



[SARC Home](#) » Los Angeles Leadership Academy

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card

Reported Using Data from the 2019–2020 School Year

California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Cynthia Cuprill, Principal

- Principal, Los Angeles Leadership Academy

About Our School

Dear LALA stakeholders,

Welcome to Los Angeles Leadership Academy High School for the 2019-2020 school year! This marks my 6th year as Principal of Los Angeles Leadership Academy High School and it is an honor to continue serving this community which I love so much. Last school year was an especially challenging and memorable year for us. However, I have great memories of unprecedented levels of collaboration and dedication between staff, students, parents, and community members in order to finish our year with success. Some of the highlights include a high graduation and college acceptance rate for our seniors, reduced school suspensions, an amazing overnight college trip to Northern California, increased English and Math CAASPP proficiency rates, our athletic team being granted full CIF membership, and over 80% of our staff choosing to return to work at LALA High School. In addition, this year was very special for me because my oldest son, Alexi, graduated from Los Angeles Leadership Academy High School and was accepted to several colleges of his choice. During the years he attended LALA, he was welcomed by the community, made strong friendships, learned a lot through the academic and athletic programs, and matured into a young man with goals and purpose. As a Principal and as a parent I am very grateful for last school year's experiences and accomplishments. This new school year, I look forward to working with the seniors of the Class of 2020. The Class of 2020 is an exceptional group of students and they will experience many exciting challenges. Each student will begin making life impacting choices about his / her academic and professional goals, completing challenging senior and college level coursework, managing time between academics, athletics, work, and personal time, and many will even have the opportunity and honor to vote for the first time. The Class of 2021 and 2022, will begin to experience a new level of understanding and maturity that will help them improve behavior and academic focus. These developmental changes from teen to young adult are difficult but very impressive and definitely life-altering. The Class of 2023, our youngest students, will begin a major transition that requires a lot of patience, guidance, and encouragement from all of us. We are continuously working to establish more support for them to ensure a structured and positive transition. Be assured that at Los Angeles Leadership Academy High School staff members and I will get to know every one of your children and collaborate with you to provide the academic and personal guidance each child needs, as if he / she were our own child. Also, I want to see you, hear from you, and work with you, OFTEN. It is my goal to increase community collaboration to meet our school's goals. Please make yourselves available to assist your child and support our school. There are many ways that you can provide the school with support. It takes a village to raise a child, and I am confident that with our community's strong work ethic, our commitment to education, and our love for our children we can collaborate to ensure that all of our students are well prepared to fulfill their goals. It is OUR purpose and joy to witness all OUR children succeed.

Cynthia Cuprill

High School Principal | Bienvenidos a la escuela secundaria Los Angeles Leadership Academy para el año escolar 2019-2020! Este marca mi sexto año como Directora y es un honor continuar sirviendo a esta comunidad que amo tanto. El año pasado fue un año especialmente desafiante y memorable para nosotros. Pero tengo excelentes recuerdos de niveles de colaboración y dedicación sin precedentes entre el personal, los estudiantes, los padres y los miembros de la comunidad para terminar nuestro año con éxito. Algunos de los aspectos más destacados incluyen un alto índice de graduación y aceptación universitaria para nuestros estudiantes de la clase graduanda, mejor comportamiento y reducciones en las suspensiones escolares, un asombroso viaje universitario al norte de California, un aumento en los índices de competencia en inglés y matemáticas CAASPP, a nuestro equipo atlético se le ha otorgado la membresía CIF total, y más del 80% de nuestro personal eligió regresar a trabajar en LALA High School. Además, este año fue muy especial para mí porque mi hijo mayor, Alexi, se graduó de LALA y fue aceptado en varias universidades de su elección. Durante los años en que asistió a LALA, fue recibido por la comunidad, hizo amistades sólidas, aprendió mucho a través de los programas académicos y atléticos, y maduró hasta convertirse en un hombre joven con metas y propósitos. Como directora y como madre, estoy muy agradecida por las experiencias y logros del último año escolar. Este nuevo año escolar, espero trabajar con los estudiantes del último año de la Clase del 2020. La

Clase del 2020 es un grupo excepcional de estudiantes y experimentarán muchos desafíos emocionantes. Cada estudiante comenzará a tomar decisiones impactantes en la vida acerca de sus metas académicas y profesionales, completando cursos desafiantes de nivel universitario y superior, administrando el tiempo entre académicos, atletismo, trabajo y tiempo personal, y muchos incluso tendrán la oportunidad y el honor de votar por primera vez. Las Clases de el 2021 y 2022 comenzarán a experimentar un nuevo nivel de comprensión y madurez que les ayudará a mejorar el comportamiento y el enfoque académico. Estos cambios en el desarrollo de adolescentes a adultos jóvenes son difíciles pero muy impresionantes y definitivamente alteran la vida. La clase de 2023, nuestros estudiantes más jóvenes, comenzarán una transición importante que requiere mucha paciencia, orientación y aliento de todos nosotros. Estamos trabajando continuamente para establecer más apoyo para garantizar una transición estructurada y positiva. Tenga la seguridad de que los miembros del personal de la escuela secundaria Los Angeles Leadership Academy y yo conoceremos a cada uno de sus hijos y colaboraremos con usted para proporcionarle la orientación académica y personal que cada niño necesita, como si fueran nuestros propios hijos. Además, quiero verlos, escucharlos y trabajar con ustedes, a menudo. Mi objetivo es aumentar la colaboración de la comunidad para cumplir con los objetivos de nuestra escuela. Por favor estén disponibles para ayudar a sus hijos / hijas y apoyara nuestra escuela. Hay muchas maneras en que pueden proporcionar apoyo. Se necesita una aldea para criar a un niño, y confío en que con la sólida ética de trabajo de nuestra comunidad, nuestro compromiso con la educación, y nuestro amor por nuestros niños, podemos colaborar para garantizar que todos nuestros estudiantes estén bien preparados para cumplir sus objetivos. Es NUESTRO propósito y alegría ser testigos de el éxito de todos NUESTROS niños.

Cynthia Cuprill

Directora de Secundaria

MS Principals Message 2019-2020

Greetings and welcome to Los Angeles Leadership Academy, the home of the Lions! My name is Betsy Felix and I am excited to serve as your middle school principal. It is with great pleasure that I welcome you to the 2019-2020 school year. In serving as the principal I believe it is important to build a trusting relationship with the students, staff, and families. We embark on this journey with a pledge to our students, parents, and our community members that this will be a year of engaging, meaningful and rigorous work in our classrooms, combined with special events, a plethora of extracurricular clubs, PBIS activities, and athletic teams certain to encourage our Lions to be involved and stay connected!

Los Angeles Leadership Academy is committed in supporting students achieve academic excellence in an environment that will empower them to become innovative thinkers, creative problem solvers, confident independent and ethical life-long learners. Our school will continue to implement school-wide Positive Behavioral Interventions and Supports (PBIS) to create and maintain a safe and effective learning environment through recognitions and activities. Our school wide expectations remain...

Show Respect . . . Be Positive . . . Do Your Best!

I look forward to meeting you and partnering with you as we support your child's academic and overall growth at Los Angeles Leadership Academy.

Respectfully,

Betsy Felix

¡Saludos y bienvenidos a La Academia de Liderazgo de Los Ángeles, el hogar de los Leones! Mi nombre es Betsy Felix y estoy contenta de servir como directora de la escuela intermedia. Es un gran placer darle la bienvenida al año escolar 2019-2020. Al servir como directora, creo que es importante construir una relación de confianza con los estudiantes, el personal y las familias. Nos embarcamos otro año con el compromiso de usted, nuestros estudiantes y padres, que este será un año de trabajo diligente, significativo y riguroso en nuestras aulas, combinado con eventos especiales y una plétora de clubes extracurriculares y actividades de PBIS, y equipos atléticos ¡Seguro de alentar a nuestros Leones a participar y mantenerse conectados!

La Academia de Liderazgo de Los Ángeles se compromete a apoyar a los estudiantes a alcanzar la excelencia académica en un entorno que los capacitará para convertirse en pensadores innovadores, solucionadores de problemas creativos, estudiantes independientes y éticos seguros de por vida. Nuestra escuela continuará implementando intervenciones y apoyos conductuales positivos (PBIS) en toda la escuela para crear y mantener un ambiente de aprendizaje seguro y efectivo a través de reconocimientos y actividades. Nuestras expectativas a nivel escolar permanecen:

Muestra respeto . . . Ser positivo . . . ¡Haz tu mejor esfuerzo!

Espero conocerlo y asociarme con usted mientras apoyamos el crecimiento académico y general de su hijo/a en La Academia de Liderazgo de Los Ángeles.

Atentamente,
Betsy Felix

Contact

Los Angeles Leadership Academy
234 East Avenue 33
Los Angeles, CA 90031-1937

Phone: 323-227-7719

Email: ccuprill@laleadership.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
Email Address	austin.beutner@lausd.net
Website	www.lausd.net

School Contact Information (School Year 2020–2021)	
School Name	Los Angeles Leadership Academy
Street	234 East Avenue 33

City, State, Zip	Los Angeles, Ca, 90031-1937
Phone Number	323-227-7719
Principal	Cynthia Cuprill, Principal
Email Address	ccuprill@laleadership.org
Website	http://laleadership.org
County-District-School (CDS) Code	19647331996610

Last updated: 1/22/2021

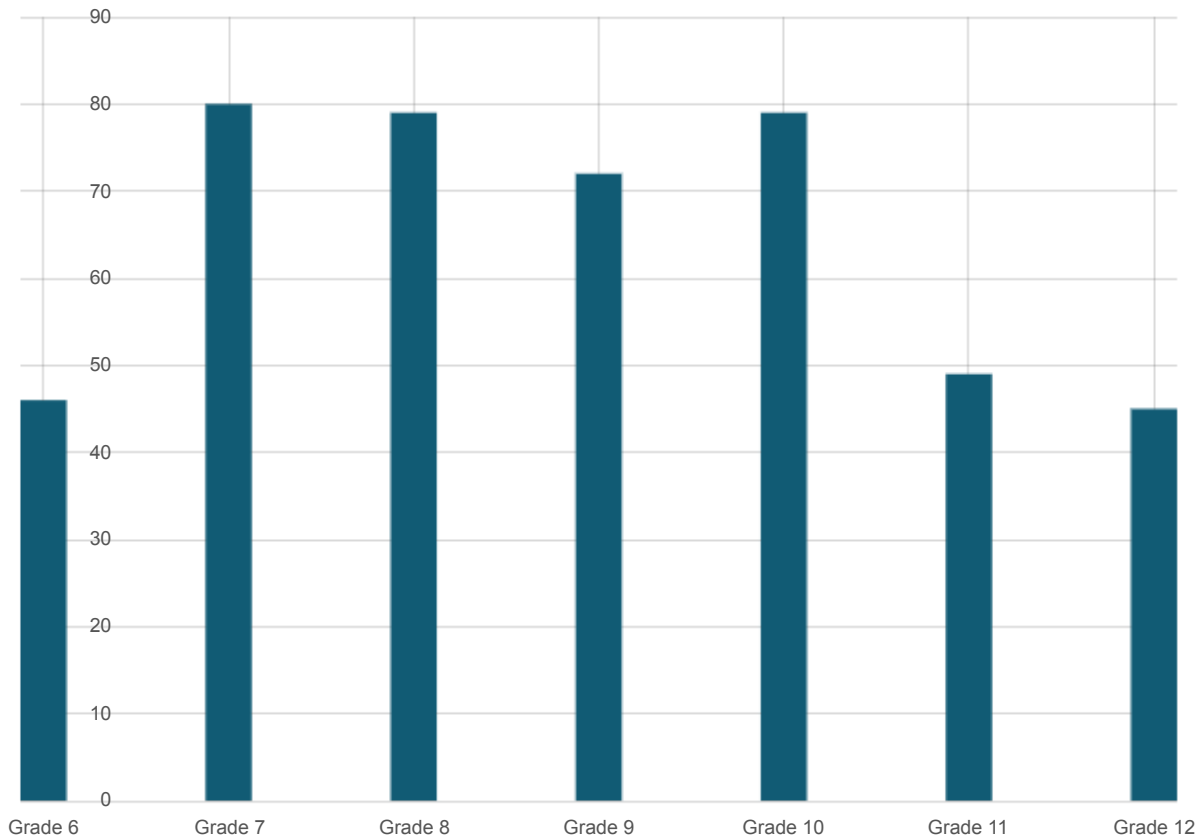
School Description and Mission Statement (School Year 2020–2021)

The Los Angeles Leadership Academy prepares urban students to succeed in college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated curriculum challenges students to think critically and creatively. Supportive relationships among students, staff, and families promote a community of well-rounded learners through attention to students' individual needs and interests. Students develop leadership skills by taking action on important social issues in a process of reflection, research, skill development, and community partnership. Our mission is to create for all students, including economically disadvantaged students and English language learners, an environment where they will experience improved expectations of future outcomes, reduced stress levels, and an abiding sense of self-efficacy.

