

ESBMM schools have the benefit of developing their own unique instructional plan. Please use the Woodland Hills Academy plan below as a guideline in developing your school's own vision.

**Woodland Hills Academy
Expanded School-Based Management Model School Proposal**

I. INTRODUCTION

Woodland Hills Academy (referred to herein as “WHA” or “Woodland Hills”) has operated under a school based management plan developed by representative teachers and the Local District in the spring of 2006. WHA proposes to expand its school based management program by strengthening existing components of the program and introducing additional components. This document outlines and describes in detail the features of the proposed Woodland Hills Academy Expanded School Based Management Program.

The School Based Management Program at Woodland Hills Academy will be based on the Six Elements of School Based Management. These Six Elements are the belief that a School Based Management Program can thrive only if the school has:

- Increased funding to the local school site based on the State ADA and categorical funding framework
- Absolute control over its financial resources
- Absolute control over the hiring of administrative, certificated, and classified employees, with no must-place placements
- Absolute control over curriculum
- Absolute control over professional development
- Absolute control over bell schedules

In keeping with these Elements and with California Education Code provisions encouraging School Based Management, our School Based Management proposal seeks to facilitate improved staffing practices, budget management, parent involvement, and scheduling of time. Woodland Hills Academy will implement all aspects of Expanded School-Based Management consistent with applicable laws and the terms of existing and future collective bargaining agreements vocering employees in all bargaining units within the LAUSD.

Woodland Hills Academy will provide a positive student centered environment in which all students will develop academic, social, emotional and practical skills including technology, occupational skills and attitudes in order to enable them to be lifelong learners and productive, responsible citizens in a diverse society. All students will be provided the intellectual tools necessary to become successful students and active citizens.

We at Woodland Hills Academy propose to allocate our financial and staffing resources to create a school where all students are actively engaged, instructional programs are supported, and parents are informed and involved in this learning environment of varying student abilities, cultures, and socio-economic backgrounds. One of Woodland Hills Academy’s financial goals is to create the ability to reinvest excess funds back into the instructional program and/or the school’s infrastructure.

Administrators, chapter chairs, and Lead Teachers shall receive training to be developed by the school site which will create a team of school leaders based upon a model that creates bottom up,

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team building collaborators. This training will lead all parties to regard teachers, parents, and other stakeholders as critical partners.

II. EDUCATIONAL PROGRAM

A. Small Learning Academies

WHA is dedicated to supporting each student in the achievement of his or her highest academic potential. The educational focus is designed to foster each individual's capacity for self-development and personal responsibility to prepare the student for success in high school, college and adult life. Learning occurs in a safe, comfortable environment with greater personalization and increased interaction among all members of the learning community. Students are active learners and demonstrate powerful learning through the production of significant work. They stay in school and achieve because they are able to transfer interdisciplinary learning to real-world situations and see its connection to their lives in the 21st century.

We propose to reorganize Woodland Hills Academy by forming small units identified as academies under the direction of teaching teams who will subsequently recognize the strengths and weaknesses of each student.

Research has established that by placing students into smaller communities of learners, we can expect school achievement to increase on standardized tests and that poor and minority students have "notably higher achievement in small learning environments." (Cotton, 2004) Small learning academies will provide increased student-teacher interactions and will allow students and teachers to get to know and care about each other.

B. Organization of the School Day

We also propose to increase the students' time to focus on a given subject area and reduce the number of students seen by a teacher on a daily basis by implementing a block schedule. This will allow us to increase the time allowed for sustained learning; implement teacher and student teaming; and increase the frequency and improve the opportunities for Common Planning Time for teachers. Longer classes will also allow our teachers to design and implement better project-based and cooperative learning opportunities.

Under this proposed schedule, CORE subject areas (Language Arts, Math, Social Studies, and Science) will be given approximately 90 minute blocks so that instruction time is maximized. In addition, students will be given opportunities for intervention before school, during the school day and after school.

