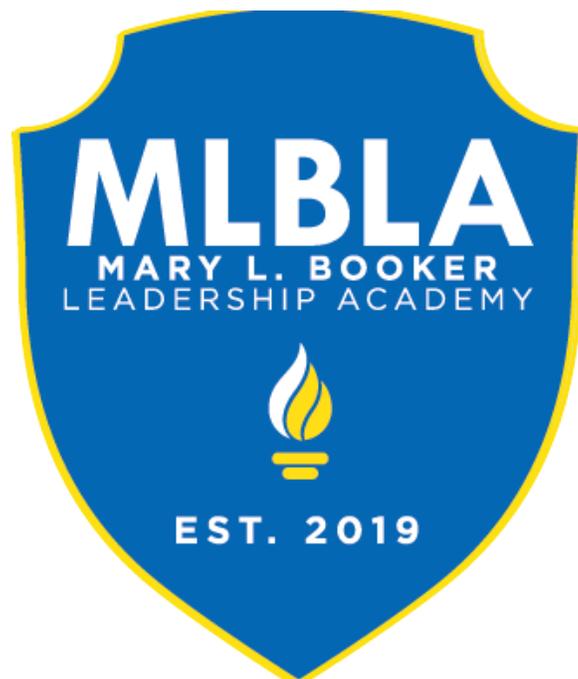


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Mary L. Booker Leadership Academy

Charter Petition

For the term July 1, 2019 through June 30, 2024

Submitted to: San Francisco Unified School District
Submitted on: April 9, 2018

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Terrence Davis, hereby certify that the information submitted in this petition for a California public charter school to be named Mary L. Booker Leadership Academy (“MLBLA” or the “Charter School”), and to be located within the boundaries of the San Francisco Unified School District (“SFUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter 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)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of Mary L. Booker Leadership Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. 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 shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a 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)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School 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 Education Improvement Act of 2004.

- The Charter School 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)]
- The Charter School 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 is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

-
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
 - The Charter School shall comply with the Public Records Act.
 - The Charter School shall comply with the Family Educational Rights and Privacy Act.
 - The Charter School shall comply with the Ralph M. Brown Act.
 - The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Terrence Davis
Petitioner for Mary L. Booker Leadership Academy

Date

Executive Summary

MISSION

Mary L. Booker Leadership Academy (“MLBLA” or the “Charter School”) develops the next generation of diverse leaders in San Francisco. We prepare our graduates to be successful leaders in college and career through our rigorous, student-centered academic program and our shared belief in leadership, equity, and community.

VISION

MLBLA is a community school dedicated to educating the whole child. We believe that all students will reach their potential when they are offered strong academic opportunities, and supported by a team of dedicated adults, including educators, families, and community members. We seek to develop scholars with a strong sense of self, personal values, and the preparation necessary to excel in a college or career of their choice.

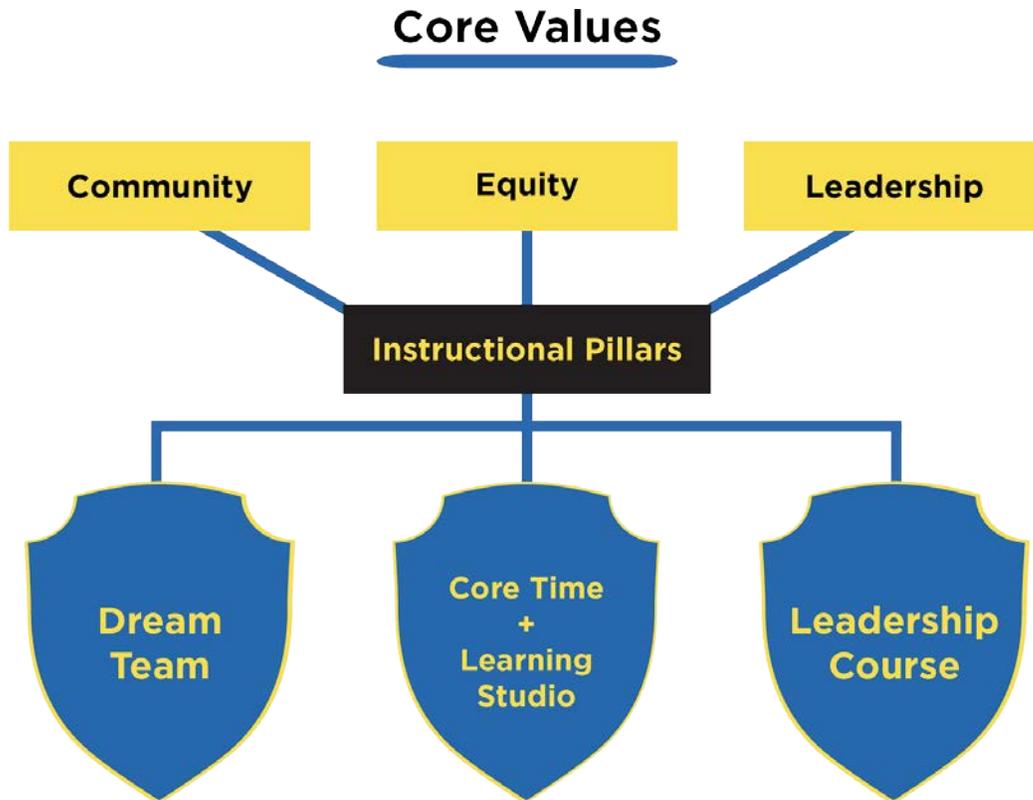
CORE VALUES

Our mission is ambitious. To accomplish it, we have studied and visited the most effective school models and educational practices throughout the country as well as engaged in robust conversations with families and community leaders. After significant research and discussion, we have identified three design anchors that will enable us to reach our goals. These design anchors are the foundation of Mary L. Booker Leadership Academy. In every decision--from curricular choices to schoolwide structures--we are grounded in these three core tenets: community, equity, and leadership.

- **Community:** We are a village. We are asset-based. We believe that families, educators, and students must partner together in order for a school to truly thrive. We constantly seek input from each other to continuously improve. When students join MLBLA, they will be embraced by their Dream Team, a collection of adults including parents/guardians, coaches, mentors and community members, who will work directly with the students to have a positive influence on their lives. We believe in restorative justice: we uphold a positive culture and repair any damage that may be caused to it. We are proactive and supportive: if a student is “off track,” they will work with their advisor, counselor or administrator to “get back on track” rather than being excluded. We believe that learning is social; we make the most meaning when we are able to engage deeply with each other around challenging and rich topics. We know that discourse and collaboration are essential to deep learning as is the invaluable relationship between the teacher and student.
- **Equity:** Each student is unique and deserves a “just right” education. Every student has different skills, strengths, and needs; yet, historically, schools have emphasized seat time over students’ mastery of concepts. This system has left too many students behind while stifling others who are ready to move at a faster pace. MLBLA views time as flexible and content mastery as fixed, providing individualized supports and structures so that all students can meet our high expectations.
- **Leadership:** It is our responsibility to develop scholars and change agents, the leaders of our future communities. To achieve this, we must nurture students’ hearts and minds. All students will participate in a daily Leadership course, grounded in a robust social-emotional curriculum based on the Compass Model, which focuses on sharp minds, big hearts, noble purpose, and aligned actions. We believe in agency: students will take ownership over their learning by setting goals and tracking their progress in their

Personalized Learning Profiles. By applying their content knowledge to solve real-world situations, students will develop the skills and habits necessary to thrive in an ever-changing 21st-century economy.

SCHOOL MODEL



Our school model focuses on a student-centered approach paired with an explicit focus on emotional health. It is designed to ensure that every student who walks through our doors will have the opportunity to live their dreams.

- **Dream Team:** Our Dream Teams, which are modeled from the Achievement First network of schools, are a sacred time when a community rallies around a single student to encourage them, challenge them, and understand them as an individual. Each student will have a Dream Team composed of key adults dedicated to his/her success, which can include parents, pastors, sports coaches, school personnel, grandparents, and other adults invested in that student. The Dream Team meets with the student quarterly to support his/her success in school.
- **Leadership Course:** Students participate in a daily Leadership class which is grounded in social-emotional learning. Using the Compass Model, a curriculum adopted from Valor Collegiate Academy, as a framework this class includes community circles and team-building practices to ensure that the cohort of students develops a close connection with each other. Additionally, this teacher is the student's main Advisor, an adult who will serve as the student's point person on campus. The Advisor monitors the student's

overall well-being, academic performance, behavior patterns, and emotional development. Ideally, assuming conditions allow it, cohorts will remain with their Advisor for two years to allow for increased consistency and strong relationships to flourish when students advance to the next grade level.

- **Learning Studio:** Every day there is a dedicated block of instructional time in which students can access additional support from their teachers. During this time, teachers pull small groups or provide one-on-one tutoring based on students’ needs. This includes support in math, reading, writing, designated English Language Development in alignment with language level and needs, or a specific goal based on a student’s Individualized Education Plan (IEP). These groupings are flexible and reassessed every few weeks based on updated student performance, input, and goals.
- **Core Instruction:** The majority of a student’s day will be spent in one of their Core Instructional classes. Students will take Humanities (English and History), Math and STEM Lab in middle school and take courses that mirror the University of California’s “A-G” subject requirements in high school. Each of these classes will emphasize styles of learning that allow for students to make real-world connections. Additionally, we prioritize interdisciplinary work, so students’ learning will be integrated across content areas and disciplines.

OUTCOME	HOW WILL WE ACHIEVE THIS GOAL?
<p>College and Career Ready: All students will have the academic skills and content knowledge to be career and college ready.</p>	<p>All core courses are rigorous and use real-world projects so that learning is challenging, engaging and relevant to students’ lives outside of school.</p> <p>Our Learning Studio classes emphasize developing students’ foundational skills and their ability to become proficient readers, writers and mathematicians.</p>
<p>Community Connection: All students will have an understanding of their own community and how they can create positive change.</p>	<p>Each student has a Dream Team, a supportive group of adults to address their needs. This team works with the students throughout their educational experience to ensure that they are able to achieve their dreams.</p>
<p>Leadership Development: All students will have the self-awareness and social-emotional skills to thrive as future leaders.</p>	<p>All students will take a Leadership Course, a daily course that combines an explicit social-emotional curriculum with leadership skills. The curriculum is based on the Compass Model which focuses on sharp minds, big hearts, noble purpose, and aligned actions.</p> <p>Student culture practices and procedures are grounded in restorative justice.</p>

STUDENT POPULATION TO BE SERVED

Mary L. Booker Leadership Academy will serve 6-12th-grade students who live in San Francisco. MLBLA believes that all students have the right to a high-quality, rigorous education that will prepare

them for college and career success. It is our mission to provide this to the neighborhoods of Southeast San Francisco including the Bayview and the Mission.

Mary L. Booker Leadership Academy intends to open in the 2019-2020 school year with a 6th, 7th, and 8th grade, and then grow a grade per year until reaching full capacity at 420 students.

ANTICIPATED ENROLLMENT AND GROWTH PLAN

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6th grade	60	60	60	60	60
7th grade	30	60	60	60	60
8th grade	30	30	60	60	60
9th grade		60	60	60	60
10th grade			60	60	60
11th grade				60	60
12th grade					60
TOTAL	120	210	300	360	420

Element A: Educational Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii).

Governing Law: If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii).

MISSION

Mary L. Booker Leadership Academy develops the next generation of diverse leaders in San Francisco. We prepare our graduates to be successful leaders in college and career through our rigorous, student-centered academic program and our shared belief in leadership, equity, and community.

VISION

MLBLA is a community school dedicated to educating the whole child. We believe that all students will reach their potential when they are offered strong academic opportunities, and supported by a team of dedicated adults, including educators, families, and community members. We seek to develop scholars with a strong sense of self, personal values, and the preparation necessary to excel in a college or career of their choice.

CORE VALUES

These core values are the foundation of Mary L. Booker Leadership Academy. In every decision from curriculum choices to schoolwide structures we are grounded in these three core tenets: community, equity, and leadership.

- **Community:** We are a village. We are asset-based. We believe that families, educators, and students must partner together for a school to truly thrive. We constantly seek input from each other to continuously improve. When students join MLBLA, they will be

embraced by their Dream Team, a collection of adults including parents/guardians, coaches, mentors and community members, who will work directly with the students to have a positive influence on their lives. We believe in restorative justice: we uphold a positive, tight culture and repair any damage that may be caused by it. We are proactive and supportive: if a student is “off track,” they will work with their advisor, counselor or administrator to “get back on track” rather than being excluded. We believe that learning is social; we make the most meaning when can engage deeply with each other around challenging and rich topics. We know that discourse and collaboration are essential to deep learning as is the invaluable relationship between the teacher and student.

- **Equity:** Each student is unique and deserves a “just right” education. Every student has different skills, strengths, and needs; yet, historically, schools have emphasized seat time over students’ mastery of concepts. This system has left too many students behind while stifling others who are ready to move at a faster pace. Mary L. Booker Leadership Academy views time as flexible and content mastery as fixed, providing individualized supports and structures so that all students can meet our high expectations.
- **Leadership:** It is our responsibility to develop scholars and change agents, the leaders of our future communities. To achieve this, we must nurture students’ hearts and minds. All students will participate in a daily Leadership course, grounded in a strong social-emotional curriculum based on the Compass Model, which focuses on sharp minds, big hearts, noble purpose, and aligned actions. We believe in agency: students will take ownership over their learning by setting goals and tracking their progress in their Personalized Learning Profiles. By applying their content knowledge to solve real-world situations, students will develop the skills and habits necessary to thrive in an ever-changing 21st century economy.

WHY MARY L. BOOKER?

Mary L. Booker was a leader in the Bayview community - she represents who we are and who we aspire to be and is the epitome of our vision and values. She lived a life full of purpose, passion, and dedication to the Bayview community, her home from 1955 until 2017 when she passed away. She is most well-known as an artist and an integral leader of the Bayview community. Her company, Infinity



Productions, wrote, produced, and directed plays about civil rights and social justice. She was an icon at the Bayview Opera House since 1961, and she offered free acting workshops to the Bayview community for years. In 2007, the San Francisco Public Library honored her with an Unsung Hero Award for her work documenting the Bayview community. Beyond her accolades and awards, Mary L. Booker embodied our core tenets:

- **Community.** She took great pride in the Bayview community, and she saw it as her responsibility to create opportunities that would not otherwise be there. Her family describes how her door was always open, ready to listen and help people solve their own problems, so

they could be their best selves.

- **Equity.** She believed in the potential of all people, and she constantly advocated for children of color through her life's work and daily actions. She fought to ensure that her family and community members had the opportunity to attend excellent schools.
- **Leadership.** She embodied a life full of purpose, one that had a tremendous impact on the greater community. She was an activist, an advocate, and a hero to many, who saw her as the "big light" in the midst of their challenges.

When we think of our ideal graduate, we think of Mary L. Booker. Whether our scholars choose to be playwrights or pediatricians, actresses or accountants, we want all of our students to be prepared to live lives as influential and meaningful as that of Mary L. Booker. We are honored and grateful that Mary L. Booker's family has bestowed us with the opportunity to uphold her legacy by naming our Charter School after this tremendous woman.

FOUNDING LEADER

Terrence Davis, the school founder of MLBLA, has spent the past decade working with students to help each student achieve his/her full potential. Originally from San Diego, California, Terrence has taught in high-performing schools that focused on empowering students and giving each student the opportunity to succeed in college and beyond. Throughout Terrence's career, he has been responsible for supporting students who have had the most difficult time in school. Most recently, Terrence was a special education director whose responsibilities included managing a team of teachers, creating pathways for multiple styles of learners and ensuring legal compliance. He believes that true success comes when schools partner with the community to ensure that every student has the opportunity to succeed.

Terrence received his bachelor's degree in history from Morehouse College and a master's degree in Special Education from Chapman University.

DESIGN TEAM MEMBERS

In July of 2017, Terrence began meeting with parents and community members to discuss what a high-performing school could look like in their community. Through this process, a design team was formed. Through monthly meetings and 1:1 conversations, our team has helped to create the key elements of our school. The Design Team has been the foundation of the school and will continue to work with Terrence to ensure that the community will always be a part of the Mary L. Booker Leadership Academy. **Appendix B** lists the founding team along with parents and community members who have expressed support for Mary L. Booker Leadership Academy.

BOARD MEMBERS

MLBLA's founding Board of Directions is comprised of a diverse group of professionals who bring experience from a wide array of fields. Our Board is a combination of individuals committed to education and the community. Additionally, we have volunteers who have offered their support in an advisory role.

Listed below is a skill matrix which has each board member, advisor and school founder with the set of skills they contribute to MLBLA. **Appendix B** has a biography for each Board member.

	Curriculum	Instruction	Assessment	Social Services	Community Engagement	Administration	Governance	Legal
Geraldine Anderson (Board Member)					X			X
Tiyana Coleman (Board Member)				X	X			X
Michelle Icenogle (Board Member)				X	X	X		
David O'Hara (Board Member)	X	X	X			X		
Khalid White (Board Member)	X	X	X		X			
Travis Commons (Volunteer Advisor) Director of Sharing and Learning at Valor Collegiate	X	X	X					
D'Lorna Ellis (Volunteer Advisor) Chief Counsel Oakland Athletics							X	X
Lisa Stone (Volunteer Advisor) Educational Consultant	X	X	X					
Terrence Davis (School Founder)	X	X	X		X	X		

OUTCOMES AND ALIGNED ACTIONS

As a design team, we identified the skills and attributes that we want all of our alumni to possess when they graduate from Mary L. Booker Leadership Academy. From there, we created our structures and systems in alignment with these outcomes and priorities to ensure that we are creating the necessary conditions for our scholars to be successful.

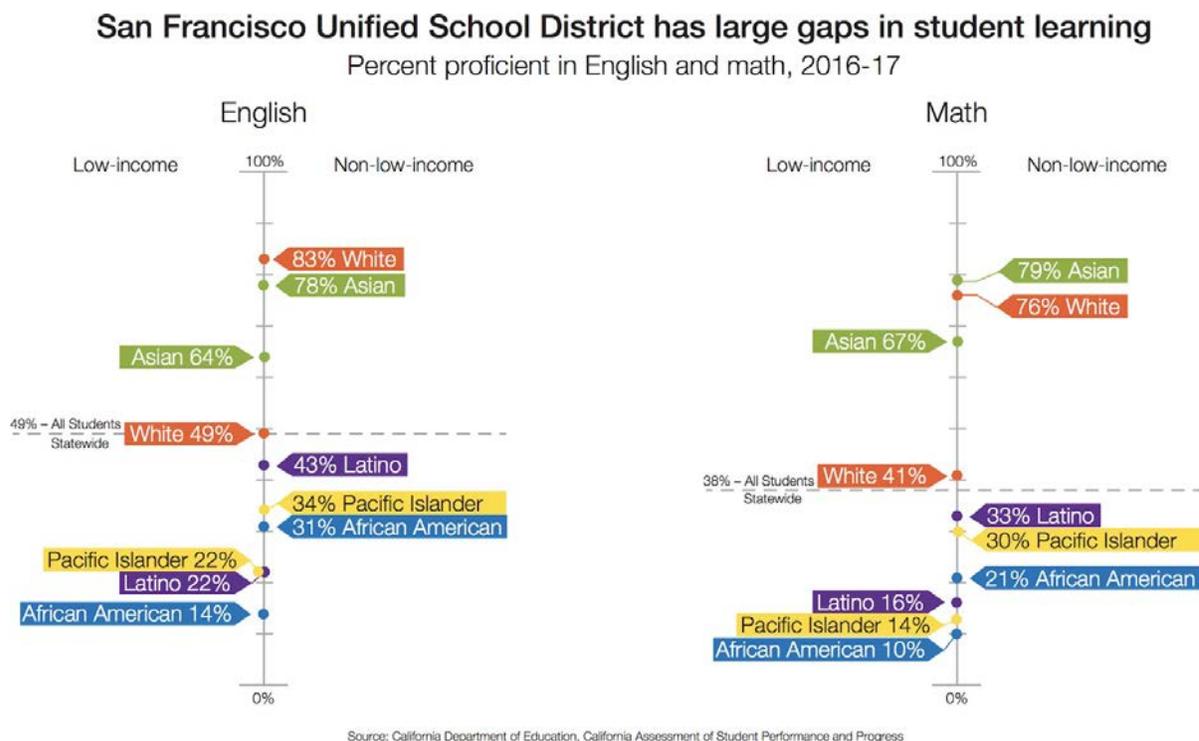
Figure A: Student Outcomes and Key Actions

OUTCOME	HOW WILL WE ACHIEVE THIS GOAL?
<p>College and Career Ready: All students will have the academic skills and content knowledge to be career and college ready.</p>	<p>All core courses are rigorous and use real-world projects so that learning is challenging, engaging and relevant to students' lives outside of school.</p> <p>Our Learning Studio classes emphasize developing students' foundational skills and their ability to become proficient readers, writers and mathematicians.</p>
<p>Community Connection: All students will have an understanding of their own community and how they can create positive change.</p>	<p>Each student has a Dream Team, a supportive group of adults to address their needs. This team works with the students throughout their educational experience to ensure that they are able to achieve their dreams.</p>
<p>Leadership Development: All students will have the self-awareness and social-emotional skills to thrive as future leaders.</p>	<p>All students will take a Leadership Course, a daily course that combines an explicit social-emotional curriculum with leadership skills. The social-emotional curriculum is based on the Compass Model which focuses on sharp minds, big hearts, noble purpose, and aligned actions.</p> <p>Student culture practices and procedures are grounded in restorative justice.</p>

COMMUNITY NEED

San Francisco Unified School District has a diverse population of 55,613¹ students. The District has worked diligently to improve students’ educational experience by focusing on three pillars: access and equity, achievement, and accountability. While the District has made significant efforts, certain subgroups continue to lag behind their peers. In looking at subgroups based on ethnicity, recent data shows that while Latino students make up approximately 27% of students within SFUSD, they are still significantly behind their White and Asian peers in both English and math proficiency. African American students are even further behind all subgroups. While eight in ten non-low-income white students are proficient in reading and math, the same is true for just one in ten black students and two in ten Latino students. Almost half of the schools in SFUSD serving low-income black students have proficiency rates for that subgroup that are 40 percentage points lower than non-low-income white students in the same school. **Figure B** captures the significant achievement gaps that remain in SFUSD based on race and income level.

Figure B: Achievement Gaps in SFUSD



In Southeast San Francisco, the academic achievement rates are even more concerning for low-income African American and Latino students. **Figure C** captures the English Language Arts

¹ “SFUSD Facts at a Glance.” *SFUSD*, www.sfusd.edu/en/assets/sfusd-staff/about-SFUSD/files/sfusd-facts-at-a-glance.

proficiency rates for all District schools serving middle and high school students in Southeast San Francisco.

As evidenced, the vast majority of schools in Southeast San Francisco are underperforming with most low-income African American and Latino students not scoring proficient. There are eight schools with fewer than 20% of each of these subgroups scoring proficient. Furthermore, in this region, the average percentage of proficient English Learners (“ELs”) is only 8% while the average percentage of student with special needs is only 7%.

Figure C: Percent Met/Exceeded for Selected Subgroups in ELA²³

School	Grades Served	All Students % Met/Exceeded ELA	Economically Disadvantaged % Met/Exceeded ELA	Economically Disadvantaged African American % Met/Exceeded ELA	Economically Disadvantaged and Hispanic/Latino % Met/Exceeded ELA	English Learner % Met/Exceeded ELA	Students with Disabilities % Met/Exceeded ELA
Balboa High	9-12	67%	63%	25%	42%	42%	13%
Brown Jr. (Willie L) Middle	6-7	21%	14%	9%	11%	10%	7%
Buena Vista/ Horace Mann K-8	K-8	27%	12%	N/A	11%	3%	4%
Denman (James) Middle	6-8	42%	32%	10%	21%	6%	7%
Everett Middle	6-8	38%	18%	14%	17%	5%	10%
Jordan (June) School for Equity	9-12	40%	40%	N/A	39%	N/A	N/A
King Jr. (Martin Luther) Academic Middle	6-8	41%	39%	12%	15%	12%	9%
Lick (James) Middle	6-8	26%	14%	14%	12%	2%	3%
Marshall (Thurgood) High	9-12	20%	17%	N/A	0%	3%	N/A
Mission High	9-12	37%	26%	17%	30%	15%	13%
O'Connell	9-12	43%	43%	N/A	55%	14%	9%

² Source: California Department of Education, CAASPP Files 2016-17

³ The zip codes include 94110, 94112, 94114, 94124 and 94134.

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(John) High							
Revere (Paul) Elementary	K-8	21%	15%	10%	14%	8%	5%
San Francisco Community Alternative	K-8	27%	15%	0%	6%	3%	9%
Visitacion Valley Middle	6-8	22%	18%	11%	8%	4%	3%
Average		35%	25%	11%	17%	8%	7%

The pattern of results persists and is magnified in math proficiency rates. Similar to ELA, there are currently no schools in Southeast San Francisco with the majority of these sub-groups of students scoring proficient and there are several instances of 0% of students mastering grade-level expectations as depicted in **Figure D**.

Figure D: Percent Met/Exceeded for Selected Subgroups in Math⁴⁵

School	Grades Served	All Students % Met/Exceeded Math	Economically Disadvantaged ⁶ % Met/Exceeded Math	Economically Disadvantaged and African American % Met/Exceeded Math	Economically Disadvantaged and Hispanic/Latino % Met/Exceeded Math	English Learner % Met/Exceeded Math	Students with Disabilities % Met/Exceeded Math
Balboa High	9-12	48%	46%	18%	13%	43%	4%
Brown Jr. (Willie L) Middle	6-7	10%	5%	0%	4%	3%	0%
Buena Vista/Horace Mann K-8	K-8	28%	15%	N/A ⁷	14%	7%	6%
Denman (James) Middle	6-8	32%	24%	6%	10%	10%	6%
Everett Middle	6-8	30%	13%	7%	11%	6%	9%
Jordan (June) School for Equity	9-12	3%	5%	N/A	0%	N/A	N/A

⁴ Source: California Department of Education, CAASPP Files 2016-17

⁵ The zip codes include 94110, 94112, 94114, 94124 and 94134

⁶ Economically Disadvantaged Students include students eligible for the free and reduced priced meal program (FRPM), foster youth, homeless students, migrant students, and students for whom neither parent is a high school graduate

⁷ Data is not available because fewer than 11 students were tested.

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King Jr. (Martin Luther) Academic Middle	6-8	34%	32%	5%	8%	16%	8%
Lick (James) Middle	6-8	18%	8%	8%	7%	2%	4%
Marshall (Thurgood) High	9-12	22%	19%	N/A	0%	11%	N/A
Mission High	9-12	16%	16%	0%	5%	18%	0%
O'Connell (John) High	9-12	12%	15%	N/A	5%	5%	0%
Revere (Paul) Elementary	K-8	11%	8%	7%	8%	9%	2%
San Francisco Community Alternative	K-8	28%	15%	0%	9%	3%	9%
Visitation Valley Middle	6-8	11%	10%	0%	2%	3%	9%
Average		25%	18%	4%	8%	9%	5%

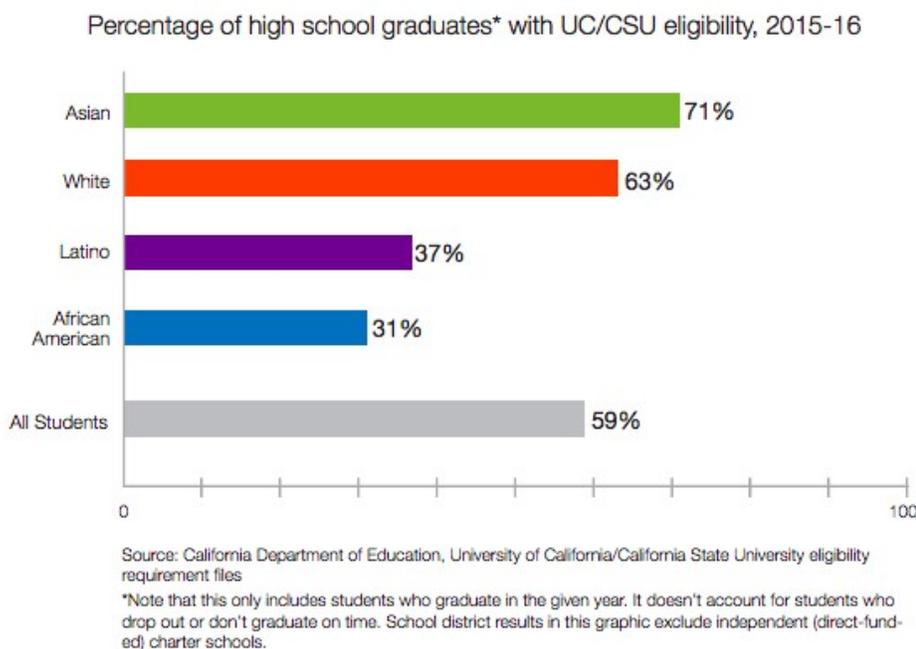
These academic results are not a reflection of the students' inherent capabilities. We know student performance is a result of the learning experiences students have been provided, not their demographics. We have seen countless examples of schools throughout our country that have been able to dramatically raise student achievement for these subgroups of students through a focused approach of excellent instruction and pedagogy in a small school setting where students are known well. We do have several schools in San Francisco that prove that low-income students of color can excel. At KIPP S.F. College Preparatory, 80% of its low-income Latino students scored proficient in English and 74% of the low-income African American students scored proficient in math. At Mission Prep, 71% of its low-income Latino students scored proficient in ELA and 64% in math⁸.

