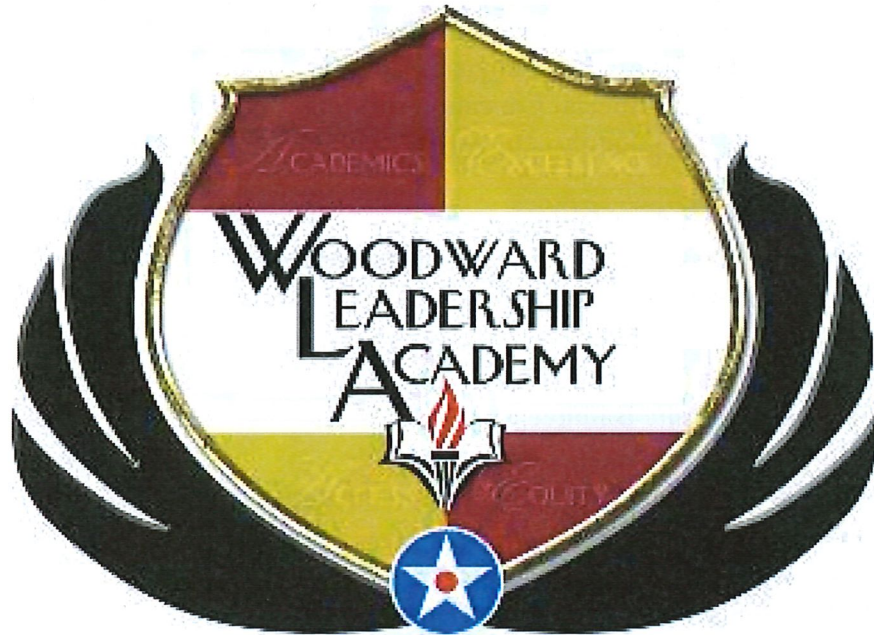


WOODWARD LEADERSHIP ACADEMY

# Charter Petition Renewal

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Submitted April 2017



**Renewal Charter Term: July 1, 2017-June 30, 2022**

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April 3, 2017

Superintendent: Dr. Dale Marsden  
Charter School Director: Mr. Christopher Tickell  
Board President: Dr. Margaret Hill  
San Bernardino City Unified School District  
777 N. F Street  
San Bernardino, CA 92410

Dear Superintendent Marsden, Mr. Christopher Tickell, President Dr. Hill, and the SBCUSD Board Members,

On behalf of Woodward Leadership Academy and the Board of Directors, I humbly submit this request asking for a five (5) year renewal of the Charter for Woodward Leadership Academy. Many of you have been a part of our journey from its inception. There were many times when it did not seem that we would be successful. From the outside, it would appear that we have experienced an extraordinary amount of failure. The truth, in fact, is, that one can only be deemed a failure if they stop trying. Time and time again, we have demonstrated that regardless to the pitfall, we will rise like a phoenix from the ashes. We confidently take the losses that we have experienced and use them as a blueprint to further catapult us to our goal of being an exceptional learning institution for the students of San Bernardino City and the surrounding areas.

Some of the events that have propelled us forward include:

- Continually hiring qualified and dedicated staff who truly care about the education of the students
- Contracting with Charter School Management Company (CSMC) for back office support services
- The purchase of AERIES for attendance accounting
- Participation in community events
- Transparency from the Board of Directors
- Support from parents and community members
- Support from SBCUSD

We believe that the aforementioned items, coupled with a resolve to be successful, will continue to be the force by which we move forward and continue to serve the families within our community

We thank you in advance for your consideration and we look forward to continuing our work as a SBCUSD authorized charter school.

Sincerely,

Maisha L. Turner  
WLA Board President

## **Reflection**

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### ***Our Story***

Woodward Leadership Academy was approved by San Bernardino City Unified School District in 2012 to serve a community that suffers from high unemployment, high crime rate, drive-by shootings, low expectations, little hope, low academic achievement and other common traits of communities of poverty. A group of concerned individuals merged their visions and a shared mission to make a difference in and improve the quality of public education. This new charter school would be a place where students, in connection with their families and the community, could belong and actualize themselves empowered with the tools of education.

Named for the late Captain E. Woodward, a Tuskegee Airman, Woodward Leadership Academy (WLA) will strive to be the best. Just as America's first black military pilots and their support personnel were successful in their duties because they learned to rely on their strength of character and courage to have the ability to triumph over adversity, so will the students at WLA. Like these brave men, known as the Red Tails, the Founder's of WLA intentionally weaved into the heart of the mission that students attending WLA will rise above obstacles in order to achieve their goals.

We enthusiastically opened our doors, greeting students and parents, with an expectation of a new learning experience conducted by an innovative principal, teachers, and staff. With the support of stakeholders, community based organizations, and our board of directors, WLA, looks to "Rise Above" and soar to new heights. The school has faced more challenges than could ever be imagined including an unprecedented amount of turnovers in administration. During these transition periods, the board has quickly rebounded to ensure that the students were not affected and remained engaged in their academic studies.

The majority of our students are identified as socio-economically disadvantaged. Our teachers and staff must be prepared to address the unintended consequences of living in poverty. Studies show that children raised in poverty are faced daily with overwhelming challenges which leads to less than desirable academic performance. Therefore, our staff, through professional development, has learned that building relationships of respect is essential to improving learning outcomes. These same relationships are equally important to keep our students returning year after year.

Accountability is essential to success. WLA began to see a positive change during year four when a strong administrator was hired to lead the team. A strong emphasis was placed on the teaching staff being able to deliver accurate, intelligible, performance-based information to increase academic excellence. We begin to use student achievement assessment data and to hold everyone accountable for attaining and maintaining the goals set forth in the charter. Teachers are expected to enhance the learning environment by engaging students in rigorous and standards-based curriculum. Parents are asked to support the team by raising their expectations in school work and attendance.

As we complete year five, WLA is sound in fiscal management and has demonstrated the ability to build on a floundering budget from year one to a positive in year four and five. With new financial managers, clear and precise monthly reports are made available to the Board of Directors for their review and assessment. This regular review of the financial status of the school enables the Board to determine the adequacy and strategic application of financial resources to meet the Boards policy objectives.

WLA has a Board of Directors with varied professional backgrounds. Together they are committed to making this a successful school. The Board is willing to work to make decisions such as hiring the right staff for the school, determining the best use of limited resources, finding and securing other streams of revenue for facilities, setting academic goals for the staff and providing the resources to enable them to carry out the mission. The Board has earned community-wide trust based on a record of academic and fiscal accountability. WLA has established partnerships that are instrumental in helping support our education vision and mission.

We are grateful for the opportunity to submit this petition requesting renewal of our charter for an additional five years.

<b>Highlights of the First 5 Years</b>
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| School Dedication with Capt. Woodward<br>Parent Pancake Breakfast<br>School Choice Community Event<br>Great American Shakeout<br>WLA Cheerleaders <ul style="list-style-type: none"> <li>● S.B. Black History Parade</li> <li>● Fontana Christmas Parade</li> <li>● Colton HS Homecoming</li> <li>● Fontana’s Unity in the CommUNITY</li> </ul> Black History Month Expo | Black Expo<br>Harvest Fest<br>Thanksgiving Basket Dist.<br>Living Museum<br>SB Tamale Festival<br>School Dances<br>Holiday Programs<br>Spelling Bee<br>“Taste of San Bernardino”<br>Preferred Activity Class <ul style="list-style-type: none"> <li>● Cooking</li> <li>● Conversational Japanese</li> <li>● Art</li> </ul> |
|--|--|

## **Goals and Looking Forward**

According to Dr. Carol S. Dweck in her Book *Mindset – the New Psychology of Success*, intellectual skill is a human quality that can be cultivated through effort. It has been the effort of the Woodward Leadership Academy Staff that has worked to fill in gaps in the school over the last year. As the 2015-2016 school year came to a close, the Board implemented changes within the leadership and teaching staff of the school. One of the mandates from the Board was making WLA a school that encompassed leadership just as its namesake, Tuskegee Airman, Captain Edward W. Woodward, Sr. The principal began working with the staff and faculty through staff meetings and professional development. We will endeavor to meet the Measurable Outcomes outlined in element two of the Charter Petition. While many of the goals have been met, we are continuing to move forward to ensure that the goals established when we began in 2011 are actualized.

## **Data on Measurable Outcomes**

During the last school year, Woodward Leadership Academy set goals for the school employing our Local Control and Accountability Plan (LCAP) as our standard of measurement. In the areas where we met our goals, we are exuberant about our progress. These outcomes are also delineated in Element two of the charter petition. In those areas where we fell short, we are self-reflecting and making adjustments as we continue to press forward with our efforts to meet our goals as the focus of the goals are to achieve student success.

- 1. Student improvement in English Language Arts and Mathematics** – This represents our first two goals. Teachers would use formative and summative assessments including CELDT, CAASSP and local reading and mathematics assessments to improve English Language Arts and numeracy literacy and fluency. Baseline assessments would be administered during the first 10 days of school and at intervals during the school year. After reviewing CELDT test data and local reading assessments, WLA teachers noticed the improvements were not as significant as desired. In order to rectify this and move forward toward reaching this goal, the i-Ready assessment system was implemented. WLA also began a modified block schedule which now allows for grouping student by skill level versus grade level in both ELA and math and providing necessary reading intervention strategies to fill achievement gaps. Students also work on individualized lessons based upon their sub-skill level. Lastly, our Journey’s ELA and California Go Math curriculum contains lessons at those sub-skill levels. These lessons are being given during our re-teaching time, and as homework assignments.
- 2. Students will be educated in a learning environment that is safe, drug free and conducive to learning** – We are proud to say that our students are in a safe and drug free environment with caring and compassionate teachers and staff members. This goal also included improving parent involvement and positive behavior strategies. As outlined in our enrollment plan; we have implemented student awards along with strategies to increase parent involvement. Additionally, the entire WLA staff will begin the first of a required three year training to implement Positive Behavior Intervention Strategies (PBIS) throughout the school. Adding these measures will continue to decrease absenteeism, discipline referrals, and suspensions.

These measures also reflect the work needed to meet our goal of decreasing disruption of the daily educational program and increasing student participation.

- 3. Students will move through progressive discipline steps** – The WLA teachers and administration have worked to create a student referral process. The staff and faculty will also receive classroom management behavior intervention strategies professional development. WLA is creating school wide discipline matrix along with a behavior contract plan to add to the classroom based strategies including school wide positive behavior incentives and citizenship awards. Students who have chronic discipline issues are contacted for mandatory parent conferences.

### **Data on Internal Schoolwide Goals**

- 1. Maintain and average daily attendance of 92% and increase annually at a rate of two percent.** This is a goal that we have strived to maintain. Unfortunately, our data reflects this goal has not always been met. In order to help meet this goal, we have implemented several measures. First, are having schoolwide perfect attendance incentives for students. These include pizza and ice cream parties. Additionally, we are having monthly schoolwide award ceremonies. We are including parents in this process by holding monthly meetings with the principal, newsletters to discuss happenings at the school and calling parents when students are absent. In an effort to increase enrollment, we will distribute flyers to local area pre-schools. Additionally, we are advertising the school in the local community.
- 2. 50% or more Parent/Guardian participation as volunteers.** Our parent volunteer program is in its beginning stages. We have instituted monthly morning and evening meetings with the principal. Additionally, our current parent volunteers are calling other parents to make them aware of events at the school as well as encouraging them to get involved with the school.
- 3. 100 percent of teachers shall be highly qualified as required under ESEA.** Woodward has moved toward this goal. We are currently staffed at 80% highly qualified teachers. We no longer have over 40% of our teachers who are substitute teachers. We will be recruiting teachers who are fully credentialed for future school years.
- 4. Special Education students will meet the annual goals established in their IEPs.** We are proud to collaborate with SBCUSD's Special Education department for special education services. Our school now has a Student Success Team (SST). Our teachers are reviewing IEP goals and differentiating instruction accordingly.