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Sample Block Schedule

PERIOD	CLASS TIME	MINUTES
Home Room	7:55-8:05	10
I	8:10-9:43	93
Nutrition	9:43-9:58	15
3	10:03-11:36	93
Success/Intervention	11:41-12:27	46
Lunch	12:27-12:57	30
5	1:02-2:35	93

Periods 2, 4, and 6 meet on the opposite day. The success period is 46 minutes long. During this period of time, students will receive intervention in areas they need help in according to testing data. Those students that do not need intervention will be able to take an elective class. The bell schedule will be reviewed on an annual basis thus ensuring that students will receive a schedule for their academics that corresponds to current best practices in line with current brain-based research (Marzano).

We want to be accountable and responsible for the way we use time. We want to explore a varied school year calendar. The school day will be configured to maximize student achievement. We want to serve our community and provide opportunity enrollment for students who may live outside of our community while maintaining our current diverse ethnic balance. Personal connections with caring adults will be available to all new students prior to their entrance to Woodland Hills Academy.

C. Organization of Curriculum Around a Communications Theme

At WHA we are developing an instructional program that has its foundation in the communications curriculum, as described below. One of the most important outcomes of a communications curriculum is the creation of competent, self-motivated, lifelong learners who are able to communicate in a variety of situations. It is our strong belief that all members of the school community must *model* for students what it means to be an effective communicator and lifelong learner. Teachers, administrators, clerical staff, parents and other adults at the school take pride and responsibility in discovering new concepts and developing new methods of effective communication.

In every aspect of the WHA curriculum, WHA will expect its students to meet or exceed educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams. Teachers will design projects and lesson plans for each subject they teach in line with the California State Content Standards, and all applicable No Child Left Behind regulations will be included in the

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curriculum of assessment procedures as necessary. WHA will also adhere to all Title 1 accountability requirements.

1. Description of our CORE ACADEMIC CURRICULUM with an emphasis on Communications.

- **A communications curriculum promotes in-depth critical thinking and analytical skills which will enable students to become productive citizens in the 21st century**

This characteristic of the communications curriculum helps clarify what it means to be knowledgeable. A communications curriculum does not focus exclusively on the acquisition of facts, figures, definitions, and formulas but rather on the active participation of transmitting knowledge and information. Truly knowledgeable students will possess such information, but more importantly, they possess key concepts and tools for making, using, and communicating knowledge. Knowledgeable students have learned how to learn, how to organize and analyze information, and conduct meaningful research and evidence their knowledge through effective communication skills.

- **A communications curriculum's conceptual goals include oral communication and written expression that are meaningful to students, and pertain to real-world tasks.**

Student learning and classroom activities reflect the real world, focusing on tasks performed by individuals outside the school context. We believe that educational experiences should be real-life, meaningful, hands-on experiences. Many lessons should be project-based and encourage collaborative group work. Curricular trips should support classroom instruction and make the wider community an extension of the classroom. Further, students who communicate are motivated to use all resources, both personal and within the larger community, to address the task at hand for their own purposes.

- **A communications curriculum challenges students to demonstrate knowledge and impart what they have learned.**

A communications curriculum promotes a sense of efficacy and confidence in students. Students who communicate well are more self confident and aware of their own responsibility toward communicating important material. A communications based curriculum provides opportunities for students to assess difficulties they have in learning and consider strategies they could use to overcome learning difficulties. It stresses continuing to work in the face of ambiguity, solving problems despite unexpected difficulties, and looking at problems as challenges to inspire learning. By being engaged in curriculum in this manner, students come to see themselves as successful, capable learners.

- **A communications curriculum builds on and uses students' prior knowledge and experiences.**

The content and processes learned in school build on students' family, community, and cultural experiences. Students are motivated to learn when curriculum considers their experiences and the issues and problems with which they are concerned as well as their

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patterns of processing and communicating knowledge. As well as communicating knowledge and information students will become better listeners. Listening skills are required by individuals who wish to become superior communicators.