Addressing these achievement gaps becomes even more urgent when we examine the current eligibility rates of Latino and African American students to even apply to a CSU or UC campus. As seen in **Figure E**, only a fraction of these students has completed the A-G requirements that serve as a gatekeeper in this process, in turn keeping them from accessing future career and life opportunities.⁹

⁸ California Department of Education, California Assessment of Student Performance and Progress (CAASPP)

⁹ The 2016-17 UC/CSU eligibility and graduation rate data were not available as of [date of submission] when the petition was submitted. For this reason, we used UC/CSU and graduation rate data from the 2015-16 school year in **Figure F**.

Figure E: UC/CSU Eligibility Rates
Most Latino and African American students in San Francisco Unified School District don't graduate eligible for four-year state universities



When looking at high school graduates who are eligible for UC/CSU, **Figure E** above shows Latino and African American students are significantly behind their peers. As with proficiency rates, the same pattern of diminishing results happens when we examine the rates in Southeast San Francisco. As **Figure F** delineates, there are schools in Southeast San Francisco with only 13% or 14% of its African American or Latino students who are graduating high school with the preparation necessary to even apply to college. June Jordan School for Equity is a positive example, demonstrating that it is possible for the majority of low-income students to thrive and graduate CSU-UC eligible; we believe that Southeast San Francisco deserves another public secondary school that can prove what is possible when students are provided with rigorous and targeted learning opportunities.

Figure F: High School Graduation¹⁰ and College Readiness Rates¹¹

School	Grade Served	Enrollment	African American % of Cohort Graduated*	African American % of Grad met A-G requirements**	Asian % of Cohort Graduated	Asian % of Grad met A-G requirements	Hispanic/Latino % of Cohort Graduated	Hispanic/Latino % of Grad met A-G requirements
Balboa High	9-12	1,249	75%	29%	96%	80%	92%	38%
Jordan (June) School for Equity	9-12	242	56%	100%	100%	100%	89%	75%
Marshall (Thurgood) High	9-12	463	64%	14%	100%	31%	56%	13%
Mission High	9-12	1,076	89%	42%	86%	73%	77%	51%
O'Connell (John) High	9-12	372	93%	15%	91%	55%	88%	34%
			*At the school level, the cohort graduation sample is limited to 12th grade students who meet graduation requirements and graduate with their original four-year cohort.					
			** At the school level, the UC/CSU eligibility sample is limited to high-school graduates who have met the requirements for UC/CSU eligibility set by the CDE. Students must meet three criteria to qualify: (1) completion of 15 A-G courses; (2) minimum GPA of 3.0 or 2.0; and (3) completion of either the ACT or SAT exam.					

In Southeast San Francisco, there are currently 2,970 middle and 3,402 high school students enrolled in these schools according to Ed-Data-Org, which totals to 6,372 students attending schools that are still struggling to support them achieving proficiency. This does not include all of the students who leave the Bayview to attend school outside of their neighborhood. According to a recent KQED News article “How the San Francisco School Lottery Works, And How It Doesn’t” it states: “For example, 75 percent of kids living in the Outer Richmond stayed there for school, while 87 percent of kids in the Bayview left their ZIP code.”¹² There is significant demand for a high-performing, innovative model for these thousands of students in the neighborhood. Mary L. Booker Leadership Academy is prepared to serve 420 of these students at full capacity.

¹⁰ Source: Source: California Department of Education, Graduation Rate Files 2015-16

¹¹ Source: Source: California Department of Education, University of California/California State University eligibility files 2015-16

¹² <https://www.kqed.org/news/11641238/how-the-san-francisco-school-lottery-works-and-how-it-doesnt-2>

COMMUNITY ENGAGEMENT AND CORE LEARNINGS

Engaging with Community

From its inception, Mary L. Booker Leadership Academy has been designed and developed in partnership with families and community members. Over the past nine months, we have worked in deep collaboration to create this model in large groups, small groups, and one-on-one meetings. This has included hundreds of 1:1 conversations as well as community gatherings. This is a school created by and with families, not just for families.

These meetings are just the beginning. As the Charter School launches, MLBLA will continue to host information sessions, present at events, and hold large community events. **Appendix C** provides examples of brochures and flyers that have been used to engage families and community members. Building strong relationships between the Charter School and surrounding community is a key part of a successful school. With this in mind, we plan to include community and family outreach as an important part of our administrators' responsibilities during our Charter School's first few years of operation.

Learning from Community

As we built close relationships with families and community members, we engaged in open dialogue about the strengths, concerns, and needs within our current educational system. Throughout all of these conversations, we heard four overarching themes from families.

A Consistently High-quality, Secondary Option in Southeast San Francisco

During our hundreds of 1:1 interviews, we heard parents share the same concern repeatedly: they want a high-quality middle and high school option for their children. Parents told us that they are faced with two choices. One, they can stay within their community in the Bayview and the Mission, knowing that their child will attend a school that is typically rated a 3 or below as seen on the Great Schools website. Alternatively, they can take their child across town to a higher-performing school. However, when they disaggregate the data, they find that only a small percentage of the African American and Latino students in those schools are proficient as well. According to Innovate Public School's 2017 report, *A Dream Deferred*,¹³ African American students have the most limited options in the city. No schools achieve an eight, nine or a 10 rating for this subgroup other than Lowell, which requires students to test in for admission. Seven out of every 10 schools in San Francisco have a "poor" rating for African American students. Similarly, for Latino students, about half of all schools in San Francisco have a "poor" rating for Latino students. Parents want and deserve a high-quality option in their neighborhood. This is why at Mary L. Booker Leadership Academy, we will keep academic proficiency at the center of our work. Our emphasis on academics is evident in our rigorous core courses, our robust teacher professional development, our thorough data collection processes, and our college-going culture.

¹³ <https://reports.innovateschools.org/download-the-how-to-spot-a-world-class-school-guide-3/>

A School That Fosters the Potential of Each and Every Child

In addition to high-quality teaching and learning for all students, parents want a school that believes in and supports each individual student, especially those who are learning English, have a learning disability or any other special need. Many told us that their child is not being challenged academically. During our interviews, parents expressed frustration about their child's Individualized Education Plan ("IEP") not being implemented or students not receiving adequate services to meet their learning or language needs. Their perspective aligns with the data available. Currently, 17% of students with disabilities in SFUSD were proficient in ELA as compared with 59% of students without disabilities. Similarly, 18% of students with disabilities were proficient in math as compared with 55% of students without disabilities. The gap is similar for English Learners with only 20% of ELs scoring proficient in ELA and 27% in math according to the SFUSD 2017 Fact Sheet.

At Mary L. Booker Leadership Academy, we understand that each child is unique, which is why we have created a Charter School that is designed to meet individual students rather than falsely assuming there is an "average" student whose needs will automatically be served through a traditional model. It isn't enough to say that we believe in all students' capacity—we need to create the formal structures to ensure we are dedicating the time and space necessary to truly honor this commitment. For this reason, we have designed two essential elements of our school model to ensure individualized instruction takes place: Learning Studios and Personalized Learning Profiles, which are further detailed in the School Model section of the petition.

A School That Values Families and the Community

Parents are the experts on their children and they want a clear voice when it comes to their child's education. We heard from countless parents who want a school with clear communication systems and parent leadership structures that engage them as partners in shaping and guiding their child's future. Similarly, parents stated that they want to feel that their communities are honored and valued within the school, not seen as a deficit or detriment.

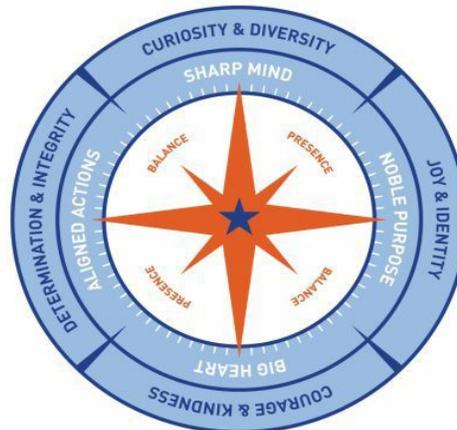
To address these needs, Mary L. Booker Leadership Academy developed a design team to help with the creation of the Charter School. This team has ensured that parents and community members will always be at the core of our Charter School. After the school opens, we will form a School Site Council, which will be led by our parents, community members, and educators. Next, to ensure parents are at the center of their child's education, we have established structures to enable frequent communication. For example, there will be four Dream Team conferences per year, giving parents, students, and teachers the opportunity to come together to reflect on that individual student's strengths, areas for growth, and progress. In addition, Mary L. Booker Leadership Academy will adopt a communication system to enable frequent two-way communication between parents and the Charter School.

Finally, it is crucial that Mary L. Booker Leadership Academy is fully integrated within the surrounding community. Through our work with the Design Team, we decided that it is crucial to create a village for each of our students. Our goal is for Mary L. Booker Leadership Academy to be the center of the community for organizations that work with our students.

Development of Career and Leadership Goals at the Center

Finally, parents told us that they want their children to graduate with the skills and knowledge for college and career success. They want a school that focuses on social-emotional development and career readiness so that students are fully equipped to excel in the 21st century job market and serve as change agents in their communities. To achieve these outcomes, we outlined the skills and mindsets that our graduates would need to possess, then designed an approach including key structures and curriculum to meet these goals. We committed to an all-encompassing approach to social-emotional learning called the Compass Model shown in **Figure G**. This model originated at Valor Collegiate Academies, a high-performing charter management organization in Nashville, Tennessee. This model is grounded in the fundamental question: What does it mean to be a human? They determined that the four key elements are sharp minds, noble hearts, aligned actions, and noble purpose. From there, they built out an extensive curriculum and approach that incorporates all four elements into the entire school model. We established a partnership with them, allowing us to adopt this Compass Model.

Figure G: The Compass Model



This Compass Model provides a clear framework for us to best support each aspect of our students. It will be taught and discussed explicitly in Leadership class, a daily class consisting of an Advisor and approximately 15-25 students. During this daily class, students will apply the Compass Model to their lives inside and outside of school through restorative circles, the planning of community events, reflections in their Personalized Learning Profiles, and peer/individual coaching.

External Partners

While we have spent a significant amount of time working with parents and community members, we recognize that we will need support in specific areas for our school to be successful. Below is a list of external partners who have provided support in the building of the school.

- **California Charter Schools Association (“CCSA”).** CCSA advances the charter school movement through state and local advocacy, leadership on accountability, and resources for member schools. CCSA is a trusted source of data and information on California’s charter schools for parents, authorizers, legislators, the press and other interested groups.

CCSA does a full petition review and publicly advocates on those charters that are high quality and demonstrate capacity.

- **EdTec.** EdTec was founded as a social venture in 2001 to develop, support, and advance quality charter schools by delivering high-value support services and expertise. EdTec currently works with over 300 charter schools, offering support in charter school development, finance, operations, governance, and software. EdTec will continue advising Mary L. Booker Leadership Academy on the following topics: building annual projected budgets, managing monthly financial statements, managing payroll, identifying grant and funding opportunities beyond federal and state dollars.
- **Innovate Public Schools.** Innovate Public Schools is a nonprofit education justice organization focused on making sure that low-income students and students of color in the Bay Area receive an excellent education that will prepare them for success in life. Terrence Davis is currently an Entrepreneur-in-Residence with Innovate, where he has spent the past two years designing this school model based on community need.
- **New Schools Venture Fund (“NSVF”).** New Schools Venture Fund is a national nonprofit venture philanthropy working to transform public education. NSVF invests in educational entrepreneurs who are committed to transforming education so that all children especially those in underserved communities have the opportunities to success.
- **Silicon Schools Fund (“SSF”).** Silicon Schools Fund provides funding to launch or redesign schools that are laboratories of innovation and proof points for personalized learning. Silicon Schools Fund has supported the launch and/or redesign of over 25 schools and organizations since its founding. Mary L. Booker Leadership Academy is a proud member of the Silicon Schools Fund portfolio and receives financial and school design support from the SSF team.
- **Valor Collegiate Academies.** Mary L. Booker Leadership Academy was a part of the first cohort of schools to adopt the Compass model curriculum. As described above, the Compass model focuses on sharps minds, noble hearts, aligned actions, and noble purpose.

Fulfilling the Intent of the Charter Schools Act

As detailed above, Mary L. Booker Leadership Academy has engaged with the community, learned from the community, and partnered with the community in design of a program that specifically meets the community need for a school that:

- Provides a consistently high-quality, secondary option in Southeast San Francisco
- Fosters the potential of each and every child, including students with learning needs and English Learners
- Values families and the community
- Puts the development of career and leadership goals at the center of the program

In meeting this need through its unique program, Mary L. Booker Leadership Academy fulfills the intent of the Charter School Act.

STUDENT POPULATION TO BE SERVED

Mary L. Booker Leadership Academy will be open to all students in the State of California as required by Education Code Section 47605 (d)(2)(A)(B). Mary L. Booker Leadership Academy

will serve 6th-12th grade students and enroll all students who apply in available grades until we reach enrollment capacity. Should demand exceed available seats, a random public lottery will be held as detailed in Element H of this petition.

MLBLA believes that all students have the right to a high-quality, rigorous education that will prepare them for college. It is our mission to provide this type of schooling to neighborhoods that have not historically had this opportunity, specifically the neighborhoods of Southeast San Francisco including the Bayview and the Mission. As such, while Mary L. Booker Leadership Academy will be open to all students who apply, there will be emphasis on recruiting students from within these neighborhoods.

Age, Grade, and Student Enrollment

Mary L. Booker Leadership Academy intends to open in the 2019-2020 school year with a 6th, 7th, and 8th grade, and then grow a grade per year until reaching full capacity at 420 students across grades 6 through 12. The students we will serve will range from 10-19 years old.

While we acknowledge that starting with three grade levels is unique, we want to ensure that we are accessible to as many families as possible while maintaining our school model. Starting with a middle school allows all of our students to develop their foundational skills before starting our high school program.

The enrollment plan for the charter term is outlined in **Figure H**, which will be followed as state and federal funding and parent community needs allow.

Additionally, we plan to enroll 30 new 9th grade students during our 2nd and 3rd school year to achieve our goal of 60 students per grade level. To achieve this goal, we will continue to recruit both 5th and 8th grade students (in years 2020-2021 and 2021-2022) until we reach capacity.

Figure H: Proposed Student Enrollment

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6th	60	60	60	60	60
7th	30	60	60	60	60
8th	30	30	60	60	60
9th		60	60	60	60
10th			60	60	60
11th				60	60
12th					60
Total	120	210	300	360	420

Demographics

Mary L. Booker Leadership Academy shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of SFUSD. Because of the Charter School’s specific target student, the Charter School’s racial and ethnic balance may vary somewhat from SFUSD as a whole and instead reflect the demographics of the neighborhood schools the students would otherwise attend. To inform program and budget development, the Charter School has built its projected student demographics based on the current student enrollment of the schools listed in **Figures I and J** below. The percentages were calculated based on the demographics found at each of these schools, using a weighted average to account for enrollment at each school.

Figure I - Anticipated Student Demographics - Program Eligibility¹⁴¹⁵

	FRPM	SPED	EL
Balboa High	69%	11%	15%
Brown Jr. (Willie L) Middle	77%	22%	13%
Buena Vista/ Horace Mann K-8	62%	20%	50%
Denman (James) Middle	72%	16%	21%
Everett Middle	59%	16%	36%
Jordan (June) School for Equity	77%	28%	30%
King Jr. (Martin Luther) Academic Middle	71%	12%	23%
Lick (James) Middle	72%	18%	34%
Marshall (Thurgood) High	80%	16%	57%
Mission High	68%	19%	38%
O’Connell (John) High	64%	20%	20%
Revere (Paul) Elementary	77%	15%	46%
San Francisco Community Alternative	67%	13%	24%
Visitacion Valley Middle	74%	12%	30%
MLBLA Projected Demographics	71%	17%	31%
SFUSD Demographics	56%	12%	27%

Sources: 2016-17 enrollment data for SFUSD and average of 14 named schools, as available on www.ed-data.org, for FRL, EL, Special Education and Ethnicity.

¹⁴ Source: 2016-17 Demographic Data for Free and Reduced-Priced Meal eligibility (“FRPM”), EL, and Ethnicities from www.ed-data.org. 2015-16 Demographic Data for SFUSD SPED from www.kidsdata.org

¹⁵ The zip codes include 94110, 94112, 94114, 94124 and 94134

Figure J - Anticipated Student Demographics - Ethnicity

	American Indian or Alaskan Native	Asian	Black	Filipino	Latino	Native Hawaiian or Pacific Islander	None Reported	Two Races	White
Balboa High	0.3%	39%	7%	11%	33%	3%	3%	1%	4%
Brown Jr. (Willie L) Middle	2%	9%	39%	5%	25%	4%	4%	8%	6%
Buena Vista/ Horace Mann K-8	0.2%	0.7%	2%	.5%	78%	0%	3%	2%	14%
Denman (James) Middle	0.3%	22%	8%	16%	40%	2%	3%	2%	8%
Everett Middle	0%	5%	7%	3%	57%	0%	5%	2%	21%
Jordan (June) School for Equity	0.4%	4%	19%	7%	61%	2%	2%	2%	3%
King Jr. (Martin Luther) Academic Middle	0.6%	42%	15%	6%	26%	4%	1%	3%	4%
Lick (James) Middle	0.3%	2%	7%	0.7%	72%	0.8%	2%	2%	13%
Marshall (Thurgood) High	0.2%	35%	10%	3%	45%	3%	2%	0.9%	1%
Mission High	0.8%	15%	15%	3%	50%	1%	3%	1%	11%
O'Connell (John) High	0.6%	10%	17%	7%	57%	0.3%	0.6%	2%	5%
Revere (Paul) Elementary	0.2%	3%	14%	6%	63%	0.9%	4%	5%	5%
San Francisco Community Alternative	0%	9%	11%	10%	46%	1%	4%	4%	15%
Visitacion Valley Middle	0.4%	22%	22%	9%	35%	7%	2%	2%	2%
MLBLA Projected Demographics	0.5%	16%	14%	6.3%	49%	2%	3%	3%	8%
SFUSD Demographics	<1%	35%	7%	4%	27%	1%	8%	4%	14%

Source: 2016-17 enrollment data for SFUSD and average of 14 named schools, as available on www.ed-data.org

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

As stated earlier in the petition, there are three primary outcomes for all Mary L. Booker Leadership Academy graduates:

1. **College and Career Ready:** All students will have the academic skills and content knowledge to be career and college ready as well as lifelong learners.
2. **Community Connection:** All students will have an understanding of their own community and how they can create positive change.
3. **Leadership Development:** All students will have the self-awareness and social-emotional skills to thrive as future leaders.

We believe that is our responsibility to prepare our students to be successful citizens and leaders of the 21st century. Our graduates will have the knowledge, skills, and habits to enroll in a four-year university and/or pursue a career of their choice. This is challenging because the job market is constantly evolving; we need to prepare our students for roles that do not currently exist. It is estimated that we do not know 65% of the jobs of future so we cannot simply create a linear path from school through retirement.¹⁶ In addition, with increased gentrification and the rising cost of living in San Francisco, particularly Southeast San Francisco, students will need to be able to access higher-paying careers to continue living in their own communities.

While we cannot necessarily predict the jobs of the future, we do know that a college-preparatory curriculum is essential. In his book, *Focus*, Mike Schmoker references a study conducted by the ACT that found a “90% overlap between the needs of workers and those who attend college and recommends that ‘all high school students should experience a common academic core that prepares them for both college and workforce training, regardless of their future, plans.’” (27)¹⁷ We view the combination of these two factors—our ever-changing world and the demands of college—as a perfect opportunity to launch a new school model, one that rethinks how we have traditionally taught students and structured time. For example, we do not need to require that students memorize lists of facts, something that is now easily accessible at their fingertips. We do not need to rely on a factory-model of education where students rotate into discrete subject classes every forty-two minutes. We do not need students to sit silently in rows, passive recipients of the teacher’s knowledge. We do not need to assume that all students learn at the same pace or in the same way.

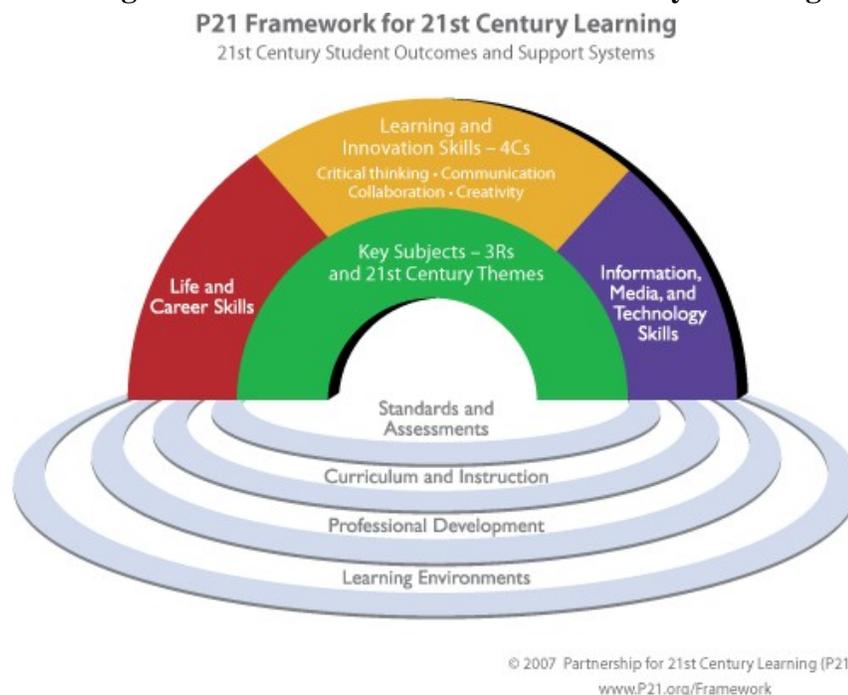
Instead, our model is designed with these questions in mind: What content knowledge is essential for college and career success? What skills do the most effective leaders and citizens possess? What habits do we need to instill, starting at middle school and developing through high school to ensure that our students feel a deeper ownership and purpose in their learning?

¹⁶ Heffernan, Virginia. “Education Needs a Digital-Age Upgrade.” *The New York Times* 7 Aug. 2011. Web. 18 Oct. 2015.

¹⁷ Schmoker, Mike. *Focus: Elevating the Essentials to Radically Improve Student Learning*. ACSD: 2011.

To tackle these questions, we relied on the P21 Framework for 21st Century Learning, a national organization dedicated to preparing all students for our evolving world.

Figure K: P21 Framework for 21st Century Learning



Their framework specifies the four pillars that all students need to master: Key Subjects—3Rs and 21st century themes; Learning and Innovation Skills; Information, Media and Technology Skills; and Life and Career Skills. As a design team, we discussed these four pillars, comparing them to our three overarching student outcomes. From there, we created a detailed Graduate Profile to delineate each attribute and skill that we want all alumni to possess.

Figure L provides a general overview about how Mary L. Booker Leadership Academy is structured to develop graduates who excel in all four domains in alignment with our graduate profile. Below this chart, each component is detailed further with a more thorough explanation of its relevance in MLBLA’s school design.

Figure L: MLBLA Programming in Alignment with P21 Framework

P21 Framework Component	MLBLA Core Programming
Key Subjects--3Rs and 21st Century Themes	All Core Classes , from 6th-12th grade, are grounded in grade-level content aligned with the Common Core State Standards, Next Generation Science Standards, English Language Development Standards, History-Social Science Standards and 21st century skills, habits, and themes.
Learning and Innovation Skills	All Core Classes are rooted in project-based, problem-based or phenomenon- based learning to allow students ample opportunities to work collaboratively, develop critical thinking skills, and apply their learning to solve community issues. In addition, all middle school students will take an innovative, hands-on STEM Lab course that allows them to apply design thinking with their science and math knowledge to solve real world problems.
Information, Media, and Technology Skills	Technology will be integrated throughout the school day as all students will have 1:1 access to a laptop enabling them to work on their online adaptive programs and apply their core knowledge in advanced ways. All students' Personalized Learning Profiles will be online allowing students to integrate their assessment data, goals, feedback, and action plans, and share that information easily with their Dream Teams.
Life and Career Skills	Students' daily Leadership Class is designed to strengthen student's individual leadership habits based on the Compass Model and develop a strong cohesive school community.

Key Subjects and 21st Century Themes

With the increase of technology, there is a false assumption that content knowledge is no longer important in schools. We disagree. It is true that our students can access facts and information more quickly than previous generations; however, these facts are meaningless unless they are understood within a larger context. For example, a 3rd grader can look up the names of the planets, but they have to have a basic understanding of the solar system in order to internalize the information in a useful way. A calculator can only go so far: a student still needs to understand the concepts and theories behind the equations.

Like P21, we believe that all students should graduate from high school with a solid understanding and mastery of all core disciplines. This aligns with California’s A-G requirements, and includes History/social science (a), English (b), Mathematics (c), Laboratory science (d), and Language other than English (e), Visual and performing arts (f), and College-preparatory elective (g).

This core knowledge is essential for college readiness and as The American Diploma Project concluded: “the needs of the workplace are ‘increasingly indistinguishable’ from the knowledge and skills needed for college success.” (Schmoker, 27)¹⁸ Therefore, a mastery of the knowledge, concepts, and skills within these disciplines prepares students for their post-secondary path, whether it be college or career.

It is through the mastery of these subjects that students learn how to think critically, analyze texts, study patterns, and truly grapple with complexity. David Conley, a leading expert about college readiness, has studied what students need to be able to do in college. He states: “Students need to do more than retain or apply information; they have to process and manipulate it, assemble and reassemble it, examine it, question it, look for patterns in it, organize it, and present it. They need intentional patterns of thinking to draw on as they complete work after high school.”¹⁹ These skills and knowledge contribute to the “cultural capital” that is necessary for students to thrive in college and beyond.

In addition to fostering critical thinking skills, these subjects also help develop students’ literacy skills. All of our graduates need to be able to read and analyze complex texts—from contracts to college textbooks to newspaper articles—and write persuasively to make an impact. These skills are crucial to one’s livelihood whether as a student, an employee, a citizen, or a leader. As Schmoker demonstrates, “Adolescents entering the adult world of the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.” (Schmoker, 93)²⁰

This type of learning requires highly-effective teachers with the content expertise and pedagogy to create learning environments full of discourse, debate, and “productive struggle.” These types of skills cannot be taught online, nor can they necessarily be learned independently. This is why we have dedicated a significant portion of each instructional day to rigorous, core grade-level classes. In middle school, these core classes will include Humanities, Math and STEM; by high school, they will expand to include additional subjects in alignment with A-G requirements, as well as Advanced Placement offerings and other electives.

¹⁸ Schmoker, Mike. Focus: Elevating the Essentials to Radically Improve Student Learning. ACSD: 2011.

¹⁹ Conley, David T. Four Keys to College and Career Readiness. Education Policy Task Force: October 21, 2011. <http://knowledgecenter.csg.org/kc/system/files/conleyPDF.pdf>

²⁰ Schmoker, Mike. Focus: Elevating the Essentials to Radically Improve Student Learning. ACSD: 2011.

Learning and Innovation Skills

In addition to content mastery, students need to understand how to navigate complex work and life situations. To do so effectively, students benefit from strong skills in creativity and innovation, critical thinking and problem solving, communication, and collaboration. These “4Cs” are the four essential skills taught, practiced, and assessed in project-based learning, our pedagogical approach in our core classes.

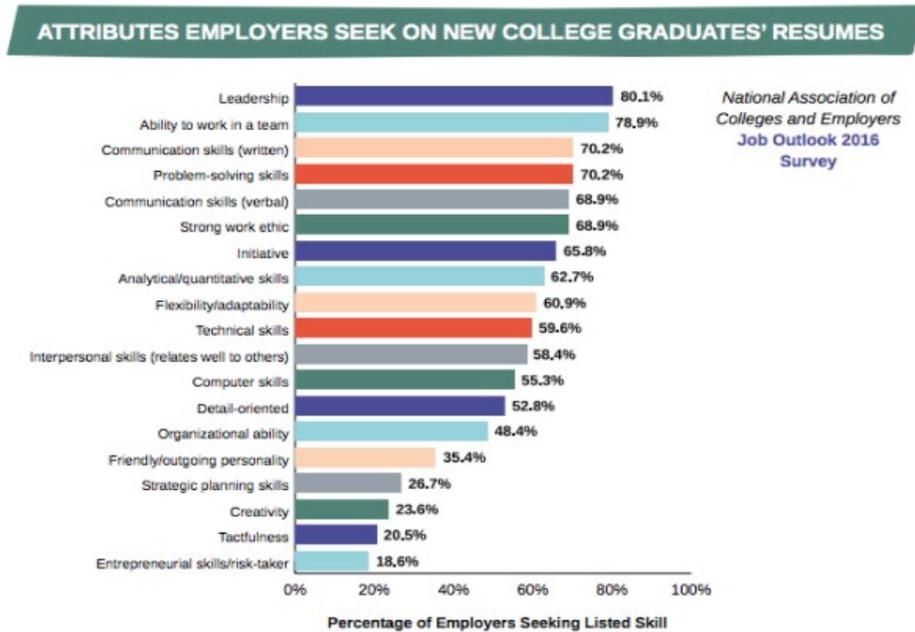
As stated by Lauren Resnick in *Getting to Work: Thoughts on the Education and Form of School-to-Work Transition*:

“Today’s high-performance workplace calls for the same kind of person that Horace Mann and John Dewey sought: someone able to analyze a situation, make reasoned judgments, communicate well, engage with others to reason through differences of opinion, and intelligently employ the complex tools and technologies that can liberate or enslave, according to use. What is more, the new workplace calls for people who can learn new skills and knowledge as conditions change—lifelong learners, in short.”²¹

Interestingly, on a recent survey of new college graduates, it was found that these skills and habits are the same ones valued most by employers. We are not only preparing our students to excel in college, but also in their post-secondary careers.

