decree including compliance with the Annual Plan for achievement of specific outcomes), L 94-142, the Individual with Disabilities Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities act, Office for Civil Rights mandates, and AS 602. B.H.O.L.A shall also adhere to applicable court orders and/or consent decrees imposed upon UC pertaining to special education.

B.H.O.L.A shall participate in the quality assurance process for special education including verification reviews, coordinated compliance self-reviews, complaints, and the local plan. B.H.O.L.A shall use District forms to develop Assessment plans, provide assessments, conduct Individualized Education Program (IEP) team meetings, and implement and review EPs for referred students in accordance with federal, state, and

## **District requirements.**

B.H.O.L.A will be responsible for providing special education services to the students it serves.

B.H.O.L.A. will allocate to B.H.O.L.A its share of A6602 special education funds. The allocated amount will be calculated using a funding model based on the pupil population ("Average Daily Attendance").

B.H.O.L.A may choose to seek specific services from UC on a fee basis, and such services will be granted subject to availability. The school may also hire credentialed or licensed providers through private agencies or independent contractors. If the B.H.O.L.A IEP team unilaterally, without District representation, places a student in a special education program provided by another entity, the Barack H. Obama Leadership Academy Charter High School shall be fully responsible and accountable for the quality of the program and for any costs it incurs from such a placement. For students transferring to B.H.O.L.A from District schools or District affiliated Barack H. Obama Leadership Academy Charter High Schools, B.H.O.L.A shall provide those related services required by the students' IEPs upon enrollment. However, to allow for a smooth transition to independent Barack H. Obama Leadership Academy Charter High Schools, the District shall continue to fund services for those special education students enrolling in B.H.O.L.A who have been receiving non-public agency (NPA) itinerant services from the District for thirty (30) days.

**District required language for testing**

State-Mandated Standardized Tests

B.H.O.L.A Charter High School plans to meet all of the goals mentioned below, and will meet at least one of the following criteria prior to receiving a charter approval (pursuant to the California Education Code):.

- The academic performance of the Barack H. Obama Leadership Academy Charter High School is at least

		<ul style="list-style-type: none"> <li>• Projects,</li> <li>• Peer competitions,</li> <li>• Presentations,</li> <li>• Portfolios.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Demonstrate analytic capability in math disciplines including algebra, geometry, trigonometry, mathematical analysis, probability, statistics and calculus.</li> <li>• Express ability to solve text and computer based problems.</li> <li>• Prepare mathematical projects incorporating real word problems.</li> <li>• And by use of effective writing and speaking skills.</li> </ul>	<ul style="list-style-type: none"> <li>• State mandated tests,</li> <li>• School-designed tests,</li> <li>• Teacher developed assignments, tests, and activities,</li> <li>• Publisher developed tests,</li> <li>• Portfolios,</li> <li>• Presentations,</li> <li>• Peer competitions.</li> </ul>
History and Social Science	<ul style="list-style-type: none"> <li>• Appropriate grade level mastery of current and past historical events, social change, economics, and psychology.</li> <li>• Demonstrate competency by development of projects designed to show student's ability to analyze, explain, and evaluate world and U.S. history and link events in one historical period to another.</li> <li>• Demonstrate competency through use of critical reading and thinking skills; and effective individual written reports and oral discussions demonstrating the importance of belief systems.</li> </ul>	<ul style="list-style-type: none"> <li>• State mandated tests,</li> <li>• School- designated tests,</li> <li>• Teacher developed assignments, tests, and activities,</li> <li>• Publisher developed tests,</li> <li>• Portfolios,</li> <li>• Exhibits,</li> <li>• Presentations,</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Demonstrate grade level mastery using:</li> <li>• Scientific methodology in physics, chemistry, biology/life sciences, earth sciences and other investigation and experimentation.</li> <li>• Competency displayed by:</li> <li>• Student performance within projects designed to integrate physical, earth and life sciences showing an understanding of natural phenomena.</li> <li>• and by using critical thinking skills.</li> <li>• And effective written and oral usage skills.</li> </ul>	<ul style="list-style-type: none"> <li>• State mandated tests,</li> <li>• School-designed tests,</li> <li>• Teacher developed assignments, tests, and activities,</li> <li>• Publisher developed tests,</li> <li>• Portfolios,</li> <li>• Lab reports,</li> <li>• Exhibits.</li> <li>• Presentations,</li> </ul>

equal to the academic performance of the public schools that the Barack H. Obama Leadership Academy Charter High School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Barack H. Obama Leadership Academy

Charter High School is located, taking into account the composition of the pupil population that is served at the Barack H. Obama Leadership Academy Charter High School.

At a minimum, B.H.O.L.A will be responsible for gains on assessments required by the State, and academic growth as measured by pre- and post-testing utilizing a district approved instrument and or a nationally formed assessment test selected by the school.

Pupil assessment by content area measurable outcomes and assessment tools.

B.H.O.L.A Charter High School

Content Area	Measurable Outcomes	Assessment Tools
English	<ul style="list-style-type: none"> <li>• Demonstrate use of critical thinking and reading skills,</li> <li>• Analyze, explain and evaluate selected novels and other literature,</li> <li>• Demonstrate a individual grade level reading skill and speaking ability,</li> <li>• Exhibit effective writing abilities,</li> </ul>	<ul style="list-style-type: none"> <li>• State mandated tests,</li> <li>• School-designed tests,</li> <li>• Teacher developed assignments, tests, and activities,</li> <li>• Portfolios,</li> <li>• Exhibits,</li> <li>• Presentations</li> <li>• Peer competitions.</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of language and literature through appropriate grade level performance in reading.</li> <li>• In written and oral discussions.</li> <li>• And performance in project based learning activities which demonstrate an understanding of Spanish culture and society.</li> </ul>	<ul style="list-style-type: none"> <li>• Publisher developed assignments and tests,</li> <li>• School-designed tests</li> <li>• Teacher developed assignments, tests and activities,</li> </ul>