Last updated: 1/22/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Number of Students	46	80	79	72	79	49	45	450



Last updated: 1/22/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latin
Percent of Total Enrollment	0.60 %	0.40 %	3.60 %	0.20 %	91.50 %
◀ ▶					
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	H
Percent of Total Enrollment	72.50 %	20.40 %	9.10 %	0.40 %	
◀ ▶					

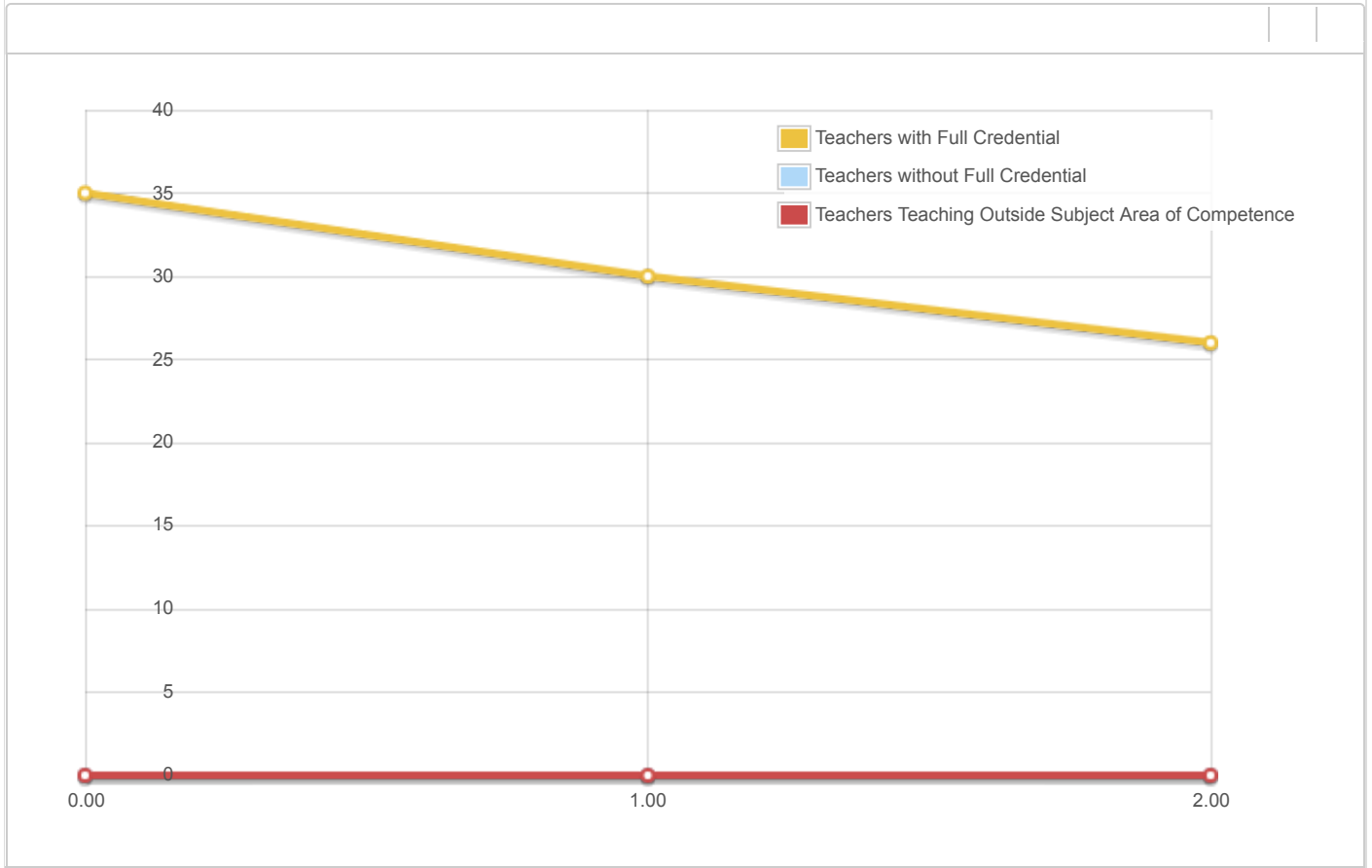
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

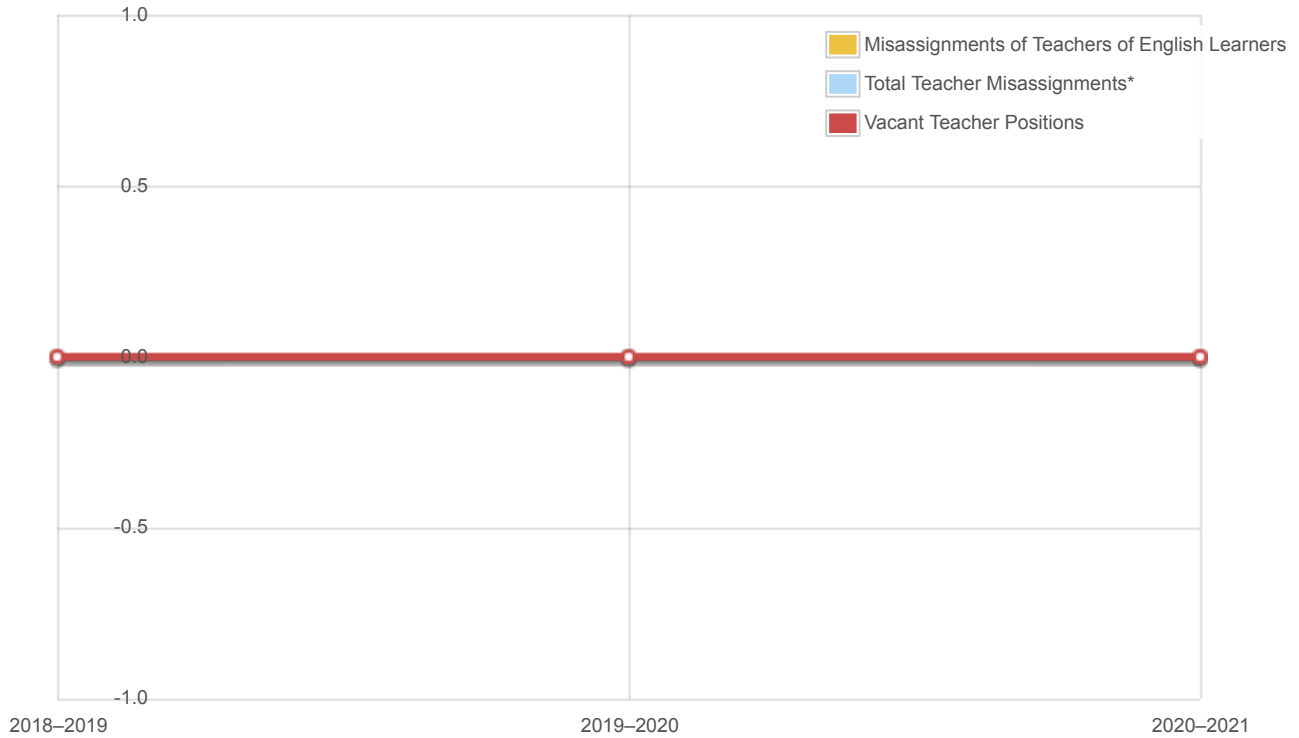
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	35	30	26	20610
Without Full Credential	0	0	0	669
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1371



Last updated: 1/28/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/22/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which the data were collected: July 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>StudySync, from McGraw Hill, is used as the English Language Arts curriculum for grades 6-12. It is a comprehensive, blended ELA/ELD program designed for diverse classrooms and includes digital instruction with the option for full print support. It has a library of hundreds of texts and multimedia lessons linking literacy and learning with Students' everyday experience with the world. The studio is a flexible platform with strong classroom management tools, built-in ELD supports, and online, standards-based assessments. AP English Language and Composition AB (Core/College Preparatory). Course materials include The Language of Composition: Reading, Writing, Rhetoric by Sheba, Scan on, and Aufses, published by MacMillan Learning. AP English Literature AB (Core/College Preparatory). Course materials include The Bedford Introduction to Literature - Reading, Thinking, Writing by Michael Meyer. English 3D: Course C (2013) from Houghton Mifflin Harcourt is used for the Designated English Language Development/ English as a Second Language class.</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	<p>Glencoe Math, a robust middle school math program, engages students to develop critical math thinking. Interactive, highly customizable, and adaptable, Glencoe Math provides the tools necessary to expand understanding using the latest technology. Written to the Content Standards, Glencoe Math offers the perfect blend of print and digital to fit all your classroom needs. It is a research-based, blended, adaptive math curriculum that has demonstrated improved academic achievement in mathematics for urban minority students. During the first year of adoption of the Carnegie Learning curriculum, LALA began the transition to Integrated Math. By the 2017-2018 school year, LALA will have phased in Integrated Math courses 1, 2, and 3. In addition, we will continue to offer Statistics and Data Analysis, Pre-Calculus, AP Calculus, and AP Computer Science. The CCSS emphasizes the development of literacy skills across the disciplines, so literacy is a key component of all LALA math courses. Reading and writing-based activities are an integral part of the Carnegie Learning curriculum. In Addition, teachers design and create literacy-rich environments in math classes by incorporating tasks and quarterly projects with language arts components including discussion, oral presentation, and reading and written communication of mathematical knowledge/reasoning. All material taught in math classes directly addresses One or more of the Common Core State Standards (CCSS) for mathematics and mathematical practice. Teachers in the math department are currently creating projects that directly align to these standards and enable students to actively apply the material they are learning to real-life or realistic settings to further reinforce these concepts and enhance their relevance. Informal assessments are used frequently to analyze student learning and to adjust teaching accordingly. Additionally, technology (document cameras, scientific or graphing calculators, Smart Boards)and e-learning tools (Geometer's Sketchpad, Geogebra, Wolfram's) are used to enhance student engagement and motivation. Most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests. The math department collaborates and utilizes internal assessments and standardized test results (NW EA MAP, CAASPP, AP exams, etc.) To inform instruction and develop learning activities. To address the needs of all students, there are many unique programs and supports available. For example, in addition to oral reminders, written notes, outlines, diagrams, and other handouts (paper or electronic), the use of translation devices (electronic or paper) is encouraged for English Learners with a limited vocabulary. These devices support learning by allowing students to better comprehend the learning expectations and the mathematics standards</p>	Yes	0.00 %
Science	<p>LALA's focus for student learning in science is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real-world connections to science. To aid in these goals, the department: develops a hands-on lab/ project per unit which includes the creation of site-specific science laboratory plans. Science field trips, one per grade level commits to engage guest speakers from</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>the fields of science for class visits and career day. The Science faculty provides rich and engaging science experiences for Our students. For example, LALA's annual 6- 12 STEM EXPO encourages students to engage in science-based innovative projects. All students work on projects as part of course work and have the opportunity to present in the STEM EXPO. Projects such as these increase engagement and relevancy for our students and allow them to practice the habits of scholars, creators, and activists. Additionally, the science faculty collaborates to implement a variety of instructional strategies that support the needs of different types of learners enrolled in science courses. Examples of some of the successful strategies include supporting arguments with evidence; using SDAIE techniques that support ELs and struggling students by presenting content visually, orally, and kinesthetically; incorporating Socratic seminars into instruction to increase engagement and hone critical thinking, and utilizing inquiry laboratory investigations to develop content know ledge and allow high-achieving students to extend their learning.</p> <p>Further, all students have access to individual assistance from their science instructor during the school-wide study hall period, during office hours, and during the after-school tutoring program.</p> <p>Technology is used in varied applications. To assist teachers in delivering content and instruction, all science teachers have access to and use interactive whiteboards (Smart Boards) to help engage students in science-related concepts and topics. Science teachers also use technology in the form of document readers, MacBooks, Apple TVs, Pads, and projectors. Teachers have access to differentiated learning resources, learning tasks, and informal and formal assessments. To increase student engagement, the one-to-one program is helping teachers transition to increased use of online classroom platforms for students to receive resources, engage in 21st-century collaboration and communication practices, submit assignments, and engage in online assessments. An additional goal in science classes is to improve literacy skills.</p> <p>By having students read, analyze, and discuss current non-fiction scientific literature, teachers provide real w old applications of science content, increasing the relevancy of course content for students while improving literacy. To this end, the science department selected texts recommended for science literature in Common Core Appendix C and added rigorous engaging resources for students such as documentaries, movies, podcasts, and science magazines. Besides addressing literacy skills, students are provided with authentic experiences applying math skills as they would be used in scientific research. Further, the integration of math skills into the science content supports the math component of the Common Core standards. For example, science courses incorporate the analysis of graphs and data sets as well as calculations where applicable.</p> <p>Les Angeles Leadership Academy adopted Inspire Science Curriculum for MS Students.</p> <p>California Inspire Science provides an in-depth, collaborative, and project-based learning experience. It is designed to help spark student interest and empower students to think critically and ask more questions. California Inspire Science is built for California NGSS, and it ensures all students are actively building mastery of the Performance Expectations. It uses a user-friendly instructional model that blends the 5E</p>		