²¹ Resnick, Lauren. *Getting to Work: Thoughts on the Education and Form of School-to-Work Transition*

Figure M: Attributes Sought by Employers



As the chart above captures, it is crucial that we create opportunities for students to be leaders, collaborate in teams, communicate, and problem solve. This has served as the foundation for our instructional and curricular decisions. Our Math program is based on problem-based learning, an approach that allows students to grapple with challenging tasks in collaborative groups, and then understand the mathematical concepts through teacher-facilitated discussions. Our Humanities program is rooted in interdisciplinary units and project-based learning, allowing students to simultaneously learn historical content and develop literacy skills, while developing the “4Cs”: creativity and innovation, critical thinking and problem solving, communication, and collaboration. Finally, our STEM Lab is an innovative, hands-on lab that allows students to be problem solvers, applying design thinking and science knowledge to meaningful real-world problems.

Information, Media, and Technology Skills

We live in a technology and information-rich world, especially in the Bay Area, and it is imperative that we teach our students how to create, evaluate, and use information, media, and technology so that it can be an asset, not an obstacle. This type of learning includes information literacy, media literacy, and technology literacy. In his book, *Focus*, Mike Schmoker emphasized the importance of teaching students how to successfully navigate the ‘information age’: “The explosion of media and technology has made it all the more important that students master the core skills of gathering and evaluating evidence. Reading and writing with independence and confidence will remain master arts in this information age.”²²

²² Schmoker, Mike. *Focus: Elevating the Essentials to Radically Improve Student Learning*. ACSD: 2011.

We view technology as a supplement, not as a replacement of great instruction. All students will have 1:1 access to a laptop so that they can practice foundational skills through adaptive software. Our Core Classes will integrate technology so that students are able to apply their content knowledge in advanced ways such as creating videos, presentations, budget proposals, etc. Our approach is defined in **Appendix D: MLBLA's Technology Agreements**.

Life and Career Skills

Finally, there are adaptive skills that our students need to master in order to effectively navigate their life and work environments. Some of these skills include flexibility, initiative, social and cross-cultural skills, productivity, and responsibility. We have aligned our Leadership class to ensure that students have multiple opportunities to develop and demonstrate these areas, such as goal-setting and tracking progress in their Personalized Learning Profiles and participating in weekly group circles. During Dream Team conferences, students will learn how to articulate their academic strengths and challenges, advocate for support, access resources, and plan next steps accordingly. It is critical that we not only develop students with a sharp mind, but we also develop a moral efficacy that will last them throughout their lives. It's not enough to graduate college-ready students; we need students who understand the power that comes along with knowledge they've learned and to become self-motivated, competent, and lifelong learners.

EDUCATIONAL PHILOSOPHY AND CORE PRINCIPLES

Our educational philosophy is based on our core values: community, equity, and leadership. We believe that all students thrive when they are part of a supportive **community**, their learning is purposeful, relevant and connected to themselves as **leaders**, and their individual needs are met through an **equity** lens. Mary L. Booker Leadership Academy creates the next great leaders of the future who live their lives with a sense of purpose. It is our job to help students develop the self-awareness and skills necessary to be able to live a life of purpose.

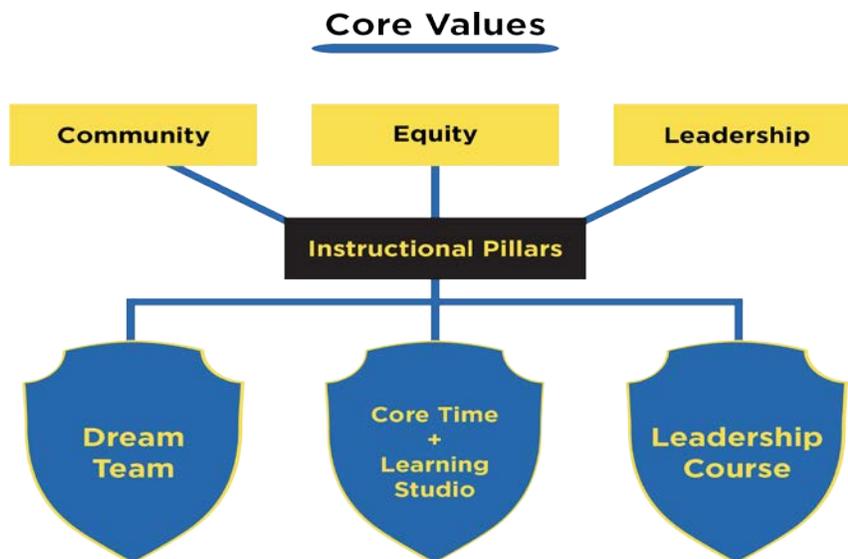
Community: We believe that learning is social; we make the most meaning when we are able to engage deeply with each other around challenging and rich topics. We know that discourse and collaboration are essential to deep learning as is the invaluable relationship between the teacher and student. Students must feel safe and supported in order to take the risks necessary to learn challenging content.

Equity: At Mary L. Booker, we believe all students can be successful with a supportive team and an inclusive school model. We will provide extra time and small group instruction to students who need it the most, and the flexibility to move faster for students who are ready. At the same time, all students will take rigorous core courses in English, History, Math, and Science that are grounded in the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), California's English Language Development Standards ("ELD"), History-Social Science Standards and other applicable state content standards (hereinafter, collectively "State Standards"). These courses prepare students for college and career by ensuring that students are engaged in academic discourse, meaningful writing, critical thinking, and the application of grade-level standards to solve relevant real-world situations. In addition to being challenging, all core courses will leverage assets from our community so that the content, curriculum and

pedagogy is relevant, reflecting the families and individuals we serve. Students will learn how to analyze and value their identity, community, and the world through critical thinking.

Leadership: At MLBLA, our goal is to develop the next generation of leaders. We believe leadership starts with equipping our students with the necessary tools to be successful. We view our social-emotional curriculum and academic model as the tools to help our students succeed. Additionally, our core classes are rooted in project-based learning with culminating, standards-based projects that allow students to apply their knowledge and skills to real-world situations. We believe that agency is a critical aspect of leadership: students will take ownership over their learning by setting goals and tracking their progress in their Personalized Learning Profiles.

Figure N: Pillars of our Instructional Model



MLBLA will focus on preparing all students for a college or career of their choice upon graduation. We believe all students have the capacity to learn, and it is our responsibility to give each student the tools to be successful. To achieve this, we have developed a model that is both rigorous and responsive to student's needs.

- **Dream Team:** Our Dream Teams are a sacred time when a community rallies around a single student to encourage them, challenge them, and understand them as an individual. Modeled from AF Greenfield Schools, each student will have a Dream Team composed of key adults dedicated to his/her success, which can include parents, pastors, sports coaches, school personnel, grandparents, and other adults invested in that student. The Dream Team meets with the student quarterly to support his/her success in school. **Appendix E** provides templates for teachers and staff to conduct effective Dream Team meetings.

- **Leadership Class:** Students participate in a daily Leadership class which is grounded in social-emotional learning. Using the Compass Model as a framework this class includes community circles and team-building practices to ensure that the cohort of students develop a close connection with each other. Additionally, this teacher is the student’s main Advisor, an adult who will serve as the student’s point person on campus. The Advisor monitors the student’s overall well-being, academic performance, behavior patterns, and emotional development. Ideally, assuming conditions allow it, cohorts will remain with their Advisor for two years to allow for increased consistency and strong relationships to flourish when students advance to the next grade level. **Appendix F** shows examples of the Compass model’s foundational framework, developmental pathways and the work students will complete throughout their career at Mary L. Booker Leadership Academy.
- **Learning Studio:** Every day there is a dedicated block of instructional time in which students can access additional support from their teachers. During this time, teachers pull small groups or provide one-on-one tutoring based on students’ needs. This includes support in math, reading, writing, Designated English Language Development in alignment with language level and needs, or a specific goal based on a student’s Individualized Education Plan (IEP). These groupings are flexible and reassessed every few weeks based on updated student performance, input, and goals. **Appendix G** has examples of the Personalized Learning Profile that all students will utilize to track their progress.
- **Core Instruction:** The majority of a student’s day will be spent in one of their Core Instructional classes. Students will take Humanities (English and History), Math and STEM Lab in middle school and take courses that mirror the University of California’s “A-G” subject requirement in high school. Each of these classes will emphasize styles of learning that allow for students to make real-world connections. Additionally, we prioritize interdisciplinary work, so students’ learning will be integrated across multiple disciplines and content areas. **Appendix H** has examples of projects and curriculum maps that align with our core instruction.

HOW LEARNING BEST OCCURS

At Mary L. Booker Leadership Academy, we believe that learning best occurs when students are engaged in rigorous, meaningful work; supported as individual learners; cared for in a positive learning environment; and valued as leaders of a community. When each of these conditions are in place at a school, then we are able to truly prepare our students to be the college graduates and community leaders of the future. Core elements of our program are depicted in Figure O, followed by a description of our philosophy and key practices for each core element named.

Figure O: Core Values

Core Values	Key Elements
Community	<ul style="list-style-type: none"> ● A village that fosters a deep sense of belonging
Equity	<ul style="list-style-type: none"> ● Flexible and targeted instruction ● Learning that is relevant and purposeful

Leadership	<ul style="list-style-type: none"> • High expectations with an emphasis on rigorous, standards-driven instruction
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A Village that Fosters a Deep Sense of Belonging

Philosophy. We are a village. Responsibility for the greater community is one of our core values: we believe that all members of our community—from students to parents to teachers—are integral and we must work together for the best interest of students. Furthermore, it is important that our students, especially being teenagers and coming into their own identity, feel “known” and heard.

Key Practices

- **Communication:** MLBLA will prioritize communicating with students and families. A student's Leadership Advisor is the first point of contact within the school. The Leadership Advisor will provide frequent communication to ensure that parents and the school have the same knowledge and understanding about the student's progress and relevant information. Parents will also have access to the student's Personalized Learning Profiles which will have updates on the student's academic performance and goals. Last, parents will receive weekly communication from the school in the form of a schoolwide letter.
- **Restorative Practices:** We believe that school should be an inclusive space where students feel welcomed and loved. To ensure this, we must have systems that reinforce strong relationships between our staff and students. With a flexible schedule and Circle system adopted from Valor Collegiate, we believe that we will be able to keep the majority of our students in school where we can support their overall growth. If students do any harm to the community, then they will learn how to repair it, and this will allow us to minimize exclusions from school for these students.
- **Families as Leaders:** We believe that great schools are led by educators and families, which is why families have critical leadership roles at Mary L. Booker Leadership Academy. We have a Mary L. Booker Advisory Board (which will serve as our School Site Council) English Language Advisory Committee (ELAC), and a parent representative on the Board of Directors.

Flexible and Targeted Instruction

Philosophy. We know that each student is unique with a different set of strengths, challenges, interests, and needs; therefore, we have intentionally designed structures to acknowledge and embrace these differences. In Todd Rose’s book, *The End of Average: How We Succeed in a World that Values Sameness*, Rose explains that our traditional school system has developed in response to a false assumption—that how quickly a student learns is related to the ability of the student to learn. He cites common practices such as standardizing time for class periods, timed assessments, and other structures as evidence that our systems tend to reflect the belief that student success should be measured by our students’ ability to prove proficient at a rate that is considered the average performance of their peers. To contradict this assumption, Rose cites research, originally conducted by Benjamin Bloom and since replicated by many other researchers, that this assumption is inherently false—that when students are provided with opportunities to learn at their own pace they achieve at remarkably higher levels.²³

This research and this belief—that students can achieve at higher rates when they learn at their own path and pace—are at the core of Mary L Booker Leadership Academy’s approach to personalized learning. Instead of merely labeling students as “high achieving” or “struggling,” we have created structures that support all students to thrive in the 21st century.

Key Practices

- **Personalized Learning Profile:** Each student will have an Personalized Learner Profile with his/her goals, dreams, interests, strengths, and areas for growth. Students will regularly reflect on their own progress and set goals based on their assessments, teacher feedback, and Advisor support. They will learn which learning strategies are most effective for them to leverage their own strengths and address their areas of growth.
- **Frequent Feedback:** Students and their families should have a clear understanding of their academic performance in reading, writing, and math. Routine formative assessments and quarterly interim data will help our staff better understand each student's needs. We will adopt a two-way communication system which will enable the Charter School to communicate frequently with families.
- **English Learners:** Our Learning Studios will allow our staff to adapt to students’ language development needs and provide designated English Language Development in alignment with students’ English language fluency. Our model incorporates multiple opportunities for students to develop their language skills while continuing to work within the classroom. During Core Instruction, teachers will support our English Learners make meaningful connections with text, engage with their peers and use critical thinking skills to solve complex problems. In Learning Studios, students will receive designated English Language Development that focuses on vocabulary, form, and function. A full description of services for ELs is provided in the “Serving Diverse Learners” section of Element A below.

²³ Rose, T. *The End of Average: How We Succeed in a World That Values Sameness*. New York: Harper Collins, 2017. Print.

- **Students with Disabilities:** At MLBLA, our flexible, targeted instruction allows for all students to receive the support and encouragement they need. We will be able to provide small group instruction for both math and English. Additionally, our Learning Specialist will be able to work with students who have more significant needs. This process allows for all students to receive the necessary supports to be successful without removing the student from their core classes.

Learning is Relevant and Purposeful

Philosophy. All too often secondary students complain that their schoolwork is disconnected from their real life. They do not see the value in filling out worksheets or memorizing formulas; as a result, many students drop out or become apathetic about their learning. Mary L. Booker Leadership Academy disrupts this pattern by connecting student learning to their lives—it is personal, relevant, and purposeful. Students will understand the connection between their current learning and their future goals by having students apply their learning to real-world situations, set their own academic goals, track their progress, and participate in internships and/or other leadership experiences.

Key Practices

- **Culturally Responsive Teaching:** Our students will enter MLBLA with a variety of backgrounds. We seek to honor each of student's cultural background and promote a sense of belonging and high expectations within our school. To achieve this, we will ensure that all teachers will be trained in culturally responsive teaching, and we will seek to honor the diverse cultures that encompass San Francisco.
- **Humanities Projects:** Our approach to Humanities instruction in both our middle and high school is to develop historical knowledge and builds literacy skills through interdisciplinary units. Each week unit will culminate with a final project that captures students' learning as it applies it to a relevant issue today.
- **Problem Based Learning:** This instructional approach enables students to work together to tackle complex math problems. By hooking students into relevant real-world problems, the mathematical learning becomes meaningful and important, not just abstract formulas.
- **Phenomenon Based Learning:** This approach to instruction uses real-world phenomena as the starting point for learning. The goal of phenomenon-based learning is to develop a deeper understanding of new concepts and how they connect to the real-world.
- **STEM Lab:** In middle school, students will have an innovative class that allows them to apply their knowledge and skills in science, technology, engineering and math to real-life problems.
- **Inclusion:** Traditionally, students with disabilities are pulled out of their academic classes to receive intervention, which can cause them to fall further behind in that very class. Instead, our model allows for our Learning Specialist with a special education credential to co-teach the inclusion core classes to provide in-class scaffolding and support based on strategies that address a student's individual needs. We feel that our project-based approach will allow for teachers to provide more differentiation and all of our students to focus on critical thinking skills.

High expectations with an emphasis on rigorous, standards-driven instruction

Philosophy. We believe that high expectations, coupled with rigorous coursework, are the essential ingredients for developing successful scholars ready for college and life. We define rigor as productive struggle. We want our students to work on content that is challenging but also attainable; they should be pushed until they ultimately master the content. Currently, as stated in the *Mercury News* on November 28th, only 30% of today's high school freshmen in California will graduate from college.²⁴ Academic rigor is not only required for success in college, it is also essential for any high-paying job in today's economy. For example, medical textbooks and military manuals are at a higher level of rigor than most college textbooks.

Key Practices

- **Integrated Core Structure:** At MLBLA, we believe that students learn best when they see learning as a blend of many different skills instead of isolated subjects. Our humanities course, for example, allows for our teachers to develop projects that have historical context while continuing to develop students' ability to read and write.
- **College Preparatory Curriculum:** All students take rigorous coursework covering grade-level Math, English, History and Science standards from 6th grade to 12th grade. In high school, course will be aligned to A-G requirements and Advanced Placement courses will be offered in subjects such as English, Math, History, and Science.
- **Standards-based assessments:** All students will take standards-based interim assessments at least three times a year so that we can monitor and track students' progress toward mastering grade-level content.
- **Formative Assessments:** Teachers will administer regular formative assessments to determine if students mastered key lessons or objectives. This frequent data will inform instruction, allowing teachers to decide which students need additional Learning Studio and/or other instructional supports.
- **College-going culture:** Many of our students will be the first in their families to attend college. It is critical that they are frequently exposed to a college-going culture through schoolwide practices such as College Fridays in which students and staff wear college t-shirts to build a college-going identity, annual field trips to local universities to broaden exposure to local institutions, and college banners on the walls representing the alma maters of staff and alumni to make college-going mentors visible.
- **Family Education:** We will partner with families to help students reach these high expectations. This will include literacy and math workshops as well as supporting families to navigate the process of post-secondary options, including college applications, scholarships, and external partnerships. We will help families develop their own college-going identity for their kids by attending college tours and engaging with other 1st generation college students and families who have successfully navigated this path.
- **Teacher Professional Development:** As the Professional Learning Community section of our charter details below, our robust professional development plan for teachers is grounded in our belief in growth mindset. We hire qualified teachers and we invest

²⁴ <https://www.mercurynews.com/2017/11/27/report-only-30-of-ninth-graders-will-graduate-from-college/>

significant time and resources in their growth to ensure that all students are receiving the best possible instruction.

SCHOOL MODEL

Today, public education in America continues to look very similar to when it was first introduced hundreds of years ago. Students are often expected to sit in straight rows for extended periods of time while a teacher, who holds all of the knowledge, lectures at the front of the class. While this style of teaching was critical to the advancement of the industrial age, today we realize that there is a different set of skills our students need to be successful. No longer are students expected to leave school and work in a career that requires them to do the same task every day. Our schools should mirror the shifts of our society.

Our school model, which focuses on a student-centered approach paired with an explicit focus on emotional health, is designed to ensure that every student who walks through our doors will have the opportunity to live their dreams. We believe that this road is a long journey and it requires the entire community supporting each other's growth in their mind and heart.

Research shows that students need instruction at their developmental and instructional level. In other words, if a 6th grade student is reading at a third-grade level, then he/she needs both reading intervention at a third-grade level and the ability to grapple with 6th grade content. If his school day is spent entirely on 6th grade content, then it is likely that he will fall further behind. If his school day focuses on 3rd grade content, then he will never catch up to his grade-level peers. Similarly, a student in a 6th grade math class who is ready for Algebra will always feel unchallenged, possibly falling into the trap of off-task behavior. Therefore, we believe that our school day needs to allow both developmental and grade level learning opportunities, so learning can be fluid and flexible.

Therefore, our school model in middle school and high school has three primary components every day: core instruction, learning studios, and our leadership course:

Core Instruction: The majority of each student's day will be spent in their Core classes. In middle school, these courses are Humanities (English and History), Math, and STEM Lab. These classes will be rooted in mastering grade-level content through critical thinking and real-world application. During these courses, teachers will develop students' mastery through discussions, debates, projects, and labs that are all designed around answering a relevant, overarching question. The Instructional Vision, Curriculum and Teaching Methodologies section of this charter petition provides additional specifics about the curriculum and instructional methods. These courses are heterogeneous, as we believe it is important for students to learn from peers with a variety of experiences, skills, and strengths.

The Core classes will be assessed in two ways. First, all students will take quarterly interim assessments based on grade-level standards. We will use this data to track student performance and determine small group and individualized instruction. Second, the standards from each unit will culminate in a project or demonstration relevant to the students' lives. These projects will assess critical skills such as collaboration, synthesis, public speaking, application, and persuasion.

Our Humanities and Math teachers work with their specific grade-level, allowing them to build deep relationships with their students and content. Students will often see the same teacher multiple times a day which allows students to foster a deeper sense of connection to school and will ensure that teachers know the individual needs of each student they teach.

While the overarching components of the school model remain the same from 6th through 12th grade, there are some important distinctions between the grades. In 6th-8th grades, students' science courses will be STEM Lab, integrating science, technology, engineering, and math into hands-on learning experiences rooted in real-world situations. Beginning in 9th grade, students' science courses will be aligned with California's A-G requirements to include Biology, Physics and Chemistry. In 6th and 7th grade, students will take an Arts elective; starting in 8th grade, this elective will be Spanish. In high school, students will be able to continue advanced courses in Arts and Spanish. Furthermore, students will have the option of taking Advanced Placement courses to earn college credits in alignment with our mission. In 11th and 12th grade, students will also take a College and Career course and may have the opportunity to participate in an internship to thoroughly prepare them to maximize their post-secondary options.

Learning Studios: We have created a daily block, Learning Studio, to meet students' individual learning needs. We believe that all students deserve to receive targeted instruction based on their unique needs from a credentialed teacher; this is often impossible in a large class setting which is why we have intentionally created this small class structure. These classes will range from 10-15 students and they will be led by the grade-level Humanities or math teacher. This lower ratio of students will serve multiple purposes. First, it provides our teachers with more time to work with students individually or in small groups based on the student's academic needs. Teachers will monitor student progress and intervene as necessary. Secondly, it allows the students in their early years to receive the coaching and support from the adult who knows them and the content best. Finally, it enables students to develop increased autonomy over their goals and learning.

During Learning Studio, students will be learning in one of two ways: small group instruction or self-directed learning. Learning Studio is based on the core belief that all students should drive their own learning and schools should allow students to move at their own pace and path by thinking of time, space, and human capital more creatively and flexibly.

Therefore, Learning Studio is centered around the student's Personalized Learning Profile (PLP). Each student has a PLP that captures his/her interests, goals, standards-mastery, assessments, and work habits. Students update their PLPs regularly based on recent assessments, feedback, and projects. Using the PLP as a guide, teachers and students are able to determine the areas where the student needs additional support.

During Learning Studio, students will work on the following:

- **Small Group Instruction:** Throughout Learning Studio, teachers will pull small groups and/or individuals to provide targeted instruction in either ELA or Math. By using smaller groups, we are able to tailor our teaching and learning to address each student's needs. Students will receive targeted feedback and support, so they are able to practice and master standards that might otherwise be challenging. This flexibility in grouping

allows students to move at their own pace until they have demonstrated mastery on a particular standard or concept. We believe that the relationship between the classroom teacher and student is the most sacred part of a school model, so we have designed Learning Studio such that it is the student's core Humanities or Math teacher who is providing the support. Our core teachers have the content mastery and the relationship with the student to be the ones to best able to provide explicit instruction in reading, writing, and math.

- **Self-Directed Learning:** Student agency is a critical part of our school model. We are developing students who are prepared to take on complex challenges in school and life, and to do so, it is imperative that they learn how to be self-directed learners. We believe that agency, just like math or reading, needs to be taught and developed over time. We do not expect our 6th graders to innately know and understand how to learn independently. Instead, we have created a gradual release model in which students have increased opportunities to gain autonomy over time. By senior year, students have significant control over their schedule because we know that time management is an essential skill for college preparation (Conley²⁵). As 6th graders, students' self-directed time might look like independent reading, practicing math problems, learning new vocabulary words, or writing an essay. These are all examples of types of work that students can appropriately do independently, and then receive feedback from a teacher later. Additionally, students may participate in an adaptive online program, such as ST Math, Lexia, No Red Ink, or Achieve3000; these programs are designed to allow students to learn and work independently with constant feedback from the program. It should be noted that we do not want any students to spend more than an hour of their school day working online; these programs are merely a supplement to their core instruction and learning studios.

As our students grow, we plan to provide more autonomy within our Learning Studio. The chart below details how Learning Studio will evolve:

Grade	Learning Studio Purpose	Learning Studio Student Experience
6th and 7th Grade	<p>Teacher Driven-Teachers will decide how students are grouped, and the frequency that each student receives support.</p> <p>All students will receive either intervention or extension support from their Humanities or math teacher.</p>	<p><u>Small Group Instruction:</u></p> <ul style="list-style-type: none"> • Guided reading • Targeted instruction in grammar, vocabulary, and/or math foundational skills. • Designated English Language Development • Focused intervention for students with disabilities and students identified in the RTI process.

²⁵ Conley, David. College and Career Ready: Helping All Students Succeed Beyond High School. San Francisco: Jossey-Bass, 2012.

		<ul style="list-style-type: none"> • Focused intervention and extension based on recent data assessments. <p><u>Self-directed Learning</u></p> <ul style="list-style-type: none"> • Independent reading, writing and math practice • Skill building using online adaptive software
<p>8th and 9th Grade</p>	<p>Student Autonomy- Teachers will have input about student groupings and which activities students are completing; students who have demonstrated the necessary independence skills will have more autonomy within Learning Studio.</p> <p>Most students will receive either intervention or extension support from Humanities or math teacher based on recent data assessments.</p> <p>All students' self-directed learning time will increase.</p>	<p>Small Group Instruction</p> <ul style="list-style-type: none"> • Targeted instruction in grammar, vocabulary, and/or math foundational skills. • Designated English Language Development • Focused intervention for students with disabilities and students identified in the RTI process. • Focused intervention and extension based on recent data assessments. <p><u>Self-directed Learning</u></p> <ul style="list-style-type: none"> • Independent reading, writing, Spanish and math practice • Skill-building using online adaptive software • Project work time • Goal setting • Personalized Learning Profile updates
<p>10th, 11th and 12th</p>	<p>Student Driven- Learning Studio will model college office hours where students are able to seek support from their teacher as needed. Students will also be able to work independently on elective courses (including Advanced Placement course options) utilizing online software and teacher support.</p> <p>Students will have the opportunity to complete AP coursework during Learning Studio. Students will receive</p>	<p><u>Self-directed Learning</u></p> <ul style="list-style-type: none"> • Elective courses such as Advanced Placement or college classes. • Project work time • Teacher feedback and support • Independent reading, writing, Spanish and math practice <p>Small Group Instruction</p> <ul style="list-style-type: none"> • Designated English Language Development

	<p>support from teachers and adaptive software.</p> <p>Students will have the flexibility to meet with their Humanities or math teacher.</p>	<ul style="list-style-type: none"> ● Focused intervention for students with disabilities and students identified in the RTI process. ● Focused intervention based on recent data assessments.
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Leadership Course: All students will take a daily Leadership course that is grounded in the Compass Model curriculum around social-emotional development. In middle school, students will focus on self-awareness, core values, and relationships. They will learn about their own strengths, interests, and areas of growth, all of which will be included in their Personalized Learning Profile. They will study our school’s core values, understanding how to develop these on a daily basis, as well as strengthen healthy relationships. In early high school, students will study their communities and social movements, understanding how powerful leadership can enact positive change. Students will have the opportunity to either select an internship based on their passions and strengths or another culminating project in a field of interest.

SCHOOL CULTURE

As a school that seeks to serve students who will range from young children to soon-to-be adults, we believe that our approach to discipline needs to meet the needs of every student. Along with our academic model, we believe our behavioral structures utilizes best practices for successful schools, while creating flexibility to meet individual needs.

Professional Development

The first step is to a positive school culture is to ensure all of our teachers are trained with the most up-to-date practices around social-emotional learning, restorative justice and culturally responsive teaching practices. Before the school year begins, we will provide all of our teachers with professional development focused on trauma-informed practices and conflict resolution for students.

During the school year every staff member will complete the Compass phase cycle that will mirror the work of the students. Our teachers will meet on Fridays during professional development to share the work they have accomplished.

Leadership Class

In our morning Leadership class, students will have time to check-in, reflect and set goals for the week. Our Leadership class will set the tone for our school culture for the rest of the day. On Fridays, students will participate in Circles, a structure and process focused on personal, relational, and community growth. Our routine check-ins and weekly Circles are designed to achieve the following outcomes:

- a) Develop a safe space for open dialogue- To develop a strong school culture, students must feel comfortable to share their thoughts and opinions. We have chosen to work with students during their formative years where they will explore different beliefs about themselves, their community and the world. We look to create a safe space for students to ask questions and learn from one another without fear of ridicule.

- b) Positive peer relationships-We look to create time and space for students to interact with each other while supported by an adult. Too often, students are not given the ability to learn about their fellow students' history and what matters most. Middle and high school can be a time of posturing, where too often students feel the need to present as someone they are not. We look to help students work together to develop positive relationships.
- c) Identify early warning signs- To be successful as a school, we believe that we need to develop meaningful relationships with every member of our community. By having regular conversations and structured discussions, we feel that we will better understand the needs of our students.

Restorative Practices and Conversations

At Mary L. Booker Leadership Academy, we recognize that there will be times where there is conflict within our community. We believe that our Leadership class and Circles will set a foundation for how we will settle conflict within our school.

Whenever possible, we will utilize restorative conversations to address harm that may have been made. We will utilize the Circle structure to allow for students to express themselves in a safe, supportive environment. Our MLBLA Student and Family Handbook, which is available in **Appendix I**, outlines our discipline process.

Monthly Town Hall

At least once a month, the entire school will come together to discuss school wide goals, celebrate achievements, and allow students to display what they learned in classes.

A-G COLLEGE PREP COURSEWORK

Students will be enrolled in A-G college prep coursework. This includes students with specific learning disabilities and English Learners. The flexibility of Mary L. Booker Leadership Academy's model allows students to receive the additional supports they will need to be successful. Below is a chart of required and elective courses we may offer at MLBLA as a part of our base academic course offerings:

Grade Level	Humanities*	Science	Math	Elective
9 th Grade	Humanities (English 1 and Economics/ Government)	Biology	Algebra 1	Spanish PE
10 th Grade	Humanities (English 2 and World History)	Chemistry AP Chemistry	Geometry	Spanish AP Spanish PE AP World History

11 th Grade	Humanities (English 3 and U.S. History)	Physics AP Physics	Algebra 2	College and Career 1 AP Spanish Theater 1 AP U.S. History
12 th Grade	English 4 AP Literature	AP Biology AP Science Elective**	Calculus AP Calculus Statistics AP Statistics	College and Career 2 AP Spanish Theater 2 PE 3 College and Career 3

*At Mary L. Booker Leadership Academy, Humanities represents both English and History classes, unless noted otherwise.