B.H.O.L.A Charter High School

**Element 4 – See Attached Documents.**

**Governance structure of the school including the process which is to be followed to ensure parent involvement.**



- Process which ensures staff, students and other stakeholder involvement
- Methods by which schools consult with parents and teachers regarding school's educational programs
- Decision-making process, organizational chart, and relevant site committees
- Assurances that school will comply with all laws relating to public agencies in general, all federal laws and regulations and state codes- i.e., Brown Act
- What, if any relationships district/county will maintain with the Barack H. Obama Leadership Academy Charter High School and how it will be accomplished
- Process for amendments to charter
- Articles of incorporations and bylaws of nonprofit corporation
- Selection process of board members and relevant governance committees
- Audit and inspection of records
- District required language for governance required language for governance

## **Governance**

B.H.O.L.A will comply with the Brown Act.

Members of the B.H.O.L.A executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and B.H.O.L.A's School policies and regulations regarding ethics and conflicts of interest.

B.H.O.L.A and/or its non-profit corporation will be solely responsible for the debts and obligations of the Charter School.

### **Grievance Procedure for Parents and Students**

B.H.O.L.A School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

B.H.O.L.A School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

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

### **B.H.O.L.A Policy**

The B.H.O.L.A School will comply with the District policy related to Charter Schools, as it may be changed from time to time.

### **Responding to Inquiries**

B.H.O.L.A shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. B.H.O.L.A

acknowledges that it is subject to audit by including, without limitation, audit by the District Office of the Inspector General.

### **Notifications**

Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by B.H.O.L.A.

### **Audit and Inspection of Records**

B.H.O.L.A School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- B.H.O.L.A is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

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

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

The Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours notice.

In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

### **Parent-Teacher Advisory Group**

The B.H.O.L.A. Executive Director will designate the first Barack H. Obama Leadership Academy Charter High School Parent-Teacher Advisory Group, whose purpose it is to enhance the educational process at the school site. The Advisory Group will have a minimum of five members selected from interested teachers, parents, students, community members, and non-teaching staff.

The Advisory Group will inform the B.H.O.L.A. Executive Director regarding school activities and support for school programs consistent with the mission. Outreach efforts to recruit advisory group members will be used to generate a selection list of candidates who represent a cross section of the volunteers. Starting the second year, current members will select ongoing and new members with a majority vote. A Parent-Teacher Advisory Group volunteer may serve one year at the discretion of the Group.

### **Parental Involvement**

Parent involvement in their child's education at Barack H. Obama Leadership Academy Charter High School takes many forms: (a) parents as decision makers (i.e. the Parent-Teacher Advisory Group or Parent Teacher Association [PTAs] in which parents participate in school decision making activities); (b) parents as classroom volunteers; (c) parents as a paid paraprofessional or teacher's aide; (d) parents as learners (e.g., participate in child development or parenting classes); and (e) parents as teachers of their own children at home. Barack H. Obama Leadership Academy Charter High School will support parent involvement through creation of a culture of parent inclusion as well as providing space and time for parent activities. In addition Barack H. Obama Leadership Academy Charter High School will provide ongoing parenting education through its outreach program on topics such as: building children's self-esteem, understanding the school system, learning strategies to support the child's education, communicating with teachers, preventing gang affiliation and drug use, and preparing for college early.

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## **Element 5**

**Education Code: The qualifications to be met by individuals to be employed by B.H.O.L.A.  
California Education Code Section 47605.6(b) (5) (F)**

### **Qualifications of School Employment**

B.H.O.L.A. will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. B.H.O.L.A. believes that all of its employees play a key role in creating a successful learning environment and will recruit quality, qualified employees. Offers of employment are extended contingent upon successful completion of a current fingerprinting and background report and clearance through the Department of Justice and a reference check. At least three references are a pre-requisite for all applicants for employment. Additionally, all employees are expected to have Child First Aid/CPR Certification (or will receive training through COVA), current TB testing and clearance. B.H.O.L.A. maintains a drug, alcohol and smoke free work place.

### **Credentialing**

**B.H.O.L.A. shall comply with California Education Code Section 47605(1), which states in pertinent part:**

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

B.H.O.L.A. will make every effort to only hire teachers with Cross-cultural Language and Academics Development (CLAD) certification or Bilingual Cross-cultural Language and Academics Development (BCLAD) certification or EL Authorization. Shall B.H.O.L.A. seek to exercise any flexibility with regard to non-core, non-college classes; B.H.O.L.A. shall submit a list of those courses that it deems to be non-core and non-college to the State Board of Education.

### **Experience and Required Abilities**

B.H.O.L.A. whenever possible, prefers teachers with past experience working as a teacher. In addition, a B.H.O.L.A. teacher shall possess:

- High academic standards
- The ability to be flexible and adjust easily to change
- The ability to recognize and support the parent as an integral partner in the student's total educational experience
- A desire to continue growth as an educator within a standards-based education reform model using a variety of progressive and innovative teaching strategies
- The ability to adapt to the collegial model, in which B.H.O.L.A. teachers, parents, and students are partners and accountable to the academic success of each student
- The ability to integrate technology into the course of study
- The ability to write course work guides, and design lessons and curriculum using B.H.O.L.A. and California State Standards
- The ability to organize and present ideas effectively in oral and written form
- The ability to make skillful decisions
- The ability to work under pressure and meet deadlines
- The ability to operate a PC computer, word processor, copier, FAX, and other office machines

### **Process for recruiting teachers**

B.H.O.L.A. teachers shall meet the “highly qualified” requirements of the “**No Child Left Behind Act**” and thus, a teacher of core academic subjects must have:

- A Bachelor’s Degree
- A State Credential or have an Intern Certificate/Credential while actively working toward completion of their State credential; and
- Demonstrated core academic subject matter competence. “Demonstrated core academic subject competence” for elementary grades is done through CCTC’s approved subject matter examination or by completing the California High Objective Uniform State Standard of Education (“HOUSSE”)

### **Employee Compensation and Benefits**

Education Code: The manner by which staff members of the Barack H. Obama Leadership Academy High Schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. California Education Code Section 47605.6 (b) (5) (K).