As a community of learners, we will strive to implement the strategies that support best practices, such as the following:

- Focus the school's resources on student learning and achievement of the state standards.
- Form active alliances with families, employers, community members, and policymakers to promote student learning and ensure accountability such as: offering parenting classes, college evenings for each grade level, internships with employers, technology center for the community, technology training for parent and community members and employer internships.
- Form collaborative communities with elementary schools, high schools, colleges, businesses and industry to provide support, off site learning opportunities, internships, teacher training opportunities, intervention and mentoring opportunities, vertical and horizontal articulation with our community feeder schools and universities. We believe we must prepare all of our students for success at the high school and college levels. We are incorporating many of the recommendations made in "Breaking for Middle Schools," authored by the National Association of Secondary School Principals. In addition, we are teaching all of our students college level skills, including Cornell Note-taking, MLA styles for research, the use of Thinking Maps, and other strategies that support the use of higher level thinking.
- Eliminate traditional time barriers to student success by providing for flexible calendars, schedules and programs such as: enrichment and intervention extended day classes, intersession, on-line tutorials, high school preparation camps, advisory classes, block scheduling, trimester system, require 6th grade parent and student orientation, required parental participation through donation of time, expertise, supplies or other involvement opportunities.
- Establish high standards for student achievement by expecting all students to master rigorous academic content.
- Use curricula that are challenging and relevant and which cover content in depth.
- Provide creative outlets in the visual and performing arts.
- Use multiple forms of assessment to meet individual needs such as develop common rubrics and benchmarks for authentic assignments and interdisciplinary projects that provide both horizontal and vertical articulation among courses.
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III. NON-DISCRIMINATION

In enrolling students, WHA will not discriminate on the basis of residency, gender, sexual orientation, disability, national origin, immigration status, ethnic and racial background, language spoken, religion or political belief. WHA will be nonsectarian in its programs, admissions policies, employment practices, and all other operations.

IV. STUDENT OUTCOMES

WHA shall meet all statewide standards and conduct student assessments required pursuant to section 60605 of the California Education Code and any other statewide standards authorized in statutes.

Every student who culminates from WHA will be

- *An Effective Communicator*, able to read, write, converse and listen for a variety of purposes.
- *An Information Manager*, able to locate, access, organize, evaluate and apply information in a complex and technological world.
- *A Problem Solver*, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems.
- *A Productive Member of Society*, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a linguistically and culturally diverse community.
- *A Lifelong Learner*, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment.

A. Students with Special Needs

Students entering Woodland Hills Academy arrive with a large range of basic reading and mathematic skills from the very low to gifted and talented, based upon data from feeder elementary schools. Students also arrive with a range of English language skills from native English speakers, bilingual students, and those with limited English. Woodland Hills Academy will serve all students and provide the necessary services to meet their needs.

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1. Academically Low-Achieving Students

Students arriving with scores below grade level in reading and math will be enrolled in supplemental programs that will close the gap between their current and expected performance. Small group instruction will introduce intervention programs to students struggling with decoding and encoding skills. Students may be assigned to DRW classes and double block classes as well as intervention periods during the regular day. These techniques and programs have been shown to be effective with struggling readers and students having trouble understanding basic math concepts. Intensive small group instruction will allow the teacher to target specific deficits and provide students with a safe learning environment. Target students will also be enrolled in after-school tutoring sessions designed to supplement regular instruction. Tutors will be recruited from nearby high schools and colleges. The staff at WHA will monitor student achievement on a periodic basis so that students are programmed according to their needs.

2. English Language Learners

Based upon present and future demographics, Woodland Hills Academy will possess a significant number of English Language Learners (ELLs). Literacy acquisition will be a major focus of the foundation for instruction. The Woodland Hills Academy English support program will consist of five steps, 1) identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

1) Identification: A home language survey (HLS) will be distributed to every student as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey is equitable, comprehensive, and not based upon prior assumptions.

2) Assessment: WHA will comply with all federal, state, and judicial mandates for English learners. Student fluency will be measured using the English Language Development Test (CELDT). The CELDT is given to each incoming ELL to determine each student's home language and English language proficiency level. The CELDT will be administered to all new students with a home language other than English (as indicated on their HLS) and to all English Learners annually to determine students' individual proficiency level for reclassifying, if necessary.