**Class will be determined in year 5.

The courses above will be structured similarly to our middle school core classes, emphasizing small group instruction, academic discourse, application of learning standards to relevant real-world scenarios, and significant opportunities for students to practice new skills and content with targeted feedback. Because of our inclusion model of special education, our learning specialists and other special education staff will be able to push into these courses as required by students' IEPs and will also be able to pull students out for small group support as needed.

INSTRUCTIONAL VISION, CURRICULUM, AND TEACHING METHODOLOGIES

CURRICULUM

Mary L. Booker Leadership Academy will adopt and create curriculum that is standards-based, rigorous, relevant, and designed to foster critical thinking skills. All materials will be aligned to the Common Core State Standards, Advanced Placement Curriculum, California State Standards, California English Language Development Standards, and/or Next Generation Science Standards as applicable. Even though our youngest students will be 6th graders, we recognize that some of them will still be mastering elementary standards and skills, so we will incorporate some of those earlier grade levels into our Learning Studio as well. MLBLA plans to apply for UC course approval for all A-G courses and participate in the Advanced Placement audit.

MLBLA's core curriculum materials will be a combination of traditional classroom curriculum, adaptive online programs, and self-directed learning materials. Additionally, we encourage individual classroom teachers to supplement any chosen materials with a variety of texts and materials, depending on the needs of their students.

Humanities

Interdisciplinary work is a key component our MLBLA's school model; we blend content areas so that our students are able to make connections to their school work and the world around them. Our Humanities class blends fundamental ELA skills with historical themes and movements, so students can make connections to the past, present and future. Students will be pushed to critically analyze historical events to build their overall understanding of history as well as develop a strong literacy foundation. A draft of our Humanities curriculum map can be found in **Appendix H**.

Each unit in our Humanities class will focus on a significant time in history. We will follow the California State Standards for History and Social Sciences Content Standards and each Humanities course will span 200 years. Students will explore relationships between themselves and their world, and learn more about how their school, family, and community interact in meaningful and impactful ways. Students will learn about historical events that are developmentally appropriate for them and will better understand how they can develop into responsible citizens.

Embedded in each unit will be the ELA Common Core State Standards that emphasize students' ability to think critically, read complex texts, and respond in writing. The foundation for students' learning will be grounded in interdisciplinary units that combine historical knowledge with relevant ELA standards, such as reading primary sources and analyzing complex non-fiction documents.

At Mary L Booker Leadership Academy, we have developed Learning Studios which are designed to address student's individual needs. Students in each grade level will have multiple opportunities to build their comprehension and textual analysis skills both during our small group and self-directed learning time. In our Learning Studio, students will have time to read independently and in small groups.

We want to cultivate a joy for reading for all of our students. We will encourage our students to read books that align with their interest and passions. Within our Learning Studio, and when the opportunity presents itself in other classes, students will have the ability to read an Independent Reading ("IR") book or text.

Another structure in our Learning Studio will be Guided Reading. In our Guided Reading, teachers will pull small groups of students who are reading at similar levels. While other students complete their self-directed work, our small group of students will read the same books together and practice close reading and textual analysis. Teachers will encourage academic discussion within the group, highlight positive reading habits, and provide coaching to increase students' reading abilities.

Being able to write persuasively and powerfully is one of the most important predictors of success in college. The most effective way to increase one's writing ability is to practice frequently and receive targeted feedback to improve. Students will have daily writing assignments and receive feedback at least once a week through their Guided Writing rotations. In these small writing groups, students will work with a humanities instructor to develop their

written communication skills. As students' writing ability develops, students will have more independent time with the support of an academic coach and peers who provide feedback, similar to a college writing support centers. We believe that it's important to have clear schoolwide expectations of quality writing while also recognizing that each student is on a continuum, which is why we will adopt a comprehensive, schoolwide writing rubric such as Building 21's writing rubric. See **Appendix J**.

While technology can serve as a supplement in a student's daily experience, we do not believe that technology should ever be used as a replacement for quality instruction. It is through the feedback, support, questioning, and scaffolding of a strong teacher that students flourish. We view technology as a way to allow our teacher to become more efficient and give our students the ability to work at their own pace. Therefore, students Learning Studio time will include online platforms such as No Red Ink, Achieve 3000, and Lexia to supplement curriculum. Teachers will analyze the data from these programs to determine who needs additional small group support during Learning Studio and/or self-directed learning time.

	How are English and History Integrated
English	Students will read both classic and modern literature along with non-fiction text. Students will have frequent opportunities to write expository, persuasive and descriptive essays. Through our projects, students will develop their listening and speaking skills.
History	Historical-themed units Each class will cover at least 200 years of history.
Learning Studio	Learning Studio supports students' reading and writing development Students will complete long-term projects and writing assignments with teacher support

Core Mathematics

Within our middle school math program, we will take an integrated approach to mathematics. Students will work through units learning new mathematical concepts that align to the Common Core State Standards. Most units will culminate in real-world challenge problems that connect to the concept students are learning. A draft of our math curriculum map can be found in **Appendix H**.

We have chosen to use a problem-based approach to our Core Math time so that students are able to collaborate with their peers and utilize their critical thinking skills. Our Core Math is designed to meet the needs of all students and we will create real-world problems that will adapt to our students need. Our mathematics curriculum will be aligned to CCSS and will focus on developing students conceptual understanding and application of new concepts. We will model our math curriculum after curriculum like Open Up Resource.

Our integrated approach to math in middle school will build the foundation for our students in high school. In high school, students will take Algebra 1, Geometry and Algebra 2 with the

option to take Calculus and/or Statistics as 12th graders. Teachers will continue to use a problem-based approach to math, emphasizing critical thinking skills and real-world connections.

The first shift in the Common Core State Standards is a greater **focus** on fewer topics. This aligns with our belief we should go in more depth with our topics instead of attempting to cover an array of subjects. In the middle school level, our goal is to create a foundation that prepares our students for success in high school, college and career.

The next area to consider is **coherence**, specifically how topics are linked across grade levels. The Common Core State Standards have been created to ensure that students can build new knowledge. We will support our teachers as they develop curriculum maps that show how each skill builds upon another.

The last mathematical shift from the Common Core State Standards is the need for **rigor**. Our combination of Core Math and Learning Studio will allow for our students to gain a better grasp of the conceptual understanding while continuing to improve their procedural and fluency skills. We believe that for students to be successful in math, we must give them access to grade-level material as well as meet them at their instructional level. As with ELA, students will learn math content during their core class as well as during Learning Studio and STEM Lab. During each portion of the school day, we will use a three-tiered approach for math instruction: skill building, conceptual foundation, and application.

- **Conceptual Foundation:** All students at Mary L. Booker Leadership Academy will have portions of their school day when they are learning core mathematical content and standards through online learning, collaborative learning with their peers or direct instruction from a teacher. During Core Math, teachers often present problems that require students to use critical thinking and problem-solving skills. Students will also master mathematical content and standards during the small group rotations, which include teacher-led groups, peer-facilitated collaborative projects, independent practice, and online platforms. Examples of online platforms that we may use are Gooru, Khan Academy, and ST Math. We will also use teacher-generated, standards-driven lessons built from a variety of resources such as Open Up Resource and Eureka Math.
- **Skill building:** Students' mathematical understanding will be supplemented with skill building based on their prior gaps and knowledge; they will learn and practice these skills in Core Math and Learning Studio. Students' gaps will be assessed frequently. Just like with English Language Arts, the Math teacher will collect and analyze all of the data frequently to determine which students need additional small group or individualized instruction during Learning Studio and which students might benefit from more self-directed learning time. Students will be given the opportunity to work independently through our online software, all while receiving support from their classroom teacher when necessary. This self-directed learning could occur through ST Math, Khan Academy, or a teacher-created playlist. While all students will progress at their own pace using an online platform, students will be instructed in small groups with peers that are at a similar instructional level. This grouping will allow our teachers to provide targeted instruction and support that is at the student's level.
- **Application.** Students will also spend a significant amount of time building their conceptual knowledge of mathematics through Problem-Based Math, the idea that

students learn by doing. We want students to become problem solvers, critical thinkers and collaborators. According to Protheroe, “students should be metaphorically rolling up their sleeves and “doing mathematics” themselves, not watching others do the mathematics for them or in front of them.”²⁶ Students will develop their conceptual understanding of math by tackling Common Core State Standards-aligned challenges together, supplemented by their teacher’s feedback and facilitation. This approach will keep students’ learning relevant as the problems and challenge are related to real-world scenarios. Furthermore, students will be encouraged to demonstrate mastery of the new concept in multiple ways such as written, orally, or through projects. These opportunities will be provided to students during Core Math as students grapple in collaborative small groups to solve complex, real-world problems. During these times, students may also participate in cognitively guided math instruction (CGI). CGI is a research-based approach to math instruction that leverages students’ intuitive knowledge of math with formal, problem-based math instruction. Students will also have the opportunity to learn and apply math knowledge during their hands-on, innovative STEM lab.

All of our math instruction will be anchored in grade-level Common Core State Math Standards. In addition, there will be particular emphasis placed on the Standards of Mathematical Practices, which are applicable at every grade level:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

STEM Lab

Our STEM Lab integrates several disciplines into innovative, hands-on learning experiences. Students will participate in challenges that enable them to apply their learning from math, science, engineering, and technology to solve real-world problems, understanding not only the academic standards but the mindset of being a change agent for the community. Our middle school STEM classes will use the Next Generation Science Standards to highlight the most important elements of each science discipline.

Our mission at Mary L. Booker Leadership Academy is to develop the next generation of leaders. To accomplish this goal, we know that our students must not only become fluent in reading, writing, listening, speaking and mathematics. Our students must also cultivate an entrepreneurial mindset where they solve complex problems in their community. When students can do this, they unleash their passion and creativity. Students at MLBLA will leverage the time that they spend in our STEM Lab to not only cultivate the content knowledge (science,

²⁶ Protheroe, 2007:

https://www.andrews.edu/sed/leadership_dept/webinars/presentationdocuments/the_effective_mathematics_classroom.pdf

technology, engineering, and mathematics) that they need to be leaders but also to develop the mindset and collaborative skills that they will need to work with others to create unique and lasting changes for good.

Students at MLBLA will master core content in science, technology, and engineering through collaborative learning and design challenges they will complete during the STEM Lab. In the high school, students will also complete A-G aligned courses to master core content in these key areas. As with other subjects, all our instruction in science, technology, and engineering will be aligned to appropriate standards, including the Next Generation Science Standards. A draft of our curriculum overview for the STEM Lab is included in **Appendix K**.

As mentioned earlier in the petition, the STEM Lab portion of the school day is where students take the skills they have learned during Core classes, Learning Studio, and Leadership, and apply them to real-world challenges using a design thinking approach. In 6th grade, students will choose from menus of standards-aligned challenges in math, science and coding. By 8th grade, students will identify challenges in their community and create innovative solutions to these challenges. A significant portion of teacher professional development will be spent analyzing, unpacking, and adapting these curricular materials so that every STEM teacher feels confident implementing them with high fidelity.

We recognize the importance of building a strong foundation in science. Our science model emphasizes the integrated STEM Labs as the foundation that will prepare our students for the rigor of NGSS aligned high school courses. Our high school courses then will go into more depth about Biology, Chemistry and Physics which will prepare students for both college and career. To be effective, we believe that we need continuity within our science department. Our Science teachers will teach one STEM Lab and one high school course. We strategically made this decision, so they can serve as a bridge between our middle school and high school programming.

Visual and Performing Arts

Appreciation and participation in the arts are essential to each student's development and were integral to the legacy of Mary L. Booker. To inspire students, to help ideas come to life, and to ensure cultural literacy, the arts will be taught as real-world electives aligned with A-G requirements; additional opportunities to develop individual interests and performance opportunities may also be provided through students' internships. Beginning in 6th grade, students will have the opportunity to take an arts elective. When they are in high school, they can deepen this content area by taking advanced art courses.

Physical Education and Health Instruction

Students will be expected to develop their physical abilities and fitness, and MLBLA plans to offer opportunities to participate in league and club sports (both boys and girls), possibly in collaboration with other local schools. Physical education will be offered as a separate class in middle school and the early years of high school. In high school, students will take at least two years of Physical Education. In addition, students may be able to earn additional Physical Education credits through sports or before or after-school programs. All students will have fitness goals in their Personalized Learning Profiles. MLBLA will administer the mandated national physical fitness tests.

In line with our integrated philosophy, our health instruction will be embedded in our Physical Education classes. Students will learn about how to take care of themselves physically, mentally and emotionally. The Health instruction will build on the social-emotional learning students will complete during their Leadership classes.

Technology

Students will be expected to develop technological proficiency in the areas of word processing, graphic design, spreadsheets, slide presentation, and internet research within their core academic subjects and elective courses. Students will utilize technology in ways that will prepare them for post-secondary work and college life. MLBLA will also integrate technology skill development in core academic classes. All students will have 1:1 access to a laptop so that technology is consistently integrated into their core classes and Learning Studios. Additionally, their Personalized Learning Profiles will be online.

College and Career

At Mary L. Booker Leadership Academy, we will discuss each student's long-term goals when the student first enrolls. Each Dream Team will provide the student encouragement and guidance as the student progresses. During a student's junior and senior year, they will be enrolled in a College and Career class. This class will help students prepare for the ACT and SAT, complete college applications, navigate financial aid and other university systems, and reflect upon their career goals and internship experiences. All students will have the opportunity to learn about their post-secondary options: for some students, this will involve in-depth research about college options while for others who wish to pursue a career directly after high school, it will involve a more in-depth study of career choices. During a student's senior year, they may have the ability to participate in off sight internships and/or college courses.

Passion Project

At the end of each semester, students will present a Passion Project that highlights what they have learned during the school year. Passion Projects will be presented during the final Dream Team meeting.

Senior Portfolio

Before a student graduates from Mary L. Booker Leadership Academy, the student will be expected to present a senior portfolio that describes what the student has accomplished at Mary L. Booker Leadership Academy, and what they have to look forward to in the future. Students' Passion Projects, their Compass work, and a reflection about their academic growth (as evidenced in their Personalized Learning Profiles) will be elements of the senior portfolio. The presentation of senior portfolios will take place during a student's final Dream Team meeting. Students who transfer to Mary L. Booker Leadership Academy at a later date will have modified expectations for the senior portfolio and students with special needs or other extenuating circumstances will be provided support to complete a full or partial portfolio, depending on their level of need.

After School

Our parents and community members who have supported our Charter School have advocated for a robust after school program to ensure that all of our students are in a safe, supportive environment throughout the day. At MBLA, we intend to offer after school clubs for our middle school and competitive sports in high school. In addition, we will look to partner with current after school programs to provide these services to students.

Transferability and Eligibility of Courses

As mentioned in the previous sections of this petition, all coursework will be aligned to grade-level Common Core State Standards as well as courses that meet the UC/CSU A-G college admission requirements. Additionally, at the high school level these courses will be accredited as required by the Western Association of Schools and Colleges (“WASC”). In the Student and Family Handbook, parents will be notified of the transferability of courses to other public middle and high schools as transient populations of students may enter and exit Mary L. Booker Leadership Academy. Parents will also be notified of the eligibility of courses to meet college entrance requirements in the Student and Family Handbook.

Teaching Methodologies

While each content area is unique, we are committed to using a schoolwide learning structure. The purpose of this structure is to bring consistency within our academic model. While it is important that each content area has its own unique approach, we want our students and staff to have a clear outline to ensure that all instruction is high-quality and consistent from classroom to classroom. Each new concept a student learns will have elements of the cycle below:

1. Pre-assessment and goal-setting
2. Acquisition of new content and skills
3. Application, practice, check for understanding
4. Demonstration of learning

We believe that our students will benefit from having a clear learning structure across our Charter School. While we want our students to have multiple pathways to demonstrate mastery of new topics, we think that it is critical that every unit has the elements list above.

Pre-assessment and Goal setting: It is incredibly important that our students and teachers have a clear understanding of how they are progressing throughout their journey at MBLA. At the beginning of each unit, students will take a pre-assessment to determine the content knowledge, standards mastery, and skills they already have prior to the unit. After completing the pre-assessment in class, students will analyze their results, prioritizing the concepts and standards that are most important to master by the end of the unit. By 11th and 12th grade, students will gain even more autonomy and choice about the topics and methods to best master their goals.

Acquisition of new content: We believe that students learn information differently based on the student, subject and environment, which is why our school structures vary by content and student. While we’ve outlined how we have created this structure for each Core class (listed below), each unit will contain similar instructional elements.

In our Core classes, each unit will be scaffolded to allow for our students to access new, challenging material. Teachers will often (but not exclusively) use a blended learning model, where students rotate between teacher-facilitated small group instruction, independent work, and adaptive learning. Their adaptive learning could occur via an online program or by reading a text at the appropriate level or watch a teacher-generated video about the subject area. Teachers will encourage students to explore multiple resources to gain a broader perspective. Using this model, we hope that as our student's progress, they will be able to see that the ability to acquire knowledge is not confined to the classroom or teacher, but an experience all students can access.

Application, practice, check for understanding: It is crucial that students have plenty of opportunities to practice applying their learning and receive frequent feedback. By shifting the “heavy lifting” from the teacher to the student, we allow the teacher to be a learning guide, the one who is able to provide meaningful feedback and help facilitate as students make meaning of their learning. When entering a classroom during core instruction, we expect to hear students having rich discussions, solving difficult problems and challenging each other's thinking. When students are together, we want them to interact with each other as much as possible. The elements above allow for each of our students to work on challenging content while still be able to participate in classroom activities.

Demonstration of Learning: Each of the elements above lead to our students' ability to demonstrate what they've learned. As with each of our elements, we want our students to have a range of opportunities to demonstrate mastery. Many of our units, or sometimes even individual lessons, will conclude with student-led presentations, projects or whole class discussion. When students are mastering a skill, we want them to be able to articulate their answers in a variety of ways. We expect our students to be able to explain their rationale to a teacher and/or peer. Students should be able to build models to show how new concepts connect. Most importantly, students should be able to establish an opinion and defend the opinion with researched facts. We believe this model to be rigorous and challenging for students while allows for our students to use their talents. In addition, we will continue to monitor and gauge students' progress through our quarterly interim assessments and the California Assessment of Student Performance and Progress assessments.

SERVING DIVERSE LEARNERS

One of the many reasons that we created MLBLA is to offer a Charter School that meets the needs of all students. We believe that to achieve this goal, we need an equitable system that focuses on providing all of our students with supports that are timely and effective. Our ability to ensure that all students are successful starts with a focus on our community. At our core, we believe that our students are complex individuals. We push back on thinking that tends to label students as “good” or “bad,” “low” or “high.” Contrary, we know that all of our students have the ability to succeed in school, and at times, all of our students will need support.

Mary L. Booker Leadership Academy strives to meet the needs of every learner. The underlying belief that all students are capable of thriving academically, socially, and emotionally guides our approach to having highly differentiated and scaffolded supports for each learner. In this way, the educational program will be appropriate for students of various backgrounds, including

academically low-achieving students, high-achieving students, English Learners, and students with disabilities. As described below, Mary L. Booker Leadership Academy will use a variety of assessment tools to identify students who fit into these categories, implementing a set of effective strategies to target the unique needs of each child. With transparent and continuous communication with families, we will ensure that our students' needs are being met both within the Charter School community as well as at home.

After a student has enrolled in Mary L. Booker Leadership Academy, baseline assessments will be administered. The assessments will be used to better understand each student's present levels of performance. Assessments will not be used to determine enrollment.

Included in the baseline assessments are the following:

- An enrollment form collected after admission that asks the student and his/her family to provide information regarding his or her interests/strengths, areas of need, learning preferences, and other pertinent background information.
- All students will be given diagnostic assessments in language arts and mathematics. While we are still in the process of determining which assessments we will use, Assessments from organizations such as Achievement Network, Achieve 3000 and/or STAR assessments.
- All students will be given a social-emotional assessment, such as the Adverse Childhood Experience (ACE) Questionnaire, to determine if any additional supports are needed.

The following subsections explain the ways in which Mary L. Booker Leadership Academy will identify and address the needs of diverse learners.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

Assessment and Identification

We believe that all children have the potential to thrive academically at Mary L. Booker Leadership Academy. While students may come into our doors significantly below grade level in some or all academic areas, it is our responsibility to ensure each child is properly assessed and supported. While the goal is to ensure every child is performing at or above grade level academically, we appreciate that children who are academically behind might be facing a special learning need and will require additional academic and social-emotional supports to succeed.

A variety of assessment tools will be used to identify students who are academically low-achieving. As mentioned previously, a diagnostic assessment in language arts and mathematics will be administered to all students – both new and returning – enrolled at Mary L. Booker Leadership Academy. For language arts, this assessment will include a reading assessment and a writing sample. We will measure our students reading growth by tracking students' Lexile levels over time. Each student will complete a baseline mathematics assessment based on the previous grade's mathematics standards. We intend to use an assessment like the Adverse Childhood Experience questionnaire to identify if a student is in need of any additional support. In addition, we will review data and parent and teacher comments and reports from the previous year if available. In short, we will have a holistic understanding of each child's developmental progress

when they walk through our doors to best understand the supports, resources and differentiation that will be needed.

Throughout the year, teachers will consistently and carefully measure student progress through formal and informal measures – see Element B of this charter for the diverse tools and approaches Mary L. Booker Leadership Academy will use to obtain a full picture of where each child is academically and developmentally.

Students will be considered low-achieving based on the following criteria:

- A student performs two grade levels below their current grade on interim and/or standardized assessments in reading and/or math.
- Performing significantly below their grade-level peers on writing samples.
- A student is failing two or more classes as measured by interim assessments, weekly quizzes and daily exit tickets.

Family Notification

The student's Leadership Advisor will contact the parents of academically low-achieving students to discuss student performance and strategies for improvement. Parents will be notified in writing and the first step from there is to set up a conference. We see the parent as a key partner in helping to shape the Personalized Learning Profile (PLP) that will best fit the needs of the child.

Family members provide rich information about their child's strengths, needs and learning styles – all of which help to inform the supports the learner receives at school. Dream Team conferences will be held for all families in the fall to discuss student progress and set the learning goals. Advancement towards these goals will be communicated through regular progress reports, calls home and in-person meetings with parents and administrative staff. Constant communication between the Charter School and families enables for stronger partnerships to support the child.

Response to Intervention

Academically low-achieving students will be fully integrated into the entire student body. The engaging and active educational program at Mary L. Booker Leadership Academy is designed to accommodate a full range of performance including academically low-achieving students. Our Response to Intervention is a three-tiered approach:

	Academic	Behavioral	Social-Emotional
Tier 1	Project based curriculum that allows for differentiation. Learning Studio with small group instruction. Personalized Learning Profiles	Classroom and schoolwide positive supports Weekly Circles	Leadership social-emotional curriculum. Positive school climate Weekly Circles
Tier 2	Targeted instruction during Learning Studio	Dream Team support meeting	Dream Team support meeting

		Restorative conversations and/or circles (when necessary) Peer Support	1:1 conversations and/or small group sessions with social worker or leadership team member
Tier 3	Special Education and related services	Behavioral Intervention Plan and Case Management	Special Education and related services

Monitoring Progress

Student progress will be monitored on an ongoing basis through a combination of teacher observation, classroom assessments and benchmark assessments. If intervention supports do not lead to sufficient progress, a Student Success Team (“SST”) will be convened to consider alternative intervention strategies. This team will be made up of the classroom teacher, parents, and other support providers. The team will discuss observed strengths and areas of concern and will brainstorm interventions. The team will designate a period for monitoring the student’s progress after which it will reconvene to evaluate the effectiveness of interventions made. Should the SST process fail to yield adequate progress, additional steps, such as a referral for special education evaluation and/or 504 services will be taken.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING

Assessment and Identification

We anticipate that most students’ needs will be met by the engaging, challenging curriculum at Mary L. Booker Leadership Academy. We are committed to working with students who are performing above grade level to ensure they are challenged, motivated and receiving appropriate academic extensions within the classroom. The process for developing and monitoring these interventions will be similar to the process for academically low-achieving students.

Students will be considered academically high achieving based on the following criteria:

- A student performs two grade levels above their current grade on interim and/or standardized assessments in reading and/or math.
- Performing significantly above their grade-level peers on writing samples.
- A student is exceeding expectations in two or more classes as measured by interim assessments, weekly quizzes and daily exit tickets.

Family Notification

The classroom teacher will contact the parents of high-achieving students to discuss student performance and strategies for meeting student needs. Parents will be notified in writing and the next step from there is to set-up a conference. We see the parent as a key partner in helping to shape the Personalized Learning Profile that will best fits the needs of their child. Family members provide rich information about their child’s strengths, needs and learning styles – all of which help to inform the supports the learner receives at the Charter School. Dream Team conferences will be held for all families in the fall to discuss student progress and set the learning goals. Advancement towards these goals will be communicated through regular progress reports, calls home and in-person meetings to parents and administrative staff. Constant communication between the Charter School and families enables for stronger partnerships to support the child.

Additional Supports

Academically high-achieving students will be fully integrated into the student body. We will implement additional strategies to ensure that the needs of academically high-achieving students are met. While the strategies will vary highly for each child depending on their Personalized Learning Profile, but are not limited to the following

- Providing learning opportunities that meet and challenge the student's development for all core content areas. For instance, those whose reading ability measures significantly above their grade level will be given appropriately challenging material.
- Facilitating individual and small group projects developed to challenge the academically high-achieving student and extend learning beyond the classroom.
- Utilizing parent "experts" as mentors in relevant fields of study.
- Guiding students to develop their own learning goals and objectives in their Personalized Learning Profile (PLP)

PLAN FOR ENGLISH LEARNERS

Mary L. Booker Leadership Academy is rooted in the belief that all students can thrive when they are provided with individualized support, rigorous learning opportunities, and a team of caring adults; these core tenets are especially true for our English Learners, and they form the heart of our approach to English language development.

We have three primary goals for our English Learners. These objectives are based on the overarching goals described in the ESL Standards for Pre-K-12 Students. Those goals are:

- 1) to use English to communicate in social settings
- 2) to use English to achieve academically in all content areas, and
- 3) to use English in socially and culturally appropriate ways.

Achieving these goals will be part of an EL student's development toward reclassification as fluent English proficient. School success requires that students acquire proficiency in interpersonal communication and in academic language development.

Compliance with Federal and State Law

Mary L. Booker Leadership Academy will comply with all federal and state law, including meeting all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. Given the demographics of the San Francisco Unified School District, we expect to enroll 25-30% of students who are classified as English Learners. Students in all grade levels will likely have varying degrees of English proficiency and many will require ongoing support in English Language Development (ELD). We will implement research-based instructional programs and strategies to meet the specific needs of English Learners. Our ELD program will meet all applicable federal and state requirements for services to English Learners. Additionally, our

program addresses the procedures for student identification, curriculum, assessments, reporting, and reclassification, as well as professional development and teacher qualifications for working with English Learners. Finally, if there are over 21 English Learners, the Charter School will have an English Learner Advisory Council (ELAC) as described below in Element D of the charter.

Engaging Families of English Learners

The orientation process at Mary L. Booker Leadership Academy will strive to be inclusive and welcoming for all families. Because we anticipate the majority of our English Learners to come from Spanish-speaking households, we will have Spanish interpreters available at all Charter School events in addition to translations of all written communication. For translation, we plan to utilize bilingual members of the Charter School staff as well as community members. We also will set up bilingual support for students and parents that are new to the Charter School. For languages other than Spanish, we will provide written translation in the student's native language and provide as much as in-person interpreting as possible.

Home Language Survey

Upon enrollment into the Charter School, all families will complete a home language survey on enrollment forms, which will be translated into various languages. The home language survey will ask families to identify (a) the language the child first learned when s/he began to talk, (b) the language the child uses most frequently at home, (c) what language the parent/guardian most frequently uses when speaking to the child, and (d) what language is spoken most by the adults in the home.

English Language Proficiency Assessment

Within 30 days of initial enrollment, we will assess the English proficiency of any student whose parents have indicated on the survey that English is not the primary language in the home. In addition, we will attempt to gain a fuller picture of the student's language profile. Through an additional survey and conversations with the student and his or her parents, we will find out more about the languages spoken in the home as well as the student's literacy experiences in the home language. Research indicates that a child's fluency and literacy in the home language is an important factor when designing ELD instruction.

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")**

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA

will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Monitoring

All staff members will be trained and invested in the importance of the ongoing monitoring of English Learners to ensure that the school is providing appropriate supports and services at all time.

When creating classroom assessment tools, ELD standards will be incorporated whenever possible. The following methods will be used to monitor students’ progress:

- Students will be assessed using the ELPAC upon initial enrollment and at least once annually by October 31.

- The Charter School will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results.
- Parents or guardians will be informed of their rights and encouraged to participate in the reclassification process.
- Staff will observe students according to a rubric modeled after the ELPAC in the areas of listening, speaking, reading, and writing.
- Staff will monitor student progress in language arts using schoolwide assessments.
- During professional development days and weekly faculty collaboration times, staff will discuss progress to develop and refine teaching strategies for these students.

Reclassification Procedures

English Learners who score above the established cut-off on the ELPAC and meet the criteria listed below will be reclassified from English Learner status to fluent English proficient.

A student may be reclassified as fluent English proficient using multiple criteria, including, but not limited to, all of the following:

- An assessment of English Language Proficiency using an objective assessment instrument, including, but not limited to the ELPAC.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. For example, scoring proficient or advanced on the English Language Arts Smarter Balanced Assessment.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parent opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Reclassified students will continue to be monitored for four years to ensure their continued ability to achieve mastery of state English Language Arts standards. Monitoring will take the form of using observations and documentation in the PLP as well as formal assessments. The student's Dream Team will be integral to this process, frequently reviewing and discussing the student's individual data and progress.