Woodward Leadership Academy is moving forward and ready for takeoff. Our teaching staff is working together and reviewing data to ensure that students are getting the highest quality education possible. Our classified staff is providing support to students and parents to ensure that needs are met. We are developing positive relationships with students and they are developing positive relationships with their peers based upon the six pillars of character: TRUSTWORTHINESS, RESPECT, RESPONSIBILITY, FAIRNESS, CARING, CITIZENSHIP. Our staff, teachers, administration, and Board are dedicated to making Woodward Leadership Academy a school where best practices are just a normal part of our school life.

### **Charter School Intent**

California Education Code 47601 states the following:

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

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

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### **Affirmations and Assurances**

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I, Maisha L. Turner, the lead petitioner for Woodward Leadership Academy (WLA) hereby certify that the information submitted in this application for a California public charter school is true to the best of my knowledge and belief. I also certify that this school is to be located within the boundaries of the San Bernardino City Unified School District and this application does not constitute the conversion of a private school to the status of a public charter school.

Further, I understand and affirm that if awarded a charter:

- The term of this Charter shall be five years, July 1, 2017 through and including June 30, 2022.
- Woodward Leadership Academy will be deemed the exclusive public school employer of the employees of WLA for the purposes of the Educational Employment Relations Act. [Education Code Section 47605(b)(5)(O)]
- Woodward Leadership Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Education Code 47605(d)(1)]
- Woodward Leadership Academy will not charge tuition. [Education Code 47605(d)(1)]
- Woodward Leadership Academy will not discriminate on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the



Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code 47605(d)(1)]

- Woodward Leadership Academy will meet all statewide standards and conduct the student assessments required, pursuant to Education Code 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Education Code 47605(c)(1)]
- Woodward Leadership Academy will admit all students who desire to attend, and who submit a timely enrollment form. If WLA receives a greater number of applications than there are spaces for students, a public random drawing will be held, in accordance with the Educational Code.
- Woodward Leadership Academy will adhere to Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEA”).
- Woodward Leadership Academy will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Title 5 California Code of Regulations 11967.5.1(f)(5)(c)]
- Woodward Leadership Academy will ensure that the school’s teachers hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which teachers in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [California Education Code 47605(l)]
- Woodward Leadership Academy will, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code 47612.5(a)(1)(A)-(D).
- If a student is dismissed or leaves WLA without completing the school year for any reason, Woodward Leadership Academy will notify the Superintendent of the school district of the student’s last known address within thirty (30) days and will, upon request, provide that school district with a copy of the cumulative record of the student, including a transcript of grades or report card and health information. [California Education Code 47605(d)(3)]
- Woodward Leadership Academy will follow any and all other federal, state and local laws and regulations that apply to California charter schools, including but not limited, to:
  - Woodward Leadership Academy will not require any student to attend or any employee to work at the charter school.
  - Woodward Leadership Academy will maintain accurate and contemporaneous written records that document all student attendance and make these records available for audit and inspection.

- Woodward Leadership Academy will, on a regular basis, consult with its parents/guardians and teachers regarding its education programs.
  - Woodward Leadership Academy will comply with any jurisdictional limitations to locations of its facilities.
  - Woodward Leadership Academy will comply with all applicable portions of the Every Student Succeeds Act.
  - Woodward Leadership Academy will comply with the Brown Act.
  - Woodward Leadership Academy will comply with the Public Records Act.
  - Woodward Leadership Academy will comply with the Family Educational Rights and Privacy Act.
  - Woodward Leadership Academy will meet or exceed the legally required minimum number of school days.
  - Woodward Leadership Academy will maintain all necessary and appropriate insurance coverage at all times and have San Bernardino City Unified listed as additional insured.
  - Woodward Leadership Academy will comply with minimum age for enrollment requirements (EC 48000[a]).
- Throughout this Charter and any attachments, exhibits, and/or appendices, hereto, any and all references to Woodward Leadership Academy (WLA, the Charter School the School) shall apply with full force and effect to Woodward Leadership Academy, Inc. and for all purposes related to the Charter or the operations of WLA shall be fully obligated to comply with the provisions of this Charter and any attachments, exhibits and/or appendices hereto, without regard to whether one or both of those entities is referenced or specifically listed or identified therein.
  - Woodward Leadership Academy shall submit all documents, reports, and information to the District required by law, including, but not limited to, all reports required pursuant to Education Code section 47604.33. All such reports shall include multi-year projections and cash flow information, as applicable.

- Each year, according to the timeline announced by SBCUSD, Woodward Leadership Academy shall submit an approved school calendar establishing that WLA is complying with the required minimum number of school days and an approved bell scheduled to establish the number of instructional minutes being offered.
- Woodward Leadership Academy agrees to permit the District to inspect and/or receive copies of all records relating to the operation of WLA, including financial, personnel, attendance accounting, and pupil records. WLA shall promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. WLA shall be subject to the California Public Records Act.
- The District shall charge WLA for supervisory oversight of WLA up to any maximum permitted by law (currently described and limited in Education Code section 47613).
- This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.
- Woodward Leadership Academy shall be solely responsible for all costs and expenses related to this Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations.
- Woodward Leadership Academy shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Governing Board as required by law, including, but not limited to, Education Code section 17604, shall be unenforceable against the District and shall be WLA's sole responsibility.
- Woodward Leadership Academy and their respective officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. San Bernardino City Unified School District and WLA shall not in any way or for any purpose become or be deemed to be agents, partners, joint venturers, or a joint enterprise. The District shall not be liable for the actions or liabilities of WLA.
- No state or federal funds generated by ADA from this Charter may be transferred or used to start or operate another charter school without the prior approval of the District Board of Education.
- Woodward Leadership Academy agrees to abide by all laws applicable to charter schools, and these laws may supersede any agreement in this charter petition as the charter school laws may change from time to time.

**Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(c) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)**

**Education Code Section 47607(b) requires that a charter school must meet certain renewal criteria prior to receiving a charter renewal. Three of the options for meeting the renewal criteria are that the charter school has:**

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years,

**\*\*See Appendix B**

**ELEMENT 1: EDUCATIONAL PROGRAM**

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

**MISSION**

The mission of Woodward Leadership Academy (WLA) is to provide an excellent education through rigorous curriculum taught by knowledgeable teachers. The knowledge and information received by students at WLA will equip them to have strong morals and be responsible community members. Students at WLA will also be taught leadership skills along with being taught to have a healthy sense of self-efficacy. This elementary school foundation will prepare WLA graduates for middle and high school. Additionally, WLA will work to create a foundation for life-long learning, and develop the capacity of its students in order to assist them in reaching their highest potential in every area of life.

**VISION**

Our vision of WLA is to reinvigorate our community by building healthy scholars and leaders who contribute to building a healthy community. Individual achievements will positively impact families, neighborhoods, and the global society in which we live. Woodward Leadership Academy seeks to

create a school with a positive reputation for academic achievement along with socio-emotional development that will draw students from San Bernardino and surrounding areas.

## TARGET SCHOOL POPULATION

Woodward Leadership Academy Charter School currently serves 91 students in grades TK-6. As the chart below demonstrates, Woodward Leadership Academy has had the pleasure of serving students from a rich diversity of ethnic groups. Similar to the District, a vast majority of the students served at WLA are socioeconomically disadvantaged (SED). WLA will continue to serve parents/guardians who desire a smaller learning environment in which to enroll their student.

Woodward Leadership Academy will comply with all local and State laws regarding the enrollment of students.

	WLA 2012/2013	WLA 2013/2014	WLA 2014/2015	WLA 2015/2016	SBCUSD 2015/2016
Enrollment per CBEDS	120	76	86	94	53,303
English Learners	22 (18.3%)	4 (5.3%)	6 (7%)	16 (17%)	27.1%
African American	55%	56.6%	59.3%	47.9%	12.7%
American Indian/Alaskan Native	---	1.3%	---	---	.5%
Asian	---	---	1.2%	1.1%	1.5%
Filipino	---	---	---	---	.4%
Hispanic	33.3%	32.9%	27.9%	31.9%	74.1%
Multi-Racial	1.7%	1.3%	2.3%	5.3%	1.4%
Not Reported	.8%	0	3.5%	1.1%	2.6%
Pacific Islander	4.2%	5.3%	4.7%	9.6%	.5%
White	5%	2.6%	1.2%	3.2%	6.4%
Free/Reduced Lunch	25%	59.2%	90.7%	80.9%	90.5%

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

According to Turgunbaeva, et.al (2016), “education can form the habit of a leader; develop knowledge of leadership, skills and abilities of constructing leadership roles and functions, and leadership skills.” Woodward Leadership Academy seeks to develop both the academic and social leadership skills of our students. Through rigorous lessons, that our students complete in both digital and textbook formats, along with the development of classroom projects, WLA students will develop and utilize leadership skills that will prepare them for high school, college, leadership, and lifelong learning opportunities. WLA students will matriculate to middle school with the skills and attributes that are critical for all 21st century learners. As our students engage in their classroom work that is based upon California Common Core Standards, they are simultaneously learning how to critically think. Additionally, because our teachers are also integrating project based learning into their lessons, students are also using their creativity to show they have not only memorized subject matter content material, but they are able to demonstrate their knowledge of the material. When students are assigned projects, they also have to learn how to set goals for completing those projects. These short term goals allow them to

then set longer term goals for reports, preparing for benchmark and standardized testing. These soft-skills will help prepare our students for life beyond high school.

Woodward Leadership Academy believes that students not only need an academic foundation that is strong in any core subject matter, but that possessing a deep understanding of the sciences and humanities is also important. These, along with core subject matter competency, require our students to acquire problem solving skills and to develop learning and reasoning skills that will prepare them for life-long learning. One of the ways WLA assists students in learning all of these skills is through the use of technology. By having curriculum that is in digital formats, our students are learning to properly utilize technology. All students at WLA are provided with a professional email address. They can use this address to send emails to their teacher to ask questions about classroom assignments or projects.

Using technology to communicate with teachers is also a means of helping our students learn how to effectively communicate. When our students are completing classroom projects they are also giving oral presentations. This allows them to practice effective speaking skills. By working in groups and giving presentations before their classmates who are from diverse backgrounds, WLA students are learning how to work with people of various ethnicities. When integrating projects, technology, learning various subjects, and working with others from diverse backgrounds, WLA students have the opportunity to gain attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty. These attributes, along with the skills they learn from completing classroom assignments and taking advantage of community service opportunities make WLA students not only prepared for the 21<sup>st</sup> century, but allow them to have the foundational skills to be productive, effective citizens who are able to participate in the social justice systems in society. As our students state every morning in the school-wide affirmation, "I will have a positive impact in the earth."