B.H.O.L.A. endeavors to offer employees similar types and amounts of retirement benefits that they would receive in most school districts.

- California State Retirement System (CalSTRS): Certificated employees
- California Public Employees Retirement System (CalPERS ): Non-Certificated Employees

### **Annual Performance Report**

B.H.O.L.A. will also compile and provide an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above. This data will be displayed on both an B.H.O.L.A.-wide and program wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality. Exit outcomes and goals may be modified over time.
- A summary of major decisions and policies established by the Board during the year.
- Data on the level of parent involvement in B.H.O.L.A.'s governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at B.H.O.L.A. and their qualifications.
- A copy of B.H.O.L.A.'s health and safety policies and/or a summary of any major changes to those policies during the year,
- Information demonstrating whether B.H.O.L.A. implemented the means listed in the charter to achieve a racially and ethnically balanced student population.
- An overview of B.H.O.L.A.'s admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of B.H.O.L.A.'s internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of B.H.O.L.A. relative to compliance with the terms of the charter generally.

B.H.O.L.A. will develop the content, evaluation criteria, timelines and process for the annual performance report. B.H.O.L.A. will also develop an annual site visitation process and protocol to enable the grantor to gather information needed to confirm the schools performance and compliance with the terms of this charter. B.H.O.L.A. will use the information compiled in the performance audit to evaluate and improve upon its educational programming as necessary. B.H.O.L.A. will develop a visitation process to enable the District to gather information needed to validate B.H.O.L.A.'s performance and compliance with the terms of this charter. However, B.H.O.L.A. agrees to and submits to the right of the District to make random visits and inspections in accordance with Education Code Section 47607. Pursuant to Education Code Section 47604.3, B.H.O.L.A. shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the District/County Office/Board of Education, and the State Superintendent of Public Instruction. B.H.O.L.A. shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605.6(m).

#### **Procedure to be used for adequate background checks**

Employees and contractors of B.H.O.L.A. will be required to submit to a criminal background check and finish a criminal record summary as required by California Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of the school shall monitor compliance with this policy and report to the Superintendent on a quarterly basis. B.H.O.L.A. shall monitor the fingerprinting and background clearance of the Director. Volunteers shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

#### **Principal**

Upon selection of two final candidates for Principal by the Executive Director of B.H.O.L.A., the Board of Directors will make the final selection for the principal. All management powers not specifically designated to the B.H.O.L.A. Executive Director are delegated to the principal, who will answer directly to the Executive Director. Selection of the principal will be based on:

- Proven experience in educational leadership
- Demonstrated ability in program design and/or development
- Understanding of and ability to implement various modes of assessment
- Demonstrated ability in helping students graduate from high school prepared for success in institutions of higher learning
- Demonstrated ability in helping teachers become skilled practitioners
- Strong management skills
- Entrepreneurial
- Proven track record in collaboration, teamwork and delegation
- Intellectual dexterity to synthesize the vision, goals and objectives into an operational plan
- Ability to motivate and organize parent involvement and foster strong school morale
- Educational vision for and experience with low-income and/or minority children
- Interest and commitment to educational reform

The principal will oversee the day-to-day operations of all school operations and academic programs, including, but not limited to:

- Maintaining fiscally sound operations including a balanced budget
- Staff hiring and other personnel matters
- Organizing professional development programs
- Monitoring processing of credentialing paperwork

- Reporting to the governing Board on the progress of the school
- Implementing policies developed with the governing Board
- Developing and maintaining relationships between parents, students, teachers, classified staff, community members, governing Board and all other stakeholders
- Managing student enrollment, attendance, and discipline policies and procedures
- Scheduling (meetings, campus events, staff development)
- Managing support services (transportation, food services, counseling, compliance reporting, school facilities)
- Helping parents organize parent support center and meetings
- Assisting in writing grants, facilitating fundraising, and/or obtaining loans
- Representing school at meetings/forums

### **Office Personnel**

Office Personnel will be selected by the principal and/or administrative staff on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies, and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Bilingual translation and communication with parents and community

### **Classified Staff**

Classified and other personnel will be selected by the principal and/or administrative staff on an application and interview basis. Selection will be based on demonstrated ability to perform required job duties. Classified personnel will perform duties suitable for their job positions.

**Attachment: Paraprofessional letter**

April 30, 2002

Dear Chief State School Officer:

The No Child Left Behind Act (NCLB) enacted on January 8, 2002, introduced many changes designed to improve student academic achievement. The Department is developing guidance and regulations for Title I requirements, including teacher and paraprofessional qualifications. As we strive to complete this work as quickly as possible, I want to outline a few key paraprofessional requirements that took effect on January 8/ There is no time for delay in their implementation.

All paraprofessionals hired after January 8 must have (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness). Paraprofessionals hired before January 8 and working in a program supported with Title I funds must meet these requirements in four years. Our policy is not finalized, but our current thinking is—

- These requirements apply to paraprofessionals with instructional duties in any program supported by Title I funds. For a schoolwide school, this means all paraprofessionals with instructional duties without regard to the source of funding of the positions.
- The above requirements do not apply to paraprofessionals working primarily as translators or solely on parental involvement activities. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.
- All paraprofessionals (regardless of their hiring date) in a program supported with Title I funds must have a secondary school diploma or equivalent. This is a change from the previous statute, which permitted the hiring of paraprofessionals without high school diplomas, or the recognized equivalent, to work as translators.
- Finally, Title I and Title II funds may be used for ongoing training and professional development to help paraprofessionals meet the statutory requirements.

We will post regulations and further guidance at [www.ed.gov](http://www.ed.gov) as we develop them.