Charter Structures to Support English Learners

There are 3 key structures (personalization, increased time, and integrated curriculum) that will support our ability to meet the needs of our English Learners:

1. **Personalized Learning Profile:** Each student's PLP will contain updated assessment data about the student's ELPAC (or other language pathway assessment) so that all teachers and staff members are able to access this information when planning instruction.
2. **Increased Time:** During Learning Studio, students can receive explicit instruction in English Language Development without missing any core content instruction. Depending on the student's individual English language needs, we can allocate up to 80 minutes per day of this block for Designated ELD instruction. The specific instructional program will be determined based on the student's grade level, academic needs, strengths, and their ELPAC proficiency levels. This ELD instruction will be taught by a teacher certified with Cross-cultural, Language and Academic Development ("CLAD") or Bilingual, Cross-cultural, Language and Academic Development ("BCLAD") certificate.
3. **Integrated Curriculum:** Our focus on explicit ELD instruction during our Learning Studio allows for all of our students to work together in our Core Instruction classes. We believe all of our students, especially our students learning English, will benefit from being in heterogeneous classes. Through our professional development, we will work with teachers to embed ELD standards into the curriculum for each class. MLBLA's approach to English Language Development is included in **Appendix L**. In our start-up year, we will have a thorough process to integrate these standards into our curriculum maps, unit plans, and lesson plans for each content area.

Instructional Strategies

All English Learners will be fully integrated into the regular classroom setting. Our educational program is designed to reach all learners, and we value the knowledge and experience that every student brings to the classroom. Our core approach for meeting the needs of English Learners in core content classes is the Sheltered Instruction Observation Protocol ("SIOP") Model. The SIOP Model is a research-based model of effective instructional strategies for English Learners. Teachers across all grade levels will use SIOP strategies to support ELs in learning academic content. All teachers will receive training and coaching around implementation of the SIOP model. SIOP includes these eight components: lesson preparation, building background, comprehensible input, strategies, interaction, practice/application, lesson delivery, and review/assessment. By intentionally incorporating research-based strategies during all stages of the lesson cycle, teachers will help students strengthen their English language proficiency while also accessing rigorous grade-level content.

In addition, the following components of our Charter School design will support the success of English Learners:

- **Relevant and Purposeful Core classes:** English Learners will benefit from the collaborative, engaging and purposeful teaching methods. Our instructional approach at Mary L. Booker Leadership Academy is based on the belief that teachers provide a context for language development by connecting with students' prior knowledge and engaging in meaningful learning experiences. The focus on conceptual understanding and contextualized learning supports language development.

- **Small Groups:** All students will receive Guided Reading, Guided Writing, and small group math instruction. These instructional supports are designed to meet student's individual academic needs.
- **Learning Studio:** During Learning Studio, English learners will be able to receive additional support and intervention in in Designated English Language Development as well as support in math and reading.

Staffing

Mary L. Booker Leadership Academy is committed to hiring an instructional staff that is prepared to meet the needs of all students, including English Learners. We will prioritize the hiring of teachers who have already obtained a CLAD or BCLAD certificate. Promising teachers who are hired without CLAD certification will be expected to acquire this certification within three years of their employment.

Monitoring and Evaluation of Program Effectiveness

Evaluation of program effectiveness for English Learners in Mary L. Booker Leadership Academy will include:

- Adhering to Mary L. Booker Leadership Academy-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources
- Monitoring using the SIOP observation tool.

PLAN FOR STUDENTS WITH DISABILITIES

Mary L. Booker Leadership Academy is designed as an inclusive school that will meet the needs of all students. MLBLA's supportive school culture, inclusive curriculum and flexible schedule will ensure that each of our students will have the ability to be successful in a college or career of their choice.

Our goal is to always educate all students in the general education classroom as much as possible. Our school model allows for our core teachers to focus on students' reading, writing and math skills, which in turn allows for our learning specialist to focus on providing supports to students based on their Individualized Education Plan (IEP).

Upon entering MLBLA, the Learning Specialist will thoroughly review a student's IEP. From there, the Learning Specialist will work in conjunction with the Dream Team to develop a personalized pathway for each student. Individualized supports will be delivered during Learning Studio by the Learning Specialist or social worker. As with all students, Core teachers will monitor each student's progress in reading, writing and math.

We also recognize that we may have students who will have needs that significantly impair the student's ability to progress in the general education setting. In these cases, our Learning

Specialist will have the ability to both work independently with a student when a student needs explicit instruction and push in to the classroom environment based on the student's accommodations and modifications in their IEP. Our goal is to allow for all of our students to work in the least restrictive environment with the appropriate accommodations and modifications.

Recently, the California Charter Schools Association published a report title "Meeting the Needs of Every Student Through Inclusion." This report studied several charter schools throughout California in an effort to identify best practices for all students. The report outlines nine key findings:

CCSA's Best Practice	MLBLA Approach
1. Philosophy of Inclusion Students with disabilities in these schools were educated predominantly in content-rich, general education settings.	Our Core classes emphasize an inclusive atmosphere. Teachers will develop projects that allow for all students to access grade-level curriculum.
2. Individualization and tailoring programs to student needs. Schools were highly adaptable and built individualized supports around student needs rather than placing students into predetermined settings.	Each student will have a Learning Studio that focuses on his/her specific needs. Instead of falling behind, students will continue to work at their own pace with the support of their classroom teacher.
3. Supportive school community. Schools deliberately worked on creating and maintaining a positive school community where differences are celebrated and where staff and students support one another.	As a school community, we will highlight how we are similar and celebrate our differences. Our schoolwide presentations will focus on bringing our school community together. Our restorative justice practices are rooted in the belief that we are an inclusive community that works together to solve problems and resolve differences.
4. Multi-tiered support systems. Schools implemented clearly-defined, team-based, data-driven systems to combine general and special education supports within a framework focused on prevention and intervention, regardless of disability.	At MLBLA, teachers will have a clear understanding of each student's instructional level as evidenced in each student's PLP. We will gather and analyze data frequently to provide appropriate academic and behavior interventions. We believe in being proactive and supporting all students through our Learning Studio and other individualized supports.

<p>5. Family and community partnerships. Schools built strong partnerships with families and community organizations to develop support networks around their students.</p>	<p>Our Dream Team is designed to build a “village” for every student. In addition to the IEP Team, the Dream Team will provide encouragement, help set goals, and ensure that the student is on track to achieve their dreams.</p>
<p>6. Cutting-edge technologies and practices. Schools embraced innovative and emergent approaches to providing services for students with disabilities.</p>	<p>We believe that technology has the ability to enhance our instruction. We plan to use online resources such as Khan Academy, No Red Ink or ST Math to support our students.</p>
<p>7. Flexibility and autonomy. Schools sought autonomy in special education, which allowed them to make local programmatic decisions and build the full array of supports and services necessary to meet the unique needs of their students.</p>	<p>At MLBLA, we have the ability to increase and decrease supports as needed.</p>
<p>8. Staff development. Schools implemented rigorous recruitment and professional development practices to ensure that general and special education teachers and staff were prepared to meet the needs of all students.</p>	<p>Teachers at MLBLA will have a significant amount of Professional Development time, including 3 weeks before the start of the school year. Teachers will learn best practices, develop inclusive projects and analyze student data. Our Professional Development time will also allow for our general education teachers and special education teacher to work together to ensure that students are successful.</p>
<p>9. Constant refinement and improvement of programs. Schools continually evaluated and refined their practices to match the evolving needs of their students.</p>	<p>Our commitment to data and professional development will allow for our school model to continue to improve and evolve. We will continue to fine-tune our structures to support all students.</p>

At Mary L. Booker Leadership Academy, we will look to partner with an organization such as Seneca Family of Agencies. Seneca will provide specific support to ensure that all student needs are met. Seneca’s integrated, data-driven approach has been shown to be effective in enhancing student’s achievement. An overview of the types of supports that an organization like Seneca could provide is included in **Appendix L**.

Mary L. Booker Leadership Academy recognizes its responsibility to enroll and support all students, regardless of disability, and pledges to work in cooperation with the San Francisco Unified School District and/or a Special Education Local Plan Area (SELPA) to ensure that a free and appropriate education is provided to all students with exceptional needs. Mary L. Booker Leadership Academy will comply with all applicable state and federal laws in serving

students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights law enforced by the U.S. Department of Education Office for Civil Rights (OCR). Furthermore, Mary L. Booker Leadership Academy will comply with San Francisco Unified School District and SELPA guidelines and all California laws pertaining to students with disabilities.

The following description regarding how special education and related services will be provided and funded is being proposed by Mary L. Booker Leadership Academy for the sole purpose of providing a reasonably comprehensive description of the special education program in the charter petition, in accordance with Education Code section 47605(b).

SELPA Affiliation

Mary L. Booker Leadership Academy shall apply and become its own Local Education Agency (“LEA”) and shall apply directly for membership in a SELPA in conformity with Education Code Section 47614(a) for purposes of special education. The Charter School shall consider membership in El Dorado SELPA. In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. A change in SELPA membership shall not require a material revision of this charter.

Upon acceptance in a SELPA, the Charter School shall provide the District evidence of membership. The Charter School’s application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

In the event that the Charter School does not gain membership in a SELPA for its first year of operation, it shall by default be categorized as a “school of the district” for special education purposes pursuant to Education Code Section 47641(b), and shall seek membership in a SELPA to commence in year two of operation.

Mary L. Booker Leadership Academy will follow policies and procedures of the SELPA in which it is a member and shall utilize SELPA forms and information systems necessary to identify and serve students who qualify for special education. Mary L. Booker Leadership Academy agrees to collaborate with the SELPA to respond to inquiries and request and provide access to information and records, as needed, and shall be responsible for maintaining confidentiality of student records.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the “IDEA”

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Child Find

Mary L. Booker Leadership Academy understands its responsibility to ensure that all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

Mary L. Booker Leadership Academy will implement a multi-tiered instructional and support framework, often referred to as RTI or MTSS, prior to referring a child for an evaluation under IDEA. However, Mary L. Booker Leadership Academy shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian or Mary L. Booker Leadership Academy staff member may request an initial evaluation at any time to determine if the child is a child with a disability, regardless of whether the child has participated in an RTI/MTSS framework. Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. Mary L. Booker Leadership Academy may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

If Mary L. Booker Leadership Academy becomes an independent LEA for special education purposes, Mary L. Booker Leadership Academy shall be solely responsible for compliance with state and federal Child Find requirements. Mary L. Booker Leadership Academy shall implement policies and procedures of the SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Parents/guardians will be informed that special education and related services are provided at no cost to them.

In the event that Mary L. Booker Leadership Academy as an independent LEA for special education purposes, receives a written request for evaluation, it will be solely responsible for

working with the parent/guardian to address the request and shall follow SELPA policies, procedures, and timelines. Mary L. Booker Leadership Academy shall respond to a written request for assessment within 15 days.

If Mary L. Booker Leadership Academy concludes that an assessment is appropriate, the parent/guardian will receive a written Assessment Plan within 15 days. The parent/guardian will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be conducted only upon receipt of written parent/guardian permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's/guardian's written consent for assessment.

Assessment

As an LEA for special education, Mary L. Booker Leadership Academy shall be solely responsible for conducting special education assessments deemed necessary and appropriate by Mary L. Booker Leadership Academy. Mary L. Booker Leadership Academy's Learning Specialist will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used as tools to determine the student's disability, eligibility for services, and determining the nature and extent of required services. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing
- Teacher observations
- Interviews
- Review of school records, reports, and work samples
- Parent input

Mary L. Booker Leadership Academy will follow the following assessment guidelines. If a conflict with SELPA policies and procedures exists, then SELPA policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the Charter School to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent/guardian's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed;

- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. Mary L. Booker Leadership Academy will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

As an LEA for special education, Mary L. Booker Leadership Academy shall be solely responsible for ensuring that all aspects of the IEP and school site implementation are maintained. Mary L. Booker Leadership Academy will provide modifications and accommodations outlined within each individual's IEP and serve each student in the Least Restrictive Environment (LRE).

Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate;
- The Principal;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A SELPA Special Education Representative, if appropriate;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Others familiar with the student may be invited as needed.

Mary L. Booker Leadership Academy will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the Charter School will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state and federal laws. Upon the parent or guardian's written consent, the IEP will be implemented by Mary L. Booker

Leadership Academy. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances; The goals and objectives will also be linguistically appropriate, as pursuant to Education Code Section 56345(b).
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals;
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Yearly to review the student's progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan (ITP) is required at the appropriate age;
- As necessary in order to determine if a student's misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

As an LEA for special education, Mary L. Booker Leadership Academy shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws.

Unless otherwise specified on the student's IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, Mary L. Booker Leadership Academy will have thirty (30) days, not including school vacations greater than five days, to hold the IEP meeting.

Special Education Strategies for Instruction and Services

As an independent LEA for special education purposes, Mary L. Booker Leadership Academy will offer an integrated program that includes targeted English and math support, differentiated content instruction, and after school tutoring. Each student's IEP requires different kinds of accommodations and modifications for instruction and services; therefore, the educational strategies of the IEP will be built around the student's needs. If a student's IEP team determines that the student requires placement outside of a general education classroom, Mary L. Booker Leadership Academy will provide the necessary placement and/or services. The instruction outlined in each student's IEP will be delivered by personnel qualified to do so.

Interim and Initial Placements of New Charter School Students

Mary L. Booker Leadership Academy shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year.

As an independent LEA for special education purposes, Mary L. Booker Leadership Academy shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP.

For students transferring to the Mary L. Booker Leadership Academy from another school within the same SELPA, Mary L. Booker Leadership Academy, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and Mary L. Booker Leadership Academy agree to develop and implement a new IEP.

For students transferring to the Mary L. Booker Leadership Academy from another school within a different SELPA, Mary L. Booker Leadership Academy, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time Mary L. Booker Leadership Academy shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to Mary L. Booker Leadership Academy from a school outside of California, Mary L. Booker Leadership Academy shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until Mary L. Booker Leadership Academy conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by Mary L. Booker Leadership Academy, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

As an independent LEA for special education purposes, Mary L. Booker Leadership Academy will assume responsibility for special education staffing and service delivery. Mary L. Booker Leadership Academy will be responsible for hiring, training, and/or contracting with the staff necessary to provide special education services to its students. Mary L. Booker Leadership Academy shall ensure that all special education staff hired or contracted by Mary L. Booker Leadership Academy is qualified to provide services in accordance with all applicable laws, regulations, and SELPA policies.

During our first year, we will hire a full-time Learning Specialist who will hold a valid special education credential. The Learning Specialist will be responsible for ensuring that each student's IEP is implemented correctly. Our Learning Specialist will collaborate with classroom teachers and provide accommodations/modifications as necessary.

During our Learning Studio, students will receive support for reading, writing and math from their classroom teacher. Our Learning Specialist will provide support to students who require significant support in the areas of reading, writing and math along with executive functioning.

In our Core Classes, our Learning Specialist will support classroom instruction through a co-teaching approach. Our Learning Specialist will collaborate with the general education teacher to ensure that students are receiving the appropriate accommodations and modifications.

By our 5th year, we will employ three Learning Specialists, each responsible for 2-3 grade levels. Our 6th and 7th grade Learning Specialist will focus on supporting students as they adjust to the middle school environment. Our 8th and 9th grade Learning Specialist will focus on the transition from middle to high school. Finally, our 10th, 11th and 12th grade Learning Specialist will support our students as they explore internships and apply to college.

All teaching staff at will also be involved in assuring that all IEPs and 504 plans are properly implemented.

Professional Development for Charter School Staff

Mary L. Booker Leadership Academy administrators, general and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the San Francisco Unified School District and/or SELPA.

As an independent LEA for special education, Mary L. Booker Leadership Academy shall seek professional development opportunities for its staff through potential trainings facilitated by the SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Reporting

Mary L. Booker Leadership Academy, in collaboration with San Francisco Unified School District or the SELPA where appropriate, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended in-school and out of school, organized by disability and length of suspensions; and
- The basis of exit from Mary L. Booker Leadership Academy of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Mary L. Booker Leadership Academy Learning Specialist. The Learning Specialist will ensure that a central file with all special education evaluation material and IEP's is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Learning Specialist will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at Learning Specialist must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

The Charter School will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Mary L. Booker Leadership Academy will utilize the Notice of Procedural Safeguards used by the San Francisco Unified School District or SELPA in which it is a member.

As an independent LEA for special education purposes, concerns or disagreements raised by parents/guardians will be acknowledged by the Charter School within five days. Mary L. Booker

Leadership Academy will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

As an independent LEA for special education purposes, Mary L. Booker Leadership Academy acknowledges its responsibility to resolve disputes or defend due process complaints arising as a result of Mary L. Booker Leadership Academy's alleged failure to provide FAPE to students enrolled in the Charter School. Mary L. Booker Leadership Academy may also initiate a due process hearing or request for mediation with respect to a student enrolled in Mary L. Booker Leadership Academy if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with San Francisco Unified School District and/or California State Department of Education if they believe that the Charter School has violated federal or state laws or regulations governing special education.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

Mary L. Booker Leadership Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Mary L. Booker Leadership Academy. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

Mary L. Booker Leadership Academy shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the Mary L. Booker Leadership Academy shall be accessible for all students with disabilities in accordance with the ADA.

Mary L. Booker Leadership Academy will designate one employee to coordinate the Charter School's compliance with its responsibilities under Section 504. A 504 team will be assembled by a Leadership team member (or Head of school designee) and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic,

social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Leadership team member (or Head of school designee) will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

SUPPORTING INSTRUCTION: PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL COACHING

Professional Learning Community

At Mary L. Booker Leadership Academy, we know that teacher quality is the greatest factor affecting student academic performance as well as students' attitudes toward school. We agree with Richard Elmore that the most important aspect of any school is the core triangle—the relationship between teacher, student, and content.²⁷ We are committed to recruiting, selecting, and retaining great teachers while also ensuring that we are providing them with effective structures and supports to continuously develop their practice.

For this reason, we have created a school model with teachers' development at the forefront. We have invested significant time and resources into our professional development.

Our approach to professional development, which is rooted in a deep belief in growth mindset, is similar to how we think about student learning. We believe that an effective professional learning community is composed of these three elements:

1. Strong professional development: all teachers have the opportunity to collaborate, study, learn, and grow together around common schoolwide practices and expectations.
2. Collaborative instructional planning: all teachers have time to collaborate and develop with their grade-level and subject peers.
3. Instructional coaching, observation, and feedback: all teachers receive individualized coaching based on their unique goals, strengths, prior experiences, and individual challenges.

Strong Professional Development

At Mary L. Booker Leadership Academy, we understand the power and collective impact of a strong professional community, which is why we have invested significant time and resources into it. During our first year of operation, teachers will have at least twenty-four days dedicated to professional development; this includes fifteen days during the summer and nine days during the school year. After the initial launch, the school will continue to allocate at least fifteen days per school year to professional development. Additionally, during the year, we have staff professional development every Friday afternoon when students have an early release. However, we know that it is not enough to merely create professional development days or afternoon; our professional development must be strategic, aligned, and well-facilitated in order to make an impact on student learning.

Our professional development is tightly aligned with our school priorities and annual goals. Before the start of every year, the leadership team will establish a strategic plan, including a clear professional development calendar, that ensures that we are building teachers' capacity to meet these goals and priorities. We plan each of these sessions carefully to make sure that they are well-organized, practice-based, and engaging for all teachers. As a result, professional development is an opportunity for teachers to learn, practice, reflect, and receive feedback about strategies and techniques. We measure the effectiveness of the professional development by its impact in the classroom and student achievement data.

²⁷ Elmore, Richard. *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning*.

When delivering professional development, we strive to make sessions relevant and engaging for our teachers. We will use a practice-based method for professional development, adapted from the “See it, Name it, Do it” framework developed by the Relay Graduate School of Education. By beginning with a clear vision and common language around instructional excellence, we build strong, consistent, and equitable practices across our school’s academic program and culture. Then, by ensuring that teachers have multiple opportunities to practice, discuss, and receive feedback about these strategies, we foster a community of continuous learning in which all Mary L. Booker Leadership Academy staff members collaborate to make instruction even more purposeful and effective.

The following effective practices for strong professional development will be cornerstones of our approach at Mary L. Booker Leadership Academy:

- Topics selected based on priorities, data, and school vision: All professional development sessions are purposeful and aligned to the Charter School’s annual goals, priorities, and strategic plan. The specific topics or approaches are based on data analysis and trends either at the student, teacher, or school level. Session objectives are part of a comprehensive, year-long strategy to develop staff capacity related to school goals.
- Aligned within the Charter School’s professional learning community: The leader can articulate how any given session fits into the larger scope of staff development initiatives and topics, including previous or upcoming sessions. The content of the specific session is explicitly connected with other professional support structures such as individual teacher coaching, collaborative lesson planning, peer observations, etc.
- Planned based on research and best practice. All activities are aligned to objectives and are rigorous in nature—teachers will learn new practices that will positively impact student achievement by the end of a given session/group of sessions. Content and practices learned are based on best practice from high-performing schools and/or reputable research.
- New strategies are taught with varied techniques, including significant modeling of best practice. Facilitators model the vision of excellence for any given strategy presented and provide ample time for teachers to analyze it and make meaning of it themselves. Facilitators use other techniques, as needed, to enhance teacher learning of new strategies which could include videos, teacher testimonials, peer observations, etc.
- Structured protocols to allow significant time for practice. All teachers are given sufficient time to practice the strategy or technique, grapple with its implementation, and receive targeted, structured feedback. By the end of the session/s teachers have been adequately prepared to implement the strategy successfully with a fair amount of independence.
- Deep collaboration between teachers and school leaders. Teachers spend the majority of the session collaboratively discussing the strategy presented, practicing it, receiving feedback on their implementation, and thinking concretely of how and when they will implement the practice in their classrooms and how it will be adjusted for their grade level/content area. This collaboration always happens as part of embedded professional development—this collaboration also happens during other elements of staff development including planning meetings, instructional rounds, and peer observations.

- Clear deliverables and implementation support. Session ends with clearly articulated deliverables and timelines. When strategies have been learned, there is a documented plan for how/when the teacher will be observed and given feedback on implementation by a peer or school leader on an ongoing basis.
- Exceptional facilitation. Facilitators have deep and rigorous content knowledge of the topic and facilitate sessions confidently. Facilitators recognize teacher hesitation, misunderstandings, resistance, or confusion and react in-the-minute to adjust instruction to meet their needs and move towards mastery of content and strategies.
- Structured to ensure feedback and reflection. Follow-up coaching meetings and/or sessions are scheduled to allow that teachers have structured time to reflect and debrief the efficacy of what they have learned/tried with peers or school leaders.

Teachers and school leaders who plan and deliver professional development at Mary L. Booker Leadership Academy will receive support to ensure that they can plan high-quality sessions for our staff based on the vision described above. An example of our professional development calendar can be found in **Appendix M**.

In addition to these structured professional development sessions, we are also adopting Valor Collegiate's staff circles, an example of staff circles is available in **Appendix N**. We know that staff culture plays a critical role in the success of a school. When the adults in the building are all working together toward the same goal, they can achieve incredible results. This adult culture has to be intentionally created and cared for, so that the adults feel connected, cohesive, and motivated. Adult circles are similar to student circles: all staff will come together every other week in a circle to create an open, honest dialogue about interpersonal dynamics. They will share concerns, hear feedback, and strengthen community to best serve students.

Collaborative Instructional Planning

All teachers need time to collaborate and develop with their grade-level and subject peers. Growing research indicates that creating structured time for teachers to collaborate and co-plan improves the quality of instruction, which results in greater student learning. At Mary L. Booker Leadership Academy, we will ensure that all teachers have structured time to plan together. According to the National Center on Time and Learning there are 5 keys to success to ensure that collaborative planning is successful²⁸—these will be trademarks of the Mary L. Booker Leadership Academy approach:

- Clear, Meaningful Goals and Deliverables
- Structures to Support Planning
- Leadership Support and Guidance
- Results-focused Facilitation
- Professional Respect

²⁸ "Time for Teachers: Leveraging Expanded Time to Strengthen Instruction and Empower Teachers." Time and Learning.org. Myrid. 10 Jan. 2017.
<http://www.timeandlearning.org/sites/default/files/resources/timeforteachers.pdf>

To put these keys into action at Mary L. Booker Leadership Academy, teachers will be part of two teams. Teachers will have dedicated time each week with their peers who teach the same content area; they will use this time to work together to plan lessons and units and give each other feedback about instructional practice. School leaders at Mary L. Booker Leadership Academy will support teachers in the development of these lessons and will provide additional resources as requested by the teachers. A culture of respect and collaboration will be established as teachers work together to ensure that lessons created are designed to support students to learn at the highest of levels. Secondly, all teachers will be part of a grade-level Data Team. This data team will meet weekly to analyze student data to note trends, discuss patterns, and regroup students for individualized or small group instruction during Learning Studio.

Instructional Coaching, Observation and Feedback

As mentioned above, we recognize that each teacher brings a unique set of skills, strengths, and experiences to our school. Even the strongest professional development sessions and most collaborative instructional teams still can't fully meet the needs and development of each individual staff member. For this reason, each teacher establishes his/her own Professional Growth Plan (PGP) that is connected to a tight observation and feedback cycle.

In far too many schools, classrooms are isolated islands of teaching and learning. Teachers are left alone to plan and deliver lessons without many opportunities for structured collaboration with colleagues and school leaders. In many schools, teachers may only be observed by a school leader a handful of times each year, being left the rest of the time to determine how to best teach on their own. Under these conditions, it's no wonder that teachers often leave the classrooms far too soon. In America, approximately 500,000 teachers leave their schools each year with approximately 60% of these individuals leaving the profession²⁹.

At Mary L. Booker Leadership Academy, we strive to develop a culture where everyone at the Charter School is open about their teaching and is hungry to learn and improve their practice in concert with their peers. As such, each of our teachers will participate in an observation and feedback cycle at least once every two weeks with either the Head of School or instructional leadership team.

At the beginning of the school year, Mary L. Booker Leadership Academy staff will develop a Professional Growth Plan based on our competencies for effective teaching and learning and the year-long schoolwide priorities and achievement goals that the school established in the strategic plan. In this plan, each member of the faculty will work with his/her manager to develop goals related to his/her own development. Each individual will have at least one goal written for curriculum and instruction, school culture and climate, and professional development. The PGP will serve as the foundation for the instructional coaching and observation and feedback cycle that will take place over the course of the year.

Observation and Feedback cycles will begin within the first month of each school year and consist of a 15-30-minute classroom observation, a collaborative review of instructional materials and student work, and a 30 minute in-person instructional coaching session. When

²⁹ Riggs, Liz. "Why Do Teachers Quit?" *The Atlantic*. October 18, 2013.

instructional leaders at Mary L. Booker Leadership Academy observe in classrooms, they will use instructional vision documents to guide their observations and to identify key areas of focus for coaching meetings. We are still developing the observation forms and tools that will be used at Mary L. Booker Leadership Academy, but they will be built off practices from high-performing schools and organizations.

GRADUATION REQUIREMENTS AND ATTENDANCE

Mary L. Booker Leadership Academy plans to offer a rigorous curriculum that will prepare all students for college and career success. All students will have completed the University of California’s A-G subject requirements when they graduate.

Mary L. Booker Leadership Academy Proposed Graduation Requirements

MLBLA’s curriculum will be rigorous and prepare students for college. Our graduation requirements will be based on UC “A-G” subject requirements. Our flexible Learning Studios will allow for students to receive the supports and content that they need to be successful.

Below is an example of Mary L. Booker Leadership Academy’s graduation requirements. An example of additional graduation requirements is in the Student and Family Handbook. Mary L. Booker Leadership Academy’s Board will establish the final graduation requirements.

Courses and Credits

- **History/Social science (“a”) –**
 - Required: 3 years
 - Credits: 30
 - Courses: American Government/Economics, World History, U.S. History
 - Elective: AP World History, AP U.S. History
- **English (“b”) –**
 - Required: 4 years
 - Credits: 40
 - Courses: English 1, English 2, English 3, English 4
 - Elective: AP English Literature
- **Mathematics (“c”) –**
 - Required: 3 years
 - Credits: 30
 - Courses: Algebra 1, Geometry, Algebra 2
 - Elective: Calculus, AP Calculus, Statistics, AP Statistics
- **Laboratory science (“d”) –**
 - Required: 3 years
 - Credits: 30
 - Courses: Biology, Chemistry, Physics
 - Elective: AP Physics and AP Chemistry
- **Language other than English (“e”) –**
 - Required: 2 years
 - Credits: 20
 - Courses: Spanish 1 and Spanish 2

- Elective: AP Spanish
- **Visual and performing arts (“F”) –**
 - Required: 1 year
 - Credits: 10
 - Courses: Theater 1
 - Elective: Theater 2
- **College-preparatory elective (“g”)**
 - Required: 2 years
 - Credits: 20
 - Courses: College and Career 1 and College and Career 2
 - Elective: College and Career 3
- **Physical Education and Health**
 - Required: 2 years
 - Credits: 20
 - Courses: Physical Education 1, Physical Education 2
 - Elective: Physical Education 3
- **Leadership**
 - Required: 4 years
 - Credits: 20
 - Leadership 1, Leadership 2, Leadership 3, Leadership 4
- **Humanities Learning Studio**
 - Required: 3 years
 - Credits: 15
 - Humanities Learning Studio 1, Humanities Learning Studio 2, Humanities Learning Studio 3
- **Math Learning Studio**
 - Required: 3 years
 - Credits: 15
 - Math Learning Studio 1, Math Learning Studio 2, Math Learning Studio 3
- **Elective**
 - Required: 2 years
 - Credits: 20

Total Credits needed to graduate: 270

Additional Graduation Requirements

- **Coursework**
 - *Completion of all high school course credits as described above.*
- **GPA**
 - *Completion of all courses with a passing grade of a C- or higher, overall GPA of a C- or higher (for high school courses)*
- **College & Career Readiness**
 - *Completion of 1 Senior Portfolio*

While many of our students at MLBLA will decide to attend a college or university after high school, we know that some students will want to pursue a career. We encourage all of our students to follow their individual goals, and we view our role as a school is to support each student's individual development. Within the Dream Team setting, students will discuss their future aspirations with a supportive community. As students mature, the hopes and dreams will become more refined. In our College and Career class, each student will develop a long-term career goal, and create a backwards plan that outlines the necessary steps to achieve the goal.