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>approach with key California NGSS goals. California Inspire Science is available as an integrated or discipline-specific model.</p>		
History-Social Science	<p>History-Social Science The Social Sciences Department believes that studies of history, economics, and government are connected not only in the experience of a current worldview but also in how these disciplines have made an impact on human progress over time. Students are exposed to a variety of philosophies and cultures with the aim of developing global awareness. The department's goal is to prepare students to critically analyze topics that might be viewed differently from a historical perspective and from a social perspective. Analyzing concepts through the lenses of cause and effect and change over time develops independent thinking rather than rote memorization and Prepares students to think.</p>	Yes	0.00 %
Foreign Language	<p>The goal of the Foreign Languages department is to help students become literate in Spanish and have the opportunity to earn the Seal of Biliteracy. In the Foreign Languages classes, students will develop listening, writing, and speaking skills in another language along with knowledge of the target culture. The department currently offers two years of Spanish through online Acellus courses from the International Academy of Science. LALA also offers the opportunity for concurrent enrollment with local community colleges to earn high school and college credit for language courses. The goal is to increase access to additional foreign language courses through dual enrollment Opportunities, which offers a greater variety of foreign languages than does the Charter School.</p>	Yes	0.00 %
Health	<p>While many high schools have eliminated this course as a standalone class and instead teach health concepts in a science or physical education class, this one-semester course continues to be a graduation requirement because LALA recognizes the importance of health education in reducing risky behaviors and preventing disease and disability. Further, health education is critically important because it helps students to adjust and adapt to the challenges of adolescence. Currently, Health and Life Skills are offered as online courses, but it is our goal to develop health education courses that integrate the CDC's National Health Education Standards, which define grade-level content standards and performance indicators for curriculum development, instruction, and assessment in health education. It is also our goal to hire a qualified, credentialed Health Science teacher to teach these courses</p>	Yes	0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	<p>The goal of visual arts instruction is for students to recognize the relationship between the arts and society and appreciate the connection of visual arts to global world cultures. While nurturing originality and providing new pathways to self-expression, visual arts classes enable students to take ownership of their personal creative Process and products as they develop, direct and redirect ideas. Critical thinking skills are employed as students make informed judgments about the arts and aesthetics. Students explore the notion that the visual arts represent a nonverbal, fluid expression of culture and society and that trends and styles depict responses to changes within society while perceptions of and reactions to visual art reflect the differences in and across cultures and societies.</p> <p>Various visual arts courses meet the needs of our diverse student body.</p> <p>Students have the opportunity to enroll in Art 1, Art 2, and in 2015-2016 we added AP Studio Art. In addition, an interdisciplinary collaboration between the Art Department and other departments has increased the opportunity to use art as a learning tool or to demonstrate learning. Some of these interdisciplinary projects include symmetry projects for math, propaganda posters for a project about dictators in World History, online graphic design for Physics 9, filming student-created sitcoms for US History, and designing a creative website for a project about the Great Gatsby. Besides demonstrating the connections between art, self-expression, and learning, student artwork provides evidence that students are practicing the habits of scholars, creators, and activists. Thus, student work is exhibited throughout the school campus, on our school website, and in community businesses. At this time, performing arts opportunities are only accessible to students through projects in core courses such as Poetry Aloud competitions and dramatic performances in English classes. The after-school enrichment program provided by YPI also offers some performing ART options.</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/22/2021

School Facility Conditions and Planned Improvements

The Los Angeles Leadership Academy Middle School and High School employs seven classified staff members that are assigned to custodial and maintenance duties. Their job responsibilities include reporting safety concerns and minor repair needs. A once-monthly walkthrough of the buildings is documented in our facilities binders. In addition, weekly operations meetings are held where Plant Managers report findings to Administrators. Classrooms at the MS and HS are clean, sanitary, and deep cleaned weekly. Restroom facilities are cleaned daily and deep cleaned weekly. Evacuation routes are planned, clear, and posted. Emergency signs, including wet floor signs, are consistently posted. School Safety Plan information is posted in each classroom. School entrances are monitored by school staff during the entrance and exit times,

breaks, and playtimes. At The HS, planned improvements include routine repair of AC units and remodeling all student restrooms.

Last updated: 1/22/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	MS does quarterly maintenance in all areas. HS does quarterly maintenance in all areas
Interior: Interior Surfaces	Good	MS does daily maintenance and monthly walk throughs of all interior surfaces. HS does daily maintenance, and monthly walk throughs of all interior surfaces.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	MS does a daily cleaning by staff, and deep cleaning at the beginning of each semester. HS does a daily cleaning by staff, and a deep cleaning at the beginning of each semester
Electrical: Electrical	Good	MS does annual electrical tests during the fall semester. HS does annual electrical tests during the fall semester.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	MS restrooms are cleaned 3 times daily. HS restrooms are cleaned 3 times daily
Safety: Fire Safety, Hazardous Materials	Good	MS fire safety is checked on a monthly basis, and also during monthly building inspections. Fire extinguisher maintenance is done every year and replaced as needed. HS fire safety is checked on a monthly basis, and also during monthly building inspections. Fire extinguisher maintenance is done every year and replaced as needed
Structural: Structural Damage, Roofs	Good	MS no repairs are needed at this time HS no repairs are needed at this time

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	MS does daily cleaning and a monthly walk-through HS does daily cleaning and a monthly walk-through.

Overall Facility Rate

Year and month of the most recent FIT report: July 2020

Overall Rating	Good
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Last updated: 1/22/2021

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	29.91%	N/A	45.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	11.15%	N/A	34.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced

Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/22/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/22/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/22/2021

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	9	N/A	23	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/22/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/22/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

English - Language Takes the Stage

Engineering with Geometry and Physics

World History by Design

Technology of Biology

These CTE courses are A-G approved courses. They were developed at the UCCI Institutes to creatively integrate core academic subjects with Career

Technical Education. This provides opportunities for students to experience real-world application of content.

These CTE courses are the courses available to all students to satisfy their A-G requirements. Differentiation is required for all content classes including CTE courses.

Students are assessed via traditional assessments as well as project-based assessments associated with course requirements.

Last updated: 1/22/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	120
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/22/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	88.37%

Last updated: 1/22/2021

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/22/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Los Angeles Leadership Academy offers monthly informational meetings for parents to stay informed about school news and upcoming activities.

In addition, parents are encouraged to attend workshops regarding various topics that include NW EA testing, student achievement, and graduation requirements throughout the year. Notices are sent home with students one to two weeks prior to the event. L.A.L.A. sends home monthly Principal's letters which include reminders about parent meetings and workshops and open invitations to join the parent council. L.A.L.A. has also incorporated ParentSquare which is one of our communication methods with families. It is a program that allows s up to send e-mail or text messages to parents about school-wide and classroom specific events and volunteer opportunities. Via Parent Square, we also send "phone blast" messages with the same notifications to ensure parents have several methods to receive our invitations. In addition to our regular "Take Home Tuesday" paper bulletins sent home weekly, this system also allows s parents to rsvp to participate, send messages to their teacher and staff should they have any questions. W e also maintain an up-to-date calendar on the school website and an "Upcoming Events" tab for easy navigation.

Last updated: 1/22/2021

State Priority: Pupil Engagement

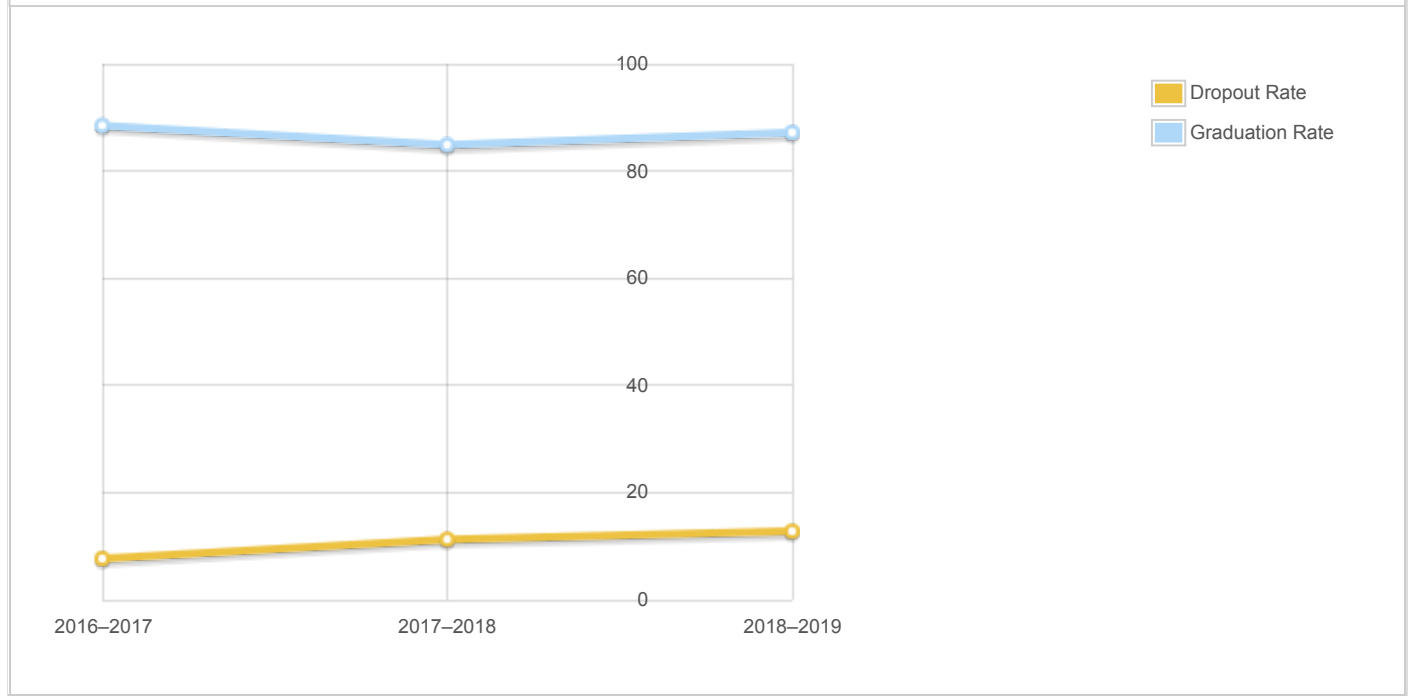
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	7.70%	11.30%	12.80%	10.80%	11.30%	10.90%	9.10%	9.60%	9.00%
Graduation Rate	88.50%	84.90%	87.20%	79.70%	80.10%	81.50%	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/22/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	0.00%	0.00%
School 2018–2019	5.60%	0.00%
District 2017–2018	0.80%	0.00%
District 2018–2019	0.70%	0.00%
	3.50%	0.10%
	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	5.60%	0.00%
District 2019–2020	--	--
	2.50%	0.10%

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/22/2021

School Safety Plan (School Year 2020–2021)

Comprehensive School Safety Plan
 Los Angeles Leadership Academy
 Los Angeles Leadership Academy District
 Betsy Felix, Principal Middle School
 2670 Griffin Ave
 (213)381-8484
 Bfelix@laleadership.org
 Nereida Lopez, Principal Primary School
 2670 Griffin Ave
 (213)381-8484
 Nlopez@laleadership.org
 Cynthia Cuprill, Principal High School

234 east avenue 33
 (323)227-7719
 Ccuprill@laleadership.org
 2019-2020 Los Angeles Leadership Academy

School Site Mission

Our Mission

The Los Angeles Leadership Academy prepares urban secondary students to succeed in college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective in creating a just and humane world. High-powered, performance-based assessment and an integrated curriculum promote critical thinking and intellectual depth, breadth, and agility. Close relationships between students and staff and attention to students' individual needs and interests promote a community of well-rounded learners. Students have opportunities to take action on important social issues, to work alongside community mentors, and enhance the learning power of these experiences through reflection and skill development in the classroom.