Sincerely,

Joseph F. Johnson, Jr., Director  
Compensatory Education Programs

Cc: State Title I Director  
State Special Education Director



## **ELEMENT 6: HEALTH AND SAFETY OF PUPILS**

### Policies

Barack H. Obama Leadership Academy School has adopted a set of health, safety, and risk management policies that address the following topics:

- o As a condition of school attendance, all enrolling students must provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations will be maintained.
- o All faculty and staff is required to provide proof of periodic Tuberculosis (TB) testing as described in Education Code section 49406.
- o The school will provide vision, hearing, and scoliosis screening to students to the same extent as would be required if students attended a non-charter public school.
- o Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- o A requirement that the School Safety Plan be developed and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.
- o A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- o Policies relating to the administration of prescription drugs and other medicines.
- o A policy that the school will be housed in facilities that have received State Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections will be undertaken, as necessary to ensure such safety standards are met.
- o A policy that ensures that the facility meets the Los Angeles Uniform Building Code.
- o A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- o As a condition of employment, each employee of the school must submit to a criminal background check and furnish a criminal record summary as required in section 44237.
- o Reporting child abuse is mandated by the California Penal Code. Barack H. Obama Leadership Academy School expects any mandated reporter to report any suspected case of child abuse or child neglect. Teachers and classified employees must make the report and notify an administrator. An employee may ask an administrator to assist but the employee is responsible for making the report. Barack H. Obama Leadership Academy School administration reviews the reporting procedures at the beginning of the year with the staff through in-services.
- o Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by ADA (Americans with Disabilities Act), CAL/OSHA, the California Health and Safety Code, the Healthy Schools Act, and EPA.

## Facilities

B.H.O.L.A. will adhere to the Establishment Clause of the First Amendment on separation of Church and State. That is, if there is a lease arrangement with a church it may not advance or inhibit religion, or give rise to excessive government entanglement with religion.

B.H.O.L.A. will contract with private companies to perform the following services, unless it uses District owned facilities and is required to use District provided maintenance and operations services:

- Routine Maintenance
- Building Equipment Operations (e.g.\* air fitter changes)
- Major or Deferred Maintenance
- Alterations and Improvements
- Custodial Services
- Gardening
- Landscaping
- Tree Trimming
- Integrated Pest Management
- Utilities
- Preventative Maintenance

## Emergency Situations Fire

### Drills

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

## **Disaster Drills (LE. EARTHQUAKE)**

Disaster drills will be conducted at least once every two months. Students will be made familiar with the "duck and cover" routine. A disaster drill commencing with the "duck and cover" routine will be initiated by an announcement over the intercom. Staff and students will hear "This is an emergency drill. Duck and cover." During the "duck and cover" routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the "duck and cover" routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

### **Bomb Threats**

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word "safe school drill" will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students.

All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

#### Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word "safe school drill" over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

#### Prescription Medications

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

### **Insurance Requirements**

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.

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

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

### **Evidence of Insurance**

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

*"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District*

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.

### **Hold Harmless/Indemnification Provision**

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

## Element 7

**Means by which school will achieve racial and ethnic balance among its pupils that reflects the general population residing within the district/county jurisdiction**

**Geographic areas that will be targeted in the outreach effort**

See Attachment

**State languages to be utilized in the outreach**

**District required language for this element**

Barack H. Obama Leadership Academy High School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement B.H.O.L.A. agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's PSC program. NCLB strongly encourages PSC as an alternative placement for students.

As required under NCLB, all PSC students attending B.H.O.L.A. shall have the right to continue attending B.H.O.L.A. until the highest-grade level of the charter. However, the obligation of the District to provide transportation for a PSC student to B.H.O.L.A. shall end in the event the PSC student's resident District school exits Program Improvement status.

B.H.O.L.A. will ensure that all of its PSC students are treated in the same manner as other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. B.H.O.L.A. will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

Determination of student eligibility for this PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at B.H.O.L.A. under the PSC program increases in subsequent years, B.H.O.L.A. agrees to discuss with the District the possibility of increasing the number of PSC places available at the school

**Admission assurances preferences**

**Lottery assurance and procedures. Waiting list**

At the conclusion of the random public drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the random public drawing. This wait list will allow students the option of enrollment in the case of an opening during the school year.

B.H.O.L.A. will incorporate the policies and procedures for the random public drawing.

The public random drawing will be certified to meet the requirements of State and Federal law. Numbers are assigned to families, with sub numbering of the students by grade level. In this way the drawing is blind and provides a waiting list that is unaware of a student's abilities or disabilities. Parents applying for admission for their children will be given written documentation of the process along with the expectations for them and their children

**Preference (if applicable)**

**Barack H. Obama Leadership Academy High School will admit all pupils who wish to attend**

All students who reside in the State of California may attend the B.H.O.L.A. subject only to capacity at each grade level.

**Efforts the school will employ to recruit academically low-achieving, special education, and economically disadvantaged students.**

## **Element 8: ADMISSION REQUIREMENTS**

### **AFFIRMATIONS AND ASSURANCES**

Barack H. Obama Leadership Academy School

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c) (1)]
- Shall be deemed the exclusive public school employer of the employees of the Barack H. Obama Leadership Academy School for purposes of the Educational Employment Relations Act. [ Ref. Education Code Section 47605 (b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations.[Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Barack H. Obama Leadership Academy School. However, if the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)( C) . [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate on the basis of the characteristics listed in 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). [Ref. Education Code Section 47605 (d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1 (f)(5)(C )]



- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(1)]
  
- Shall at all times maintain all necessary and appropriate insurance coverage as specified in this Petition under Element 6.
  