The MLBLA Board will also approve any alternative graduation pathways for students with unique circumstances. Students whose IEP states that they require a modified graduation requirement or students who enter MLBLA later in their career are examples of students who might benefit from an alternative pathway.

Grading Policy

All students at Mary L. Booker Leadership Academy will master Common Core State Standards and Next Generation Science Standards. At Mary L. Booker Leadership Academy, we believe in the importance of students demonstrating critical thinking skills on a daily basis. We want our students to see learning as a lifelong process.

To accomplish this goal, we have developed a mastery-based grading system that emphasizes a student's ability to demonstrate a comprehensive understanding of the curriculum. In addition, our project-based learning model will allow students to have multiple opportunities to demonstrate mastery.

Grading Scale

Grade	Proficiency	How a student would receive a grade?
A 90-100%	Mastered	<input type="checkbox"/> Demonstrates mastery of content <input type="checkbox"/> Demonstrates exceptional progress towards meeting goals <input type="checkbox"/> Completes all assigned work and any additional assignments
B 80-89%	Proficient	<input type="checkbox"/> Masters the fundamentals of concepts <input type="checkbox"/> Completes all assigned work <input type="checkbox"/> Consistently makes progress towards goals
C 70-79%	Foundational	<input type="checkbox"/> General understanding of concepts <input type="checkbox"/> Completes most assigned work <input type="checkbox"/> Makes progress towards goals
F 69% or below	Emerging	<input type="checkbox"/> Developing understanding of concepts <input type="checkbox"/> Does not complete assigned work <input type="checkbox"/> Struggles to make progress towards goals

Failure to Complete Course. If a student is unable to pass a class with a C- or above, the student will have the opportunity to finish the requirements during the summer and, if necessary during Learning Studio the following school year.

Our model at Mary L. Booker Leadership Academy is designed to be inclusive and supportive of all students to ensure that every student has the ability to succeed. Additional programmatic supports already mentioned include:

- **A personalized learning approach:** All students will have personal goals created in conjunction with their Dream Teams which are listed in their Personalized Learning Profiles.
- **Differentiated instruction:** During Core Classes and Learning Studios, teachers will implement small group instruction and adaptive software to ensure that all students receive targeted instruction at their level. [SEP]
- **Learning Studios:** All students will have Learning Studio multiple times a week which will provide them with additional support and feedback from their teachers.
- **Data-driven instruction and a data cycle:** Using the adaptive learning and frequent formative assessments, teachers will know each child's level, including what content they have mastered and what supports they need. Additionally, teachers will administer benchmark assessments to determine mastery and readiness levels. After each benchmark assessment, teachers will identify gaps in skills and content mastery and develop instructional plans to address these gaps. [SEP]
- **Professional development and high-quality teachers:** Our innovative professional development program will train and support teachers in teaching students who are learning English, students with special needs and struggling students. Additionally, teachers will have dedicated professional development time to discuss student progress, address concerns, and analyze the results of benchmark assessments and prepare for re-teaching based on a data cycle. [SEP] The most important systems for best supporting special populations are identification and response to intervention. Struggling students must be identified quickly and accurately, and then effective responses to their struggles must be determined, delivered, and monitored with equal speed and accuracy. [SEP]

ACADEMIC CALENDAR AND SCHEDULE

Mary L. Booker Leadership Academy's proposed academic calendar complies with the minimum number of annual instructional minutes as outlined in Education Code 47612.5, which requires MLBLA to offer each fiscal year the following number of minutes of instruction:

- For students in 6th-8th Grade: 54,000
- For students in 9th-12th Grade: 64,800³⁰

³⁰ California Code of Regulations, Title 5, Section 11960.

School Year

The proposed calendar for the 2019-2020 year includes 192 instructional days, above the minimum required 175 days of instruction annually. At MLBLA, we prioritize teacher development. MLBLA teachers will have 24 days of professional development, including 15 days in the summer. Our plan for funding has been included within our 5-year budget provided in **Appendix O**. Please note that this calendar may be modified to coordinate with the calendar of SFUSD and the calendars of our professional development partners and such modification shall not be considered a material revision of the charter.

School Day

Students will attend school from 8-4:20 pm on Monday, Tuesday, Wednesday and Thursday for a total of 430 instructional minutes, not including passing periods and lunch. On Fridays, students will attend school from 8:00-12:25 which amounts to 240 instructional minutes. Students will be released early that day so that teachers can have sufficient time to prepare for professional development. In total, this means that students will have 73,630 total minutes per year.

We built our instructional day around our mission, knowing that we needed more than the required minutes to achieve our goals: students who are prepared for college and career, connected to the community and the next great leaders in San Francisco. It should be noted that all teachers will receive at least one planning period per day to support the instructional planning necessary for rigorous instruction. It is essential that we provide teachers with this ample time for planning and collaboration because we recognize that we are asking teachers to simultaneously teach challenging grade-level content while also personalizing to meet student's individual needs, who might have significant learning gaps. **Appendix P** provides the proposed school day schedule, which the school intends to adhere to as state and federal funding allows. **Appendix Q** provides a "Day in the Life" of an MLBLA student along with an example of our instructional minutes.

In addition to the core academic day, MLBLA plans to offer a free extended day program for all interested students contingent on securing additional funds such as an ASES grant and/or establishing a partnership with a local organization such as the YMCA.

ATTENDANCE REQUIREMENTS

Chronic absenteeism is defined as missing 10% or more of the school year. It is a national problem with estimates ranging between 10 and 15 percent of the nation's children being chronically absent. In San Francisco Unified School District, the truancy rate for 2015-2016 was 25.91% according to the California Department of Education Dataquest. The long-term effects of such absenteeism are severe, resulting in significantly worse academic performance. The impact is twice as great for students from low-income families.³¹ Therefore, we believe that attendance

³¹ <http://www.attendanceworks.org/chronic-absence/the-problem/>

is essential for all of our students' success, which is why students at Mary L. Booker Leadership Academy will be expected to attend more than 90% of the 192 instructional days.

We will take a proactive approach to attendance. We will monitor attendance closely, and if a pattern is developing, we will meet with the student and family immediately to discuss root causes. We will enlist the support of the Dream Team (and our social workers once fully staffed), to determine the best ways to get the student back "On Track" with attendance. Together we will partner to create solutions to the barriers they may be facing and adjust our programming to better ensure we are meeting the students' needs.

CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE EIGHT STATE PRIORITIES

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

GOALS, ACTIONS AND MEASURABLE STUDENT OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

Our mission is clear at Mary L. Booker Leadership Academy: we are preparing the future leaders of San Francisco. To achieve this ambitious goal, we know that it is crucial to align our curriculum, instruction, and personalized supports with our measurable outcomes. These outcomes are also closely aligned with the California state priorities for education as well as the Common Core State Standards for Literacy and Mathematics, Next Generation Science Standards and other relevant California standards.

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d).

The following chart of our school focus areas and goals describes the Charter School’s schoolwide and subgroup goals, actions to achieve goals, measurable outcome, methods of assessment, and the person responsible, all aligned with the eight state priorities defined in Education Code Section 52060(d). As the State finalizes new standardized assessment tools (e.g., CA ELD Standards) and the California School Dashboard, the Charter School will work with the District, as necessary to ensure that it creates and updates its plans and goals accordingly.

In accordance with Education Code Section 47606.5, the Charter School shall comply with all elements of the Local Control and Accountability Plan (“LCAP”) pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. The Charter School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33. The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a “material revision to the charter” as defined in Education Code Section 47607, and shall be maintained by the Charter School at the school site.

The following goals outline student outcomes for all students as well as subgroups based on California and national content and performance standards in core academic subjects. These goals also outline our anticipated outcomes for the development of students' 21st century skills as well as social-emotional and metacognitive skills of importance. The goals below also outline metrics to ensure that we are in compliance with local, state, and national regulations.

The expected outcomes for students at Mary L. Booker Leadership Academy are as follows:

OUTCOME	HOW WILL WE ACHIEVE THIS GOAL?
<p>College and Career Ready All students will have the academic skills and content knowledge to be career and college ready.</p>	<p>All core courses are rigorous and use real-world projects so that learning is challenging, engaging and relevant to students' lives outside of school.</p> <p>Our Learning Studio classes emphasize developing students' foundational skills and their ability to become proficient readers, writers and mathematicians.</p>
<p>Community Connection: All students will have an understanding of their own community and how they can create positive change.</p>	<p>Each student has a Dream Team, a supportive group of adults to address their needs. This team works with the students throughout their educational experience to ensure that they are able to achieve their dreams.</p>
<p>Leadership Development: All students will have the self-awareness and social-emotional skills to thrive as future leaders.</p>	<p>All students will take Leadership class, a daily course that combines an explicit social-emotional curriculum with leadership skills. The social-emotional curriculum is based on the Compass Model which focuses on sharp minds, big hearts, noble purpose, and aligned actions.</p> <p>Student culture practices and procedures are grounded in restorative justice.</p>

<p>Focus 1: College Ready & Content mastery:</p>	
<p><u>Goal:</u> All students at Mary L. Booker Leadership Academy will have a strong post-secondary option by being proficient readers, writers, speakers, and listeners of the English language.</p>	
<p><i>To demonstrate meaningful progress towards this goal, Mary L. Booker Leadership Academy students will meet a combination of the following metrics:</i></p>	
<p>6-8th Grade</p>	<p><i>6th-8th Grades</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will demonstrate mastery of grade level state and national standards in ELA as measured by performance on internally developed assessments, performance on NWEA

	<p>Measures of Academic Progress (“MAP”) assessments and/or other standards-aligned assessments.</p> <ul style="list-style-type: none"> □ By 8th grade, 100% of Mary L. Booker Leadership Academy students who have been enrolled at the Charter School since 6th grade will have grown their reading level by 1.5 years of growth each year since starting at Mary L. Booker Leadership Academy.
9-12 th Grade	<ul style="list-style-type: none"> □ 75% of all students will meet or exceed the national average for English on the ACT. □ 90% or more of all students will earn a passing grade of C or above in their English course. □ 90% or more of our students will demonstrate academic growth as measured by internal English assessments. □ 75% or more of all students will be proficient or above as measured by the English portion of CAASPP assessments. □ Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the English portion of CAASPP assessments.
Additional Goals	<ul style="list-style-type: none"> □ Mary L. Booker Leadership Academy holds high standards for all students. We do recognize that some of our students will require alternative goals. Below are alternative goals for students who have extenuating circumstances. <ul style="list-style-type: none"> ○ For students with significant disabilities related to reading, we will measure their progress based on their IEP goals. ○ For students who transfer to Mary L. Booker Leadership Academy after the beginning of their 6th grade year, students will be expected to grow 1.5 years from the when the student enters the Charter School. ○ For foster, probation and homeless/transitional youth, students will show 1.5 years of growth within a cumulative year. A student may leave and then return to school or a student may be out of school for an extended period of time.
<p><u>Goal:</u> All students at Mary L. Booker Leadership Academy will have a strong post-secondary option by having the math habits and competencies that will prepare them for college and career.</p> <p><i>To demonstrate meaningful progress towards this goal, Mary L. Booker Leadership Academy students will meet a combination of the following metrics:</i></p>	
6-8 th Grade	<p><i>6th-8th Grades</i></p> <ul style="list-style-type: none"> □ Students will demonstrate mastery of grade level state and national standards in Mathematics as measured by performance on internally developed assessments, performance on NWEA MAP assessments and/or other standards-aligned assessments.

	By 8th grade, 100% of Mary L. Booker Leadership Academy students who have been enrolled at the Charter School since 6th grade will demonstrate 1.5 years of growth based on internal math assessments.
9 th -12 th Grade	<ul style="list-style-type: none"> <input type="checkbox"/> 75% of all students will meet or exceed the national average for Math on the ACT <input type="checkbox"/> 100% or more of all students will earn a passing grade of C or above in their Math course. <input type="checkbox"/> 90% or more of our students will show academic growth based on internal math assessments. <input type="checkbox"/> 75% or more of all students will be proficient or above as measured by the Math portion of CAASPP assessments. <input type="checkbox"/> Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the Math portion of CAASPP assessments.
Additional Goals	<ul style="list-style-type: none"> <input type="checkbox"/> Mary L. Booker Leadership Academy holds high standards for all students. We do recognize that some of our students will require alternative goals. Below are alternative goals for students who have extenuating circumstances. <ul style="list-style-type: none"> ○ For students with significant disabilities related to math, we will measure their progress based on their IEP goals. ○ Students who enter Mary L. Booker Leadership Academy after the beginning of their 6th grade year will be expected to grow 1.5 years from the when the student enters the Charter School. ○ For foster, probation and homeless/transitional youth, students will show 1.5 years of growth within a cumulative year based on their start date. A student may leave and then return to school or a student may be out of school for an extended period of time.
<p><u>Goal:</u> All students at Mary L. Booker Leadership Academy will have the appropriate science knowledge that will allow them to understand the world around them.</p> <p><i>To demonstrate meaningful progress towards this goal, Mary L. Booker Leadership Academy students will meet a combination of the following metrics:</i></p>	
6-8 th Grades	<ul style="list-style-type: none"> <input type="checkbox"/> Students will demonstrate mastery of grade level state and national standards in Science as measured by performance on internally developed assessments (more than 75%). <input type="checkbox"/> Students at Mary L. Booker Leadership Academy will meet or exceed proficiency rates of students in the district on the California Science Test (“CAST”) for students in the aggregate and in subgroups (grades 8 only).
9-12 th Grades	<ul style="list-style-type: none"> <input type="checkbox"/> 75% of all students will meet or exceed the national average for science on the ACT

	<ul style="list-style-type: none"> <input type="checkbox"/> 90% or more of all students will earn a passing grade of C or above in their science course. <input type="checkbox"/> 75% or more of all students will demonstrate significant growth as measured by internal benchmark assessments. <input type="checkbox"/> 75% or more of all students will be proficient or above as measured by the CAST. <input type="checkbox"/> Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the CAST.
Additional Goals	<ul style="list-style-type: none"> <input type="checkbox"/> Mary L. Booker Leadership Academy holds high standards for all students. We do recognize that some of our students will require alternative goals. Below are alternative goals for students who have extenuating circumstances. <ul style="list-style-type: none"> ○ For students with significant disabilities related to science, we will measure their progress based on their IEP goals.
<p>Goal: All students at Mary L. Booker Leadership Academy will have an understanding of the important events in history and how the past shapes our future.</p> <p><i>To demonstrate meaningful progress towards this goal, Mary L. Booker Leadership Academy students will meet a combination of the following metrics:</i></p>	
6-8 th Grades	<ul style="list-style-type: none"> <input type="checkbox"/> At least 70% of students will demonstrate mastery/proficiency on internally created history and social science assessments. <input type="checkbox"/> 100% or more of all students will earn a passing grade of C or above on history/social science standards.
9-12 th Grades	<ul style="list-style-type: none"> <input type="checkbox"/> At least 70% of students will demonstrate mastery/proficiency on internally created history and social science assessments. <input type="checkbox"/> 100% or more of all students will earn a passing grade of C or above in their history and social science courses.

<p>Focus 2: Leadership Development</p>	
<p>Goal: All students at Mary L. Booker Leadership Academy will understand the importance of leadership and the role they play in their community, country and world. Students will be able to apply the skills they’ve learned in a variety of context within their lives (ex. School, home, community, etc.).</p>	
All Grades	<ul style="list-style-type: none"> <input type="checkbox"/> 100% of students and staff will communicate the Mary L. Booker Leadership Academy’s school values and how they apply the values to their lives on a regular basis. <input type="checkbox"/> 80% of students will report consistently taking action based on the Mary L. Booker Leadership Academy core values and

	<p>demonstrate high levels of school connectedness and critical consciousness as measured by student surveys.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 80% of Mary L. Booker Leadership Academy graduates will be able to discuss how the core values have impacted their success in college or career after high school.
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Focus 3: College and Career Preparation	
<p><u>Goal:</u> All Mary L. Booker Leadership Academy graduates will be prepared to enter and succeed in college or career and will be thoughtful, engaged participants of the 21st century world.</p> <p><u>Goal:</u> All students will have the academic skills and content knowledge to be career and college ready and pursue a postsecondary option that aligns with the vision they've created with their Dream Team.</p> <p><i>To demonstrate meaningful progress towards these goals, Mary L. Booker Leadership Academy students will meet a combination of the following metrics:</i></p>	
6-8 th Grade	<ul style="list-style-type: none"> <input type="checkbox"/> Within the first two years of attending Mary L. Booker Leadership Academy, all students will have developed a vision plan within their Dream Team that aligns with their future goals after they graduate high school. <input type="checkbox"/> 100% of scholars will be able to identify 5 or more colleges or careers that they would like to pursue in the future.
9-12 th Grade	<ul style="list-style-type: none"> <input type="checkbox"/> Mary L. Booker Leadership Academy ACT and/or SAT scores will be at or above the national average.
<p><u>Goal:</u> After graduating from Mary L. Booker Leadership Academy, students will pursue a postsecondary option that can include a college/university, or a program aligned with their potential career.</p>	
9-12 th Grade	<p>At Mary L. Booker Leadership Academy, students will have a career and college pathway option. Below are the metrics for each pathway.</p> <p>College Pathway</p> <ul style="list-style-type: none"> <input type="checkbox"/> 100% of students will complete Mary L. Booker Leadership Academy graduation requirements. <input type="checkbox"/> 100% of students who plan to attend a 2 or 4-year college or university will complete UC A-G requirements. <input type="checkbox"/> 85% of students will demonstrate college preparedness via Early Assessment Program ("EAP") or equivalent. <input type="checkbox"/> 95% of Mary L. Booker Leadership Academy students will be accepted to a four-year college or university.

	<p>Career Pathway</p> <ul style="list-style-type: none"> <input type="checkbox"/> 100% of students will complete Mary L. Booker Leadership Academy graduation requirements. <input type="checkbox"/> 100% of students will secure employment in an industry that aligns with the student’s vision plan or will be accepted into a postsecondary program that aligns with their future choice of career.
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Focus 4: Parent and Student Satisfaction	
<p><u>Goal:</u> Mary L. Booker Leadership Academy parents will demonstrate engagement in school wide activities.</p> <p><u>Goal:</u> Mary L. Booker Academy students and parents will provide feedback for Charter School and identify areas of growth.</p>	
All Grades	<ul style="list-style-type: none"> <input type="checkbox"/> 75% of families will complete the annual family survey each year. <input type="checkbox"/> 100% of Mary L. Booker Leadership Academy students will complete a school culture and climate survey each year. <input type="checkbox"/> 90% of Mary L. Booker Leadership Academy families will be represented at least one Mary L. Booker Leadership Academy event each year and at least 75% of Mary L. Booker Leadership Academy families will be represented at 2 or more events each year. <input type="checkbox"/> Charter School leadership and staff will analyze family and student surveys annually and will create action plans based on data. Data will be reported to the Charter School community and the Mary L. Booker Leadership Academy Board of Directors at least annually.

Focus 5: Financial and Fiduciary Responsibility and Sound Oversight			
<p><u>Goal:</u> Mary L. Booker Leadership Academy will demonstrate financial and fiduciary responsibility.</p> <p><i>To demonstrate meaningful progress towards these goals, Mary L. Booker Leadership Academy will meet a combination of the following metrics:</i></p>			
6-8 th Grade			
MLBLA	<ul style="list-style-type: none"> <input type="checkbox"/> Mary L. Booker Leadership Academy will run a balanced budget each year of operation. 		

	<ul style="list-style-type: none"> <input type="checkbox"/> Mary L. Booker Leadership Academy faculty and parents will have input into the budget.
<p><u>Goal:</u> The Mary L. Booker Leadership Academy Board of Directors will provide effective and sound oversight of the Charter School. Charter School governance and leadership will effectively support the Charter School to promote teaching and learning and to be a financially responsible organization.</p> <p><i>To demonstrate meaningful progress towards these goals, Mary L. Booker Leadership Academy will meet a combination of the following metrics:</i></p>	
MLBLA	<ul style="list-style-type: none"> <input type="checkbox"/> Mary L. Booker Leadership Academy will complete an annual analysis and action plan of school priorities including feedback from staff, students and parents. <input type="checkbox"/> Mary L. Booker Leadership Academy will meet all goals represented in this element of the charter petition.

<p>Focus 6: Enrollment and Attendance</p>	
<p><u>Goal:</u> Mary L. Booker Leadership Academy will be fully enrolled, and students will consistently attend school regularly and on time.</p> <p><i>To demonstrate meaningful progress towards these goals, Mary L. Booker Leadership Academy will meet a combination of the following metrics:</i></p>	
6-8 th Grade	<ul style="list-style-type: none"> <input type="checkbox"/> Mary L. Booker Leadership Academy will meet its yearly enrollment and waitlist goals. <input type="checkbox"/> Mary L. Booker Leadership Academy will have an Average Daily Attendance rate of at least 95%.

OUTCOMES ALIGNED TO STATE PRIORITIES

The outcomes for Mary L. Booker Leadership Academy and our students that were outlined above are aligned with state priorities and goals. This alignment is illustrated in the table below, which reorganizes our metrics around the state goal they support. Additional measures of impact are included below, as needed.

Mary L. Booker Leadership Academy OUTCOMES ALIGNED TO STATE PRIORITIES			
<p>State Priority #1. The degree to which teachers are appropriately assigned (E.C. Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. Section 60119), and school facilities are maintained in good repair (E.C. Section 17002(d)).</p>			
ANNUAL GOALS TO ACHIEVE PRIORITY #1	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	Person(s) Responsible

<ul style="list-style-type: none"> ● Mary L. Booker Leadership Academy will hire and maintain a well-qualified staff. ● Mary L. Booker Leadership Academy will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career. ● Charter School facilities will be maintained and kept in good repair. 	<ul style="list-style-type: none"> ● Ensure all teacher candidates are screened for employment and hold appropriate credential as defined by the California Commission on Teacher Credentialing and appropriate EL certification. ● All staff will receive ongoing professional development. ● Charter School leaders and staff will obtain the most up-to-date standards-aligned materials and participate in a yearly updating process. ● Annual community survey will be conducted ● Faculty will participate in shared decision-making process ● Regular walkthroughs of Charter School facilities by Charter School leadership 	<ul style="list-style-type: none"> ● Mary L. Booker Leadership Academy will retain 95% of staff after three years ● 100% of community and family members will report that the facility is clean and orderly. 	<p>Head of School</p>
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State Priority #2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency			
ANNUAL GOALS TO ACHIEVE PRIORITY #2	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON RESPONSIBLE
<ul style="list-style-type: none"> □ Curriculum will be aligned to the Common Core State Standards and Next Generation Science Standards as well as the CA ELD Standards ● Curriculum will support all learners including English Learners and students who have a disability. 	<ul style="list-style-type: none"> ● Each class will have a curriculum map that aligns to the appropriate standards and ELD standards will be incorporated into map. ● All curriculum maps will have goals and strategies to support English Learners and students who have a disability. ● Ongoing professional development will support the development of curriculum maps 	<ul style="list-style-type: none"> ● 90% of English Learners will make progress towards proficiency as measured by the ELPAC. ● Mary L. Booker Leadership Academy leadership team will conduct annual audits of curriculum to ensure alignment to CCSS and NGSS. 	Teachers; Head of School
State Priority #3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation			
ANNUAL GOALS TO ACHIEVE PRIORITY #3	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE

<ul style="list-style-type: none"> • Parents are a part of the development and ongoing success of the school • Parents report high satisfaction with the Charter School’s program. 	<ul style="list-style-type: none"> • Parents will be able to provide feedback for MLBLA’s Leadership team. • Annual community survey. 	<ul style="list-style-type: none"> • 75% of parents complete family survey. • 90% of parents participate in at least 1 school event each school year. • 85% of Mary L. Booker Leadership Academy families will be represented at 2 or more events. • 90% of parents “satisfied” or “highly satisfied” with Charter School based on survey results. 	<p>Teachers; Head of School</p>
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State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

- A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment
- B. California School Dashboard
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
- D. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
- E. EL reclassification rates
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. Section 99300 *et seq.*) or any subsequent assessment of college preparedness

ANNUAL GOALS TO ACHIEVE PRIORITY #4	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE
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<ul style="list-style-type: none"> ● All students will become proficient in English, math, science and social science. ● Students show growth on interim assessments. ● All students show growth on external measures. 	<ul style="list-style-type: none"> ● Curriculum will be aligned to standards ● Regular assessments aligned to standards. ● Targeted instruction during Learning Studio ● Differentiated instruction to meet the needs of English Learners and students who have a disability. ● Curriculum maps aligned with EAP assessments ● Professional development focused on analyzing data and creating supports for students in Learning Studio. 	<ul style="list-style-type: none"> ● 60% of ELs reclassified as English proficient within three years of original designation ● 90% of students complete UC A-G requirements. ● 90% of students will demonstrate proficiency based on ● 90% of students will earn a passing grade at or above a C in each class. ● 75% of students are proficient or above on CCSS exams. ● 90% of ELs make progress towards EL proficiency as measured by the ELPAC. ● 85% demonstrate college preparedness via EAP or equivalent. ● 75% of all subgroups score a proficient or above on CCSS. 	<p>Teachers; Head of School</p>
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<p>State Priority #5. Pupil engagement, as measured by all of the following, as applicable:</p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle school dropout rates (EC Section 52052.1(a)(3))</p> <p>D. High school dropout rates</p> <p>E. High school graduation rates</p>			
ANNUAL GOALS TO ACHIEVE PRIORITY #5	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE
<ul style="list-style-type: none"> Students will attend on a daily basis 	<ul style="list-style-type: none"> Social-emotional learning in learning spaces Extensive support structures, including early intervention plans. Extensive community building via orientation 	<ul style="list-style-type: none"> 95% Average Daily Attendance. Less than 2% of students will be tardy (per day). Less than 2% annual Chronic Absentee Rate. Less than 3% Middle School and High School Dropout Rate (cohort). 95% High School Graduation Rate (cohort). 	Teachers; Head of School
<p>State Priority #6. School climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>			
ANNUAL GOALS TO ACHIEVE PRIORITY #6	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE

<ul style="list-style-type: none"> ● Students will demonstrate the core values for Mary L. Booker Leadership Academy ● Through Leadership classes, all students consistently demonstrate strong social and emotional learning (“SEL”) skills and core values. 	<ul style="list-style-type: none"> ● Leadership courses focused in Social-Emotional learning ● Restorative Justice Practices ● Dream Team conferences 	<ul style="list-style-type: none"> ● Less than 5% of students are suspended. ● Less than 1% of students are expelled. ● 100% of students pass Leadership course. ● 90% of students are satisfied with Mary L. Booker Leadership Academy on community survey. ● Less than 5% of students transfer. 	<p>Teachers; Head of School</p>
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State Priority #7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. Section 42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. Section 51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. Section 51220(a)-(i))

ANNUAL GOALS TO ACHIEVE PRIORITY #7	ACTIONS TO ACHIEVE ANNUAL GOALS	MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT	PERSON(S) RESPONSIBLE
<ul style="list-style-type: none"> 100% of students are enrolled in a broad course of study, including graduation requirements that mirror UC A- G. 	<ul style="list-style-type: none"> Rigorous graduation requirements that mirror UC A-G. Extensive support systems (advisory, tutoring, office hours, remedial courses, summer school, etc.). Comprehensive college admission process and program. 	<ul style="list-style-type: none"> 95% of students graduate on time. 100% of students are accepted to a post-secondary school or career that aligns with their long-term life goals, as described in the Dream Team meetings. 100% of students who plan to attend a 4-year university or college will be accepted to at least 3 colleges/ universities that align with their life goals. 	<p>Head of School</p>

<p>State Priority #8. Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</p>			
<p>ANNUAL GOALS TO ACHIEVE PRIORITY #8</p>	<p>ACTIONS TO ACHIEVE ANNUAL GOALS</p>	<p>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</p>	<p>PERSON(S) RESPONSIBLE</p>
<ul style="list-style-type: none"> • All students at Mary L. Booker Leadership Academy will become proficient readers and writers of the English Language and will be proficient speakers and communicators of the English Language. • All students at Mary L. Booker Leadership Academy will become proficient in mathematical skills and content. • All students at Mary L. Booker Leadership Academy will become proficient in scientific thinking and concepts. 	<ul style="list-style-type: none"> • Standards based and aligned curriculum maps. • Regular benchmark assessments aligned to standards. • Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction). • Rigorous graduation requirements (beyond UC A- G). • Curriculum maps designed to support ELs and struggling students. • Curriculum maps aligned with EAP assessments. • Extensive professional 	<ul style="list-style-type: none"> • 70% or more of all students will demonstrate growth as measured by the CAASPP and CAST assessments and/or internal benchmark assessments. • 75% or more of all students will be proficient or above as measured by the CAASPP and CAST assessments. • 90% or more of all students will earn a passing grade of C or above in their English, math, science, and social studies course. • Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the CAASPP and CAST assessments. 	<p>Teachers; Head of School</p>

<ul style="list-style-type: none"> All students at Mary L. Booker Leadership Academy will become proficient in social science and history practice and content. 	<p>development each year to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.</p>	<ul style="list-style-type: none"> 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) will score basic, proficient or advanced on their CCSS test. Charter School leadership/ department lead yearly audit of curriculum and lesson plans show that curriculum maps are aligned to CCSS and have supports for ELs and struggling students. 	
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ELEMENT C: METHODS OF MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

METHODS OF MEASUREMENT

Mary L. Booker Leadership Academy believes that using data to drive instruction is the key to a highly personalized learning environment in which every student gets a “just right” education. We want to have a clear understanding of the needs of all of our students and how we can ensure that every student is successful. In addition, we want to prepare our students for the 21st century where careers will be constantly changing and requiring our students to adapt.