### **How Learning Best Occurs**

Woodward Leadership Academy believes that learning best occurs when:

- Students are in a safe and nurturing environment where diversity is celebrated
- Students are in an environment where all school community members (teachers, support staff, parents/guardians, community volunteers, peers and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization
- An educational environment that builds on students' strengths through enrichment activities, independent research, problem solving, creative thinking, music, art, environmental and technology
- Students see the connection between what they learn and the real world
- Students work well individually and cooperatively as members of a group
- Teachers have high expectations for all students
- Teachers work collaboratively to identify student strengths and areas for improvement in mastering the California Common State Standards for each subject area
- Teachers use differentiated instruction to address each student's needs and potential
- Teachers use formative and summative data to drive instruction
- Teachers continue to grow through professional development and remain lifelong learners
- WLA has high expectations for student behavior, academic and socio-emotional development, and the levels of student self-esteem and satisfaction

- WLA has high expectations for staff professionalism, teacher and support staff effectiveness in ensuring that learning takes place for all students, and the levels of staff self-esteem and satisfaction
- WLA supports the efforts of the teachers and support staff
- The Principal, as the instructional leader, empowers school community members to identify, articulate, and address a shared vision for the school's educational program
- The school treats all students as gifted and talented by offering an accelerated and academically rich curriculum to all students
- Students have an educational experience that prepares them for successful learning opportunities and prepares them for success in college, careers, leadership and economic success
- Students can build sustained and caring relationships with their fellow peers, teachers, support staff, administration, and community members.

Through collaboration, and with care and compassion, the Woodward Leadership Academy Staff will work diligently to create a safe and structured learning environment while meeting the academic and socio-emotional needs of all students.

#### **Enrollment and Instructional Minutes**

Increasing enrollment is paramount to the success of Woodward Leadership Academy. We realize that increasing enrollment involves multiple processes that must occur simultaneously. The first process involves getting students who are currently enrolled to come to school on time each day. To accomplish this effort, teachers at WLA have worked diligently with the adopted curriculum to provide engaging lessons that peak the curiosity and interest of our students. Students have the opportunity to work as helpers in the classroom. They also have the opportunity to operate in the role as co-facilitators. This function allows teachers to view student mastery of subject matter content as well as determine if a student requires additional help in a timelier manner. By having students come to the board or orally present their work, this also provides an additional individualized assessment. Student level awards are another means by which WLA excites students to attend school on a daily basis. Students are rewarded with pizza parties, ice cream socials, or having lunch outside (weather permitting). Our student level awards include certificates for perfect attendance (bi-weekly for TK-1) which are awarded on a monthly, quarterly, and annual basis. Additionally, students receive awards for citizenship, honor roll, and principal's honor roll.

Woodward continues to work on increasing parent involvement at our school. We hold monthly breakfast/supper with the principal meetings. We have also begun having those parents who volunteer call other parents to personally talk with them about events and getting involved with the school. Additionally, parents information about events at the school in student Thursday Folders. Newsletters are also sent to parents. The school also communicates with parents via Classroom Messenger, an application that sends emails to parents.

Outside of the classroom, WLA is working to re-brand itself and has also committed to increase community outreach and student recruitment efforts. These tasks include a complete overhaul of the Woodward Leadership Academy website. The website will be updated and will include the enrollment process. Updated flyers will be distributed to various pre-schools, local community organizations, and other networks that work with or assist children in the grades WLA serves. The school will also advertise in the local community newspapers. Lastly, the school flyer will be sent for distribution to email list serves of community based organizations. Combining the efforts of engaging curriculum,

increasing parent involvement, our re-branding, and raising awareness about Woodward Leadership Academy within the local communities are the various methods that will be used to maintain and increase enrollment at WLA.

Grade	Proposed Class Size	Annual Instructional Minutes	# of School Days
TK	21	67,860	193
K	21	67,860	193
1	23	62,715	193
2	23	62,715	193
3	17	62,715	193
4	17	62,715	193
5	14	62,715	193
6	14	62,715	193

Woodward Leadership Academy will meet all required instructional minutes. For charter schools, the required grade level minimum number of minutes is as follows:

TK- Kindergarten	Grades 1 to 3	Grades 4 to 6
36,000 Minutes	50,400 Minutes	54,000 Minutes

Woodward Leadership Academy operates a traditional school year that exceeds the instructional minute requirements of the state of California. Additionally, the school offers after school enrichment each day and tutoring as needed to provide further instruction for students and to increase academic achievement. The standard instructional day operates from 8:00 am to 3:00 pm.

Pursuant to Education Code 47652, Woodward Leadership Academy will commence its academic calendar prior to September 30 and will operate no less than 175 designated student attendance days. School hours will be 8:00 am-3:00 pm. Mondays are designated minimum days to allow teachers an opportunity for weekly professional development. Mondays will operate on a regular schedule when there is a national holiday or scheduled parent-teacher conferences. The Woodward Leadership Academy office will hold parents responsible for bringing their children to school and for clearing absences as they occur.

### **Curriculum and Instruction**

Woodward Leadership Academy is a site-based TK-6 public charter school. The educational program is uniquely suited to meet and exceed the diverse educational needs of the students we serve. The key characteristics of WLA Charter School include:

Highly structured values-centered curriculum utilizing Common Core State Standards Our school emphasizes learning and achievement and focuses on developing within each student a strong sense of discipline, ethical values, personal responsibility, and respectfulness.

Teaching students how to learn and how to master grade-level skills



Our school teaches students critical analysis and reasoning skills so that they know how to learn and how to access knowledge.

Intensive focus on literacy

Our school’s intensive focus on literacy begins with the foundation of phonics and grammar so that students may develop their knowledge and understanding of composition and literature. Reading is a key component of our academic program and a love of reading for leisure and pleasure is instilled in each student scholar. Teachers implement common core strategies including reading, synthesizing, referring to the text to answer questions and making text base conclusions.

**Academic Curriculum**

All adopted curriculum at Woodward Leadership Academy is aligned to the California Common Core Standards. WLA places a high value on the quality, condition and availability of textbooks for all students. Textbooks and supplemental materials in core academic areas are selected with a strong focus toward alignment to Common Core standards.

**Textbooks and Instructional Resources**

WLA places a high value on the quality, condition and availability of textbooks for all students. Textbooks and supplemental materials in core academic areas are selected with a strong focus toward alignment to Common Core standards.

Language Arts TK-6	Journeys, 2017 – Digital Curriculum	Houghton Mifflin
Math TK-6	CA Go Math, 2012 – Digital Curriculum	Houghton Mifflin
Social Studies TK-6	My World Social Studies, 2015	Pearson: Scott Foresman
Science TK-6	Science Fusion, 2015	Pearson: Scott Foresman

As noted in the chart above, WLA utilizes digital CCSS curriculum. This delivery option allows WLA students to use technology in the classroom along with further meeting the needs of students who are tactile learners. WLA students are completing digital lessons via the Houghton Mifflin Journeys ELA and CA Go Math curriculum. WLA teachers also utilize Reading Street and Envision Math CCSS curriculum provides an RTI layer for WLA students. *Reading Street™ Common Core* is finely tuned to teach the Common Core State Standards (CCSS). Every lesson focuses on Common Core State Standards, moving children toward higher-order thinking and college and career readiness. The English Language Development component is appropriate for elementary students at all language proficiency levels. The Journeys and CA Go Math curriculum are utilized by all teachers as the adopted WLA ELA and mathematics curriculum. My World Social Studies and Science Fusion

complete the core subject matter curriculum adopted and used by all teachers as the primary curriculum at WLA. The expectations of WLA is that all students reach or exceed grade level standards in core and supplemental subjects including, social studies, and the arts.

WLA understands the importance of utilizing research-based instructional practices to promote student achievement. In order to address how learning best occurs, staff are being trained to:

- best utilize the WLA adopted curriculum to meet the academic needs of all students
- align appropriate assessments to the standards;
- implement relevant, supplemental instructional activities that are aligned to standards and reflect research-based best practices; and
- design instruction that incorporates strategies detailed in *Classroom Instruction that Works*, by Marzano, Pickering, and Pollock.

## **Backward Mapping**

According to Linder, Cooper, McKenzie, Raesch, and Reeve (2014), the overarching goal of implementing the backward design model in the K-12 classroom is to encourage teachers to consider their overarching purpose as educators. This process allows teachers to outline their curriculum delivery goals for student understanding and to create measurable objectives from the outset.

The method, known as “Backward Mapping,” is an instructional framework with a strong research base currently being employed in reform efforts across the Nation. Originally published in “Understanding by Design,” by Grant Wiggins and Jay McTighe (1998), this process of instructional planning continues to provide teachers with a method for aligning standards, assessment, and instruction.

This process is one in which teachers start with the desired results (goals or standards) – then they derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three (3) distinct stages of this process that WLA uses. The three stages are as follows:

### **Stage 1: Unpacking and Prioritizing State Content Standards**

Teachers and administrators apply specific tools necessary to “unpack” and prioritize State content standards. This is a necessary pre-requisite step to designing assessments effectively that are aligned to concepts and skills required by standards. Specifically, teachers will:

- understand the three (3) steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners).
- apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following:
  - level of thinking (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (This will be tied to creating assessments.)
  - percentage of questions from standardized tests including the CAASPP that align with each strand of the standards (This will be tied to creating assessments.)

- identification of standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchors” standards within each unit designed by teachers (This will be tied to creating assessments for units as well as individual lessons within the unit).

Although many have researched instructional strategies, Marzano et. al. (2001) and Lozette (2014) are widely regarded as the most methodologically sound and align most with the Woodward Leadership Academy academic vision. WLA engages all stakeholders in a cycle of inquiry around student learning and achievement. A cycle of inquiry requires that the school community to examine a question related to a gap in student learning. This question has been brought to the forefront through the analysis of multiple forms of data. The school community then examines research and best practices in order to set goals and enact a formal action plan to close the learning gap. Throughout each cycle, it may become necessary to implement alternative, research-based instructional strategies that are not listed above in order to increase student achievement. With that in mind, the list above can be viewed as dynamic and ever-changing in order to best meet the needs of the students.

#### Stage 2: Aligning Assessments (formative and summative) to Content Standards

Teachers design effective assessments that are aligned to common core standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard.

Specifically, teachers will:

- identify four (4) overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative).
- analyze content standards to determine the “achievement target” embedded within each standard (Achievement targets are the link between standards and assessment).
- match an appropriate assessment method to each standard.
- establish and articulate clear criteria for reaching proficient performance on standards.

#### Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English Language Learners and students with special needs.)
- Writing effective standards-based lesson plans.
- Exploring how all learners (including English Language Learners and special needs students) vary in their readiness, interests and learning profiles.)
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, and Tomlinson.)
- All coursework involves a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine (9) research-based strategies proven to have a positive effect on student learning as described in

Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Sample instructional strategies include:

- small projects and other ways of experiencing real-world problems
- collaborative investigations and demonstrations
- mini-lessons that address specific skills within the context of larger projects
- giving guidance and adequate time to self-reflect and self-assess
- democratic classrooms and school structure
- authentic assessments
- direct instruction
- research-based projects
- cooperative group work and projects
- inter-disciplinary approaches to curriculum
- presentation of clearly defined “Learning Targets” for all students by all teachers
- rubric self-assessment for class reports and projects
- the involvement of parents/guardians and utilization of community resources as educational partners in instructional presentation
- peer study groups
- creating learning experiences that promote understanding, interest, and excellence
- innovating and enhancing current standards-based adopted programs

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process serves as the vehicle for ongoing conversations among and between grade levels at WLA. Specifically, all teachers are charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to examine lessons critically to determine their effectiveness.

Student success is the goal at Woodward Leadership Academy. Through communication with students and parents/guardians, the expectations of students with regard to the academic curriculum will be made clear throughout the school year. The curriculum at WLA was adopted with the premise that students would be successful learners not only in elementary school, but throughout their educational

career. It is our desire that the resources and delivery of these resources will result in students who are prepared academically and socially, and that our students have a positive attitude and are motivated and curious about learning.