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
  
- If 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. [Ref. California Education Code Section 47605(d)(3)]
  
- Will follow any and all other federal, state, and local laws and regulations that apply to the Barack H. Obama Leadership Academy School including but not limited to:
  - The Barack H. Obama Leadership Academy School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
  - The Barack H. Obama Leadership Academy School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
  - The Barack H. Obama Leadership Academy School shall comply with any jurisdictional limitations to locations of its facilities.
  - The Barack H. Obama Leadership Academy School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
  - The Barack H. Obama Leadership Academy School shall comply with all applicable portions of the No Child Left Behind Act.
  - The Barack H. Obama Leadership Academy School shall comply with the Public Records Act.
  - The Barack H. Obama Leadership Academy School shall comply with the Family Educational Rights and Privacy Act.
  - The Barack H. Obama Leadership Academy School shall comply with the Ralph M. Brown Act.
  - The Barack H. Obama Leadership Academy School shall meet or exceed the legally required minimum of school days.

Priority 1 preference will be given to students currently attend the school and students who reside within the boundaries of LAUSD as required by Education Code Section 47605(d) (2) (B).

Priority 2 preference will be given to siblings of students enrolled at the school. Priority 3 preference will be given to children of staff not to exceed 10% of enrollment in each grade level.

Parent(s)/guardian(s) are encouraged to attend an orientation meeting with their child (ren) to understand the school's vision and policies, including the Family Agreement. A sample of this agreement is in the Appendix. Parents who choose to send their children to Barack H. Obama Leadership Academy School will be asked to complete a form to participate in the lottery.

Students who are selected in the lottery will complete a school enrollment form and be asked to review and to sign the Family Agreement after admission. A parent's decision not to sign the Family Agreement does not impact enrollment.

Parents will be strongly encouraged but are not required to volunteer at least 60 hours annually at the school site. Parents who are unable to volunteer at the school site have are able to meet their volunteer hours in alternative manners. (See attachment Parent Participation Agreement)

A parent's inability to complete the volunteer hours does not impact the student's enrollment/continued enrollment. Parents are notified of alternatives to volunteering at the school site during monthly parent meetings, open houses, back to school nights, in the school newsletter and notes from teachers.

Barack H. Obama Leadership Academy School will utilize the same forms that District schools for enrollment and cumulative records. Barack H. Obama Leadership Academy will adhere to The Family Educational Rights and Privacy Act (FERPA), HIPAA and all other applicable state and federal laws regarding the confidentiality of pupil record information (e.g. records will be kept in locked cabinets, access to records will be restricted to appropriate personnel per legal requirements.) Barack H. Obama Leadership Academy School will not discriminate against any student on the basis of race or ethnicity, nationality, gender, disability, 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. Barack H. Obama Leadership Academy will comply with the McKinney-Vento Homeless Assistance Act for homeless children.

We actively recruit low-achieving and economically disadvantaged students by placing our schools in locations where there are overcrowded schools and schools that are identified for program improvement.

### **Public Random Drawing**

Barack H. Obama Leadership Academy accepts applications for the lottery via email, fax, United States mail or in person. If the number of applicants exceeds the number of openings in Barack H. Obama Leadership Academy School, drawing public random lottery will take place to determine the school enrollment in accordance with Education Code § 47605 (b) (2) (B). Priority 1 preference will be given to students currently attend the school and students who reside within the boundaries of LAUSD as required by Education Code Section 47605 (d)(2)(B). Priority 2 preference will be given to siblings of students enrolled at the school. Priority 3 preference will be given to children of staff not to exceed 10% of enrollment in each grade level.

### **Lottery Process Communication**

The school will designate a lottery application deadline and only lottery applications received prior to the deadline will be included in the public random drawing. Public notice will be posted on the school's website and in the school's lobby regarding the date, time and location of the public drawing once the deadline date has passed. The lottery will be conducted in the evening so interested parties will be able to attend. Parents do not need to be present at the public random drawing. Names of applicants will be drawn publicly at random. Students who are not selected via the random drawing will be placed on a waiting list. Parents of students who have been promoted off the waiting list will be contacted by phone and must respond within two days in order to secure admission.

### **Method to Verify Fair Lottery Procedures**

Barack H. Obama Leadership Academy School will use a neutral proctor to ensure the lottery procedures are fairly executed.

**Timelines for Open Enrollment Period and Lottery**

The open enrollment period is from January 11<sup>th</sup> with interested families able to submit a lottery form by April 2<sup>nd</sup> families have three months to submit lottery forms. Lottery will occur during the third week in April.

**Lottery Location**

The lottery will take place on school grounds in the evening and will be open to the public. The lottery will be held in the evening to ensure parent and interested parties are able to attend and observe the lottery.

**Fair Execution of Lottery Procedures Record Keeping**

The School will keep on file list of all student names entered into the drawing, original applications for enrollment, list of students on the waiting list by grade level. The school will also keep the lottery procedures and fair execution of lottery procedures for review at all times.

The school will keep on file list of all student names entered into the drawing, original applications for enrollment, list of students on the waiting list by grade level.

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## **Element 9**

### **ANNUAL AUDIT**

Barack H. Obama Leadership Academy School will hire a Certified Public Accountant (CPA) with experience in school district audits to conduct annual, independent financial audits. These audits will employ generally accepted accounting principles and the audit guide issued by the Controller of the State of California. The independent public accountant and our business services provider will prepare the necessary financial reports to be submitted to our board of directors and then for onward submission to the Los Angeles Unified School District. Audit exceptions must be resolved to the satisfaction of the District within the reasonable timelines as prescribed by LAUSD. The Chief Executive Officer, Board Treasurer, and a Board designee will work in concert with the back office agency to address any audit findings and/or resolve any audit exceptions. The committee will take corrective action and report their findings to the Board with a recommendation at the next regularly scheduled Board Meeting.

Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to the sponsoring District within four months following the close of the fiscal year. Audit exceptions must be resolved to the satisfaction of the District.

### **District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the charter school's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

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

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – July following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month. In addition:
  - For P1, first week of January
  - For P2, first week of April
- Bell Schedule – annually by November
- Other reports as requested

Each fiscal year an independent audit will be conducted of the financial affairs of opportunities B.H.O.L.A. to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls.