To achieve this goal, we will use a wide range of formative, summative and state mandated tests to determine students’ levels of proficiency. During professional development, our teachers will meet to discuss student’s progress and next steps in each of their classrooms.

While we will seek to gather data from all of our classes, our Learning Studio is designed to allow our teachers to critically analyze student’s progress. Using adaptive software, teachers will be able to chart student’s progress on a daily basis. During professional development, teachers will have time to review all of their students’ performance during the week, and if any additional supports need to be provided.

We will gather data from a variety of sources throughout a given academic year. The Mary L. Booker Leadership Academy instructional model, with its inclusion of Learning Studios and Personalized Learning Profiles, will allow our instructional staff to meaningfully gather data multiple times throughout the day and week and use this data to inform instructional practices. We will also leverage assessment data from internally and externally validated assessments as well as assessments required by the state of California. The table below lays out the types of formative and summative assessment data that we anticipate relying upon as students’ progress throughout their years at Mary L. Booker Leadership Academy.

To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

	Type of Assessment	Examples	Purpose of Assessment	Timeline
Core Instruction -Humanities -Math -STEM Lab/Science	Formative: Assessments that focus on student’s daily progress	Quizzes, exit tickets, classroom polls	Assess students daily progress towards mastery	Daily basis
	Summative: Classroom assessments that	Project rubric, presentation of	Assess students’ progress towards	1-2 assessments per unit.

	focus on how what a student has learned over an extended period of time	learning, end of unit test/exam.	mastery over time.	
Learning Studio -ELA -Math	Interim: Nationally standardized assessments	NWEA MAP, Advance Placement exam (when applicable),	External assessment used to measure students' progress over multiple years	Quarterly
	Online Assessments: Assessments embedded in adaptive software	No Red Ink, News ELA, ALEKS, Gooru	Online software used to assess students' progress on a daily basis	Daily
	California State Assessments	CAASPP	State Assessment for Common Core	Annually
	Language Proficiency Assessment	ELPAC	Measure language development and proficiency	Annually for students designated as English Learners

DATA CYCLE

At Mary L. Booker Leadership Academy, we view our selves as a learning organization. To ensure that we are responsive to the learning needs of all of our students we will use data to drive our decisions at every level of the school. We will engage all of our stakeholders in analyzing student learning data and support the school in making the necessary changes to be successful.

At Mary L. Booker Leadership Academy, students will track their data using their Personalized Learning Profiles (“PLP”). As students receive information on their performance on assessments, they will have designated time to update their PLP to help monitor their progress. The PLP will be used during Dream Team meetings to present a clear picture of each student’s performance. The Dream Team will then utilize that data to help students set strong academic goals.

Data analysis is an important aspect of Mary L. Booker Leadership Academy. Teachers will be expected to analyze student data on a regular basis. During summer professional development Mary L. Booker Leadership Academy teachers will begin the process of analyzing each standard for the unit. This process will include an outline of the project or unit with a daily schedule, learning objectives and formative assessments. For projects, teachers will utilize rubrics that assess students’ performance.

In Learning Studio, students will use adaptive online software such as Khan Academy or ALEKS. Teachers will have the ability to track a student’s progress and identify if they need additional support or to be challenged. Teachers will have data review days at least once a month when grade level teams will come together to analyze major trends. This discussion will include classroom, elective and learning specialist along with social worker and leadership staff when needed.

USE AND REPORTING OF DATA

Mary L. Booker Leadership Academy will likely use an SIS system to store student data. In addition, when students begin to apply for college, we will likely adopt an online platform to support students in the college acceptance process.

MLBLA will gather information and report data in the following ways:

	Information Included	Purpose
MLBLA Dashboard	Achievement data Attendance data Enrollment data MLBLA finances School culture and climate	MLBLA Board
School Accountability Report Card (“SARC”)	Student achievement data disaggregated by subgroups (ethnicity, gender, EL, low income, students with disabilities)	Students and families

In addition to the accountability measurements above, Mary L. Booker Leadership Academy will comply with the new Local Control and Accountability Plan and relevant deadlines, state priorities, school stakeholders, formats and any related regulations and compliance requirements. A Local Control and Accountability Plan shall be developed in accordance with a template adopted by the State Board of Education. The LCAP will be reviewed and updated annually, including a budget to implement the actions described in the plan and submitted to, but not approved by, its authorizer. Via our shared decision-making process, we will engage staff, students, parents and the Board, in the plan development and review process.

CONTINUOUS IMPROVEMENT AND CONSTANT LEARNING

Mary L. Booker Leadership Academy is committed to using student performance data to refine and improve the educational program. Specifically, the staff will dedicate time at staff meetings during each semester to analyze the data, and to take action to ensure student success. The data cycle outline above details this process. Additionally, Mary L. Booker Leadership Academy will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges (“WASC”).

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

NON-PROFIT PUBLIC BENEFIT CORPORATION

Mary L. Booker Leadership Academy will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. Mary L. Booker Leadership Academy has applied for tax-exempt status under Internal Revenue Code Section 501(c)(3).

Mary L. Booker Leadership Academy will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Mary L. Booker Leadership Academy. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Mary L. Booker Leadership Academy, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Mary L. Booker Leadership Academy as long as the District has complied with all oversight responsibilities required by law.

Attached as **Appendix R**, please find a copy of the Corporation's Articles of Incorporation, Bylaws, and Conflict of Interest Code.

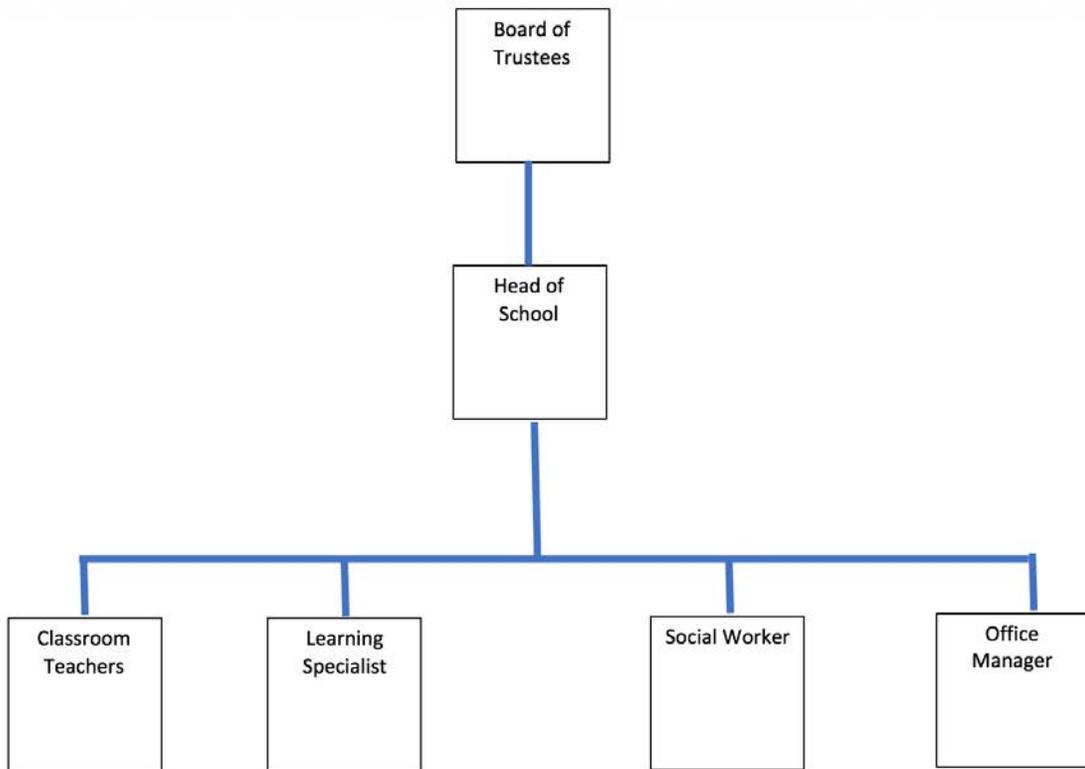
Mary L. Booker Leadership Academy will comply with all applicable state, federal and local regulations and laws applicable to its operation and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It will purchase and maintain as necessary general liability, workers compensation, property, errors and omissions and unemployment insurance policies as specified herein.

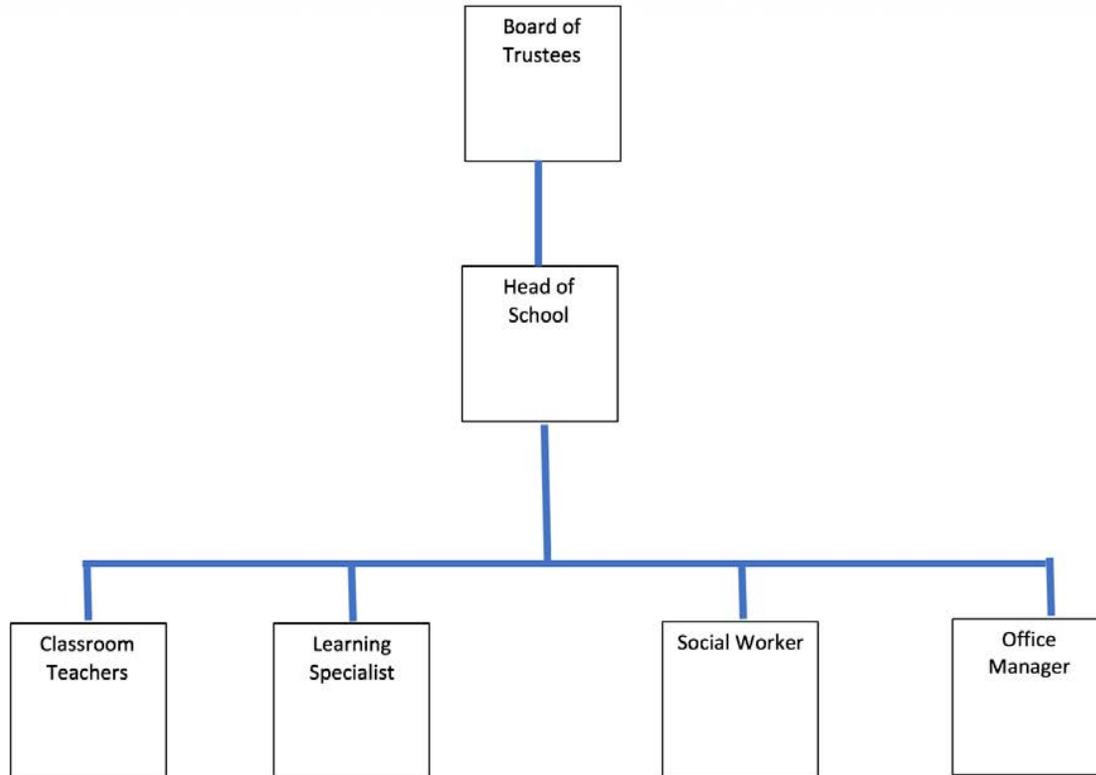
GOVERNANCE STRUCTURE AND ORGANIZATIONAL CHART

The Charter School will be governed by a corporate Board of Directors ("Board") in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The Charter School is managed and its powers exercised under the ultimate jurisdiction of the Board. The Board's primary method for executing its responsibility is the development and adoption of policies and procedures to ensure that the Charter School is fulfilling its mission and that its operations are in compliance with the charter, and applicable federal and state laws. The Head of School shall be responsible for implementing the policies and procedures set by the Board on a day-to-day basis, and the Board will oversee the Head of School.

Day-to-day functions of the Charter School are delegated by the Head of School to the Charter School's staff that will implement the Charter School's educational program. Organizational charts for each phase of the Charter School's operation are included below.

Year 1



Year 5**BOARD OF DIRECTORS**

The Charter School shall be governed by the Mary L. Booker Leadership Academy Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization, which shall be consistent with the charter, the Brown Act and all other applicable laws. The primary methods for executing its responsibilities are to create, adopt and monitor a long term strategic plan and associated budget, and to employ and evaluate the Head of School of Mary L. Booker Leadership Academy.

The Board shall consist of at least three (3) and no more than fifteen (15) directors unless changed by amendment to the bylaws. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors. All directors shall have full voting rights, including any representative appointed by the charter authorizer.

Members of the Board shall be appointed and shall serve terms consistent with the Corporation’s Bylaws. Specifically, initial terms of Board members will be either 2 years or 3 years. After initial terms have been served, Board members shall serve terms of 2 years thereafter. Board members

may serve 2 consecutive terms before a member must leave the Board for 1 year. The Chair, Secretary, and Treasurer shall each hold office for a term of 2 years. No person may hold both the office of Chair and Secretary or Chair and Treasurer concurrently. The offices of Secretary and Treasurer may be held by the same board member.

New Board members will be mentored by experienced members during their first year. Board members will be appointed by the Board, with input from the leadership of Mary L. Booker Leadership Academy, such that the Board contains expertise in varying fields and is able to offer advice, direction, and discussion for the Charter School.

Board members shall be sought who have experience in one or more of the following areas: education, government, law, business, finance/accounting, facilities, or public relations.

The Board shall maintain in effect general liability and board errors and omissions insurance policies as set forth herein.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which charter schools are established.

The Board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act. Annually, members of the Board will also participate in ongoing professional development related to their duties to ensure that they have the necessary information that they will need to be effective. Professional development will include Head of School evaluation, effective governance, compliance, succession planning, strategic planning and goals setting, and other topics.

The Board will meet on a regular schedule in a set location with meeting times and minutes posted publicly in accordance with the Brown Act. Meetings will be open to the public and parents and all interested stakeholders will be encouraged to attend.

Board Meetings and Duties

The Board of Directors is responsible for ensuring that the Charter School remains faithful to its mission, financially viable, and true to the terms of its charter. The Board of Directors is made up of a diverse group of individuals that collectively possess expertise in critical areas of charter school governance, including finance, legal, education, fundraising, community outreach, marketing, and charter school operations.

The collective and individual roles of Board members include:

- Hiring and evaluating the Head of School
- Ensuring the organization is accountable to federal, state and local law along with the charter.
- Establishing a long-term goals and strategic plans.
- Reviewing and approving the Charter School's operational budget
- Reviewing, negotiating, and approving major contracts on behalf of the Charter School

- Fundraising for capital and operating expenses as well as soliciting in-kind contributions
- Promoting the Charter School in the local community and the greater San Francisco community
- Recruiting and electing new Board members if a seat becomes vacant or the need is recognized for additional expertise
- Set and revise key policies for Charter school.

The Board will be a governing body, and day-to-day management responsibilities of the Charter School shall be delegated by the Board to reside solely with the Head of School and the leadership team that he or she hires. Along with an effective reporting structure and attendance at regularly scheduled meetings, the Board will set in place evaluative measures that gauge the effectiveness of the Head of School as well as the educational programs of the Charter School. Further, the Board will establish a Governance and Finance committee which will oversee the continuing recruitment and orientation of qualified Directors and will establish an evaluation process to assess its efficacy on an annual basis.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within **Appendix R**. As required, the Conflict of Interest Code will be submitted to the Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

PARENT AND COMMUNITY INVOLVEMENT IN GOVERNANCE

Mary L. Booker Leadership Academy understands that parental involvement in the life of the Charter School is essential to the success of the Charter School. Mary L. Booker Leadership Academy has made it a priority in its mission to encourage parent participation throughout the Charter School, including the involvement of parents in Mary L. Booker Leadership Academy instructional programs.

Mary L. Booker Leadership Academy believes that parent involvement translates into increased student achievement. The philosophy of Mary L. Booker Leadership Academy is to encourage, honor and respect the parent voice and to ensure that parents have ongoing leadership opportunities at the Charter School.

School/parent meetings will be held regularly while school is in session and more frequently if necessary in order to facilitate the communication process between parents, the Charter School administration and the Charter School's governing board.

Parents will be encouraged to serve on the Mary L. Booker Leadership Academy Advisory Board (detailed below). Parents will be consulted and advised regarding the Charter School's educational programs and student progress through meetings and informational bulletins on an ongoing basis. A Charter School website will facilitate the dissemination of information on areas of specific interest to parents.

Parents shall be informed about their students' progress through parent/teacher/student conferences, progress reports, graded report cards, and ad hoc meetings and access to a parent portal on our Student Information System. Teachers and administrators will have access to electronic mail to facilitate communication with parents who have email accounts.

Parents will be encouraged, but not required, to provide service to the Charter School in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and Charter School needs. Parents can determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be determined during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged, but not required, to spend at least one full day per school year in the classrooms with the child.

The Charter School will provide parent workshops and education classes at times that are conducive and suitable for both stay-at-home and working parents. Workshops may include the following:

- Child Development
- Developing Students' Literacy at Home
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child's Educational Future (High School and College)

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools, parents will become equal partners with the Charter School in the education of their children. We also believe that these workshops will help parents feel connected to each other and the Charter School community.

The staff and Head of School will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

Please see the family and community involvement section above in Element A for more details on family involvement as well as our draft Student and Family handbook.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

In the event that Mary L. Booker Leadership Academy reaches a number (over 21) of English Learners that establishes a need for an advisory committee, an ELAC will be established. The ELAC will be comprised of parents, the Head of School or designee, and faculty member(s). ELAC representatives are elected by nomination and electronic ballot for a term of one school year.

The responsibilities of the English Language Advisory Committee are as follow:

- Develop and honor a Full Value Contract that provides structure within which expectations for group operations are established and members are held accountable.
- Collaborate with stakeholders and provide input on significant issues affecting the learning community (i.e. schoolwide needs assessment, LCAP, Safe School Plan, WASC accreditation, etc.).
- Formulate initiatives to support English Learners.
- Solicit and encourage community participation.
- Provide input to the Parent Leadership Group on the most effective ways to support full participation of English Learners in all school activities.

SCHOOL SITE COUNCIL

Our MLBLA Advisory Board, or MAB will function as Mary L. Booker Leadership Academy's School Site Council ("SSC"). The group will work in tandem with MLBLA's leadership team to ensure that parents continue to play a vital role within the Charter School community. The group will consist of parents, the Head of School, teachers, and students, pursuant to Education Code Section 52852(b). The Mary L. Booker Leadership Advisory Board will be led by parents. Parents will have the opportunity to elect the MAB president and vice president. Both the president and vice president will serve 1-year terms, and elections will not be able to run in consecutive years.

MLBLA's Advisory Board expectations:

- All parents are welcomed and invited to participate.
- The MAB surveys parents and reports data to MLBLA leadership team.
- The MAB identifies areas of support for MLBLA leadership team.
- The MAB reviews student achievement data.

ELEMENT E: QUALIFICATIONS OF SCHOOL EMPLOYEES

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

INTRODUCTION AND ASSURANCES

Mary L. Booker Leadership Academy is driven to create the future leaders of San Francisco. To do this, we know that we will need the teachers and staff who are prepared to create a school that meets the needs of all students.

Mary L. Booker Leadership Academy will recruit professional, effective and qualified personnel for all staff positions. Staff will demonstrate a clear understanding of the Charter School's mission, instructional design and curriculum documented in the charter.

Mary L. Booker Leadership Academy makes the following assurances in regard to employee qualifications:

- All Mary L. Booker Leadership Academy teachers and all paraprofessionals will meet the requirements for employment of Education Code Section 47605(l) and the applicable provisions of *ESSA*.
- Mary L. Booker Leadership Academy will not discriminate against or harass any employee based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law.
- Mary L. Booker Leadership Academy is a school of choice and no employee will be required to work at Mary L. Booker Leadership Academy.
- Mary L. Booker Leadership Academy will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.
- All employees shall be fingerprinted and receive a background clearance in the accordance with Education Code Section 44237 prior to commencing employment
- Mary L. Booker Leadership Academy will comply with all state and federal laws concerning the maintenance and disclosure of employee records.
- Mary L. Booker Leadership Academy will comply with all state and federal mandates and legal guidelines pursuant to the Every Student Succeeds Act.
- Mary L. Booker Leadership Academy shall be nonsectarian in its employment practices and all other operations.

To best meet families' needs and the Charter School's mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their cultural competency.

STAFF RECRUITMENT AND SELECTION

All staff will apply and be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. Candidates that are offered employment will receive a written notice from Mary L. Booker Leadership Academy of the job offer. Mary L. Booker Leadership Academy will require candidates accept the job offer in writing.

Non-certificated and/or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual agreement.

Mary L. Booker Leadership Academy will recruit personnel who believe in the vision and mission of the Charter School and are sensitive to the needs of diverse communities. All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the Charter School. Mary L. Booker Leadership Academy will also require all employees to furnish before the start of employment:

- Medical clearance for communicable diseases and tuberculosis (“TB”), as described below in Element F
- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record, as described below in Element F
- Documents establishing legal employment status

Mary L. Booker Leadership Academy will maintain these records for each employee pursuant to applicable law.

EMPLOYEE EVALUATION

The Head of School and Leadership Team will evaluate all Mary L. Booker Leadership Staff.

All teachers will be evaluated on the following:

- Ability to deliver high quality instruction as observed by bi-weekly observations.
- Effective teaching practice and performance of job duties as assigned
- Provide continual assessment of student progress and use that information to evaluate classroom performance towards meeting the needs of every student
- Strive for continuous and open communication with Charter School staff, parents, and community members

The Head of School will be evaluated on the following:

- Development and guidance of the academic program to high academic success
- Development and maintenance of parent involvement
- Maintenance and oversight of education-related budget and sound budget
- Development and maintenance of a positive school culture
- Achievement of the mission and vision of the Charter School

- Achievement of mutually agreed upon annual goals in relation to Charter School operations, facility acquisition, and fundraising
- Maintenance and oversight of fiscal activities and sound budget

All other staff will be evaluated:

- Performance of the daily tasks included in their job description
- Strive for continuous and open communication with Charter School staff, parents, and community members

Appropriate records of credentials held by Mary L. Booker Leadership Academy teachers and supporting documentation will be monitored and maintained by the Charter School administration. Credentials will be monitored annually in compliance with state and federal law. The Charter School will maintain current copies of all teacher credentials and they will be readily available for inspection. Mary L. Booker Leadership Academy will take all steps necessary to minimize the use of teachers holding emergency permits, including posting and interviewing for job openings as early as possible and recruiting faculty from accredited teacher credentialing programs.

EMPLOYEE QUALIFICATIONS FOR KEY POSITIONS AND MINIMAL JOB DESCRIPTIONS

All employees of Mary L. Booker Leadership Academy must have the potential or demonstrated effectiveness in working with students and parents from diverse backgrounds.

The following job descriptions outline the key positions at Mary L. Booker Leadership Academy. Job descriptions will be revised as necessary to reflect the needs of the Charter School.

Head of School

The Head of School's responsibilities include managing all areas of the Charter School including academic achievement, personnel management as well as operational and financial oversight.

Leadership Skills and Characteristics:

- Personal values align with Mary L. Booker Leadership Academy's vision and mission.
- Communicate with students, families and staff in a way that is consistent with the Charter School's vision.
- Demonstrate a strong passion for education and a mission driven-program.
- Ability to lead a team of teachers to positive academic outcomes for students.
- Communicate as the primary spokesperson for the Charter School and advocate to all external audiences.
- Comply with the charter and all accountability requirements.

Qualifications/Experience:

- Hold an advanced degree beyond a bachelor's degree or actively pursuing one.
- Have demonstrated leadership in curriculum design and implementation.
- Have worked with students of diverse backgrounds and socioeconomic status.
- Have experience supporting students with diverse learning needs and English Learners.

The Head of School will:

- Provide day-to-day leadership of the Charter School.
- Recruit, hire, evaluate, and terminate all staff members upon the recommendation of the committee.
- Recruit and enroll students, including facilitation of public lottery.
- Recommend staffing levels and budgetary priorities to the Board of Directors.
- Be a member of the instructional team. He or she will be responsible for the instructional program of the Charter School.
- Evaluate instructional staff effectiveness.
- Ensure that all measurable pupil outcomes (as outlined in this charter) are met.
- Provide opportunities for staff development and professional growth.
- Oversee induction of new teaching staff.
- Develop schoolwide discipline procedures and ensure the procedures align with MLBLA's core values.
- Handle employment and dismissal of personnel, salaries and contracts, job assignments and performance evaluation, and orientation and training.
- Oversee programs for students with diverse learning needs and English Learners.

Learning Specialist

Qualifications/Experience:

- Hold a valid special education credential
- Have worked with students of diverse backgrounds and socioeconomic status

The Learning Specialist will:

- Manage caseload of students who have an IEP including overseeing student progress and holding IEP meetings.
- Provide appropriate accommodations and modifications support as stated in students' IEP.
- Coordinate with external service providers who are working with Mary L. Booker Leadership Academy students
- Ensure that measurable pupil outcomes (as outlined in this charter) are met
- Develop and implement an instructional coaching model to foster the ongoing growth of classroom teachers and teaching assistants
- Provide opportunities for staff development and professional growth
- With the Head of School, oversee induction of new teaching staff

Teachers

Qualifications/Experience:

Mary L. Booker Leadership Academy will comply with all minimum teachers' qualifications as defined by state and federal law. At minimum, a Teacher at Mary L. Booker Leadership Academy will:

- Hold a bachelor's degree
- Hold a California Credential or an Intern Credential or Certificate for no more than three years

- Hold a SPED or CLAD or BCLAD credential or EL certification, if applicable
- Have worked with students of diverse backgrounds and socioeconomic status
- Adhere to all requirements as specified in ESSA

Teachers will:

- Provide a quality, enriching curriculum
- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Provide for open communication with all members of the Charter School community
- Adhere to all school policies as established by governing councils

Office Manager

Qualifications/Experience:

- Have some experience with office technical procedures or a desire and willingness to learn
- Have experience or demonstrate potential in working with students and parents of diverse backgrounds and socioeconomic status

Office managers will:

- Implement policies and procedures to ensure the smooth operation of the office
- Maintain student records current
- Work in collaboration with teaching staff and maintain an accurate and up to date internal assessment tracking system
- Provide for open communication with all members of the Charter School community
- Perform specific duties as described by the established job descriptions

CREDENTIALS AND CREDENTIAL MONITORING

Mary L. Booker Leadership Academy will conform to the legal requirements that all charter school teachers shall 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. This documentation will be monitored by the Mary L. Booker Leadership Academy Head of School and appropriate designees. The Head of School or designee will ensure that credentials are in accordance with requirements as set forth by the Commission for Teacher Credentialing and will be kept at the Charter School.

The Charter School may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support.

Each student will be assigned to a “teacher of record” who is responsible for overseeing the student’s academic progress and who monitors all grading and matriculation decisions as specified in the Charter School’s operational policies. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the “teacher of record.”

All non-instructional (to include classified employees) staff will possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School’s staffing plan and the Charter School’s adopted personnel policies. A description of work year, salaries, release time and paid non-work days will be developed and provided to individuals interested in applying for non-instructional staff positions during the recruitment process and once again during “new employee orientation” once a staff member has been hired.

All personnel policies will be enumerated in the employee handbook, which will be forwarded to the SFUSD once completed.

Maintenance of Current Copies of Credentials

The Charter School will maintain current copies of all teacher credentials and they shall be readily available for inspection.

Minimizing Use of Teachers Holding Emergency Permits

Mary L. Booker Leadership Academy will take a very aggressive approach to ensure the minimal use of teachers holding Internship Credential or any other emergency permits. This will be accomplished through an ongoing recruitment process including career fairs, traditional and online marketing, and employee referrals to ensure candidates are fully informed of requirements to teach at the Charter School even from the early stages of their job search and application process.

Mary L. Booker Leadership Academy believes that professional development is the cornerstone for educational equity and academic achievement for all students. All professional development opportunities are designed in alignment with research-based guidelines.

Racial & Ethnic Balance

Staff racial and ethnic balance will comply with Federal laws requiring that no teaching staff be identified as intended for students of a particular race, color, or national origin.

Salaries and Benefits

The Board of Directors will set policies for salaries, benefits and annual work calendars of all employees. Mary L. Booker Leadership Academy is committed to equitable and just salaries and benefits for its employees. The Board will always consider matching and/or exceeding the salaries and benefits offered by the sponsoring district. It is the responsibility of the Head of School to ensure that the policies, as set by the Board of Directors, are followed and implemented. Mary L. Booker Leadership Academy will offer its own health benefits package. Mary L. Booker Leadership Academy will ensure that employee benefits are extended under the provisions of the Family Medical Leave Act (“FMLA”) and Labor Code Section 233 to all employees.

Element F: Health and Safety

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

Mary L. Booker Leadership Academy is committed to providing a safe and healthy environment in which every member of the Charter School community will learn and thrive. Toward this end, the Charter School will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts prior to the Charter School's opening. These policies will include, but not be limited to, the following:

- **Health and Wellness Policies**, including immunizations, health screenings, administration of medication, emergency epinephrine auto-injectors, blood-borne pathogens, a drug free and tobacco free campus, and the role of staff as mandated child abuse reporters; and
- **A Comprehensive Safety Plan**, including procedures for background checks, anti-discrimination and harassment policies, facility safety, and a disaster preparedness plan providing emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster.

Policies will be reviewed on an ongoing basis by the Board and the Charter School's insurance carrier, then updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. They will at all times comply with all SFUSD policies health and safety, as well as all state and federal laws.

The policies will be maintained on the school site and incorporated into the Student and Parent Handbook and the Employee handbooks. The Charter School shall ensure that staff are trained annually on the health, wellness, and safety policies and procedures.