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- 2019-2020 Los Angeles Leadership Academy

Assessment of the Current Status of School Crime

There is a tradition of school pride and care at Los Angeles Leadership Academy (LALA). The facilities and grounds are well maintained and cared for. The expectation is that each adult and student will do their part to help maintain the school in its exceptional condition.

LALA has a very low incidence of school crime. There have been occasional cases of graffiti on bathroom walls through the years, but this does not occur on a regular basis. Infrequent incidences of the marking of desks and chairs have also been detected.

Students are held accountable for such actions. When a student is discovered to have been involved in graffiti or damage to school property, natural consequences are applied. The student is required to return the item to an acceptable condition, which may involve scrubbing walls or furniture.

Los Angeles Leadership Academy also prides itself on using alternatives to suspension in helping rehabilitate students back into the community. We have peer mediation, reflection sheets, counseling, PBIS committee, and a ripple effect program.

2019-2020 Los Angeles Leadership Academy

Child Abuse Reporting Procedures

Mandated reporters

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed daycare facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code

11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department is designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9,11166)

Department of Children and Family Services

425 Shatto Place, Los Angeles, CA 90020

Headquarters' Receptionist: (213) 351-55072.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically

submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (PenalCode 11166, 11168)

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be

Interviewed during school hours, on school premises, concerning a report of suspected child abuse or 2019-2020 Los Angeles Leadership Academy neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:(Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

Fire Drill Procedure

Signal: Fire Bell Rung in a Continuous Cycle

Procedure During Class Time:

1. Students exit the classroom via both doors and WALK in orderly lines.
2. Students evacuate the building by designated routes to the assembly area (see evacuation map)
3. NO TALKING IS PERMITTED!!!
4. Teachers:

- a. Take your EMERGENCY FOLDER and attendance.
- b. Check that all students are out of the classroom.
- c. Check that all exits are clear.
- d. Close the classroom door. DO NOT LOCK (Later entry may be required)
5. In the assembly area, the teacher takes a roll and accounts for each child.
6. Students in classrooms other than their own are to remain with that class until given permission to rejoin their class by both teachers.
7. Students remain in orderly and silent lines until an all-clear signal is given. Procedure Used Before School During Lunch and Nutrition
 1. Students WALK to the assigned place in the yard where they meet their ADVISOR.
 2. Students wait in orderly and silent lines for their teacher, or another supervising adult, to conduct them to their proper assembly area.

Procedure During P.E.

1. Teacher, or supervising adult, stops play, organizes class(es) into silent and orderly lines, and conducts class(es) to the assembly area.

Procedure When Not in Your Own Classroom

1. Teachers should be familiar with the assembly area and evacuation route designated for that classroom or area.
2. The EMERGENCY FOLDER should accompany the class and be used by the teacher, or supervising adult, to account for all students.

Earthquake Procedures

Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside: Do not run outside because you may be hit by falling debris.

Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table, or bench, in a hall, or stand against an inside wall. You should be facing away from windows; door; glass; skylights; brick or rock-faced walls; large moveable objects, such as bookcases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your

head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck.

When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside: Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities: If students are walking to or from school when an earthquake occurs, they should stay away from tall buildings, trees, exposed wires, or other hazards that may fall.

The safest place is in the open. Students should assume the "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school

facilities, continue to school. If on the way home, continue home or return to school.

Environmental Hazards

Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory and overturned truck of hazardous materials in the proximity of the school, or an explosion at a nearby oil refinery or another chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

Multiple victims suffering from: Watery eyes? Twitching? Choking or loss of coordination? Trouble breathing Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures

1. Evacuate the building
2. Notify Main Office/Administration
3. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

IC Responsibilities

1. Signal for the building to be evacuated
2. Call 911
3. Contact the Charter Board
4. Direct School emergency Response Team members (search and rescue team) to isolate and restrict access to potentially contaminated areas
5. Direct school Emergency Response Team members (search and rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities

1. Evacuate the classroom in a calm and orderly fashion. Follow general evacuation procedures
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed Threats or Disturbances

Animal disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

General Procedures

1. Notify office and administration
2. Keep students away from the animal (return to the classroom, secure all entrances to the classroom, etc.)

IC Responsibilities

1. Call 911 and/or Animal Control
2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal

Disruptive Student

General Procedures

1. At the beginning of each school year, every teacher is to develop a "Clear the Room" procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attach other students or staff.
2. "Clear the Room" procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.

5. Students will not return to their classroom until notified by sending the teacher.

IC Responsibilities

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if the situation does not abate.
5. Notify the School Counselor/Psychologist or outside agency.
6. Review each plan and require that the plan be practice so that students will know what to do

Teacher/Staff Responsibilities

1. In concert with receiving teachers, develop the "Clear the Room" plan.
2. Develop an alternate plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if a plan is implemented.
4. Stay with the out-of-control student.

Suicide or Suicide Threat or Attempt

General Procedures

1. Always assume the victim is alive!
2. Administer emergency first aid
3. Notify the IC
4. Stay with the victim until help arrives
5. Limit access to the immediate area until police arrive (treat as a crime scene)
6. Prepare an informational flyer for parents of the students in the victim's class
7. Notify the Carter Board
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles County Department of Mental Health or contracted service provider).

IC Responsibilities

Actual

1. Assess the situation
2. Direct that 911 be called
3. Declare a Lock Down-Response
4. Direct those appropriate notifications are made
5. Isolate all witnesses; if they are students, notify their parents
6. Direct that the personal property of the victim is secured. This includes items in the classroom and in the locker
7. If the victim has siblings in your school, bring them to a secure area until their parents arrive at the school
8. If the victim has siblings in other area schools, notify their administrators
9. Be Prepared to deal with the media
10. Arrange for counselors for s students and staff
11. Make contact with the parents of the deceased student Attempted

1. Assess the situation

2. Direct those appropriate notifications to be made
3. If required, call 911
4. Deal with siblings set forth above
5. If Lock-Down was not called, hold an emergency staff meeting at the close of school to brief staff
6. Arrange for additional counselors if needed

Teacher/Staff Responsibilities

Actual/Attempted

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable)
3. Secure the area until an administrator arrives on the scene
4. Once Relieved, the teacher responds to his or her classroom and maintains order Rumors
1. Treat all verbal and written threats as a serious matter
2. Immediately notify the IC about the information
3. Assist in the evaluation of the threat with other staff

Trespasser in building

General Procedures

1. If the unauthorized visitor remains on the school property, notify the police, or IC of the situation, and implement Lock-Down procedures
2. If the trespasser refuses to register in the office and flees the scene obtain an accurate description and inform the office
3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so.

NOTE: If a staff member is uncomfortable approaching a trespasser, notify the office immediately of their presence

4. Teachers should recall students in the hall, lock doors, and remain with their classes at all times
5. When the trespasser has registered in the office, has fled, or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an "all clear"
6. Notify the Charter Board
7. Prepare for possible media coverage
8. Consider formulating an informational flyer for parents Bomb Threats

General Procedures

1. Evacuation route should be posted in every classroom
2. Use the Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting the time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted
3. After the caller has concluded his or her threat, hang up and immediately lift the receiver, and press *69 (call trace)
4. If the school has caller ID, note the number from which the call was made
5. Notify Main Office/Building Administration
6. If the threat is written, place it in an envelope or plastic bag
7. Prepare media statement flyer to inform parents

IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary
2. If the threat is deemed valid: Call 911 – advise building is being evacuated because of a bomb threat? Activate SERT? Turn off the school bell system? Don't use a PA system? Turn off all two-way radios

NOTE: Do not utilize the fire alarm system to evacuate the building

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school
4. In consultation with police/fire officials, determine when it is safe to reenter the school

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct limited research of classrooms to determine if any strange or unknown objects are in the room
 2. Proceed to pre-designated evacuation point with class roll book
 3. Maintain control of students and advise SERT of any missing children
 4. Do not reenter the building until directed to do so by a SERT member or someone in authority
- Device Found
Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE

IC Responsibilities

1. Upon notification of a device found: Call 911 – advise building is being evacuated because the suspected bomb has been discovered if possible, give a description of the device? Activate the SERT? Turn off the school bell system? Turn off all two-way radios? Do not use the fire alarm system to evacuate the building Dispatch SERT to begin the evacuation process. The order of evacuation should be: Classroom in which the device is located? Classroom on either side of, across the hall from, that backs up to or is directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance
2. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation
3. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated

evacuation location with class roll book

2. Maintain control of students and advise SERT of any missing or unaccounted for students

3. Do not enter the school until directed to do so by a SERT or police/fire authority Suspension and Expulsion Policies "The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspensions and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal. Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law. Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post expulsion placement of expelled students.

Charter School shall document and implement alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form? Documentation of the expulsion proceeding, including a statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed? Copy of parental notice of expulsion hearing? Copy of expulsion notice provided to parent stating the reason for expulsion, the term of expulsion, rehabilitation plan, reinstatement notice with eligibility date, and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment? If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre expulsion IEP?

If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?

B. Was the misconduct a direct result of Charter School's failure to implement the 504 Plan? Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter

School's governing 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.

Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion.

Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless the Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

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 the Charter School. In creating this policy, the

Charter School 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. The Charter School is committed to an 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.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School'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 be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. 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.

The Charter School 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 this Policy and Procedures are available upon request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A. 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.

B. Enumerated 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 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 the 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.

g) Stole or attempted to steal school property or private property.

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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) 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.

n) 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.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) 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.

r) Made terroristic threats against school officials and/or school property. 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 that 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, or the personal property of the person threatened or his or her immediate family.

s) 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.

t) Caused, attempted to cause, threatened 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.

u) Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) 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 that would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that have 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 the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or another wireless communication device, computer, or pager, of communication, including, but not limited to, any of the following:

- i. A message, text, sound, 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. 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.

w) 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).

x) 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 Executive Director 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 another 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 CEO 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 beverages, 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 the same as a 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.
- g) Stole or attempted to steal school property or private property.
- 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) 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.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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.
- r) Made terroristic threats against school officials and/or school property. 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 that 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, or the personal property of the person threatened or his or her immediate family.
- s) 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.
- t) Caused, attempted to cause, threatened 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.
- u) Intentionally harassed, threatened, or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) 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 that would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that have or can be reasonably predicted to have the effect of one or more of the following:
- 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.
 - Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - Causing a reasonable student to experience substantial interference with his or her academic performance.
 - 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 the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or another wireless communication device, computer, or pager, of communication, including, but not

limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network or 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. 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.

w) 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).

x) 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 Executive Director 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 objects 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 CEO or designee's concurrence. If it is determined by the 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.

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 firearm silencer; 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.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

The suspension shall be preceded, if possible, by a conference conducted by the CEO or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the CEO or designee. The conference may be omitted if the Executive Director or designee determines that an

emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without

this conference, both the parent/guardian and the 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. This conference shall be held within two school days of when the student was suspended, 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 the failure of the pupil's parent or guardian to attend a conference with Charter 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 the suspension, an administrator 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

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process, or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it and preceded by recommendation from the Executive Director. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an administrative Panel.

The Administrative Panel may expel any student found to have committed an expellable offense. A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written 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 the Charter School'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 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.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses The Charter School 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 that shall be examined only by the Charter School 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. The Charter School 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 Administrative Panel, 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 Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel 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 person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel 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 person 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 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 person 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 another support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. 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.

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

I. Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel'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 the Charter School.

The CEO or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific an expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School 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 the expulsion.

M. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA 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, 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, the Charter School, 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

Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

If the Charter School, 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 the Charter School, 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 the Charter School 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 the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, 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 result of the failure to implement the IEP/504 Plan, then the Charter School 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 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, 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 the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School 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 Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 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 USC 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 IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School 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 student is in need of special education or related services.
- b. The parent 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 Charter School supervisory personnel. If the Charter School 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 IDEIAeligible children with

disabilities, including the right to stay- put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the educational placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge 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.

Procedures for Notifying Teachers about Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s), a student has been suspended. The Los Angeles Leadership Academy School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will

show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it. Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Los Angeles Leadership Academy School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

To: ALL CERTIFICATED STAFF

From: Dean of Students

Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The Los Angeles Leadership Academy School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The

teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900 (a)(1) Mutual fight (a)(2) Assault/Battery

(b) Possessed, sold, or furnished dangerous object

(c) Controlled substance/alcohol

(d) Imitation controlled substance

(e) Robbery/extortion

(f) Vandalism

(g) Theft

(h) Tobacco/nicotine products

(i) Obscene act, habitual profanity/vulgarity

(j) Drug paraphernalia

(k) Disruptive/willfully defiant behavior (grades 4-12)

(l) Received stolen property

(m) Imitation firearm

(n) Sexual assault or battery

(o) Harassed/threatened a witness

(p) Sale of soma

(q) Hazing

(r) Bullying/cyberbullying

(t) Aiding and abetting

E.C. 48900.2 Sexual harassment (gr 4-12)

E.C. 48900.3 Hate violence(gr 4-12)

E.C. 48900.4 Severe or pervasive harassment, threats, and intimidation (grades 4-12)

E.C. 48900.7 Terrorist threats against school officials or property

E.C. 48915 (a)(1)(A) Serious physical injury
 (a)(1)(B) Possession: knife or dangerous object
 (a)(1)(C) Controlled substance
 (a)(1)(D) Robbery or extortion
 (a)(1)(E) Assault/battery of school employee
 E.C. 48915 (c)(1) Possessing, selling, furnishing a firearm
 (c)(2) Brandishing a knife at another person
 (c)(3) Selling a controlled substance
 (c)(4) Committing or attempting to commit sexual assault or battery
 (c)(5) Possession of an explosive

If you have any questions or want more information, please see me.

Exemplar of Notification

Confidential

Memorandum

To: Teacher

From: Principal

Date:

Re: Students having committed a specified crime

The student named below has been convicted of a penal code violation. Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079) PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

was found to have committed the following criminal activity:

If you have any questions, please see me.

Principal

Sexual Harassment Policy

Employee Prohibited Unlawful Sexual Harassment

LA Leadership is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance.

Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the "Harassment Complaint Form." See Appendix B for the general "Complaint Form." Sexual harassment may include, but is not limited to: Physical assaults of a

sexual nature, such as: Rape, sexual battery, molestation, or attempts to commit these assaults and? Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's a body, or poking another's the body. ? Unwanted sexual advances, propositions, or other sexual comments, such as Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct. ? Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making the performance of the employee's job more difficult because of the employee's sex. ?

Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as: Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or

pornographic or bringing to work or possessing any such material to read, display or view at work. ? Reading publicly or otherwise publicizing in the work environment materials that are in any

way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and? Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate LA Leadership policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in an the investigation, filing of a complaint, or reporting harassment.

LA Leadership will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. LA Leadership is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Following exhaustion of the LA Leadership complaint procedures outlined herein, employees who believe they have been harassed or discriminated against may contact state or federal agencies to file a complaint. Employees who wish to contact the California Department of Fair Employment and Housing ("DFEH") may do so by calling (800) 884-1684 (or, TTY, (800) 700-2320). For more

information about or from the DFEH, visit www.dfeh.ca.gov or you can contact the Fair Employment Housing Commission at www.fehc.ca.gov. Employees who wish to contact the U.S. Equal

Employment Opportunity Commission ("EEOC") may do so by calling (800) 669-4000 (or, TTY, (800) 669-6820). For more information about or from the EEOC, visit www.eeoc.gov. Both the DFEH

and EEOC will investigate complaints of discrimination or harassment and may attempt to resolve such complaints either by prosecuting, conciliating, or settling the matter on the employee's behalf. LA Leadership will not retaliate against any employee who files a complaint with or otherwise participates in an investigation, proceeding, or hearing conducted by, the DFEH or EEOC.

Student Unwanted Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.
2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.
3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile, or offensive educational environment.

It is the responsibility of Los Angeles Leadership Academy to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;
2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;
3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;
4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner, which contributes to a positive school environment;
2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;
3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.
4. Report all incidents of discrimination or harassment to the Principal;
5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing, or unwelcome conduct, to discontinue that conduct immediately.

Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student must report the harassment to the Principal.

2. The student alleging harassment will be asked to complete a formal, written complaint. The claim will be investigated thoroughly, involving only the necessary parties. Confidentiality will be maintained as much as possible.

3. The investigation will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.

4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted.

The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.

5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

School-wide Dress Code prohibiting gang-related apparel

Student Dress Code

Los Angeles Leadership Academy Uniform Policy

Because student attire affects the learning environment, our dress code policy aims to minimize distractions in order to focus students on academics rather than appearance. LALA relies upon the good judgment of both students and families with respect to appearance and cleanliness. The following uniform requirements apply to all LALA students.

GRADE LEVEL COLORS FOR SHIRTS

K-5th grade - Green collared shirt with, or without, the school logo. Sweaters, sweatshirts, and jackets must be solid black or green in color with or without the LALPA logos.

6th grade - Forest Green

7th grade - Light Gray

8th grade - Black

9th and 10th - Dark Gray

11th and 12th - Black SHIRTS STYLES: Short or long-sleeve T-shirts, or Polo (in assigned grade level color)

Plain, OR Including school print or logo

No other graphics allowed? OUTERWEAR (in assigned grade level color)

Plain, OR Including school print or logo

No other graphics allowed

PANTS/SKIRTS: Black or Khaki colored pants, shorts, or skirts. Pants, shorts, and skirts must be worn at the waist and at the appropriate length and fit. Shorts and skirts must be at knee length. Pants must be hemmed or cuffed not stapled, tacked to the back of the shoe, and may not be tied at the front of the shoe with a shoelace, rubber bands, etc.

SHOES: Shoes must be flat, closed-toed, and appropriate for physical activity.

HEAD/HAIR ACCESSORIES: such as hats, hair rags, bandanas, and beanies are not to be worn at any time on campus.

Head coverings were worn for purposes of religious observance is permitted.

Assigned days only: College shirt or school-issued shirt and/or sweatshirts.

The following clothing items are expressly prohibited for all students at all times, including free dress days:

Sweatpants or any athletic pants including yoga pants

Jeggings (leggings or jean material), tights worn as pants

Inappropriately tight and/or short clothing

Low-rise and/or hip-hugger pants

Sagging pants

Open-toed shoes

Tank tops (all shirts must cover a student's shoulders)

Caps, hats, bandanas, or hoods (with the exception of headwear worn for the purpose of religious observance)

No clothing may be worn inside out

Any clothing that does not properly cover the body, including shirts that show a student's cleavage or midriff Any clothing that may be construed as having

gang –affiliation (colored shoelaces, initialed belt buckles, cut-out belts, "sagging"/oversized clothing, etc.)

Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as extra clothing pieces and

excessive and/or large pieces of jewelry.

Headphones are not to be worn on campus except for in-class with explicit permission from the classroom teacher.

The following clothing items are expressly prohibited for all students at all times, including free dress days:

Sweatpants or any athletic pants including yoga pants

Leggings or Jeggings (leggings or jean material), Tights worn as pants

Jeans (Clean and un-torn jeans are allowed on free dress days only.)

Inappropriately tight and/or short clothing

Low-rise and/or hip-hugger pants

Sagging pants

Open-toed shoes

Caps, hats, bandanas, or hoods

No clothing may be worn inside out

Any clothing that does not properly cover the body

Any clothing that may be construed as having gang –affiliation (colored shoelaces, initialed belt buckles, cut-out belts, "sagging"/oversized clothing, etc.)

Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories, such as extra clothing pieces and excessive and/or large pieces of jewelry.

Headphones are not to be worn on campus except for in-class with explicit permission from the classroom teacher.

Head Covering Policy

The following rules regarding hats on campus must be observed:

Hats and head covering must be removed in all buildings/classrooms. Sports, caps, bandanas, scarves, skull/wave caps, and ski masks are not permitted on campus.

Students may wear head coverings required in observance of their religion with appropriate documentation.

Physical Education Uniform

All students taking physical education courses are required to "dress" for physical education. A supervised changing area with separate areas for males and females is available. The physical

education uniform required at LALA is:

LALA-Issued PE Shirt

Black PE shorts (arm's length or longer)

Tennis shoes

The physical education uniform is only to be worn during the P.E. class. Students will be required to change back into the school uniform when the class ends

each day.

Out of Uniform Consequences

Students are expected to be responsible for coming to school in uniform and checking their own attire.

Students who are not in compliance with the uniform policy will receive consequences per the discipline policy on an individual basis with Administration.

Free Dress Guidelines

On days when we allow students to wear "free dress," all students must follow our free dress policy:

Boys Pants must fit the waist and not sag. Pants may not have any holes or be shredded. Underwear should not be visible.

Shirts must be the correct size.

Girls Pants must fit appropriately. Pants may not have any holes or be shredded. Leggings are appropriate only when worn

with a skirt or dress. Shorts, skirts, and dresses must be arm's length or longer. Tank tops of any form are not allowed. Shirts should not show student's cleavage. Both shoes must be closed-toe. If a student chooses to wear closed-toe footwear that makes exercise difficult, he/she must bring alternate shoes for P.E.

Employee Conduct and Attire

At LA Leadership, employees come into frequent contact with the public. Courtesy, tact, and helpfulness are expected in order to reinforce the positive reputation LA Leadership employees have worked hard to establish. Furthermore, in interactions with or in the presence of students, employees are required to speak and interact appropriately.

You must refrain from using cell phones in classrooms or in plain view unless during an approved break or conference period and you should not conduct personal business during the school day.

As students are asked to wear a uniform to communicate their academic seriousness, employees are likewise expected to dress in an appropriate manner that is suitable for their working conditions.

Appearance must project a professional appearance that sets a tone for an environment in which learning is expected to take place and in which the public is welcomed. You are expected to use good taste and maintain good personal hygiene. Determination of the appropriateness of attire will be made by the school Principal.

Procedures for Safe Ingress and Egress from School

During normal school hours, our school has one walking entry gate (Griffin Avenue). Students may arrive at the primary school and middle school at 7:30 am. Students may arrive at the High School as early as 7 AM. The official arrival time for the high school is 7:45. Students will go into the first-floor cafeteria or Multi-Purpose room (with supervision) to wait prior to the start of the school day.

The assistant principal or designee and support staff will supervise the front of the school and first floor after morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as scheduled.

The school day ends at 2:45 pm (2:30 pm for Kindergarten). On Wednesday school dismissal is at 1:30 pm (1:15 pm for Kindergarten) for a staff meeting or professional development. The Minimum Day schedule is the same as the Wednesday schedule.

For high school, the regular school day schedule varies. Dismissal is as follows:

On Monday, Tuesday, and Thursday (2:24 or 3:16), and on Wednesday (1:16 or 2:08). On Fridays, all students are dismissed at 3:15. (Please refer to Parent-Student handbook or feel free to call our office during the hours of 7:30 am to 4 pm, M-F)

All staff members and parent volunteers monitor the safe exit of students. The 2nd-5th grade students will exit through Griffin Ave. gate (front of the school), and Kinder & 1st grade will exit through the Ave 28 gate. For the high school, all students exit via the front door and are supervised for safe passage by the school security personnel and the dean or assistant principal.

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers, and visitors. ? Visitors must sign in and secure a Visitor's Pass from the school office before entering the campus. They must sign out when leaving. ? Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card. ? Walkie-Talkies assigned to designated staff will be operational throughout the day.