B.H.O.L.A. will engage an independent public accountant with school accounting experience certified by the State of California, to audit the school's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. Fiscal statements audited by the Certified Public Accountant will be submitted to District within four months following the close of the fiscal year. Audit exceptions/deficiencies will be resolved to the satisfaction of the District. B.H.O.L.A will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, County Board Of Education, and California Department of Education by November of each year. Pursuant to AB 1137, B.H.O.L.A will provide any necessary financial statements to B.H.O.L.A., the

districts' Office of Education, and California Department of Education. Other reports as requested by the District

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## **Element 10**

### **Procedures by which students can be suspended or expelled. California Education Code Section 47605.6(b) (5) (J)**

The student discipline policies at **Barack H. Obama Leadership Academy** will encourage and consider input from parents, teachers, and students regarding their opinions on how to create a safe and healthy school environment. Based on the feedback, B.H.O.L.A. will develop a comprehensive student discipline policy that will be included in the student handbook. School staff will review the discipline policy with students and parents prior to admission to B.H.O.L.A. By enrolling in the school, the students and parents acknowledge their understanding of and the responsibility to the standards set forth in the discipline policy. The discipline policy will include the students' rights and responsibilities and the school's suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will provide all students with an opportunity for due process. All policies will be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the **IDEA and Section 504 of the Rehabilitation Act**.

Students who do not adhere to their responsibilities, and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, both verbal and written
- Notices to parents by telephone or letter
- Parent conference

The discipline policy will clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum number of consecutive days of suspension, notification process to parents of suspension, reason for suspension, appeal process, length of suspension, provision for student's education while suspended, etc. Any student who engages in repeated violations of the school's behavioral expectations will be required to attend a meeting with the school's staff and the student's parents. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Students who present an immediate threat to the health and safety of others may be immediately suspended and later expelled. Additionally, a student may be suspended or expelled or any of the acts enumerated in Education Code section 48900 related to school activity or school attendance that occur at any time including, but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school sponsored activity

### **Due process for students and Appeals**

The suspension of a student will be at the discretion of the principal or the principal's designee. At the time of a student's suspension, a school employee shall take a reasonable effort to contact the parents by telephone or in person. A written notice will follow initial contact. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. Parents can appeal to have a student's suspension rescinded. The principal will hear a suspension appeal, and following due consideration the principal's decision is final. Expulsion of a student will be recommended by the principal and must be approved by the governing Board. If a student is expelled, the effective date of expulsion is the sixth working day after notification has been sent to the parents of the enactment of expulsion. The student will be considered suspended for five working days after the notification, and an expulsion may be appealed within the five working days. In the event of an expulsion appeal, the student will be considered suspended beyond the five working days until a meeting is convened to hear the appeal (within 10 working days as scheduled by the parents and Board designees), at which time the parents must attend to present their appeal. A fair and impartial panel of representatives from the

Board of Directors will hear the appeal. The decision of the panel of representatives from the Board will be final. In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

### **Rehabilitation Plans**

Any student expelled from B.H.O.L.A. is no longer an enrolled student. Therefore, all students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the school's governance council or designated representative at the time of the expulsion order, which may include, but is not limited to, period review as well as assessment at the time of review for readmission in the event that the student desires to return. The rehabilitation plan will include date not later than one year from the date of expulsion when the student may apply to B.H.O.L.A. for readmission.

### **Readmission**

The decision to readmit a student or to admit a previously expelled student from another school district or Barack H. Obama Leadership Academy High School shall be at the sole discretion of the governance council of B.H.O.L.A. and the student and parents, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the capacity of the Barack H. Obama Leadership Academy High School at the time the student seeks readmission.

### **Special Education Students**

B.H.O.L.A. recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, state, and District policies on special education students. The EP team and the principal or designated administrator will be responsible for managing continued violations of school policies.

### **Procedures for ensuring rights of students**

**Education Code: 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 record summary as described in Section 44237. California Education Code Section 47605.6(b) (5) (G)**

### **List of suspension and expulsion offenses**

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self defense.
- 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 students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in **Health and Safety Code 11053-11058**, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.

- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in **Health and Safety Code 11014.5**.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in **Penal Code 261, 266c, 286, 288, 288a or 289**, or committed a sexual battery as defined in **Penal Code 243.4**.
- Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold a prescription drug
- Engaged in or attempted to engage in hazing of another.
- Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
- Made terrorist threats against school officials and/or school property.
- Committed sexual harassment.
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

### **Suspension and expulsion procedure**

**Education Code: The procedures by which pupils can be suspended or expelled. California Education Code Section 47605.6(b) (5) (J).**

This Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well being of all students at B.H.O.L.A. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as B.H.O.L.A's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. B.H.O.L.A. staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does



not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

B.H.O.L.A. administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Principal's office. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom B.H.O.L.A. has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. B.H.O.L.A. will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom B.H.O.L.A. has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students

## General discipline approach

### Procedures for rehabilitation readmission and interim placement

Students who are expelled from B.H.O.L.A. shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan shall include a date not later than one year from the date of expulsion when the pupil may reapply to B.H.O.L.A. for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Barack H. Obama Leadership Academy High School shall be in the sole discretion of the Board following a meeting with the Superintendent and the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon B.H.O.L.A.'s capacity at the time the student seeks readmission.

### District required language regarding special education students

B.H.O.L.A. shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). B.H.O.L.A. intends to function as a local educational agency for purposes of providing special education instruction and related services under the IDEIA pursuant to **California Education Code Section 47641(a)**. Upon approval of the Charter, the B.H.O.L.A. intends to partner with the Desert Mountain Special Education Local Plan Area ("DM SELPA"). B.H.O.L.A. shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. As noted above, B.H.O.L.A. will partner with the DM SELPA, where a variety of services are provided. These services include staff development, parental support through the Community Advisory Committee (CAC), compliance oversight, legal support services, financial management services, etc. In addition, budgets will allocate monies for a special education staff member, including instructional assistants, to attend staff development trainings each year. Information acquired during training meetings will be shared during monthly department meetings with the goal to educate staff and enhance the entire educational setting for both regular and special education. The School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the School shall be accessible for all students with disabilities.