### **Technology**

Woodward Leadership Academy has purchased Google Chromebooks for each of the students. Having access to this technology allows the students to gain access to their digital curriculum. The Chromebooks also allow students also use Google Docs. The school does not have site licenses for programs used by students. However, we have subscriptions with Houghton Mifflin for our digital curriculum. This is our core curriculum for mathematics and English Language Arts. Those curriculums are Journeys and Go Math. Additionally, as our school has a 1:1 ratio of Google Chrome Books, our students use Google Docs to complete classroom and homework assignments. Fifth and sixth grade students are also using Google classroom to complete assignments and communicate with their teacher. In their article, when discussing the positive correlation to technology use in schools and academic growth, McKnight, K., O'Malley, K., Ruzic, R., Horsley, M. K., Franey, J. J., & Bassett, K. (2016) stated, "educators were using technology in ways that Jim Collins, in the book "Good to Great," refers to as an accelerator of growth: not as a means to an end, nor the catalyst, but rather as an enabler of the desired outcome." WLA students from grades TK-6 use technology not only for achieving academic growth. As the California State adopted the computerized Smarter Balance testing system for measuring student academic achievement, our students in TK-2 are able to familiarize themselves with completing lessons and assessments on their Chrome books. Furthermore, as computers are used for completing classroom assignments and homework at the middle, high school and college levels, introducing technology at the elementary level gives our students the confidence and familiarity with technology they will need to succeed in their educational career. Lastly, computers are used in the workplace across occupations. As WLA students are being exposed to various occupations in the school's curriculum, the use of computers also assists them in being prepared for the workplace. Our school website will serve as the main source hub for our parents in addition to receiving text messages of upcoming school events via the Classroom Messenger app.

### **Innovative Instructional Schedule**

Woodward Leadership Academy teachers have full knowledge that students have various learning styles and rates at which they learn. Our school has added an additional layer of meeting the learning needs of all of our students by implementing a modified block schedule. Every Monday, our teachers are differentiating mathematics and reading instruction from 8:30-11:00am. This innovative instructional strategy was derived as a direct result of the i-Ready assessment student report data. Students are grouped by sub-skill level versus grade level as provided in the data. Students are given standards-based lessons on that sub-skill along with assessments. These blocks of intense differentiation of instruction assist in closing achievement gaps in mathematics and reading, thus leading to increased academic achievement. Educational researcher Larry Lezotte refers to this type of instructional strategy group setting as achievement centered groups.

### **Plan for Students who are Academically Low Achieving**

At WLA low-achieving students are identified as students who achieve at the lowest quartile on a standardized test or student report data on the i-Ready assessment shows they are below grade level in

one or more sub-skill levels in math and/or reading, are below or far below basic on classroom grading rubrics, or are not demonstrating academic and developmental success in the classroom. Teachers identify those students in their classes and their particular needs and provide them with additional classroom support. A major emphasis of the WLA curriculum structure and instructional strategies outlined here is to maximize the learning opportunities of low-achieving students. Low-achieving students are integrated into the entire student body at the school and participate fully in all aspects of the curriculum. We have high expectations, and with support systems for all WLA students, we expect to exceed our performance goals.

WLA will mail out student progress reports every five (5) weeks, and teachers will be encouraged to contact parents/guardians by phone or email as soon as a problem is noticed. Parents/Guardians of low-achieving students, those who are not demonstrating grade level skills and abilities, will be contacted personally by the end of the sixth (6) week of the school year. Students achieving below grade level in more than one area may be referred for a Student Success Team (“SST”) meeting. A student can be referred for an SST meeting by a parent/guardian, or a faculty or staff member. Once referred, the campus SST coordinator contacts the parent/guardian and meets with the teacher to gather background information, as well as observes the student in class. Once data has been gathered, the SST, comprised of at least the parent/guardian, teacher, and SST coordinator, meet to discuss appropriate interventions and accommodations for the student. The Team reconvenes periodically throughout the year to monitor student progress and modify the plan as needed. At the end of the second grading period, parents/guardians will be notified if their student has not made sufficient progress towards meeting the standards for promotion. They will be informed at another SST meeting the standards that their student is still not performing at grade level.

### **Strategies to Improve the Performance of Below Grade-Level Students**

1. By the end of the eighth week of school, all parents/guardians of students at WLA, identified as low achieving, will have been informed of their student’s academic standing.
2. At Back to School Night and parent/guardian education workshops, parents/guardians are given specific suggestions as to how to help their student at home.
3. A list of available tutoring, library and enrichment resources is made available for parents/guardians of all students.
4. Staff development sessions are devoted to differentiated instruction, including how to meet the needs of both low achieving students and gifted/talented students.

### **Plan for Students who are Academically High Achieving**

WLA believes that all students are entitled to a curriculum that offers the best of what we know about education, which is normally reserved for students identified as gifted. Students who demonstrate an ability to achieve beyond grade level as well as any students who want the challenge, are provided unlimited opportunities to study the core curriculum in-depth at an accelerated pace. This advancement opportunity allows for novelty in student outcomes while emphasizing higher levels of cognition.

Students may be identified as high achievers in grades 1-6. Students who are identified as high achieving may be clustered in academic peer groups in each class using flexible academic groupings and specialized programs as needed. Teachers provide a qualitatively differentiated curriculum according to common core guidelines.

### Intended Goals and Outcomes for High Achieving Students at WLA

At WLA, all teachers participate in and contribute to the academic goals of high achieving students as all teachers may have high achieving students in their classroom and are responsible for meeting these students' needs.

1. High achieving students at WLA receive differentiated instruction during Language Arts and Mathematics, including use of differentiated materials addressing algebraic and logic instruction that reflects advanced levels of thinking (synthesis and evaluation). Teachers regroup or cluster students for instruction. Teachers plan for horizontal curriculum alignment through grade-level meetings, as well as vertical curriculum alignment between grade levels to ensure a continuum of learning that reflects one or more years above grade level.
2. High Achieving students at WLA study the same core curriculum as their peers in social studies, science, music and art, however, these students have opportunities to study topics in detail and are required to demonstrate their understanding through projects, experiments, and other means of creative expression. Teachers continually modify instructional strategies to include flexible groupings and hands-on learning experiences.
3. High achieving students at WLA participate within the regular classroom as a means of developing and encouraging social awareness and understanding. Each teacher participates in the organization of classroom populations, addressing the school goals for the high achieving students and using the enrichment periods/time (art, music, computer, library time, and P.E.) to further the opportunity for differentiated instruction time.

### **Student Assessment and Evaluation of High Achieving**

1. Teachers continually assess program design and progress at staff meetings; and, teachers make reports to parents/guardians
2. Students keep portfolios and participate in self-assessments, demonstrating achievement of curricular standards appropriate to a higher-grade level.
3. Students make presentations to parents/guardians.
4. Teachers will analyze standardized test results and other assessments of advanced performance such as participation in national math competitions to determine the strengths and weaknesses of programs in place.

### **Plan for English Language Learners (ELL)**

WLA meets all applicable legal requirements for English Language Learners (“ELL”) as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. WLA implements policies to assure proper placement, evaluation, and communication regarding ELL’s and the rights of students and parents/guardians. Woodward Leadership Academy offers an English Learner Program that is based upon sound educational theory, adequately supported by budgeted resources and periodically evaluated and revised as necessary to increase opportunities for success.

#### Initial Identification Procedures:

Registration of students: All students will register at WLA by reporting to the office. Parents or guardians will be asked to complete the forms found in the general registration packet. Bilingual assistance will be provided, unless clearly not feasible.

Conducting Home Language Survey: Adults registering students will complete the Home Language Survey (HLS), containing the three questions required by law, found in the registration packet (unless the adult has copies of cumulative file records from the previous school containing a completed HLS). When there is an affirmative response on the HLS, the secretary will refer parents to the back of the HLS form which notifies them of ESL academic review and/or orally explain the process. A HLS with any affirmative response will be referred to the ESL contact person without delay.

Procedure to collect and retain the information: Registration personnel at WLA is responsible for collecting and filing registration information along with the original copy of the HLS form in the student's cumulative folder. If there is an affirmative response to any of the questions posed on the HLS, the Administrative Assistant will refer a copy of the form to the ESL coordinator.

Once a determination has been made concerning eligibility to receive ESL services as set forth below, the ESL coordinator will complete the remainder of the ESL Procedures and the LEP Data Collection form and provide the data entry clerk with a copy for computer input. The coordinator will also complete the Eligibility Notification form, which informs parents of program eligibility or ineligibility, and provide parents with copies.

When students qualify for ESL services, each teacher begins record keeping in an ESL folder and includes copies of the aural/oral assessment instrument, data collection form, eligibility form, and LEP Committee minutes, if a meeting was held. Written data will include an individual LEP plan, which identifies student name, instruction by program (including programs other than ESL), date of LEP identification, and assessment data. When students are determined ineligible, all documents will be placed in their cumulative records files.

In serving English Language Learners (ELL), WLA complies with all state and local requirements. Consistent with Federal law, the school's LEP program contains the following components: identification, assessment, placement and program participation, transition and exit, monitoring and program evaluation.

In serving students who are English Language Learners, the school complies with all state and federal rules and regulations, while practicing inclusion to the fullest extent possible. Students entering the school will be checked for non-native English speaker status, through both a language survey of parents as well as teacher observation. Students identified as non-native speakers will be evaluated by formal and informal assessments, and students identified as ELL will be provided education support. Teachers with ELL students in their class will use alternate teaching strategies to service ELL students within the classroom integrated into various subjects. Support services may include supplementary English as a second language instruction in addition to instruction normally occurring during a literacy and language arts block. Since the school will use an inclusion model, an immersion program in all other subject areas will help ELL students quickly gain familiarity with English. Student progress will be assessed utilizing formal and informal measures. Student achievement will be monitored to facilitate program modifications, as needed, and students will exit the program when assessments indicate readiness for regular instruction. ELL students and targeted skills are noted in teacher's lesson plans.

In accordance with the law, the school will not exclude ELL students from curricular and extracurricular activities in school because of their inability to speak and understand the language of



instruction. The school will not assign national origin minority students to classes for the disabled because of their lack of English skills. ELL pupils shall be provided instructional programs, which foster their success in math, Social studies and language arts. Non/Limited English Proficient Pupils will not be retained solely on the basis of lack of English proficiency and will not be placed in language-dependent courses until the pupil develops a degree of proficiency in the English language that will allow him/her to access the information presented and the materials used.

The primary goal of appropriate programming is to effectively develop each student's English language proficiency and academic potential. Programs should enhance self-esteem, promote cross-cultural awareness, and provide equal educational opportunities. Appropriate programming decisions will be based on on-going programmatic assessments.

All students who indicate that their home language is other than English will take the California English Language Development Test ("CELDT") within thirty days (30) of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as Fluent English Proficient.<sup>1</sup> WLA will notify all parents/guardians of its responsibility for administering the student CELDT and of CELDT results within thirty days (30) of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

### **Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT
- Participation of the student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate the student's curriculum mastery
- Parental/Guardian opinion and consultation, achieved through notice to parents/guardians of the language reclassification and placement including a description of the reclassification process and the parents'/guardians' opportunity to participate, and encouragement of the participation of parents/guardians in the WLA's reclassification procedure, including seeking their opinion and consultation during the reclassification process
- Comparison of the student's performance in basic skills to an empirically established range of performance and basic skills based upon the performance of English proficient students of the same age that demonstrate to others that the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English and
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

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<sup>1</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing from their prior school of enrollment.

- Teachers are trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques which will be the primary strategy to meet the needs of English Language Learners. The instructional design model to be used by WLA places a strong emphasis on differentiating instruction to meet the needs of English Language Learners based on their academic and language readiness. Through the well-defined professional development plan that accompanies this instructional design model, teachers are trained on a variety of other instructional strategies to be used specifically with English Language Learners.