3) Support Services: Appropriate language support services will be provided to all students that require them. English as a Second Language (ESL) teachers will work closely with the interdisciplinary teaching teams to provide teaching strategies and support for classes containing ELL students or Limited English (LEP) proficient students. Teachers will monitor ELLs through daily reading, writing, and discussion activities to determine each student's literacy habits and skills. Based upon these observations, plans to address the needs of this population will be constantly updated and assessed based upon current research on the development of language. The ELL programs will utilize the same educational content being provided as part of the regular school programs.

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4) Transition: Once a student gains proficiency in English, we will exit the student from the required ESL blocks and program the student into the regular program.

5) Monitoring: Students will be continuously monitored even after transitioning into the regular English language program recognizing that recently redesignated students still struggle with the English language.

Woodland Hills Academy recruits teachers that hold the BCLAD or CLAD credentials so that all teachers will be able to use their cultural training to better serve our ELL population.

WHA is dedicated to providing ELL students with an exceptional education and transitioning them into English proficiency as soon as possible. However, we also recognize the importance of valuing student's native languages, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum, and enrichment programs.

All teachers will participate in professional development that provides SDAIE (Specially Designed Academic Instruction in English) training including scaffolding techniques, performance based instruction, reciprocal teaching and other innovative practices to ensure that all students are provided with multiple avenues to access the curriculum.

WHA will ensure that all ELL students have access to the core content. All parents and guardians of students classified as English Language Learners will receive notification in writing. The school will translate materials as needed to ensure that parents/guardians of all ELL students understand all communications and are involved in all processes related to the English language development of their student.

3. Gifted and Talented Students

We believe that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post secondary possibilities. With a significant percentage of our student body identified gifted and talented, we are committed to meeting the needs of this special needs population. SAS and AE courses are offered in all grade levels in all core curriculum courses. Gifted and talented students are clustered in their academic classes in order to receive the state mandated differentiated enrichment opportunities. All teachers of SAS courses are required to complete on-going training in the subject area and differentiated instruction.

As we expand our school and extend our outreach to the community, we see greater possibilities for all students, including our gifted and talented students. We believe that academic success includes, but not limited to exposure to additional disciplines such as foreign language, music, art, law, medicine, web based technology, and photography, all of which will be researched based.

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B. Increased Local Decision-Making Regarding Programming and Staffing for Special Education Students

In order to provide a learning environment conducive and supportive to the needs of special education students, it is vital that WHA have greater local control over decisions regarding programming and Resource Specialist case loads. Teachers at WHA will provide input in determining whether students are appropriately placed in collaborative (or inclusion) or contained programs, or in a combination of both, and that input will be a key component in implementing the Individualized Educational Program (“IEP”) for each special education student.

As a corollary to this increased teacher input in programming, the means of assigning or reassigning Resource Specialists at WHA must be changed. Currently, a Resource Specialist’s caseload is required to be from 24-28 students. When the number of cases in a caseload exceeds 28, Resource Specialists typically absorb the additional students through waivers. However, when the number of cases dips below 24, Resource Specialist positions are typically cut. This creates a shortage when, soon after the cut, new students at WHA are identified as special education students. Because students are evaluated all year long on a rolling basis and the number of special education students is constantly in flux, the School Leadership Council at WHA must have greater authority to monitor the number of Resource Specialist positions and make recommendations regarding whether the number of Resource Specialists is appropriate to meet the needs of special education students at the school. The SLC will also have authority to allow the use of alternative forms of IEPs, consistent with state and federal guidelines.

V. ACCOUNTABILITY/MEASURING STUDENT PROGRESS

In keeping with the intent of the California legislature to “shift[] from a rule-based system to a performance-based system of accountability,” Ed. Code §44666, WHA proposes that the success of its Expanded School-Based Management Model School Program be measured in five areas. These areas are 1) student academic achievement, as evaluated by *teachers*; 2) students’ scores on state-mandated testing; 3) the strength of WHA’s course and program offerings, including but not limited to a) SAS courses, b) high school level courses (algebra, Spanish 1AB, e.g.), c) elective course offerings, and d) extra-curricular activities (e.g., community involvement, field trips, and additional field studies); 4) parent satisfaction surveys; 5) school personnel surveys; and 6) attendance. Accountability in these areas will be achieved through a review process after five years, and each five years thereafter.