## **Element 11**

### **RETIREMENT SYSTEMS AND EMPLOYEE RIGHTS**

#### **State Teachers Retirement Systems (STRS)**

If B.H.O.L.A. should opt to participate in the STRS, or any other systems, the HR administrator shall work directly with the Los Angeles county Office of Education to forward in a timely fashion any required payroll deductions and related data. The Chief Executive Officer will keep on file documentation that STRS contributions have been made to the State of California by all certificated employees opting to participate in the State Teachers Retirement System.

#### **Social Security**

All non-certificated employees will contribute to Social Security according to Federal and State laws with Barack H. Obama Leadership Academy School matching at the rates prescribed by law, unless provisions are made for other retirement options such as Public Employees Retirement System (PERS) or other retirement systems. To better serve its employees, the HR administrator will provide PERS, CALPERS, or other retirement systems to non-certificated staff members, in a manner consistent with applicable state and federal law.

#### **Salary Schedule**

Barack H. Obama Leadership Academy School will negotiate salaries with each employee based on experience, past performance, areas of specialty, and other factors as determined by school administration and agreed to by prospective employee.

#### **Work Calendar**

Each staff member will work the number of days agreed upon in his/her individual contract or work agreement, which will address the following:

- Salaries
- Details related to holidays, illness, personal days, vacation, and bereavement
- Determination of full-time or part-time status
- Administrators and office staff will work a calendar year of 12 months. Teachers will work a calendar year of 10 months including staff development days and supplemental instruction. A typical work week will be Monday thru Friday, 8 hours daily, with the possibility of extra time for special events, school meetings, parent conferences, etc.
- Employee discipline procedures and the employee's due process rights for appealing disciplinary action

Barack H. Obama Leadership Academy School will adhere to applicable federal and state mandates, including:

- Family Medical Leave Act (FMLA)
- California Family Rights Act (CFRA)

#### **Performance Evaluation**

Good performance will be acknowledge, rewarded, and replicated if possible. Fair and poor performance will be immediately acknowledged and corrected. Performance evaluations will be conducted annually and will be conducted in a fair and judicious manner.

## Professional Standards

Barack H. Obama Leadership Academy School employees will be expected to engage in professional behavior with fellow employees, students, and parents.

## Termination

All employees will be hired on the basis of annual agreements and their terms expire at the end of their annual agreement. In the event of termination of employment prior to the end of an employment agreement, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. Barack H. Obama Leadership Academy School recognizes two reasons to remove an employee from the payroll:

- **Voluntary Termination (Resignation).** Voluntary termination occurs when an employee chooses to leave Barack H. Obama Leadership Academy School. To leave in good standing and be eligible for rehire consideration, employees must give at least two weeks prior notice.
- **Involuntary Termination (Discharge).** Involuntary termination occurs when Barack H. Obama Leadership Academy School chooses to discharge the employee. The Chief Executive Officer may terminate or suspend the employment of any employee if he/she determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee's employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Chief Executive Officer determines that the employee poses a threat to the health, safety, or welfare of the school or students.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

## Process for Resolving Employee Complaints/Grievances

All staff members will follow state and federal laws for reporting alleged improprieties as well as adhere to Barack H. Obama Leadership Academy School Employee Handbook.

The following process will apply to staff members filing a complaint/grievance:

- When a problem first arises, the grievant should discuss the matter with his or her immediate supervisor.
- The school Principal is responsible for resolution of the grievance and will review the problem and any relating policies. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the school Principal. The grievant should specify the problem to the fullest extent possible and any remedies sought. (If the grievance is against the Principal, the employee will follow the same procedures but submit the information to the Chief Executive Officer instead of the Principal)
- Following any necessary investigation, the school Principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
- If no satisfactory solution can be reached, the grievant may request to meet with the Barack H. Obama Leadership Academy School Board of Directors and the Chief Executive Officer. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by either the grievant or the school Principal. The request for the meeting is to be delivered to the Board Chair by the Executive Officer at least four (4) days before the next regularly scheduled meeting, so that the matter may be properly placed upon the agenda.

- At the meeting, the grievant and a representative of Barack H. Obama Leadership Academy School shall have the opportunity to present evidence, both oral and documentary. Within three (3) working days from the date of the meeting, the Barack H. Obama Leadership Academy School Board of Directors and Chief Executive Officer shall make a decision on the grievance in writing. This decision will serve as the final decision of Barack H. Obama Leadership Academy School.

The district agrees not to intervene in the dispute without the consent of the school unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

#### Consequences for Unprofessional Conduct

As outlined in individual contracts:

- Issuance of notice of unsatisfactory act to remain in personnel file
- One day suspension without pay
- Five day suspension without pay
- Dismissal

The district agrees not to intervene in the dispute without the consent of the school unless the matter directly relates to one of the reasons specified in law for which a charter may be revoked.

#### Credential Monitoring

All teachers will be highly-qualified as defined by **No Child Left Behind**. Appropriate records of credentials held by B.H.O.L.A. teachers and supporting documentation will be monitored and maintained by the B.H.O.L.A. Human Resources Administrator. Credentials will be monitored annually by the B.H.O.L.A. Chief Executive Officer.

**Element 12**  
**STUDENT ATTENDANCE ALTERNATIVES**

“The public school attendance alternatives for pupils residing within the school district that chooses not to attend charter schools.” [Education Code 47605(b) (5) (L)]

Pupils who choose not to attend Barack H. Obama Leadership Academy School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer 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 non charter district school (or program within a district school) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the district.