### **Plan for Special Education Including Children with Disabilities**

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

### **Section 504 of the Rehabilitation Act**

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team is assembled and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Student's individual 504 Plans will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

#### *Services for Students under the "IDEIA"*

*The following description regarding how special education and related services will be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding ("MOU"), delineating the respective responsibilities of the Charter School and the District, which MOU shall be executed at least six (6) months prior to the commencement of operation, or as otherwise agreed upon by the parties. The following provisions are meant to summarize the Charter School Petitioner's understanding of the manner in which special education instruction and related services shall be provided by the Charter School and the District. The following language mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not*

meant to unilaterally bind the District, or to preclude alternative arrangements between the District and the Charter School as agreed upon in a MOU:

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b). However, after two years of operation under this charter, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School follows the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School complies with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the school. The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to

fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

### Staffing

All special education services at the Charter School are delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School’s understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

### Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals. The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

### Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School implements District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs. The Charter School follows District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

The current principal has coordinated a Student Success Team (SST). This team will review referrals from the faculty. A member of the team will then meet with the special education designee from the District before the evaluation process begins. The SST will also conduct ongoing professional development for faculty and staff regarding students with special needs.

#### Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

#### IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

#### IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter

School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law. The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

### IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

### Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

### **Professional Development**

Learning, at Woodward Leadership Academy, is a lifelong process that not only impacts the students, but this concept is also applicable to the teaching staff. To that effect, the staff returns to school a week before the students so that the groundwork can be laid for the new school year. In addition, Mondays have been designated as minimum days. This time allows the staff to participate in continuous professional development opportunities that will increasingly enhance their skills and abilities when working with the students.

WLA has identified the following topics for professional development for the next five years:

- Positive Behavior Intervention Strategies
- S.T.E.A.M. and Project-based learning
- i-Ready RTI assessment and lesson planning system
- Customer service training
- Continued CCCS curriculum
- Differentiated instruction

**ELEMENT 2:****MEASURABLE STUDENT OUTCOMES**

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

**Measurable Outcomes**

During the last school year, Woodward Leadership Academy set goals for the school employing our Local Control and Accountability Plan (LCAP) as our standard of measurement. In the areas where we met our goals, we are exuberant about our progress. These outcomes are also delineated in Element two of the charter petition. In those areas where we fell short, we are self-reflecting and making adjustments as we continue to press forward with our efforts to meet our goals as the focus of the goals are to achieve student success.

- 1. Student improvement in English Language Arts and Mathematics** – This represents our first two goals. Teachers would use formative and summative assessments including CELDT, CAASSP and local reading and mathematics assessments to improve English Language Arts and numeracy literacy and fluency. Baseline assessments would be administered during the first 10 days of school and at intervals during the school year. After reviewing CELDT test data and local reading assessments, WLA teachers noticed the improvements were not as significant as desired. In order to rectify this and move forward toward reaching this goal, the i-Ready assessment system was implemented. WLA also began a modified block schedule which now allows for grouping student by skill level versus grade level in both ELA and math and providing necessary reading intervention strategies to fill achievement gaps. Students also work on individualized lessons based upon their sub-skill level. Lastly, our Journey's ELA and California Go Math curriculum contains lessons at those sub-skill levels. These lessons are being given during our re-teaching time, and as homework assignments.
- 2. Students will be educated in a learning environment that is safe, drug free and conducive to learning** – We are proud to say that our students are in a safe and drug free environment with caring and compassionate teachers and staff members. This goal also included improving parent involvement and positive behavior strategies. As outlined in our enrollment plan; we have implemented student awards along with strategies to increase parent involvement. Additionally, the entire WLA staff will begin the first of a required three year training to implement Positive Behavior Intervention Strategies (PBIS) throughout the school. Adding these measures will continue to decrease absenteeism, discipline referrals, and suspensions. These measures also reflect the work needed to meet our goal of decreasing disruption of the daily educational program and increasing student participation.



3. **Students will move through progressive discipline steps** – The WLA teachers and administration have worked to create a student referral process. The staff and faculty will also receive classroom management behavior intervention strategies professional development. WLA is creating schoolwide discipline matrix along with a behavior contract plan to add to the classroom based strategies including schoolwide positive behavior incentives and citizenship awards. Students who have chronic discipline issues are contacted for mandatory parent conferences.

### **ELEMENT 3: METHODS OF ASSESSMENT**

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

WLA curriculum and assessment systems are grounded by the Common Core State Standards. WLA will continue to work cooperatively with the District to monitor progress in meeting student outcomes.

Throughout the year, teachers use a variety of assessment data, including short-term and long-term projects, portfolios, chapter tests, homework, etc., to continually monitor student progress as well as to adapt curriculum and develop effective instructional strategies. In addition to the required State-adopted text assessments, benchmark assessments are given every semester in the areas of English/Language Arts and Mathematics. These assessment systems are also used to assess students in English Language Arts and Mathematics and the results determine flexible groupings for remediation and extension activities. Teachers regularly use various assessments to evaluate, adjust and plan future instruction. WLA teachers hold conferences with students and parents/guardians to discuss student mastery of the content areas.

WLA uses a variety of student groupings within each classroom and each school day. A wide variety of instructional strategies are employed to meet the differing needs of students at each grade level. These include, but are not limited, to: 1) cooperative learning, 2) flexible grouping, 3) partner reading, 4) choral reading, 5) listening center, 6) journal writing, 7) written and oral reports, 8) plays, and 9) role-playing.

Higher-order and critical thinking skills are assessed on a daily basis through the use of open-ended questions that have more than one correct solution, problem-solving in cooperative groups, hands-on activities, writing using the "writing process," solving analogies and predicting student outcomes.

At WLA the mathematics program strives to produce masters of math. Therefore, a variety of instructional strategies and strict adherence to the Pearson envision math program are used to ensure that all students have multiple opportunities to learn the mathematical concepts and skills. The Mathematics program is designed to encourage not only the mastery of specific skills, but also to encourage the use of higher-order and critical thinking skills on a daily basis.

Math is also integrated in other subject curriculum, including social studies, science, and reading.

Teachers plan at the different grade levels to best meet student needs. Some teachers will departmentalize subjects, i.e., math, to meet all students' needs. To meet the needs of all students, instructional strategies which employ visual, auditory, and kinesthetic modalities are employed with the teaching of all subject areas. Higher-order and critical thinking skills are developed through questioning, researched, and process writing. A new 21st century computer lab supports the cross-curricular standards in grades Kindergarten through six.

#### Use and Reporting of Data

At the beginning of the school year, achievement tests and CAASPP scores from the previous year will be analyzed. Teachers are given a list of students who scored at the Basic, Below Basic, and Far Below Basic in specific subjects. Also on the list are students that did not reach benchmark on the last periodic subject assessments from the previous year. Scores from the achievement tests, CAASPP and periodic assessments are used to determine differentiation from at risk to high achieving students. Low-performing students will be monitored and supported from year to year.

At WLA, teachers serve as testing coordinators to ensure that state student assessments including achievement tests, CAASPP, and CELDT are administered. Teachers at WLA will also be involved in ongoing professional development directly addressing assessment.

WLA conducts student assessments pursuant to EC47605(c).

Woodward Leadership Academy staff continues to use informal and formal assessments to monitor student progress in mastering grade level standards in all subject areas. This progress is shared with parents through periodic progress reports, parent-teacher conferences, report cards and additional means as necessary.

#### Testing

If WLA does not test (i.e., CAASSP, CELDT) with the District, WLA hereby grants authority to the State of California to provide a copy of all test results directly to the San Bernardino City Unified School District as well as to WLA.

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

#### **Legal Description**

Woodward Leadership Academy is an independent, site-based, public charter school within San Bernardino County operating as WLA, a California nonprofit public benefit corporation. Per Education Code Section 47604(c), Woodward Leadership Academy is operated as a California non-profit public benefit corporation and operates within the terms and conditions specified in this petition. WLA is non-sectarian in its programs, admissions' policies, employment practices, and all other operations. WLA shall not charge tuition and shall not discriminate against any student or employee on the basis of the characteristics listed in Section 220 of the Education Code (actual or perceived disability, gender, nationality, race or ethnic background, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

WLA complies with all federal, state, and local laws, regulations, and ordinances that are applicable to California charter schools, including those related to zoning, occupancy, construction, health, and safety. The school has secured general liability insurance, workers' compensation and unemployment insurance.

### **Indemnification**

The District shall not be responsible or liable for the operations of WLA. WLA is governed pursuant to this Charter. WLA, is governed by its Articles of Incorporation and adopted bylaws (attached in Exhibit). WLA, may not delegate any or all of its governance or management duties for WLA to another person or entity, including but not limited to a parent, subsidiary, or related corporation, except as specifically provided for in this Charter. Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of WLA, the provisions of this Charter shall prevail. WLA shall provide written notice to the District Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revisions(s) by the WLA, governing board. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be material revision to WLA's governance structure or Charter, WLA may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should WLA adopt revisions(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoptions of such revisions(s).

To the fullest extent permitted by law, WLA agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District, and hold harmless the District, the District's Board of Trustees, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of WLA, on the part of WLA, and/or on the part of the board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of WLA, in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under the Charter and/or in any way related to the operation of WLA or of any other facility, program, or activity. The obligations of WLA to defend the District and the other Indemnitees identified herein is

not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demand, action, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be construed to obligate WLA to indemnify an Indemnitee for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence or will misconduct has been adjudged by the final and binding finds of a court of competent jurisdiction; except, in instances where the active negligence or will misconduct of an Indemnitee account for only part of the losses) involved, the indemnity obligations of WLA, shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

Potential Litigation to the Authorizer:

WLA, at its own cost, expense and risk, shall defend any legal proceedings that may be brought against the District, its board, officers, or employees, by any person, including any institution or organization on any claim or demand of whatever nature, arising out of the District's Board granting a charter, and shall satisfy any judgment that may be rendered against any of them. The Board and the San Bernardino City Unified School District Superintendent shall notify WLA of the receipt of any such claims or demands.

WLA shall indemnify, defend, and hold harmless the District, the District's Board of Trustees, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors, and assigns to the fullest extent permitted by law and in accordance with the terms of this Charter and the MOU between the District and WLA, from and against any claim or demand of whatever nature, arising from WLA's operations. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operations of the Charter School. WLA and its employees will institute appropriate risk management practices and health and safety policies and practices.

The Articles of Incorporation and Bylaws are attached as Appendix D, and the Conflict of Interest Policy and Code for Woodward Leadership Academy are attached as Appendix E.

### **Board of Directors**

WLA is governed by its charter Board of Directors ("Charter Board"), understanding that the Charter Board (a California Non-Profit Public Benefit Corporation) has a legal fiduciary responsibility for the well-being of the school. As such, and with particular reference to the Education Employment Relations Act, the Charter Board, as the applicant for this charter, will set the terms and working conditions for all employees and will do so consistent with state and federal law.

**Composition, Terms and Selection Process**

The WLA Board is a self-selecting body. The WLA Board will consist of a minimum of five (5) and a maximum of seven (7) voting members as outlined in the corporate by-laws. Members are selected for their expertise in finance, fundraising, community development, education and real estate. Per Education Code 47604(b), the authorizing school district may designate a representative to the WLA Board who shall be a voting member. The school will be administered in a nonsectarian manner.

The lead petitioners appointed a Founding Board of Directors of four (4) members that include representatives of the parents/guardians, educators, and community members who support educational choice in the San Bernardino community and surrounding areas. Biographical information of the Founding Board is included in the appendix.