Procedures to Ensure a Safe and Orderly

Environment

Component One: People and Programs

Create and maintain a caring and connected school climate

- Goal(s): To Increase Parent involvement at Los Angeles Leadership Academy
- Objective: Provide opportunities for parents to become involved with the school culture and community
- Related Activities: Coffee with the Principals(once a month), Parent workshops(once a month), Valet Program (daily),

Various Volunteer opportunities

- Resources needed: Varies due to events
- Person(s) responsible for implementation: Parent Coordinator , Administration
- Timeline for implementation: Throughout the year
- Budget: TBD
- Evaluation guidelines: Parent Satisfaction Survey

Parent Engagement

Parent involvement is a critical component for effective schooling and student achievement. Active and consistent parent engagement with regards to their student's education generally leads to higher levels of student academic achievement.

Parent/Student/Staff School Agreement

LALA believes students achieve higher levels of success when administrators, teachers, staff, and parents work in collaboration with each other. Your time, talent, and enthusiasm are an integral part of the day-to-day functioning of the school and the overall academic development of your child. Parents can receive service hours by attending any LALA-sponsored event.

LALA believes:

Parents are needed to take active and meaningful roles ensuring the success of the school.

Parents should be actively engaged in their child's education and responsible for supporting their child's learning at home.

Helping Your Child Succeed

Effective and consistent parent participation leads to student success. The following suggestions are to help your child's academic success:

1. Encourage your student to be an active and responsible learner who completes and turns in assignments and homework when they are due and seeks assistance when needed.
2. Ensure that your student arrives to school on time each day and supports school policies such as discipline, safety, proper school attire, textbook care, etc.
3. Monitor your student's overall progress on a regular basis. Do not wait until progress reports and report cards are issued to find out how your student is doing in school.
4. If your student is struggling with their schoolwork or needs help, speak with his/her advisor and/or teachers and ensure that your student attends tutoring.
5. Help your student establish a regular time and place to study and to complete their homework and school projects.
6. Talk to your student about what is happening at school and what they are learning.
7. Attend all scheduled parent/teacher conferences, school activities, and parent education workshops.
8. Support your student's school by volunteering a minimum of 30 hours each year.

Possible Volunteer Opportunities to Support the School

Office support

Recruitment

Fundraising activities

Field trip assistance and supervision

Special events assistance

Arrival and dismissal supervision

Yard supervision

Leadership activities such as serving as the parent representative for your child's advisory class, participation in the parent advisory committee, school board of directors, or participating in other school committees

Possible Volunteer Opportunities to Support your Child Academically:

Parent workshop participation

Classroom support

Tutoring support

Serving as a parent mentor

Component Two: Place Create and maintain a caring and connected school climate

- Goal(s): Increase supervision in order to maintain a safe campus
- Objective: Increase the number of staff who supervise students during nutrition, lunch, and passing periods
- Related Activities: Supervision of hallways, front of the school, and courtyard
- Resources needed: Increase supervision staff
- Person(s) responsible for implementation: Administration
- Timeline for implementation: Immediate
- Budget: TBD
- Evaluation guidelines: School Safety Survey

Security Protocols

LA Leadership has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits, and service areas. Any suspicious persons or activities should be reported to the Executive Director. The employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities, as well as the welfare of employees, depends upon the

alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached. Rules and Procedures on School Discipline

Discipline Policy

LA Leadership Academy will use a Tiered Behavior Management System for discipline consequences. The tiered breakdown of classroom/ campus behaviors organizes them by infraction level. The tiers are not meant to be all-inclusive. They are meant to exemplify commonly encountered behaviors and the appropriate corresponding approach to addressing the behavior. The purpose of creating a tiered management system to address behavior issues is two-fold:

provide all teachers with examples of classroom management expectations, and classify them into corresponding infraction levels.

Tier 1 – Minor Infractions Tier 1 – Possible Response

Examples

Talking without permission.

Failing to be in one's assigned seat.

Refusal to participate or complete work.

Sleeping in class.

Chewing gum.

Eating or drinking in class.

Inappropriate comments.

Examples Verbal warning.

Conference with the student in the hallway or at his/her seat.

Modified seating.

One on one conference with supervising administrative staff.

Proximity control.

Removal to "buddy classroom."

Making noises in class.

Throwing paper balls.

Classroom teachers will handle all minor infractions. Repeated minor infractions may result in Tier 2 responses if Tier 1 responses have been attempted and documented.

Completion of "reflection sheet."

A phone call home.

Referral to "advisor" or mentor staff with an established relationship to the student.

Confiscation.

All of the above.

Tier 2 – More Serious Infractions Tier 2 – Possible Responses

Examples

Multiple Tier 1 infractions (patterns of behavior)

Abusive language towards other students or staff.

Severe tardiness.

Use of prohibited equipment.

Lying or misleading school personnel.

Horseplay.

Misuse of school property.

Bullying.

Racist, sexist, sexually inappropriate, or other hateful speech towards students or staff.

Threatening bodily harm.

Examples

Peer mediation/ conflict resolution.

Detention in the classroom (arranged by teachers.)

A phone call to parent best used in tandem with other responses.

Parent conference with or without AP/dean, and teacher, or staff.

Referral to assistant principal/dean or counselor.

Conference with student and AP/ dean.
Establishment of behavior contract.

Detention request (after school)
Pre-suspension conference.
Suspension
Confiscation of the problem-causing item to be held onto by the school (with parental cooperation.)
Tier 3 – Serious/Dangerous Infractions Tier 3 - Possible Responses
Examples

Vandalism (Graffiti, or other intentional damage to school, student, or staff property).

Disobeying the lawful authority of school personnel.

Using force against another student or staff member.

Leaving class or otherwise designated area without permission.

Weapons possession.

Drug Possession, use, or distribution.

Examples

All Tier 3 responses will be handled by the assistant principal or dean in collaboration with other relevant stakeholders when appropriate.

Decisions on the disciplinary response for Tier 3 behaviors will be made in collaboration with the principal and counselors.

Teacher reports and past history will be taken into consideration as well as attendance, grades, and student cooperation.

Fighting.

Threatening violence (gang-related).

Participating in group violence.

Leaving school premises without permission.

Theft or possession of the stolen property.

Lewd or indecent public behavior.

Posting of slanderous, humiliating, bullying, or threatening materials around school or the internet.

Possible disciplinary consequences include but are not limited to: parent and stakeholders conference, detention(s), beautification of school grounds (with parental consent), out of school suspension, in-school suspension, pre-expulsion conference with parents, expulsion.

The following discipline guidelines will be used at the discretion of the school administration when decisions are made regarding individual incidents. These guidelines pertain to incidents which occur at school, going to or from school, and during or while going to or coming from a school-sponsored activity.
GROUNDS FOR SUSPENSION AND EXPULSION California Education Code Section 48900 et seq.

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products. (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 Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. *Note: School policy prohibits suspension and expulsion be utilized as corrective measures in response to student misconduct of willful defiance as described in E.C. 48900 (k).
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- (t) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only). 48900.2 Committed sexual harassment (grades 4-12). 48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12). 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (grades 4-12). 48900.7 Made terroristic threats against school officials or school property, or both.
- It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (48900[w])

ALTERNATIVES TO SUSPENSION

Coordinated Behavior Plan for Any Student Whose Behavior has Impeded

Learning

Training will be available to assist appropriate staff in the creation of a structured, coordinated behavior plan specific to the student, and based on the analysis of data and the assessment of the purpose of the target behavior to be reduced. This must focus on increasing desirable behavior and replacing inappropriate behavior.

Alternative Programming Changes in the student's schedule, classes, or course content;

assignment to an alternative school or program; independent study or work experience program should be tailored to the student's needs.

Behavior Monitoring Strategies to monitor the behavior and academic progress might include progress report cards checked after each class regarding behavior, self charting of behaviors, strategies to provide feedback to the student, etc.

Appropriate In-School

Alternatives

In-school alternatives in which academic tutoring and instruction related to the student's behavior, such as work in social-emotional skills, and a clearly defined procedure to return to class as soon as the student is ready is provided.

Community Service Required amount of time in community service in the school system or in the community.

Counseling Students are referred for participation in group or individual counseling.

Parent Supervision in School Following the existing school-site visitation policy parent comes to school and provides additional support and supervision for a period or throughout the day.

Mini-Courses Short courses or modules on topics related to social-emotional behavior, used as a disciplinary consequence, after-school or Saturday.

Restitution Financial or "in kind." Permits the student to restore or improve the school environment.

Problem-Solving/Contracting Use negotiation/problem-solving approaches to assist students to identify alternatives. Develop a contract that includes reinforcers for success, and consequences for continuing problems.

Source: Reece Peterson, University of Nebraska – Lincoln & Russell Skiba, Indiana University, modified by Nancy Franklin
Suspension Matrix

48900 1st Offense Further Offenses

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

Alternative to Suspension,

Counseling / Mediation

Referral and Parent

Conference or -1 to a 5-day suspension

-Parent Conference

-Police notice as needed

*Possible expulsion on any fight based on severity and/or circumstances -1- to a 5-day suspension

-Possible expulsion recommendation

-Parent conference

-Police notice as needed

*Possible recommendation

expulsion on any fight based on severity and/or circumstances

b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous objects unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

-Confiscation

-Parent/guardian conference -1-5 day suspension

-Police notice as needed

*Possible expulsion recommendation

-Confiscation

-Parent/guardian conference -1-5 day suspension

-Police notice as needed

-Possible recommendation for expulsion

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

-Confiscation

-Alternative to Suspension, Counseling

Referral and Parent Conference or

-Confiscation -1 to a 5-day suspension

-Parent Conference

-Counseling Referral

-Police notice as needed

-Possible recommendation for expulsion

-Confiscation -1 to a 5-day suspension

-Parent Conference

-Police notice as needed

-Possible recommendation for expulsion

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053)

-Confiscation -1 to a 5-day suspension

-Parent Conference

-Counseling Referral

-Confiscation -1 to a 5-day suspension

-Parent Conference

-Counseling Referral of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

-Police notice as needed

-Possible recommendation for expulsion

- Police notice as needed
- Possible recommendation for expulsion
- (e) Committed or attempted to commit robbery or extortion.
Alternative to Suspension,
Restitution, and Parent Conference or -1 to a 5-day suspension
- Parent Conference
- Police notice as needed
- Possible expulsion recommendation -1 to a 5-day suspension
- Parent Conference
- Police Report
- Possible recommendation for expulsion
- (f) Caused or attempted to cause damage to school property or private property.
Alternative to Suspension,
Restitution, and Parent Conference or -1 to a 5-day suspension
- Parent Conference
- Police notice as needed
- Possible expulsion recommendation -1 to a 5-day suspension
- Parent Conference
- Police Report
- Possible recommendation for expulsion
- (g) Stole or attempted to steal school property or private property.
Alternative to Suspension,
Restitution, and Parent Conference or -1 to a 5-day suspension
- Parent Conference
- Police notice as needed
- Possible expulsion recommendation -1 to a 5-day suspension
- Parent Conference
- Police Report
- Possible recommendation for expulsion
- (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes,
-Confiscation
-Alternative to Suspension
Counseling
Referral and Parent Conference
-Confiscation
-1 to a 5-day suspension
-Parent Conference
-Police notice as needed
-Possible recommendations for smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.
or -Confiscation -1 to a 5-day suspension
-Parent Conference
-Counseling Referral
-Police notice as needed
-Possible recommendation for expulsion
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
Alternative to Suspension,
Counseling Referral and Parent Conference or -1 to a 5-day suspension
- Parent Conference
- Counseling Referral
- Notify the police as needed
- 1 to a 5-day suspension
- Parent Conference
- Notify the police as needed

-Possible recommendation for expulsion

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety

Code.

-Confiscation -1 to a 5-day suspension

-Parent Conference

-Counseling Referral

-Police notice as needed

-Confiscation -1 to a 5-day suspension

-Parent Conference

-Police notice as needed

-Possible recommendation for expulsion

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Alternative to Suspension,

Counseling Referral and Parent Conference

*Note: School policy prohibits suspension and expulsion be utilized as corrective measures in response to student misconduct of willful defiance as described

in E.C. 48900 (k).

-Alternative to Suspension and Parent Conference.

(l) Knowingly received stolen school property or private property.

Alternative to Suspension,

Restitution, and Parent Conference or -1 to a 5-day suspension

-Parent Conference

-Police notice as needed

-1 to a 5-day suspension

-Parent Conference

-Police notice as needed

-Possible recommendation for expulsion

(m) Possessed an imitation firearm. -Confiscation

-Alternative to Suspension, Counseling

Referral and Parent

Conference or -Confiscation -1 to a 5-day suspension

-Parent Conference

-Police notice as needed

-Possible recommendation for expulsion

-Confiscation -1 to a 5-day suspension

-Parent Conference

-Police notice as needed

-Possible recommendation for expulsion

(n) Committed or attempted to commit a sexual assault or committed a sexual battery.