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**Element 13**  
**RETURN RIGHTS OF EMPLOYEES**

Former LAUSD employees must consult with the LAUSD to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

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**Element 14**  
**DISPUTE RESOLUTION**

The staff and governing board members of Barack H. Obama Leadership Academy School agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the District and Barack H. Obama Leadership Academy School, except any controversy or claim that is in any way related to revocation of this Charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the Charter agreement, except any controversy or claim that is in any way related to revocation of this Charter, must be put in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supporting facts. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To: Barack H. Obama Leadership Academy School:  
C/o School Director  
19300 Rinaldi Street, #8270  
Northridge, CA 91326

To Director of Charter Schools: Director of Charter Schools  
Los Angeles Unified School District  
333 South Beaudry Avenue, 25<sup>th</sup> Floor  
Los Angeles, CA 90017

(2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

(3) If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

(4) If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the

arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. Each party shall bear their own costs and expenses.

(5) However, any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

#### Disputes Arising Within Barack H. Obama Leadership Academy School

Disputes arising from within Barack H. Obama Leadership Academy School including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school will be resolved by the Barack H. Obama Leadership Academy School Board of Directors and/or principal. LAUSD will, as an initial step, refer any complaints or reports regarding such internal disputes to the Board or administrative staff of B.H.O.L.A. for resolution. If the matter is not resolved to the satisfaction of the person or persons complaining, LAUSD may, among other things, refer the complaining person or persons to the appropriate state or federal agency.

Depending on the situation complaints can be addressed following the following levels:

1. Classroom teacher
2. Principal
3. Chief Executive Officer
4. Barack H. Obama Leadership Academy Board of Directors

#### Grievance Procedures for Parents and Students

Barack H. Obama Leadership Academy School will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with Barack H. Obama Leadership Academy School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. B.H.O.L.A. will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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



**Element 15**

**Declaration of Exclusive Public School Employer  
See Attached**

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## **ELEMENT 16** **PROCEDURES FOR SCHOOL CLOSURE**

**District required language regarding Barack H. Obama Leadership Academy School renewal, revocation, amendments, and Severability.**

### **Revocation**

The District may revoke the charter of Barack H. Obama Leadership Academy School if Barack H. Obama Leadership Academy School commits a breach of any terms of its charter. Further, the District may revoke the charter if Barack H. Obama Leadership Academy School commits a breach of any provision set forth in a policy related to Barack H. Obama Leadership Academy Schools adopted by the District Board of Education and/or any provisions set forth in the Barack H. Obama Leadership Academy School Act of 1992. Furthermore, the District may revoke the charter of the Barack H. Obama Leadership Academy School on any of the following grounds:

- Barack H. Obama Leadership Academy School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Barack H. Obama Leadership Academy School failed to meet or pursue any of the pupil outcomes identified in the charter.
- Barack H. Obama Leadership Academy School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Barack H. Obama Leadership Academy School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d), the District will notify the Barack H. Obama Leadership Academy School in writing of the specific violation, and give the Barack H. Obama Leadership Academy School a reasonable opportunity to cure the violation, unless the District determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

### **Charter Renewal**

The Barack H. Obama Leadership Academy School must submit its renewal petition to the District's Barack H. Obama Leadership Academy Schools Division no earlier than September of the year before the charter expires.

### **Closure Procedures**

The following are closing procedures that abide by Cal. Educ. Code §47605(b) (5) (P), shall the Barack H. Obama Leadership Academy School close for any reason. The decision to close Barack H. Obama Leadership Academy School either by the Barack H. Obama Leadership Academy School governing Board or by the B.H.O.L.A. Board will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non renewed by the B.H.O.L.A. Board of Education; the Barack H. Obama Leadership Academy School board votes to close the school; or the Charter lapses. In the event of such a Closure Action, the following steps are to be implemented:

1. Written notification to parents/guardians/caregivers of the enrolled students of the Barack H. Obama Leadership Academy School will be issued by Barack H. Obama Leadership Academy School within 72 hours after the determination of a Closure Action. A sample copy of the language used in the written notification is also to be made to B.H.O.L.A. within the same time frame.
  - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.

- b. The process for transferring student records to the receiving schools shall be in accordance with B.H.O.L.A. procedures for students moving from one school to another.
  - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to B.H.O.L.A. of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the California Department of Education and the County Office of Education of the Closure Action shall be made by the B.H.O.L.A. Barack H. Obama Leadership Academy School by registered mail within 72 hours of the decision to Closure Action.
5. The B.H.O.L.A. shall allow B.H.O.L.A. access, inspection and copying of all school records, including financial and attendance records, upon written request by B.H.O.L.A.
6. A financial closeout audit of the Barack H. Obama Leadership Academy School will be paid for by the B.H.O.L.A. to determine the disposition of all assets and liabilities of the Barack H. Obama Leadership Academy School, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the school. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by B.H.O.L.A. will be the responsibility of the B.H.O.L.A. B.H.O.L.A. understands and acknowledges that B.H.O.L.A. will cover the outstanding debts or liabilities of B.H.O.L.A. Any unused monies at the time of the audit will be returned to the appropriate funding source. B.H.O.L.A. understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA, and other categorical funds will be returned to the source of funds.
7. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by B.H.O.L.A. Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
8. The B.H.O.L.A Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
9. In addition to a final audit, B.H.O.L.A. will also submit any required year-end financial reports to the California Department of Education and B.H.O.L.A., in the form and time frame required.
10. If the Barack H. Obama Leadership Academy School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Barack H. Obama Leadership Academy School, the corporation will be dissolved according to its bylaws.
  - a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
  - b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to B.H.O.L.A. prior to approval of this Petition.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end B.H.O.L.A.'s right to operate as a Barack H. Obama Leadership Academy School or cause B.H.O.L.A to cease operation B.H.O.L.A. and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm shall Barack H. Obama Leadership Academy School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation

undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

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