Maisha Turner	President
Alicia Dumas-Pace	Secretary
Lisa Blacksher	Treasurer
Linda Davis	Member

Board members serve staggered terms to ensure continuity on the Board. Three (3) members will serve an initial 3-year (3) term and two (2) members will serve an initial 2-year (2) term. Members can serve a maximum of three (3) consecutive terms. After the third term, a member shall be off the Board for at least one year before being considered for reappointment on the Board by the President.

WLA Board members are identified, reviewed and nominated for membership by the President of the Board. The President or designee must solicit parents, school leaders, community leaders, and current members of the Charter Board for prospective members. The President nominates candidates on the basis of guidance from the Board on the skills needed for the effective oversight of the school. The President furnishes information on each potential candidate to all members of the Board. The full Board selects new members by majority vote at the annual meeting, held in May or June, every year or on an as needed basis to fill vacancies. Members are elected for two-year (2) terms, running from July 1 through June 30, and shall hold office until expiration of their term unless they do not fulfill their obligation as members of the Board. The Board Members also develop and administer or contract for a program of orientation and training for newly elected members.

**Board Responsibilities**

The responsibilities of the WLA Board are to:

- approve the schedule of Board meetings;
- approve the general policies of the school;
- employ, discipline, and release school personnel;

- approve and monitor the school's budget;
- receive funds for the operation of the school in accordance with the Charter and applicable law;
- solicit and receive grants and donations consistent with the mission of the school;
- review the school's personnel policies and receive from the Principal reports relative to their implementation, such policies to be consistent with any applicable laws;
- fulfill all other responsibilities provided for in the California Corporations Code, the Articles of Incorporation, Bylaws, or this charter necessary to ensure the proper operation of the school are being carried out;
- review monthly operations' reports from the Principal and annual independent audit reports;
- hire and evaluate the Principal;
- participate in dispute resolution procedures and complaint procedures when necessary; and
- approve charter amendments as necessary and submit material revisions as necessary for authorizer consideration.

It is understood that the San Bernardino City Unified School District shall have the right of access to all WLA records to carry out their oversight responsibilities, and that the records of the WLA are subject to the California Public Records Act. Board members shall receive annual training on the Ralph M. Brown Act during the first three (3) months of each school year.

The WLA Board will act as the fiscal agent of WLA to the fullest extent of the law. The WLA Board will see to it that all provisions of charter school legislation will be followed. The WLA Board will monitor the school budget monthly. A state approved external auditor will be contracted to assure standards of fiscal responsibility. The WLA Board will contract a business manager, who will provide back office service. WLA is currently contracted with the Temecula based Charter School Management Corporation (CSMC) for back-office fiscal and budgetary management to assist the Board in it's fiduciary responsibility.

### **Principal Responsibilities**

The Principal will be the leader of the school. The Principal will ensure that the curriculum is implemented in order to maximize student learning experiences. The Principal must report directly to the Charter Board, and s/he is responsible for the orderly operation of the school and the supervision of all employees in the school.

The Principal is assigned to perform tasks directly from the WLA Board and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited, to the following:

- Ensure the charter school enacts its mission
- The execution and ongoing review of an academic plan that focuses on student learning
- Supervise and evaluate teachers and staff
- Communicate and report to the WLA Board
- Oversee school finances with business manager to ensure financial stability
- Serve or appoint a designee to serve on any committees of the School
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws communicate with parents/guardians, recruit new families and students, and assure families of academic growth

- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the WLA of Directors
- Complete and submit required documents as requested or required by the charter and/or the WLA Board and/or the San Bernardino City Unified School District
- Identify the staffing needs of the school and offer staff development as needed
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Identify qualified substitute teachers as needed
- Ensure the security of the school building
- Promote Woodward Leadership Academy in the community and uphold positive public relations
- Encourage and support teachers in on-going professional development
- Attend San Bernardino City Unified School District administrative meetings as necessary and stay in direct contact with the San Bernardino City Unified School District regarding changes, progress, etc.
- Develop the WLA annual performance report and SARC
- Manage student discipline, as necessary participate in the suspension and expulsion process, and
- Participate in Special Education meetings as necessary

### **Parent/Guardian Involvement**

One goal of this school is that of empowering parents/guardians as educational partners. Parents/Guardians should know that their voice and participation at the school influences the development of the total school and its components. Parents/Guardians will have the opportunity to participate in a variety of meaningful ways at the school site and their presence on campus and assisting teachers in the classroom is most important.

Parents/Guardians are encouraged to become active in developing their student's learning plan and the school's curriculum, evaluation process, and other programs. Outreach efforts include newsletters, Internet and E-mail communications.

Notice is given to the parents/guardians of the following:

- the times and dates of all parent/guardian meetings and all Board meetings for the year;
- special classroom and school-wide events to be held during the year;
- the process for time and labor donations to the school;
- the process for "phone tree/e-mail communication" for all classrooms;
- access to a WLA website;
- the procedure for verifying parent/guardian participation at all school and school-related events to enable families to meet their annual hourly participation goals;
- procedure for contacting parents/guardians during an emergency and location of their students for pick-up during any emergency

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

Woodward Leadership Academy acknowledges and agrees that all persons are entitled to equal employment opportunity. WLA shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment. All employees shall be fingerprinted and receive a background clearance in the accordance with Education Code Section 44237 prior to commencing employment with the Charter Academy.

Woodward Leadership Academy shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. WLA shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

The following are a list of key personnel to be employed by WLA along with corresponding qualifications:

### **Teacher Qualifications**

The most important characteristic of teachers at Woodward Leadership Academy will be their care for students, enthusiasm, willingness to work hard and responsibility for student learning.

Specific qualifications include:

1. The Charter Academy shall comply with Education Code Section 47605 (l), which states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public school would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority.”

All teachers will be required to hold a CLAD certification or an equivalent recognized by the California Commission on Teacher Credentialing.



2. NCLB highly qualified for elementary school.

Accordingly, a teacher of core academic subjects must have:

- (1) a bachelor's degree;
- (2) a State credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential,
- (3) and demonstrated core academic subject matter competence.

Woodward Leadership Academy will verify annually the validity of teaching credentials through the Commission's Online Verification System. Employees will be notified in writing 8 months before the credential's expiration that their credential needs renewal. Credentials are renewed online. Woodward Leadership Academy shall only assign teachers to subjects for which they are properly credentialed, including English Learner authorization.

### **Principal's Qualifications**

The Principal shall be able to supervise students, the campus teachers, and non-instructional staff. The Principal shall act as the instructional leader at the school and shall be responsible for helping the students achieve outcomes as outlined in the Educational Program. The principal is responsible for the management of the budget revenues and expenditures in coordination with the contracted charter fiscal management organization. The Principal is also responsible for grant writing and fundraising, parent involvement and character education, and conducting meetings for at risk students. These positions require a Bachelor's degree. An Administrative Credential is desired, however prior experience will be considered.

### **NonCertificated Staff**

The charter school shall seek non-certificated candidates that embrace the mission and vision of Woodward Leadership Academy and are flexible and able to work collaboratively with administrators, students, faculty, staff, and parents. Non-certificated candidates must possess adequate professional training and/or experience.

Woodward Leadership Academy will also use a leadership model with teachers at the school. Teachers with greater experience will be used as mentors for the teachers with less experience. Mentors may be required to complete peer observations, as well as coaching in terms of best practices and instructional methods.

### **Recruitment**

Woodward Leadership Academy's recruitment plan may involve the use of a web-based employment application such as Ed-Join, attendance at various employment fairs, and job postings in the media.

### **Employment Handbook**

Woodward Leadership Academy has created an Employee Handbook for all staff. This is in the appendix.

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

In order to provide safety for all students and staff, WLA has adopted and implemented full health, safety, and risk management policies and procedures at its school site in consultation with its insurance carriers and risk management experts. The following is a summary of the health and safety policies of the Charter School:

### **Family Educational Rights and Privacy Act (FERPA)**

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **Procedures for Background Checks**

Employees and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. Additionally, should an employee, subsequent to their employment with WLA, be convicted of serious or violent misdemeanors or felonies, it is expected that the employee will report such to the WLA Principal.

### **Role of Staff as Mandated Child Abuse Reporters**

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, policies and procedures required of the District.

### **TB Testing**

All faculty, staff, and volunteers will submit to a tuberculosis risk assessment prior to commencing employment and working with students as required by Education Code Section 49406. All staff members and volunteers will need to renew the TB risk assessment every four years. Documentation of employee and volunteer compliance will be kept on file in the school office.

### **Immunizations**

All staff and enrolled students are required to provide records documenting immunizations as is required at public schools pursuant to California Education Code.

### **Health Services and Prescription Medications**

WLA adheres to Education Code Section 49423 regarding administration of medication in school. Parents/Guardians complete the appropriate form authorizing school staff to administer medication. Staff keeps detailed records and logs of all medication schedules and dispenses medications at the appropriate times. All medications are stored in secure storage cabinets or secure refrigerators. A school nurse will be hired on a part time basis to review and provide oversight to all health services provided.

### **Vision, Hearing,**

As outlined in California Education Code 49452, students are screened for vision and hearing.

### **Emergency Preparedness**

The Charter School adheres to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook includes, but is not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

### **Blood Borne Pathogens**

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board has approved a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

### **Drug Free/Alcohol Free/Smoke Free Environment**

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

### **Facility Safety**

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

### **Safe Place to Learn Act**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

### **Cal/OSHA General Industry Safety Orders**

WLA will comply with all Cal/OSHA safety orders and California Code of Regulations; Title 8, section 3203. Posters will be posted to inform employees of these compliance requirements.

### **Insurance Requirements**

No coverage shall be provided to WLA by the District under any of the District's self-insured programs or commercial insurance policies. WLA maintains, as a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect WLA from claims which may arise from its operations. It is the responsibility of WLA to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

WLA shall meet the insurance requirements as listed below:

1. Commercial General Liability coverage of \$1,000,000 per occurrence and \$3,000,000 in the Aggregate. The policy shall be endorsed to name the San Bernardino City Unified School District and its Board of Trustees, Board Members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns as named additional insureds. Coverage shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect WLA from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage).
3. Commercial Auto Liability coverage with limits not less than \$1,000,000 Combined Single Limit per Occurrence.
4. Professional Liability Insurance coverage in an amount not less than \$1,000,000 per occurrence with an aggregate policy limit of \$3,000,000.
5. Property Insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of the Charter School. If any District

property is leased, rented or borrowed, it shall also be insured by the Charter School in the same manner as (a), (b), and (c) above.

### **Evidence of Insurance**

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall:

(a) be endorsed to name the District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "District and the District Personnel") as additional insured, shall insure "District and the District Personnel" to the same extent as Charter School, (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the District and/or by the District Personnel shall be in excess of the Charter School's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by Charter School; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days prior written notice thereof given by the insurer to the District by US mail, certified, or by personal delivery. In addition to such notice provided to the District by the insurer, WLA shall also provide the District with thirty (30) days prior written notice, by certified mail, return receipt requested, of the suspension, rescission, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, WLA shall immediately notify the District if its insurance is cancelled, and will reinstate or renew its insurance within 15 days. If WLA does not reinstate or renew its insurance within 15 days after cancellation, WLA will temporarily cease operations until its insurance is reinstated or renewed.

The acceptance by the District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of the Charter School or of any insurer or joint powers authority to the District.

WLA will make every effort to ensure that each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that

all rights of subrogation against the District and/or the District Personnel are waived.

Woodward Leadership Academy shall provide to the District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the District within ten (10) days of approval of this Charter by the District Board and by July 1 of each year thereafter. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of the Charter to defend, indemnify, and hold harmless the District and the District Personnel.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to the District.

Woodward Leadership Academy shall promptly respond to all inquiries from the District regarding any claims against the Charter School and/or any obligation of them or of either of them under the foregoing provisions of this Charter.