-1 to a 5-day suspension

-Parent Conference

-Counseling Referral

-Notify the police as needed

-Possible recommendation for expulsion -1 to a 5-day suspension

-Parent Conference

-Notify the police as needed

-Possible recommendation for expulsion

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either

preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

-1 to a 5-day suspension

-Parent Conference

-Counseling Referral

- Notify the police as needed
- Possible recommendation for expulsion -1 to a 5-day suspension
- Parent Conference
- Notify the police as needed
- Possible recommendation for expulsion
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Confiscation
- 1 to a 5-day suspension
- Parent Conference
- Counseling Referral
- Police notice as needed
- Possible recommendation for expulsion
- Confiscation -1 to a 5-day suspension
- Parent Conference
- Police notice as needed
- Possible recommendation for expulsion
- (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- 1 to a 5-day suspension
- Parent Conference
- Counseling Referral
- Notify the police as needed
- Possible recommendation for expulsion -1 to a 5-day suspension
- Parent Conference
- Notify the police as needed
- Possible recommendation for expulsion
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an Alternative to Suspension,

Counseling Referral and Parent Conference -1 to a 5-day suspension

- Parent Conference
- Notify the police as needed
- The electronic act directed specifically toward a pupil or school personnel.
- or -1 to a 5-day suspension
- Parent Conference
- Counseling Referral
- Notify the police as needed
- Possible recommendation for expulsion
- (t) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
- Alternative to Suspension,
- Counseling / Mediation
- Referral and Parent Conference or -1 to a 5-day suspension
- Parent Conference
- Police notice as needed
- 1 to a 5-day suspension
- Parent Conference
- Police notice as needed 48900.2
- Committed sexual harassment
- (grades 4-12).
- 1 to a 5-day suspension
- Parent Conference
- Counseling Referral
- Notify police
- Possible recommendation for expulsion -1 to a 5-day suspension
- Parent Conference

-Notify police

-Possible recommendation for expulsion

48900.3

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

-1 to a 5-day suspension

-Parent Conference

-Counseling Referral

-Notify the police as needed

-Possible recommendation for expulsion

-1 to a 5-day suspension

-Parent Conference

-Notify police

-Possible recommendation for expulsion 48900.4

Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (grades 4-12).

-1 to a 5-day suspension

-Parent Conference

-Counseling Referral

-Notify the police as needed

-Possible recommendation for expulsion

-1 to a 5-day suspension

-Parent Conference

-Notify police

-Possible recommendation for expulsion 48900.7

Made terroristic threats against school officials or school property, or both.

-1 to a 5-day suspension

-Parent Conference

-Counseling Referral

-Notify the police as needed

-Possible recommendation for expulsion

-1 to a 5-day suspension

-Parent Conference

-Notify police

-Possible recommendation for expulsion

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. (48900[w])

EXPULSION MATRIX

Must Recommend Expulsion

(Mandatory)

Shall Recommend Expulsion Unless Particular

Circumstances Render Inappropriate

(Expulsion Expected)

May Recommend Expulsion

(Discretionary)

The act must be committed at school or at a school activity off school grounds.

EC Section 48915(c) states that an administrator must recommend expulsion for the following violations:

1. Possessing, selling, or otherwise furnishing a firearm.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.
4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing a sexual battery as defined in subdivision (n) of 48900.
5. Possession of an explosive.

The act must be committed at school or at a school activity off school grounds.

EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator determines that expulsion should not be recommended under the

circumstances or that an alternative means of correction would address the conduct:

1. Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1)(A).
2. Possession of any knife, explosive, or other dangerous objects of no reasonable use to the pupil. EC Section 48915 (a)(1)(B).
3. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis. EC Section 48915(a)(1)(C).
4. Robbery or extortion. EC Section 48915 (a)(1)(D).
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. The recommendation for expulsion shall be based on one or both of the following:
 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. The act must be committed at school or a school activity off school grounds, or on the way to and from school or a school activity off school grounds. EC Section 48900 states that an administrator may recommend expulsion for the following violations

(a-r):

- a. Inflicted physical injury
 - b. Possessed dangerous objects
 - c. Possessed drugs or alcohol
 - d. Sold look alike substance
 - e. Committed robbery/extortion
 - f. Caused damage to property
 - g. Committed theft
 - h. Possessed or used tobacco
 - i. Committed an obscene act or habitual profanity/vulgarity
 - j. Possessed or sold drug paraphernalia
 - k. Disrupted or defied school staff
 - l. Received stolen property
 - m. Possessed imitation firearm
 - n. Committed sexual harassment
 - o. Harassed, threatened, or intimidated a student witness
 - p. Sold prescription drug Soma
 - q. Committed hazing
 - r. Engaged in bullying
- 48900.2 – Sexual harassment
 48900.3 – Hate crimes
 48900.4 – Hostile educational environment
 48900.7 – Terroristic threats

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Cell Phones and Personal Electronics Policy

California State law permits students to have cell phones in their possession while on the school campus; however, this law also gives school districts and school sites the flexibility to determine their school's usage policy. The policy below clarifies LALA's cell phone and personal electronics (iPods, CD players, MP3 players, etc.) usage policy and consequences.

We are NOT responsible for lost or stolen items.

Electronic devices should be turned off during the school day. With teacher permission and supervision, students may use devices in the classroom as part of the learning experience. Students must wait for teacher instruction to turn on and use any device.

Students may NOT call on their personal phones for a parent/guardian pick-up during the instructional day for any reason other than a school emergency as determined by the administration. Students who do not follow this rule will have their phones confiscated. Parents who need to contact their child during the day must call the main office. Students cannot use cell phones or personal electronics on campus between 8:00 am and 3:30 pm. This includes not using cell phones or

personal electronics during passing periods and during lunch.

Consequences for Inappropriate Cell Phone or Personal Electronics Use If a student is using an electronic device without permission or inappropriately, the following discipline will be implemented:

1st Offense: Confiscation of the device by a staff member. The device is given to administration. Incident logged in PowerSchool by the administration. The device returned to the student at the end of the day. 2nd Offense: Confiscation of the device by a staff member. The device is given to administration. Incident logged in PowerSchool by the administration. The device returned to the parent. Parent and administration create an agreement for a consequence if a third offense were to occur.

3rd Offense: Confiscation of device. The device is given to administration. Incident logged in PowerSchool by the administration. Administration contacts parent and review agreement Hate Crime Policies and Procedures
NONDISCRIMINATION/HARASSMENT

The Los Angeles Leadership Academy District desires to ensure equal opportunities for all students in admission and access to Los Angeles Leadership Academy educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. Los Angeles Leadership Academy programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute. The Los Angeles Leadership Academy District prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other people in Los Angeles Leadership Academy. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance, or otherwise adversely affects the student's educational opportunities. School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.

The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior. Students who engage in discrimination or harassment in violation of the law, Los Angeles Leadership Academy policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to the student's district of residence.

Grievance Procedures

Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators, or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator, or designee whether or not the victim files a complaint.

Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

The Executive Director or designee will ensure that the student handbook clearly describes the Los Angeles Leadership Academy nondiscrimination policy, the procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. Los Angeles Leadership Academy policy may also be posted on the school website or any other location that is easily accessible to students. AR5 145.3

General Provisions

1. Definitions

- a. Los Angeles Leadership Academy participant: any individual involved in Los Angeles Leadership Academy programs or activities. This includes employees, students, contractors, vendors, guests, and volunteers.
- b. Los Angeles Leadership Academy staff member: any Los Angeles Leadership Academy employee.
- c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.
- d. Complaint: a statement regarding how a Los Angeles Leadership Academy program or activity is run or how a Los Angeles Leadership Academy participant was treated while involved in a Los Angeles Leadership Academy program or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct or

behavior or practices that violate the law.

(1) Examples of complaints based on discriminatory behavior:

(a) Sexual harassment, assault, battery

(b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability, and other characteristics uniquely a part of the individual or group.

“Harassment” occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in Los Angeles Leadership Academy programs or activities.

(c) Denial of educational opportunities

(d) Abuse or neglect

(e) Inaccurate student records

(2) In accordance with the Uniform Complaint Procedure, Los Angeles Leadership Academy will assist in referring certain complaints to specified agencies.

e. Concern: a statement regarding how a Los Angeles Leadership Academy program or activity is run or how a Los Angeles Leadership Academy participant was treated while involved in a

Los Angeles Leadership Academy program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.

f. Target: Los Angeles Leadership Academy participant who is the target of discriminatory behavior.

g. PCQ: Person whose conduct is in question; a person whose behavior is allegedly discriminatory.

Notice of Los Angeles Leadership Academy Policy

1. Each Los Angeles Leadership Academy site shall provide notice of this Nondiscrimination Policy along with the name, title, address, and phone number of the person in charge of handling complaints and investigations.

2. This notice shall also include a statement of policy, definitions, and the potential disciplinary consequences of substantiated complaints. See below.

3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.

4. Notice may also be provided by:

a. Publication in local newspapers, newsletters, or magazines operated by Los Angeles Leadership Academy or the site.

b. Distribution with other written communications to Los Angeles Leadership Academy participants and their parents.

c. Incorporation in mandatory Health Education classes.

d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures. Procedure for Filing a Concern or Complaint

1. Los Angeles Leadership Academy encourages any student who has a concern or complaint about alleged discrimination in how a Los Angeles Leadership Academy program or activity is run to report the concern/complaint to a Los Angeles Leadership Academy Principal or administrator.

2. The Los Angeles Leadership Academy staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty-eight (48) hours after the student's report. The Los Angeles Leadership Academy staff member will make a written note that the report was forwarded to the Principal or administrator.

3. A student who wishes to resolve a concern or complaint with Los Angeles Leadership Academy should make this report to a Los Angeles Leadership Academy staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.

a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.

b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.

(1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.

(2) If a complainant confides in another Los Angeles Leadership Academy participant that s/he believes s/he has a complaint or concern, the Los Angeles Leadership

Academy participant is encouraged to support the complainant in reporting the misconduct to the school.

c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school, or parent be present when the complainant or witness reports the complaint.

d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:

- (1) When the misconduct occurred
- (2) Who was involved (as a complainant, as a PCQ, as a witness)
- (3) Where the incident occurred
- (4) What happened
- (5) How the complainants responded to the incident
- (6) Any related incidents (for example, similar conduct or similar people involved)
- (7) Any other information regarding the incident that may help the investigation. e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is unwelcomed AND must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.

(1) The complainant is not required to take this step.

(2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.

(3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal. 4. Confidentiality

a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible.

(1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.

(2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.

(3) The parent/guardian of the complainant should also be notified.

b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.

(1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant's name to the PCQ to protect the PCQ's due process rights and to enable the investigation to move forward.

(2) If the school will disclose the complainant's name to the PCQ, the school shall notify the complainant of the disclosure.

c. Retaliation for complaints of misconduct by complainants or witnesses is prohibited.

(1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the complainant or witness should report these incidents to the principal

(2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to the student's district of residence

(2) If retaliation is substantiated or proven, and if the retaliator is Los Angeles Leadership Academy staff, the retaliator is subject to disciplinary measures under Personnel Policies.

Investigations of Complaints

1. Los Angeles Leadership Academy treats student complaints seriously.

a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.

b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.

c. The principal will notify the parents of the complainant and the PCQ if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.

d. Fact-finding for the investigation will be objective and will focus on the following factors:

(1) The age of the complainant(s).

(2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence, or harassment/threats/ intimidation but other age-appropriate measures may be taken).

(3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures, or writings that are racially explicit and/or degrading).

(4) The number of related incidents.

(5) The location of the incidents.

(6) The identity, number, and relationships of the individuals involved (for example, misconduct by a teacher who is "off duty" may have a greater impact on a complainant than similar behavior by another student; a group of students' misconduct toward one complainant might be more severe than one student's misconduct toward one complainant).