A. Report Cards

In a standards-based instructional program, communicating expectations for learning and student progress towards meeting goals is vitally important. Parents must be aware of what their student is expected to know, understand and be able to do for each course and how they are progressing toward meeting these standards.

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Our current report card needs to be revised to better reflect students' progress toward course outcomes. Teachers, students, and parents must expect that a student's overall achievement grade and comments reflect progress toward proficiency in the skills and content embedded in the standards. As such, WHA will develop a standards-based report card to better communicate expectations for learning and student progress. The achievement grade reported will remain "A-F." The report card would include comments that state whether the student has shown proficiency in a particular standard. Presently no teacher comment is posted on a student's transcript/cumulative record. In collaboration with the LAUSD's Secondary SIS Department, we propose to develop a program in which these teacher comments are posted on the student's cumulative record/transcript.

B. Local Control of Common Assessments

Ongoing, periodic assessment of student progress is an integral part of the teaching/learning process. Assessment of student progress will take place at the end of units of study, after individual lessons, and periodically when students have had opportunities to internalize new concepts. In order to assist WHA in providing meaningful and consistent instruction to students, teachers need to have local control over common assessments of students. Therefore, WHA proposes that the School Leadership Council be the final body to determine when assessments are to be administered, and that an appropriate span of time be allowed to a teacher to teach the portion of the curriculum to be assessed prior to administering the tests.

C. Summer School

WHA will operate its own summer school, which will be expanded to six weeks. This will provide students the opportunity to make up credits, earn additional credits and receive intense remediation in areas that they are struggling with.

WHA will seek funding using the guidelines established under the category of "Supplemental Hourly Instruction" whereby a school may receive additional funding from both capped and uncapped sources. WHA will qualify for additional funding under the following guidelines:

- Students recommended for retention.
- Students who are academically at-risk.
- Students who need assistance in Core Student Instruction.

In the WHA summer session, we will strive to offer all regular school year offerings as well as additional enrichment and intervention courses designed to accomplish the following:

- Provide all students, but particularly underrepresented racial minorities and low performing students, specially designed preparation programs that build their capacity and promote to access to advanced courses
- Provide traditional and expanded intervention and enrichment courses.

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WHA will also provide a four-week bridge program for incoming sixth graders designed to ensure a smooth transition to middle school.

As an Expanded School-Based Management Model School, WHA will expand and enhance the enrichment and intervention opportunities for students. The after school and Saturday Extended Learning Program will be maintained to assist students at all levels in improving their math, reading comprehension, and vocabulary development. General student tutoring will be made available every day before and after school. The staff at WHA will be committed to developing additional enrichment and intervention programs as deemed necessary by the staff.

D. Evaluation of Expanded School-Based Management Model Schools

An overall review of Schools in the Expanded School-Based Management Model School Program, as described above, will be conducted every five years.

VI. GOVERNANCE STRUCTURE

A. School Leadership Council

Recognizing that “hierarchical decision-making has tended to reduce the effectiveness and productivity of the teachers in educating pupils,” Ed. Code Section 44666(b)(1), the School Leadership Council will be the mechanism for Expanded School-Based Management in order to ensure that a more collaborative decision-making process will result in more effective teaching and pupil learning. To this end, Woodland Hills Academy shall be exempt from all Board rules and District policies.

The School Leadership Council (“Council”) will be formed and will function according to the provisions of Article XXVII, Sections 2.0-2.4 of the LAUSD –UTLA collective bargaining agreement (“Agreement”). The Council will participate in shared decision-making on all of the matters provided in Article XXVII, Section 2.4 of the Agreement. A copy of Article XXVII is attached hereto as Appendix A.