HEALTH AND WELLNESS

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Vision, Hearing, And Scoliosis

Students shall be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Medication in School

The Charter School shall adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Epinephrine Auto-injectors

The Charter School shall adhere to Education Code Section 49414 regarding the provision and use of emergency epinephrine auto-injectors by trained office staff or volunteers at school.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug, Alcohol, and Smoke-free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Role of Staff as Mandated Child Abuse Reporters

All employees, including non-certificated and certificated staff, shall be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Nutrition

The Charter School is dedicated to promoting the health and wellness of its students. All students will have access to breakfast and lunch during the school day, with meals that are nutritious and meet all Federal Nutritional guidelines. The Charter School is in the process of evaluating food vendors, including Revolution Foods and Choice Lunch.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

SAFETY

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School will not employ any individual who has not completed a background check through the Department of Justice. In addition, the Charter School will not employ any individual, in either a certificated or classified position, who has been convicted of or has criminal proceedings pending for a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Head of School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

The following are the legal requirements before the first day of employment at the Charter School:

- A valid and current California State Teaching Credential for core academic teaching staff
- State and federal fingerprint clearance as required by law
- Criminal record summaries, which are maintained by the Head of School or designee in a confidential secured file separate from personnel files, as required under the law
- I-9 Employment Eligibility Verification form with a copy of driver's license and social security card, or other acceptable identification
- Complete W-4 & DE-4 Income Tax forms

- Proof of Tuberculosis risk assessment

In addition, volunteers who work on a frequent or prolonged basis will be required to fingerprinted and assessed (and examined, if necessary) for TB, pursuant to Charter School policy and applicable law. Applicants are responsible for any applicable fees.

Criminal record summaries and all other documentation relating to the criminal background check will be kept by the Charter School's custodian of records in locked, fire safe cabinets and will be kept confidential in accordance with the provisions of Education Code Sections 44237 and 45125.1.

Comprehensive Anti-discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

See **Appendix R** for our Title IX sexual harassment policy.

Facility Safety

The Charter School will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities). The Charter School maintains complete records documenting said compliance and maintains on file a copy of all facility inspection records.

Additionally, Mary L. Booker Leadership Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act ("AHERA"), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. The

Charter School will develop an Emergency Preparedness Handbook 60 days prior to the opening of the school. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, lockdown, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Community Outreach Plan

Mary L. Booker Leadership Academy will strive to achieve a racial and ethnic balance among its students that is reflective of the general population residing within San Francisco. Toward that end, Mary L. Booker Leadership Academy will engage in a yearly self-evaluation process to ensure that the Charter School is closely mirroring the demographics of the District so that adjustments can be made accordingly. We will develop a clear student recruitment plan to ensure that the Charter School is made available to all students across the SFUSD.

Mary L. Booker Leadership Academy will use a variety of free and volunteer strategies to communicate with local and hard-to-reach families, organizations, and community leaders to attempt to reach all racial and ethnic groups to achieve a racial and ethnic balance that is reflective of SFUSD using:

- **Brochures**
We will create brochures in English, Spanish, and Chinese, given the demographics in surrounding community, detailing our mission and vision for the Charter School and the community.
- **Digital Communication**
We will use a school website along with social media to ensure that we have constant communication with parents and the community. Our website will update the community on Board meetings, potential job openings, student's registration and more.
- **Community Meetings**
Mary L. Booker Leadership Academy will hold community meetings open to the general public, to inform and equip families to make a decision about enrolling their children in Mary L. Booker Leadership Academy. At each meeting, a Mary L. Booker Leadership Academy representative will collect interested family information, including name, address, telephone number and email address for future communications about student matriculation and other activities.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

The Board of Directors, with the advice of the leadership of Mary L. Booker Leadership Academy, shall determine all policies, processes, and procedures governing application, admission, and enrollment at Mary L. Booker Leadership Academy. All students attending Mary L. Booker Leadership Academy must follow the application, admission, and enrollment policies of Mary L. Booker Leadership Academy.

The application packet for admission to Mary L. Booker Leadership Academy shall include information that allows students and parents to be informed about Mary L. Booker Leadership Academy's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of Mary L. Booker Leadership Academy. Mary L. Booker Leadership Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

LEGAL ASSURANCES

As a non-sectarian, tuition-free public school, Mary L. Booker Leadership Academy will admit all grade-level eligible pupils who wish to attend up to the Charter School's capacity, within the minimum and maximum age requirements specified in applicable law in accordance with Education Code Section 47605(d)(2)(A). Mary L. Booker Leadership Academy will be a school of choice, and in compliance with Education Code Section 47605(f), no student will be required to attend Mary L. Booker Leadership Academy. Mary L. Booker Leadership Academy shall be open to all students at the appropriate grade levels who wish to attend. Admission eligibility will not be determined by the place of residence of a pupil within the state, except as otherwise required by law. If the number of students who wish to attend Mary L. Booker Leadership Academy exceeds Mary L. Booker Leadership Academy's capacity, admission to Mary L. Booker Leadership Academy shall be determined by public random drawing in accordance with the admission preferences specified below.

There shall be no admission testing or other evaluation required of any applicant. Mary L. Booker Leadership Academy shall not charge an application fee, nor shall it charge tuition. Mary L. Booker Leadership Academy will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of Mary L. Booker Leadership Academy's required educational activities. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Mary L. Booker Leadership Academy shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

PUBLIC RANDOM DRAWING AND ADMISSION PREFERENCES

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Open application deadlines, which will normally be in the winter for admission the following school year, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend Mary L. Booker Leadership Academy exceeds Mary L. Booker Leadership Academy's capacity, attendance, the Charter School shall hold a public random drawing (or "lottery") to determine admission for each impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. In accordance with Education Code Section 47605(d)(2), Mary L. Booker Leadership Academy shall offer admission preferences to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School or siblings of graduates of the Charter School, residing within the boundaries of the District.
2. Children of teachers and staff currently employed at Mary L. Booker Leadership Academy (not to exceed 10% of enrollment).
3. Students who are eligible for Free and Reduced Priced Meals (FRPM) and reside within the district.
4. Students who are currently enrolled in elementary schools in the Bayview or the Mission.
5. Students who are currently enrolled in the public elementary school and students who reside in the elementary school attendance area where the Charter School site is physically located (for purposes of the Charter School Facility Grant Program)
6. Residents of the District
7. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Head of School). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the

lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random 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 public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process at least two weeks prior to the public random drawing date. The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Families do not have to be present to participate in the lottery. The lottery drawing will be held on the Charter School facilities or in a public space large enough to accommodate all who are interested. Mary L. Booker Leadership Academy will ensure that the lottery process will be:

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process

Our extensive outreach and recruiting efforts will ensure that the applicants and those in the lottery will reflect the demographics of the Bayview and the Mission including underserved populations. (Please see outreach and recruiting plan above in Element G.)

ENROLLMENT PROCEDURES

Following admission to Mary L. Booker Leadership Academy, parents/guardians will be asked to complete the following forms and provide the following information:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements;
- Release of records;
- A copy of any existing Student Study Team evaluations and recommendations for the student;
- A copy of any existing 504 or Individualized Education Program.

Admission tests will not be required; however, assessments may be administered following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students' reading, writing and math skills.

In addition, parental involvement will not be required for admission to Mary L. Booker Leadership Academy. All printed material for admission to the Charter School will include language that states that parental involvement is not required for admission.

FULL ENROLLMENT

One of our many purposes for opening Mary L. Booker Leadership Academy is to provide an excellent school option for students in Southeast San Francisco. It is the intention of Mary L. Booker Leadership Academy to remain fully enrolled throughout the school year. If a student transfers during the school year, the expectation will be to enroll additional students until the school is at capacity.

NON-DISCRIMINATION

Mary L. Booker Leadership Academy shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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 any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Mary L. Booker Leadership Academy may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admission preferences set forth in this Charter.

Mary L. Booker Leadership Academy shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Homeless and Foster Youth

Mary L. Booker Leadership Academy shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Mary L. Booker Leadership Academy shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Mary L. Booker Leadership Academy is open to enroll and provide services for all students and shall provide a standard District contact number for access to additional information regarding enrollment. Mary L. Booker Leadership Academy shall comply with all applicable provisions of Education Code Sections 48850–48859.

Family Educational Rights and Privacy Act (“FERPA”)

Mary L. Booker Leadership Academy, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act and Education Code Section 49060 *et seq.* at all times.

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of Mary L. Booker Leadership Academy will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Mary L. Booker Leadership Academy will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

Mary L. Booker Leadership Academy will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA, an educational institution audit experience, and will be approved by the State Controller on its published list as an educational audit provider. The auditor will verify the accuracy of Mary L. Booker Leadership Academy's financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the State Controller, and to the CDE by the 15th of December of each year. The Head of School and the financial services provider, along with the Finance Committee (of the Board), if any, will review any audit exceptions or deficiencies, and report them to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of Mary L. Booker Leadership Academy is public record to be provided to the public upon request.

The cost of the audit will be a fixed cost in the annual budget to ensure Mary L. Booker Leadership Academy is able to comply with this requirement.

ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

***Governing Law:** The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Mary L. Booker Leadership Academy is committed to creating a safe, supportive and inclusive school environment using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. Mary L. Booker Leadership Academy draws best practices from the International Institute for Restorative Practices and provides ongoing trainings on restorative practices to faculty throughout the school year.

In cases where suspension or expulsion are necessary, Mary L. Booker Leadership Academy will follow a comprehensive set of suspension and expulsion policies which are listed below and will ensure that the due process rights of students are met. The policies will be printed and distributed as part of the Charter School's Student and will clearly describe Mary L. Booker Leadership Academy's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

SUSPENSION AND EXPULSION PROCEDURES

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies including suspension and expulsion.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Mary L. Booker Leadership Academy. In creating this policy, Mary L. Booker Leadership Academy has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* Mary L. Booker Leadership Academy is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Such modifications may be made without the need to amend the charter so long as the amendments comport with legal requirements.

At Mary L. Booker Leadership Academy, we are a community; we are inclusive and supportive of every student. Our approach to student discipline is to develop the relationships between each community member to create a school environment that is welcoming. We have developed schoolwide behavioral expectations for all community members using the three R's: be respectful, responsible and reflective. We believe in simple, universal rules that students and staff can live by. Our expectation is that all community members at Mary L. Booker Leadership Academy will follow our norms.

Respectful-Students will respect themselves, their peers and staff members

Responsible-Students will take ownership of their education.

Reflective-Students will be reflective of their actions and the impact it has on the community.

We also recognize that there will be times when students require additional behavioral support. In these cases, we will focus on both proactive and restorative practices to create a community that both prevents, and when necessary, resolves conflict within the community.

Example of our proactive practices:

- Social-Emotional Learning- Students and staff will work through curriculum that focuses on their personal growth both socially and emotionally.
- Circles-Our weekly circles are a set, structured time that emphasizes development between students and staff. Students and staff discuss their lives, how they are feeling and what the student/staff member is looking forward to in the future.
- Personalized Learning Profile-If a student requires support outside of school, our PLP's ensure that students are able to stay on track academically.

Examples of restorative practices that will be used before suspension when possible:

- Restorative Conversation-When harm has been created whether students-to-student, student-to-staff or staff-to-staff, we believe in structured conversation that seek to repair the harm that may have been made.

- Alternative Learning Studio-When necessary, students can work in an alternative learning studio environment that allows for the student to remove themselves from a situation that may not be conducive to their learning.
- MLBLA Peer Support- A student may be partnered with a peer who can provide support when needed.

When the policy is violated, however, it may be necessary to suspend or expel a student from regular classroom instruction. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide safety for students, staff, and visitors to Mary L. Booker Leadership Academy and serves the best interests of Mary L. Booker Leadership Academy's pupils and their parents/guardians. This policy shall serve as Mary L. Booker Leadership Academy'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.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be distributed as part of the Student and Family Handbook which is sent to each student at the beginning of the school year.

Mary L. Booker Leadership Academy 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 Procedures are available on request at the Head of School'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.

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.

A student identified as an individual with disabilities or for whom Mary L. Booker Leadership Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") 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 general education students except when federal and state law mandates additional or different procedures. Mary L. Booker Leadership Academy will follow 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 Mary L. Booker Leadership Academy 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions before the effective date of the action. If the pupil's parent, guardian or educational rights holder initiates the procedures specified below for suspensions, the pupil shall remain in the Charter School and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.
 - e. Committed or attempted to commit robbery or extortion.
 - f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i. Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. 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.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. 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.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and

reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Mary L. Booker Leadership Academy.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a

profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, 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 Head of School or designee’s concurrence.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.

- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 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.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Committed an obscene act.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- k. 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.
- l. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- m. 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.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an

immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Mary L. Booker Leadership Academy.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Head of Schools or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearmsilencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses

Suspension Procedures

At Mary L. Booker Leadership Academy, all students have a right to due process pursuant to state and federal law.

Suspensions shall be initiated according to the following procedures:

1. Hearing Procedures

Suspension shall be preceded, if possible, by a conference conducted by the Head of School or the Head of School's designee with the student and his or her parent and, whenever practical, the teacher, or Charter School employee who referred the student to the Head of School or designee.

The conference may be omitted if the Head of School or designee determines that an emergency exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). The conference must take place within two (2) school days of the suspension, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Head of School or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

If the school seeks to expel the pupil, the pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing based on 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. In such instances when Mary L. Booker Leadership Academy has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents.

Student Work/Homework During Out-Of-School Suspension

Whenever possible, Mary L. Booker Leadership Academy tries to avoid assigning out-of-school suspensions to students. We do not believe that removing a student from the Charter School community and denying them access to curriculum or instruction is aligned to our vision or is an appropriate strategy to redirect unwanted behaviors. As such, in-school suspension is more commonly assigned allowing students to not only complete assignments but also continue to receive instruction. When out-of-school suspensions must be assigned, Mary L. Booker Leadership Academy compiles a series of assignments (consistent with the daily hour requirements of independent study) that allows students to complete missing/incomplete assignments and practice previously taught skills. These assignments are turned in upon completion of the suspension.

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it, or by the Board upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and of the pupil nor a Board member. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School or designee determines that the pupil has committed an expellable offense.

Charter School will provide timely, written notice of the charges against the student and an explanation of the student's basic rights.

Within a five (5) school days, the school will hold a hearing adjudicated by a neutral officer, at which the student has a fair opportunity to present testimony, evidence, and witnesses, to confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written or oral notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Mary L. Booker Leadership Academy's disciplinary rules, which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

Mary L. Booker Leadership Academy may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by Mary L. Booker Leadership Academy or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Mary L. Booker Leadership Academy must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Involuntary Student Disenrollment, Dismissal, or Transfer

- At Mary L. Booker Leadership Academy, no student will be involuntarily disenrolled, expelled or dismissed by the Charter School for any reason unless the parent or guardian has been provided written notice of the intent to remove the student at least five schooldays before the effective date.
- The written notice will be in the student's native language and inform him or her of the rights to initiate hearing procedures.
- Notice will be provided by the Head of School or Head of School designee. Written notice will be given to the student as well as mailed to the student's address.
- If a student's parent or guardian initiates the hearing procedures, the student will remain enrolled until the charter school issues a final decision.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Head of School or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense committed by the student; and
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with Mary L. Booker Leadership Academy.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- a. The student's name; and
- b. The specific expellable offense committed by the student.

Disciplinary Records

Mary L. Booker Leadership Academy shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from Mary L. Booker Leadership Academy as the Charter School Board of Directors' decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to program in their school district of residence. Mary L. Booker Leadership Academy shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from Mary L. Booker Leadership Academy 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 should include a date not later than one year from the date of expulsion when the pupil may reapply to Mary L. Booker Leadership Academy for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Head of School or designee and the pupil and parent/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 Head of School or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Mary L. Booker Leadership Academy's capacity at the time the student seeks readmission.

Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA (or District, if Mary L. Booker Leadership Academy is a School of the District for purposes of special education).

The Charter School shall immediately notify the SELPA (or District) and coordinate the procedures in this policy with the SELPA (or District) of the discipline of any student with a disability or student who the Charter School or the SELPA (or District) would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education

curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Mary L. Booker Leadership Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Mary L. Booker Leadership Academy, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Mary L. Booker Leadership Academy, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Mary L. Booker Leadership Academy had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Mary L. Booker Leadership Academy agree to a change of placement as part of the modification of the behavioral intervention plan.

If Mary L. Booker Leadership Academy, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then Mary L. Booker Leadership Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Mary L. Booker Leadership Academy believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Mary L. Booker Leadership Academy, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Mary L. Booker Leadership Academy agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Mary L. Booker Leadership Academy personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated Mary L. Booker Leadership Academy's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Mary L. Booker Leadership Academy had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the child is in need of special education and related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other supervisory personnel of the Charter School.

If Mary L. Booker Leadership Academy knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Mary L. Booker Leadership Academy had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Mary L. Booker Leadership Academy shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by Mary L. Booker Leadership Academy pending the results of the evaluation.

Mary L. Booker Leadership Academy shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT K: RETIREMENT BENEFITS

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

Mary L. Booker Leadership Academy shall provide total compensation to employees that is competitive with other private and public schools in the San Francisco area for comparably qualified and experienced employees to ensure the successful recruitment of employees that enable the Charter School to fulfill its mission and goals. Specific salaries and stipends shall be identified within the individual work agreements. The Head of School, in consultation with the Board of Directors, will develop a salary band for the Charter School. Administrative and staff salaries will be set at the discretion of the Head of School based on the candidate's experience and responsibilities. The salary of the Head of School will be set by the Board of Directors, to generally follow the same methods as for all other staff.

BENEFITS

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security shall be provided by Mary L. Booker Leadership Academy, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement.

RETIREMENT

Mary L. Booker Leadership Academy plans to provide all employees with a 403(b) retirement plan or similar to all employees, along with an employer match. All employees shall also participate in federal social security. Mary L. Booker Leadership Academy reserves the right to offer other retirement plans to employees, including but not limited to the State Teachers' Retirement System and the Public Employees' Retirement System, pursuant to policies that may be adopted by the Board of Directors. Mary L. Booker Leadership Academy will make all contributions that are legally required of the employer. While retirement reporting will be contracted out to a qualified service provider, the Head of School will be responsible for ensuring that such retirement coverage is arranged for all employees.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend Mary L. Booker Leadership Academy. Students who reside within the District who choose not to attend Mary L. Booker Leadership Academy may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents or guardians of each pupil enrolled in Mary L. Booker Leadership Academy shall be informed on admissions forms that students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Mary L. Booker Leadership Academy, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at Mary L. Booker Leadership Academy. All employees of Mary L. Booker Leadership Academy shall be considered the exclusive employees of Mary L. Booker Leadership Academy and not any school district or the SFUSD unless otherwise mutually agreed in writing. Employees of the District who choose to leave the employment of the District to work at Mary L. Booker Leadership Academy will have no automatic rights of return to the District after employment by the Charter School, unless specifically granted by the District through a leave of absence or other agreement, and shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law. Mary L. Booker Leadership Academy shall not have any authority to confer any rights to return on District employees.

Sick or vacation leave or years of service credit at the SFUSD or any school district shall not be transferred to Mary L. Booker Leadership Academy. Employment by Mary L. Booker Leadership Academy provides no rights of employment at any other entity, including any rights in the case of closure of Mary L. Booker Leadership Academy.

ELEMENT N: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

The Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

If the District determines that a violation of the Charter or law may have occurred, or a problem has arisen related to the operation of Mary L. Booker Leadership Academy or the District's oversight obligations, or a dispute otherwise arises between the District and Mary L. Booker Leadership Academy, the following procedures shall be followed to resolve the dispute. During the pendency of any dispute, neither party will make public comments regarding the dispute.

1. Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, District will provide written notification of the violation or issue. The date that this notice is sent shall be the "Notice Date." Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the Mary L. Booker Leadership Academy representative will be the Head of School or the Head of School's designee. If the dispute is not resolved at this meeting, the parties will proceed to step 3.
3. The District shall send written notification to Mary L. Booker Leadership Academy summarizing the result of the meeting held pursuant to Step 2 and setting forth the violation or issue and demanding that it be cured. The District shall provide Mary L. Booker Leadership Academy a reasonable amount of time, not to exceed thirty (30) calendar days, or such longer period as is agreed to in writing between both parties, after the date such written notice is sent to cure the violation or issue. All periods of time from the Notice Date through the completion of this formal time given for cure (as well as any time during which any informal attempts at resolution are undertaken by the parties), shall constitute the reasonable cure period required by Education Code section 47607 prior to revocation of a charter. If the violation or issue is not cured within this time period, the parties will proceed to Step 4.

4. The District may commence revocation of the charter and/or other appropriate action in accordance with Education Code Section 47607 and 5 CCR 11698.5.2 or other applicable law.
5. The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.
6. In the event of a dispute raised by Mary L. Booker Leadership Academy against the District over the terms of the Charter, Mary L. Booker Leadership Academy shall put the dispute in writing to the Superintendent or designee, and the District Superintendent or designee shall meet with the Head of School or the Head of School's designee to seek resolution within two weeks of receiving the written complaint.
7. If no resolution is reached after this meeting, the Superintendent and Head of School, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Head of School, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School.
8. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Should any section of this dispute resolution procedure come into conflict with District policies or procedures after the petition is approved, Mary L. Booker Leadership Academy is amenable to accommodating such changes through a mutually agreed upon Memorandum of Understanding.

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 mail, two (2) business days after deposit in the U.S. Mail.

INTERNAL DISPUTES

Mary L. Booker Leadership Academy shall have an internal dispute resolution process to be used for all internal disputes related to Mary L. Booker Leadership Academy's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at Mary L. Booker Leadership Academy will be provided with a copy of Mary L. Booker Leadership Academy's policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law to Mary L. Booker Leadership Academy.

ELEMENT O: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of Mary L. Booker Leadership Academy will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

Mary L. Booker Leadership Academy will promptly notify parents and students of Mary L. Booker Leadership Academy, the District, Mary L. Booker Leadership Academy's SELPA, the retirement systems in which Mary L. Booker Leadership Academy's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Mary L. Booker Leadership Academy will ensure that the notification to the parents and students of Mary L. Booker Leadership Academy of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close Mary L. Booker Leadership Academy.

Mary L. Booker Leadership Academy will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Mary L. Booker Leadership Academy will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. Mary L. Booker Leadership Academy will ask the District to store original records of Mary L. Booker Leadership Academy students. All student records of Mary L. Booker Leadership Academy shall be transferred to the District upon Mary L. Booker Leadership Academy's closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities, except for records and/or assessment results that the charter may require to be transferred to a different entity, in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. Mary L. Booker Leadership Academy will also have an independent audit completed within six months

after closure of the Charter School. This audit may serve as the annual audit of the Charter School. Mary L. Booker Leadership Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Mary L. Booker Leadership Academy and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Mary L. Booker Leadership Academy.

Mary L. Booker Leadership Academy will complete and file any annual reports required pursuant to Education Code section 47604.33. This includes: preliminary budgets; interim financial reports; second interim financial reports; and, final unaudited reports

On closure of Mary L. Booker Leadership Academy, all assets of Mary L. Booker Leadership Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Mary L. Booker Leadership Academy, remain the sole property of the Charter School, and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Mary L. Booker Leadership Academy's closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Mary L. Booker Leadership Academy shall remain solely responsible for all liabilities arising from the operation of Mary L. Booker Leadership Academy.

As the Charter School is operated as a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget Narrative, Mary L. Booker Leadership Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

BUDGETS AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

FINANCIAL REPORTING

See **Appendix O** for copies of the following documents:

- Budget narrative
- 5-Year Budget, including startup costs
- Financial projections and Cash Flows for Years 1-3

These documents are based upon the best data available to the petitioners at this time.

Mary L. Booker Leadership Academy shall provide reports to the District as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, a local control and accountability plan and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of Mary L. Booker Leadership Academy's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
2. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all Mary L. Booker Leadership Academy's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP. Mary L. Booker Leadership Academy will utilize attendance accounting procedures that satisfy requirements for SFUSD, SCCOE, and CDE. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures as required by the District.

Mary L. Booker Leadership Academy agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, Mary L. Booker Leadership Academy shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

FISCAL AUTONOMY

Mary L. Booker Leadership Academy will be a fiscally independent, directly funded charter school.

Mary L. Booker Leadership Academy will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The business philosophy of Mary L. Booker Leadership Academy is entrepreneurial and community-based.

Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a “do more with less” and “in the best interest of the student’s test.

BUDGET DEVELOPMENT

Budget development will begin each year immediately following the January announcement of the Governor’s K-12 State Budget Proposals and be continually refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with Mary L. Booker Leadership Academy’s goals as identified by the Board. A year-end estimate of actuals and interim reports will be submitted as well.

The Head of School shall submit an annual budget to the Board of Directors during the spring of each year.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, Mary L. Booker Leadership Academy will adhere to the schedule created by the authorizer.

The Head of School and financial services provider will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year. The Head of School and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow.

The Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls. These policies shall ensure that the internal control mechanisms address

legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, and budget development, financial reporting, property management and procurement. Financial records will be regularly maintained and a financial report prepared for every meeting of the Board of Directors.

INSURANCE

Mary L. Booker Leadership Academy will acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of Mary L. Booker Leadership Academy. Currently, numerous California charter schools are covered by CharterSAFE, which offers comprehensive insurance to charter schools. It is Mary L. Booker Leadership Academy's intention to secure coverage with this provider, unless a more prudent option is discovered. The District Board of Education shall be named as an additional insured on all policies of Mary L. Booker Leadership Academy. Prior to opening, Mary L. Booker Leadership Academy will provide evidence of the above insurance coverage to the District.

Mary L. Booker Leadership Academy shall furnish to the District all new policies inception, 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.”

ADMINISTRATIVE SERVICES

Governing Law: *The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. The Head of School will assume the lead responsibility for financial matters at the Charter School under the policies adopted and oversight provided by the Charter School's Board of Directors.

MLBLA intends to contract with EdTec for back office support, including management of the Charter School's financial operations. EdTec provides sound assistance and guidance in a variety of areas critical to charter school management for over 100 charter schools in California.

The Head of School will work with EdTec for back office support provider/financial services provider to manage the school's financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws. Mary L. Booker Leadership Academy and

its contracted business services provider will employ all Generally Accepted Accounting Principles (GAAP).

At any time, Mary L. Booker Leadership Academy may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between Mary L. Booker Leadership Academy and the District and subject to District availability and willingness to provide such services.

OVERSIGHT

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of Mary L. Booker Leadership Academy not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of Mary L. Booker Leadership Academy not to exceed 3% of the Charter School's revenue if Mary L. Booker Leadership Academy is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time.

FACILITIES

Governing Law: The facilities to be utilized by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

Mary L. Booker Leadership Academy will operate within the boundaries of San Francisco Unified School District. Mary L. Booker Leadership Academy wishes to be located in Southeast San Francisco. This location is ideal for the student population the Charter School seeks to serve.

When Mary L. Booker Leadership Academy is at full capacity, we will have 420 students. This will require a facility that has 29,400-42,000 square feet. Within the school, the Charter School will need at least 22 classrooms to serve all students. In each classroom, the Charter School will need 750-960 square feet. In addition, Mary L. Booker Leadership Academy will need a multipurpose room, gymnasium, a cafeteria as well as office space for non-instructional staff.

While Mary L. Booker Leadership Academy will seek to locate a private facility, it is the intention of the Charter School to exercise the right under Prop 39 to secure a facility. It is the intention of the Charter School to identify a location that will meet the needs of the Charter School and the community.

The site will secure a Certificate of Occupancy at least 45 days prior to the opening of the Charter School or as otherwise agreed upon by Mary L. Booker Leadership Academy and the District.

POTENTIAL CIVIL LIABILITY EFFECTS

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

Mary L. Booker Leadership Academy shall be operated by a California nonprofit public benefit corporation, Mary L. Booker Leadership Academy. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to the Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Mary L. Booker Leadership Academy, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Mary L. Booker Leadership Academy as long as the District has complied with all oversight responsibilities required by law. Mary L. Booker Leadership Academy shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Mary L. Booker Leadership Academy.

Further, Mary L. Booker Leadership Academy intends to enter into a memorandum of understanding with the District, wherein Mary L. Booker Leadership Academy shall indemnify the District for the actions of Mary L. Booker Leadership Academy under this charter.

The corporate bylaws of Mary L. Booker Leadership Academy shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and Mary L. Booker Leadership Academy's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Mary L. Booker Leadership Academy.

The Charter School Board will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CHARTER TERM, RENEWAL, AND REVOCATION

The term of this charter shall be for five years beginning July 1, 2019 and expiring on June 30, 2024. Mary L. Booker Leadership Academy will comply with all processes and timelines set forth by the District and state law for charter renewal.

Renewal of this charter petition shall be considered in accordance with Education Code Section 47607 and its implementing regulations.

The District may revoke the charter of Mary L. Booker Leadership Academy in accordance with Education Code Section 47607 and its implementing regulations.

AUXILIARY SERVICES

Dependent on facility lease requirements, Mary L. Booker Leadership Academy will outsource maintenance/custodial duties, including major repairs, pest control, janitorial services, and landscaping to vendors qualified to perform such functions. The Charter School will conduct annual reviews to ensure all auxiliary services are safe and developing appropriate policies to ensure the safety of students, staff, and guests.

TRANSPORTATION

Except as may be required by an individualized education program under the IDEA, or as otherwise required by law, Mary L. Booker Leadership Academy will not be responsible for the transportation of pupils to and from school.

FOOD SERVICES

The Charter School will contract with a provider for our students eligible for FRPM. The Charter School will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State.

CONCLUSION

The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- A. Improve pupil learning.
- B. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- C. Encourage the use of different and innovative teaching methods.
- D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- E. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- F. Hold the schools established under this part accountable for meeting measurable pupil outcomes and provide the schools with a method to change from rule-based to performance-based accountability systems.
- G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By authorizing this charter, the San Francisco Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools.

The Petitioners are eager to work independently yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2019 through June 30, 2024.

APPENDICES