Additionally, the Charter School shall, at all times, maintain a funds balance (reserve) of its expenditures as required by the Section 15443, Title 5 of the California Code of Regulations. Currently, the reserve required to be maintained is 5% of total operational expenditures.

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

Woodward Leadership Academy will be nonsectarian in its programs, will not charge tuition and will not discriminate against any student based on ethnicity, religion, national origin, gender, gender identity, gender expression, or disability or any other characteristic described in Education Code Section 220. WLA makes every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the boundaries of the San Bernardino City Unified School District. Brochures, Website, advertising, basic school information and enrollment procedures are available on an on-going basis. School brochures outlining the school mission, vision, goals, and enrollment information are available. Press releases will be distributed throughout the year to local and regional publications. Orientation meetings and school tours are conducted along with community presentations to assure racial and ethnic balance. WLA will continue to advertise at local churches, head start preschools, and will utilize the newspaper as a form of outreach.

As of the 2016/217 school year, WLA has a diverse population with an ethnic background comprised of 24% Hispanic, 64% African-American, 4% White, 4% Pacific Islander, 1% Asian, and 3% Multi-racial.

*Governing Law: Admission requirements, if applicable. – Education Code Section 47605(b) (5) (H)*

Woodward Leadership Academy is a public school committed to equal opportunity, achievement and is a school of choice. Admissions shall not be determined according to the place of residence of the student or of his/her parent/guardian within the State.

WLA will comply with all laws establishing minimum age for public school attendance.

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Woodward Leadership Academy shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Woodward Leadership Academy shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. WLA shall provide specific information, in its outreach materials, websites, at community meetings, and open forums, that notifies parents that WLA is open to enroll and provide services for all students.

Woodward Leadership Academy shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. WLA shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **NON-DISCRIMINATION**

Admission to WLA shall be open to all California residents legally able to attend a California public school for the identified grade levels being served by this school, on a non-discriminatory basis without regard to any of the characteristics listed in Section 220 of the Education Code, proficiency in English language, academic achievement, or attendance. Woodward Leadership Academy shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, In the event that there are more applicants than available space for enrollment,

the school will be non-sectarian and employ no admission's exams or special admissions' requirements.

### **First Time Enrollment**

The application process is comprised of the following:

1. Parent meeting with Principal or Principal Designee.
2. Completion of an pre-enrollment form
3. Proof of minimum age requirement, e.g. birth certificate

Pre-enrollment forms will be accepted during a publicly advertised open application period each late winter/early spring for enrollment the following school year. A pre-enrollment form will need to be filled out for every potential student stating siblings that are enrolled or are looking to be enrolled at WLA.

Following the enrollment period each year, pre-enrollment forms shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, WLA will hold a public random drawing to determine enrollment for the impacted grade levels, with the exception of existing students, who are guaranteed enrollment the following school year.

As stated in the Charter School Program Non Regulatory Guidance, Title V Part B, "Specifically, the following categories of applicants may be exempted from the lottery on this basis: (a) students who are enrolled in a public school at the time it is converted into a public charter school; (b) siblings of students already admitted to or attending the same charter school; (c) children of a charter school's founders (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and (d) children of employees in a work-site charter school (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment). When recruiting students, charter schools should target all segments of the parent community. The charter school must recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against students with disabilities or any other characteristic described in Education Code Section 220.; but the charter school may target additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs."

Our admission policies and procedures will not discriminate against protected classes and will be consistent with federal law. Founding families' children and WLA employee's children will only receive preference to the extent that in so doing, no groups are discriminated against. Preference for founding members' children and WLA employees' children will not exceed 10% of student population.



Preferences in the public random drawing will be given in the following order of priority in accordance with Education Code Section 47605 (d)(2):

Category 1: Siblings of currently enrolled WLA students

Category 2: Students who SBCUSD residents

Category 3: Non- SBCUSD residents

The public random drawing will be conducted by grade level starting with transitional kindergarten. Pre-enrollment forms will be pulled and all siblings on the form will be immediately placed regardless of grade level. As grade levels are filled to capacity, siblings will be placed at the top of the waiting list. Parents will be notified of admission in a timely fashion following the public random drawing. The parents whose children are selected by public random drawing to attend Woodward Leadership Academy will be required to provide registration information which includes the following:

- Parent Compact and Registration Forms
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

No student will be denied admission, disenrolled, or otherwise harmed due to their parent/guardian's failure to sign the Student-Family Contract.

At the conclusion of the public random drawing, a waiting list will be established to be used for future openings throughout the school year. The wait list shall expire at the end of the school year for which created.

### **Transportation**

Transportation shall not be provided for any students with the exception of Special Education students who may have transportation rights required by law in their IEP.

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

### **Fiscal**

WLA is a fiscally independent, direct funded charter school. A system of internal controls are instituted and maintained by WLA with direct oversight and approval of the Charter Board. An independent audit by an accountant certified by the State of California with knowledge of school budget and accounting procedures are performed annually. The auditor shall be on the State Controller's list of educational auditors. The audit will be conducted according to requirements set forth in the Charter Schools Act, Education Code Sections 41020 and 47605(m), and the Standards and Procedures for Audits of California K-12. Local Educational Agencies as published in the California

Code of Regulations. The auditor shall be hired by WLA. This audit will be conducted according to generally accepted accounting practices (GAAP) to verify the accuracy of the school's financial statements, attendance, and enrollment accounting principles and review the school's internal controls. Audit exceptions and deficiencies will be resolved in conference with San Bernardino City Unified School District's satisfaction within sixty (60) days following the final audit being issued, unless a longer period is necessary, given the nature of the finding(s). WLA will provide San Bernardino City Unified School District, the Controller, the County Superintendent of Schools and the California Department of Education the final audit by December 15th of each year. WLA will utilize attendance accounting procedures that will satisfy requirements for San Bernardino City Unified School District and the CDE. This includes reporting enrollment and attendance figures to San Bernardino City Unified School District on a monthly basis.

#### **Accountability and Annual Fiscal Audit**

Each fiscal year, the WLA Board oversees selection of an independent auditor with experience in educational finance and who appears on the State Controller's list of educational auditors and the completion of the annual audit of the school's financial affairs. The audit will verify the accuracy of the school's financial statements, attendance and enrollment accountings practices, and review the school's internal controls. The audit will be conducted in accord with generally accepted accountings' practices applicable to the school. To the extent required under applicable law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars. The annual audit will be completed by December 15th following the close of the prior academic year and copies will be sent by that date to the San Bernardino City Unified School District and the California Department of Education. The Principal, along with the audit committee will review any audit exceptions or deficiencies and report to WLA's Board with recommendations on how to resolve them to the satisfaction of the San Bernardino City Unified School District. The WLA Board will report to the San Bernardino City Unified School District regarding how the exceptions and deficiencies have been or will be resolved to their satisfaction. The WLA Board will complete this process within sixty (60) days of audit receipt. Any disputes with the San Bernardino City Unified School District regarding the satisfactory resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this document with the understanding of WLA that ultimately the District must be satisfied with the resolution.

#### **Business Practices and Contracting for Services and Goods**

WLA may, where permitted, contract with San Bernardino City Unified School District for goods or services which the District, at its discretion, may choose to make available. Such contracts, however, shall not be construed to negate the operational independence of WLA from the District.

Woodward Leadership Academy will contract with companies who can provide expertise in areas in which they may be unfamiliar (attorneys, accountants, etc.). WLA has contracted with **Charter School Management Company** to handle all "back office" duties (payroll, accounts payable and receivable, budget projections, etc.) The staff at CSMC has extensive expertise in business management, school finance, grant writing, accounting, and student information systems. They will work closely with WLA to ensure that the finances are fiscally sound. WLA will use a state compliant student attendance system that is compatible with the District. We currently use Aeries to match the District. If the contracted services change the District will be notified.

A three-year fiscal projection is attached to this petition.

### **Financial Reporting**

Woodward Leadership Academy will receive funding pursuant to California Education Code Sections 47630-47635 and all applicable education codes. WLA will provide interim financial data required by the District to fulfill its obligation to the County and State. The Principal, the Administrative Assistant, with the assistance of a back office provider, will be responsible for providing SBCUSD with all reports and data necessary to meet County and State financial requirements. WLA will meet District reporting deadlines to ensure the District meets the State's deadlines.

According to Education Code Section 47604.33 (a), we will annually prepare and submit in standard CDE SACS format, to the District, County Superintendent of Schools, the State Controller, and the CDE the following documents;

1. by July 1, a preliminary budget
2. by December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of WLA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the San Bernardino City Unified School District, State Controller and State Department of Education;
3. by March 15, a second interim financial report for the current fiscal year reflecting changes through January 31; and
4. by September 15, a final unaudited report for the full prior year.

### **Reports to District**

Woodward Leadership Academy will submit the following reports to San Bernardino City Unified School District pursuant to Education Code 47604.33:

- Provisional Budget - due in Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections - November of operating fiscal year
- Second Interim Projections - February of operating fiscal year
- Unaudited Actuals - July following the end of the fiscal year
- Monthly Attendance Reports and Summary - is turned in at the end of each month's reporting period. This is done in accordance to SBCUSD guidelines

In addition:

- P1 - first week of January
- P2 - first week of April
- Other financial information needed by San Bernardino City Unified School District to assess the fiscal condition of the charter school

## Oversight

San Bernardino City Unified School District may charge the maximum supervisorial oversight fee allow under the law as it may change from time to time.

*Governing Law: The procedures by which pupils can be suspended or expelled. California Education Code Section 47605(b)(5)(J)*

The Student Suspension and Dismissal Policy has been established in order to promote learning and protect the safety and well-being of all students at WLA. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as WLA's policy and procedures for student suspension and dismissal. It may be amended from time to time without the need to amend the charter, so long as the amendments comply with legal requirements.

Staff enforces disciplinary rules and procedures fairly and consistently among all students. Behavior, discipline expectations and policies are clearly described and distributed as part of the Student and Parent Handbook and Student and Family Contract. This information is distributed to each family at the beginning of the school year. The WLA administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, and use of alternative educational environments, suspension and dismissal.

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.

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

A student identified as an individual with disabilities or for whom WLA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and dismissal and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. WLA will follow all applicable federal and state laws when imposing any form of discipline when a student has been identified as an individual with disabilities. This also includes a student for whom WLA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such student.

#### A. Grounds for Suspension and Dismissal of Students

A student may be suspended or dismissed for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at WLA or at any other school, or 3) a WLA sponsored event. A student may be suspended or dismissed for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- 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; or
- d) during, going to, or coming from a school-sponsored activity.

#### B. Enumerated Offenses

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

1. caused, attempted to cause, or threatened to cause physical injury to another person.
2. willfully used force of violence upon the person of another, except in self-defense.
3. possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
4. 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.
5. unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
6. committed or attempted to commit robbery or extortion.
7. caused or attempted to cause damage to school property or private property.
8. stole or attempted to steal school property or private property.
9. 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 student.
10. committed an obscene act or engaged in habitual profanity or vulgarity.
11. unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. disrupted school activities.
13. knowingly received stolen school property or private property.

14. possessed an imitation firearm, i.e.: a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
15. committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. 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.
17. unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a student 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 student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
19. made terrorist 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 which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.
20. 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 students in any of grades 4 to 12, inclusive.
21. 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 students in any of grades 4 to 12, inclusive.
22. 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 students in any of grades 4 to 12, inclusive.

Alternatives to suspension or expulsion will be utilized with students who are truant, tardy, or otherwise absent from assigned school activities. Suspended students may not come to the campus or attend any school related events during the period of suspension.

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his/her parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal 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 school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense.