- (7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)
- (8) Any prior substantiated complaints
- (9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)
- e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ's response to the allegations.
- f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation's progress.
- (1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where Los Angeles Leadership Academy is required by law to continue, or where sufficient information has been gathered to show a problem, Los Angeles Leadership Academy shall move forward with appropriate corrective action without the complainant's participation.
- (2) If the complainant is a minor, the complainant's parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person, and/or investigator should be held to discuss the decision.
- g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:
- (1) A description of the incident
- (2) The complainant's claims
- (3) The PCQ's response
- (4) The results of the investigation's fact-finding:
- (a) The results should include all investigated facts and evidence from the factors listed above.
- (b) The investigator should include all documents relevant to the complaint and investigation.
- (c) These facts and evidence will be summarized objectively.
- (5) Conclusions based on the factual findings
- (a) The facts will be reviewed impartially.
- (b) The investigator will prepare a conclusion for each of the complainant's claims.
- (c) Conclusions will be directly tied to the underlying facts supporting them.
- (d) Conclusions will clearly state whether or not misconduct occurred.
- (6) Recommendations for disciplinary action, see Part V below, or other reasons, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment.
2. Los Angeles Leadership Academy will maintain records of all investigations into misconduct claims.
- a. These records will be confidential.
- b. These records may be used for tracking complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.
- c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.
- Consequences
1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator.
2. Counseling services should be offered to both the complainant and the PCQ.
3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:
- a. A written warning
- b. A formal written apology from the PCQ to the complainant
- c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student
- d. Detention
- e. Community service
4. Appeal of the determination of misconduct
- a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to the student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.
- b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student,

his/her parent or guardian, and the site principal.

(1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.

(2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.

5. Unsubstantiated complaints

a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.

b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence.

c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate.

d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. Los Angeles Leadership Academy staff shall assist the Target by providing contact information.

6. If the PCQ is a Los Angeles Leadership Academy staff member, refer to Personnel policies regarding employee discipline.

7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

Bullying Prevention Policies and Procedures BP 5131.2(a)

BULLYING

The County Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. The Executive Director and Los Angeles Leadership Academy Administration will establish student safety as a high priority and will not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer or pager. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with the involvement of key stakeholders in accordance with the law, County Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, Los Angeles Leadership Academy and school strategies shall focus on the prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of Los Angeles Leadership Academy and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

Los Angeles Leadership Academy will provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff will receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the executive director or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Executive Director or designee will develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code

234.1)

As appropriate, the Executive Director or designee will notify the parents/guardians of victims and perpetrators. The Executive Director or designee also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

When a student is reported to be engaging in bullying off-campus, the Executive Director or designee will investigate and document the activity and will identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance. When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employees so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Executive Director or designee also may file a complaint with the Internet site or service to have the material removed.

Any student who engages in bullying on school premises, or off-campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or involuntary transfer back to the district of residence, in accordance with Los Angeles Leadership Academy policies and regulations.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff, or to threaten Los Angeles Leadership Academy property, the investigation shall include documentation of the activity, identification of the source, and specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students shall be encouraged to save and print any messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employees so that the matter may be investigated. Any student who engages in cyberbullying on school premises, or off-campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with Los Angeles Leadership Academy policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit the posting of harmful material, the CEO or designee also may file a complaint with the Internet site or service to have the material removed.

Last updated: 2/2/2020

Last updated: 1/22/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

K	1	2	3	4	5	6	Other**
						23.00	
						11	
						4	
						1	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Grade Level

Average Class Size

Average Class Size and Class Size Distribution (Elementary) School Year (2018–

Number of Classes *

1-20

2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							21.00	
Number of Classes * 1-20							9	
Number of Classes * 21-32							18	
							1	

Number of Classes *

33+

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size							19.00	
Number of Classes * 1-20							25	
Number of Classes * 21-32							1	
							1	

Number of Classes *

33+

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 1/22/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

English	Mathematics	Science	Social Science
16.00	20.00	21.00	19.00
23	11	9	16
2	6	5	5

Subject

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

**Number of Classes *
1-22**

Number of Classes * 23-32 **Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)**

**Number of Classes *
33+**

Subject	English	Mathematics	Science	Social Science
Average Class Size	18.00	16.00	20.00	21.00
Number of Classes * 1-22	25	26	13	17
Number of Classes * 23-32	7	8	4	11
				1

**Number of Classes *
33+**

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this

information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size	18.00	17.00	19.00	20.00
Number of Classes * 1-22	28	20	18	15
Number of Classes * 23-32	5	3	4	3

**Number of Classes *
33+**

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/22/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	165.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/22/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other	5.00

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/22/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14448.00	\$2987.00	\$11461.00	\$68152.00
District	N/A	N/A	\$9056.00	\$78962.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	\$83052.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/28/2021

Types of Services Funded (Fiscal Year 2019–2020)

1. The Lingual Tree, The Cruz Center, DirectEd Educational Services – speech, counseling, and occupational therapy services for students with special needs. PAID VIA SPED
2. Arroyo Vista Health Screening – vision and hearing for students and free physicals for parents. FREE
3. Speech and Debate- FUNDED
4. LAPD Cadets – present their program annually to our students as a summer and college readiness program. FREE
5. Lincoln Heights Public Library – monthly visits and annual assemblies about library events. FREE
6. Models of Pride – annual student conference that focuses on the concerns and interests of Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBT Q) youth. FREE
7. MOST e-mentoring program for young women (middle school) FREE
8. Youth Policy Institute- providing academic, athletic, and enrichment, college preparation, and family services. GRANT
9. Mind up- Advisory Curriculum that teaches mindful learning- GRANT
10. Ripples Effect- PBIS and Alternative based modules to help with peer and school issues- FUNDED
11. JA Finance Park - Economics enrichment curriculum and a field trip - FREE

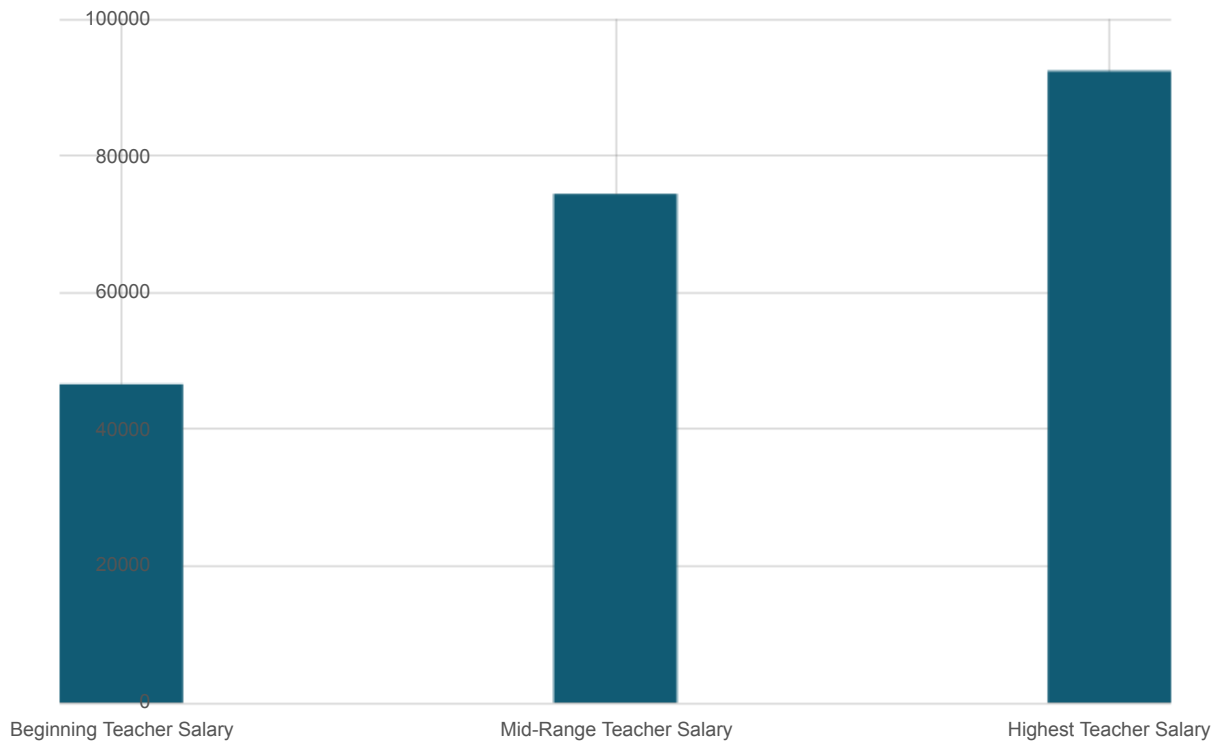
Last updated: 1/22/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

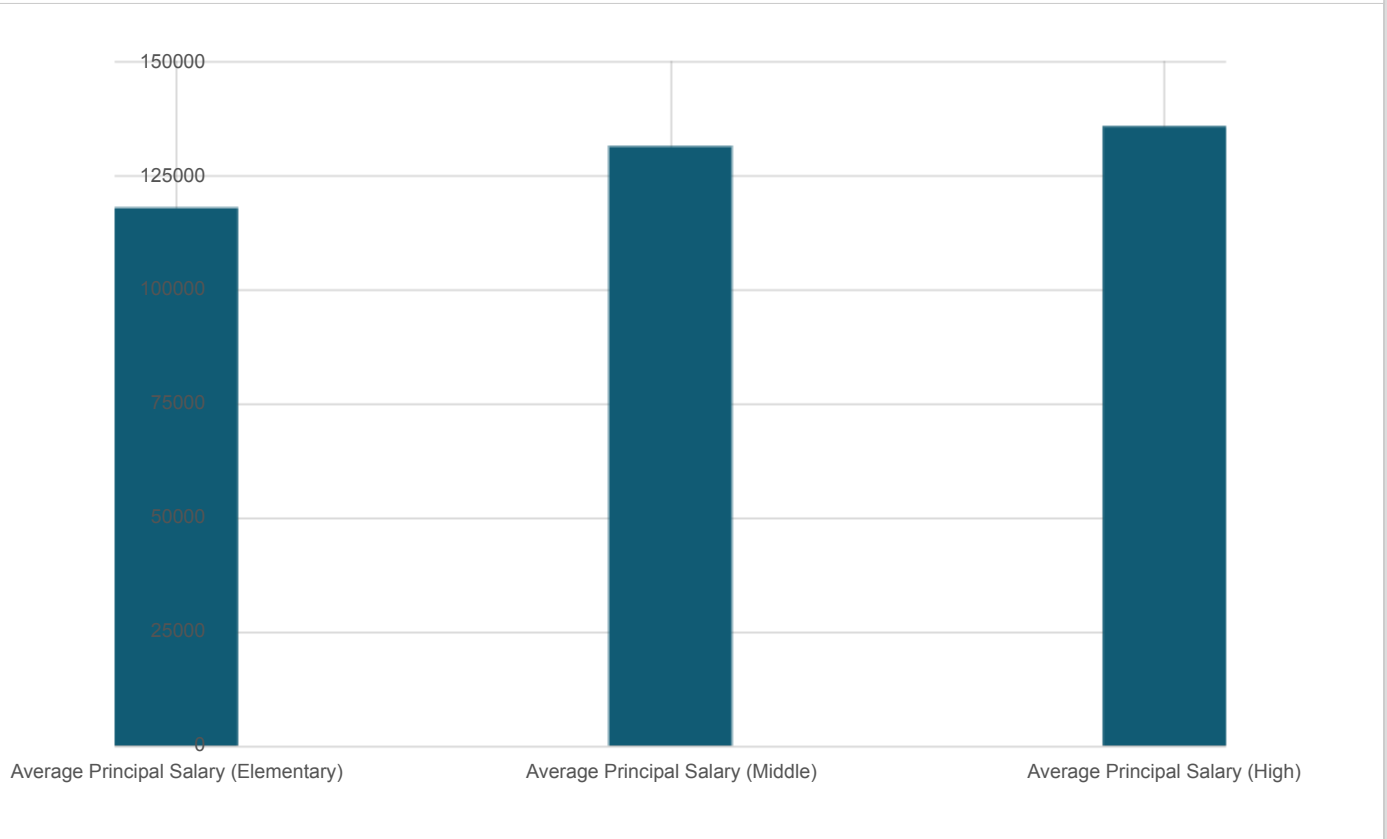
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.00%	33.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/22/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 23.60%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	2
Foreign Language	0
Mathematics	1
Science	0
Social Science	2
Total AP Courses Offered*	7

*Where there are student course enrollments of at least one student.

Last updated: 1/22/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	4	6	6

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

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