This conference shall be held within two (2) school days, unless the student 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 student for failure of the student's parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

#### 2. Notice to Parents/Guardians

At the time of suspension, the Principal 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 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 Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Dismissal by the Principal or Principal's designee, the student and the parent/guardian or representative will be invited to a conference to determine if the suspension

for the student should be extended pending a dismissal hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of a dismissal hearing. During this time, the parent or guardian or other responsible adult shall be allowed to come to the site to pick up work for the student to complete pending the outcome of the hearing.

#### D. Authority to Dismiss

A student may be dismissed by an administrative panel. The Administrative Panel should consist of at least 3 members who are certificated and neither a teacher of the student nor a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed a dismissible offense.

#### E. Dismissal Procedures

Students recommended for dismissal are entitled to a hearing to determine whether the student should be dismissed. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed a dismissible offense.

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 student. The notice shall include:

1. the date and place of the dismissal hearing;
2. a statement of specific facts, charges and offenses upon which the proposed dismissal is based;
3. a copy of WLA's disciplinary rules which relate to the alleged violation;
4. notification of the student's or parent's/guardian's obligation to provide information about the student's status at the 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 Dismissal Hearings Involving Sexual Assault or Battery Offenses

WLA may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, 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 student.

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 (5) 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. WLA 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.
4. The person conducting the dismissal hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the dismissal hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness' testimony, 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 person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him/her to the witness stand.
7. If one or both of the support persons is also a witness, WLA must present evidence that the witness' presence is both desired by the witness and will be helpful to WLA. 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 the public at the request of the student being dismissed, the complaining witness shall have the right to have his/her testimony heard in a closed session if 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 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 circumstances 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/guardian, legal counsel, or other 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 dismissal hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to dismiss must be supported by substantial evidence that the student committed a dismissible offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to dismiss shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board, Panel or designee 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 accused student, 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/her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding

the dismissal. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the dismissal hearing panel decides not to recommend dismissal, the student shall immediately be returned to his/her educational program.

#### I. Written Notice to Dismiss

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

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent's/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with WLA

The Principal or designee shall send a copy of the written notice of the decision to dismiss to the student's district of residence. This notice shall include:

1. The student's name
2. The specific dismissible offense committed by the student

#### J. Disciplinary Records;

WLA shall maintain records of all student suspensions and dismissals at the WLA. Such records shall be made available to the District upon request.

#### K. Right to Appeal

The student shall have the right to appeal dismissal from WLA to the Governing Board. The same procedures for the hearing shall apply to the Board. The Board's decision to dismiss shall be final.

#### L. Dismissed Students' Alternative Education

Students who are dismissed shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

#### M. Rehabilitation Plans

Students who are dismissed from WLA shall be given a rehabilitation plan upon dismissal as developed by the Governing Board at the time of the dismissal order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of dismissal when the student may reapply to WLA for readmission.

#### N. Readmission

The decision to readmit a student or to admit a previously dismissed student from another school, San Bernardino City Unified School District or WLA school shall be in the sole discretion of the WLA Governing Board following a meeting with the Principal and the student and parent/guardian or representative to determine whether the student has successfully

completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the WLA Governing Board following the meeting regarding his or her determination. The student's readmission is also contingent upon WLA's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Dismissal of Students with Disabilities

i. Notification of SELPA

WLA shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who WLA or San Bernardino City Unified School District would be deemed to have knowledge that the student had a disability that is suspended for more than ten (10) school days during a school year.

ii. 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 student's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, 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.

iii. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for dismissal or any decision to change the placement of a student with a disability because of a violation of a code of student conduct, WLA, the parent/guardian, and relevant members of the IEP Team shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent/guardian to determine:

1. if the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
2. if the conduct in question was the direct result of the Local Education Agency's failure to implement the IEP.
3. if WLA, the parent/guardian and relevant members of the IEP Team determine that either of the above is applicable for the student, the conduct shall be determined to be a manifestation of the student's disability.
4. If WLA, the parent/guardian and relevant members of the IEP Team make the determination that the conduct was a manifestation of the student's disability, the IEP Team shall:

- a) conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such student, provided that WLA 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 student already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) return the student to the placement from which the student was removed, unless the parent/guardian and WLA agrees to a change of placement as part of the modification of the behavioral intervention plan.

If WLA, the parent/guardian and relevant members of the IEP 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, then WLA may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### iv. Due Process Appeals

The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or WLA believes that maintaining the current placement of the student is substantially likely to result in injury to the student or to others, may request an expedited administrative hearing through the WLA Board of Trustees.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or WLA, 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/guardian and WLA agree otherwise.

#### v. Special Circumstances

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

The Principal 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.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. 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 District's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if WLA had knowledge that the student was disabled before the behavior occurred.

WLA 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 WLA supervisory administrative personnel, or to one of the student's teachers, that the student is in need of Special Education or related services.
- b) The parent/guardian has requested an evaluation of the student.
- c) The student's teacher or other WLA personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Principal or to other WLA supervisory personnel.

If WLA 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 IDEIA-eligible students with disabilities, including the right to stay-put.

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

WLA shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined not to be eligible.

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

### **Retirement Systems**

WLA will enroll all eligible certificated staff in State Teachers Retirement System ("STRS"). Contributions to STRS will be made at the rate as established by the STRS systems. All employees who do not qualify to make STRS contributions must make contributions to the social security system. WLA may offer non-certificated staff members 403b plans as a method of saving for retirement. The offering of a voluntary 403b plan does not guarantee employer made contributions.

WLA will also make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

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

No student is required to attend Woodward Leadership Academy. Students who reside within the District who choose not to attend WLA may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies.

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

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of

service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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

- Woodward Leadership Academy has adopted a dispute resolution process with the intent to Resolve disputes within the school pursuant to the Academy’s policies set forth in the WLA Employment Handbook.
- Minimize the oversight burden on the District.
- Ensure a fair and timely solution to disputes.
- Frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

If the District determines that a violation of the Charter, MOU or law may have occurred or a problem has arisen related to the operation of the Charter School or the District’s oversight obligations, or a dispute otherwise arises between the District and the Charter School the following procedures shall be followed to resolve the dispute:

1. Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, District will provide written notification of the violation or issue. The date that this notice is sent shall be the “Notice Date.” Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent’s designee, and the Charter School representative will be the Board President or his/her designee. If the dispute is not resolved at this meeting or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to Step 3.
3. The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.



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

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The closure entity will be the Principal, unless the Board takes action to name another individual.

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

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

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

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a

result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

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

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

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

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

By approving the renewal for Woodward Leadership Academy, SBCUSD will be fulfilling the intent of the Charter Schools Act of 1992: to improve student learning; increase learning opportunities for all students especially those who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and students with expanded choices in education, and to follow the directive of the law to encourage the creation of Charter Schools. The WLA Board of Directors maintains their commit to the families of our community and will continue to gird ourselves with the tools and resources necessary to make decisions that will positively impact our school and the families therein. San Bernardino will benefit by having another opportunity to help our city by educating students in a smaller learning community. The Petitioners are enthusiastic about the opportunity to continue their work with the District to continue on the path of becoming a model charter school. To this end, the Petitioners pledge to continue to work cooperatively with the District

to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year renewal term from July 1, 2017 to June 30, 2022.

### **District Impact Statement**

Woodward Leadership Academy and San Bernardino City Unified School District

#### Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of Woodward Leadership Academy on the San Bernardino City Unified School District. This document is intended for informational purposes only and to assist the District in understanding how the proposed school may affect the District. This is an informational document, does not constitute a legally binding contract or agreement, is not intended to govern the relationship of the school and District, and is not a part of the Charter of Woodward Leadership Academy or any related agreements or memoranda of understanding.

#### Budgets and Financial Statements

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

See the Appendix for a three-year budget and cash flow, including budget assumptions; and current financial statements for the Charter School, including a detailed balance sheet and statements of income and expense.

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

#### Administrative Services

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

Woodward Leadership Academy will be constituted as a California Non-Profit Public Benefit Corporation and will be governed by a Board of Directors as described in the Charter petition. A Principal will have the responsibility for leading the school under policies adopted by the school's governing board. WLA will contract out to a third-party administrator with experience providing back-office services to California charter schools. The Principal will oversee the work of the business services company, which handles all back-office business functions, including: accounts payable/receivable, general accounting, payroll, and insurance and benefits administration. The company will ensure that all reporting is submitted accurately and in a timely way, including all government financial reporting, attendance reporting, and payroll/benefits reporting. The company will also assist Woodward Leadership Academy staff and Board on business issues that arise during the year, such as MOU negotiations, financial modeling of programs, strategic planning, transportation, and others. The company will help the Principal and the Woodward Leadership

Academy Board create and monitor the annual budget and will provide monthly financials, cash flow projections and analysis.

WLA plans to continue to contract out to Charter School Management Company. The school does anticipate purchasing some services from the school district. We intend to purchase IEP mandated services from the district. The specific terms and cost for these services will be the subject of an annual memorandum of understanding. Woodward Leadership Academy shall retain the right to separately purchase additional administrative or other services. Any administrative services to be purchased from the district shall be mutually agreed upon and outlined in a separate Memorandum of Understanding. In addition, pursuant to Education Code Section 47604.32, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter amendment and renewal requests.

#### Facilities

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

Woodward Leadership Academy is now located at the Temple Community Outreach Center/T. Hughes Building, located at 1777 W. Baseline Street, San Bernardino, CA 92411.

#### Potential Civil Liability Effects

*Governing Law: "Potential civil liability effects, if any, upon the school and upon the District." California Education Code Section 47605(g)*

The Charter School is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate by-laws of the Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School purchases and maintains general liability insurance and fidelity bonding to secure against financial risks. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board maintains appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

## **APPENDICIES**

## Appendix A

### Curriculum

#### Founding Group

In 2011, a group of dedicated members of San Bernardino County collaborated with the larger educational stakeholder community to provide an excellent educational opportunity for elementary school students. The founders agreed to name the school after the late Captain Edward W. Woodward, Sr., as a tribute to the strides he and fellow Tuskegee Airmen made during WWII and beyond. The founders were authorized by San Bernardino City Unified School District to open Woodward Leadership Academy, and thus began the journey in the San Bernardino community in the Fall of 2012.

#### Student Health, Safety, and Sexual Harassment Policies

#### 5 Year Professional Development Plan

#### Class Schedules 2016/2017

#### Instructional Minutes 2016/2017

#### Teaching Schedule

#### Demographics-

	WLA 2012/2013	WLA 2013/2014	WLA 2014/2015	WLA 2015/2016	WLA 2016/2017
Enrollment per CBEDS	120	76	86	94	
English Learners	22 (18.3%)	4 (5.3%)	6 (7%)	16 (17%)	
African American	55%	56.6%	59.3%	47.9%	
American Indian/Alaskan Native	---	1.3%	---	---	
Asian	---	---	1.2%	1.1%	
Filipino	---	---	---	---	
Hispanic	33.3%	32.9%	27.9%	31.9%	
Multi-Racial	1.7%	1.3%	2.3%	5.3%	
Not Reported	.8%	0	3.5%	1.1%	
Pacific Islander	4.2%	5.3%	4.7%	9.6%	
White	5%	2.6%	1.2%	3.2%	
Free/Reduced Lunch	25%	59.2%	90.7%	80.9%	
GATE			0	1	0
Students with an IEP			3	8	3
Gender			43 boys 59 girls	37 boys 27 girls	43 boys 43 girls

**Attendance**

**Test and Assessment Data**

**3 Year Budget**

**Articles of Incorporation**

**Conflict of Interest Policy**

**Employee Handbook**

**Safety Manual**