In addition to those matters listed in Article XXVII, Section 2.4 of the Agreement, the WHA intends to fully realize the goals of the State Legislature in passing Education Code Sections 44666-44669, to create a complete Expanded School-Based Management Model program that institutionalizes teacher involvement in decisions that affect their ability to teach. Therefore, through the School Leadership Council, teachers at WHA will be actively involved in all of the following procedures, as well as those discussed in further detail herein: selection of new teachers and administrators; evaluation of teacher and administrator performance; design and conduct of staff development programs and policies; organization of the school for effective instruction; determining the roles and functions of teachers, administrators and classified employees, as well as determining the need for additional teachers and classified employees; and procedures to increase authority over the allocation of fiscal resources.

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B. Hiring Committee

There will be a Hiring Committee appointed by the School Leadership Council, which will be charged with interviewing candidates for administrative, certificated, and classified positions at WHA. After interviewing such candidates, the Hiring Committee will make recommendations to the School Leadership Council for the hiring of new employees. The Hiring Committee will have seven seats¹ and will be constituted as follows:

The Principal and the UTLA Chapter Chair will serve as co-Chairs;
One parent of a student at WHA;
One classified employee;
Three teachers from the department in which the position is open.²

C. School Site Council

Woodland Hills Academy will comply with the requirements of the Education Code and the UTLA/LAUSD collective bargaining agreement and will operate according to state and federal laws and District guidelines pertaining to all Categorical Councils. The School Leadership Council will review and advise the School Site Council in the development and approval of the Single Plan for Student Achievement.

D. Conflicts of Interest

Members of the School Site Council and School Leadership Council will perform their duties in an impartial manner, free from bias caused by their own financial interests. They will be guided by public interest (that directly affects the operation of the school), rather than personal interest, when dealing with contracts in an official capacity. Members of these Councils will:

- Not vote in any decision concerning a public contract in which he or she has a private financial interest.
- Not vote on any contract in which a member has a financial interest.
- Not use their position to influence a governmental decision in which he or she has a financial interest.
- Disclose any economic interest that may be foreseeable and materially benefited by the decision of either Council.

¹ Model Schools in the Expanded School-Based Management Program that have fewer than 15 teachers will have Hiring Committees of at least 5 members.

² In elementary schools, the three teachers on the Hiring Committee will be in the grade level in which the position is open.

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VII. PERSONNEL

A. Hiring

The School Leadership Council will have full control over the hiring, although not the discipline and/or firing, of administrative, classified and certificated employees. There will be no “must place” employment. Consistent with this authority, the Council will also be the body that determines whether there is a need for additional teachers and/or classified employees at WHA.

This provision, and all other provisions of this proposal, will be implemented consistent with applicable laws and the terms of existing and future collective bargaining agreements covering employees in all bargaining units within the LAUSD.

B. Professional Development

The Council will also have control over professional development. WHA envisions a professional development system that is refocused and redesigned to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students. Daily Common Planning Time, Professional Development Days and pupil-free days throughout the school year (in addition to the three State buy-back days and two district pupil free days) are devoted exclusively to professional growth activities.

In this program, teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams; examine student work; and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will regularly be sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of skills and content. These teachers will share their findings during professional development days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

C. Teacher Evaluation

In addition to developing performance assessments for students, WHA wishes to design a new evaluation tool to supplement the current Stull evaluation. This new evaluation tool will be modeled on subject-specific teacher standards and the *Teaching Performance Expectations* of the California Standards of Quality and Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional growth activities, portfolio documentation, peer observation, and demonstration lessons.

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D. Evaluation of Administrators

The School Leadership Council will develop an annual teacher evaluation tool to be used to evaluate administrators. If an administrator receives negative overall evaluations for two consecutive years, the Local District Superintendent will meet informally with the administrator and School Leadership Council teacher representatives to address the concerns.

E. Requirement that Administrators Teach

In order to meet the goals of making Expanded School-Based Management Schools models of teaching excellence, continuing to lower class size pursuant to Proposition 39, and adhering to the principle that administrators are leaders at the school site, administrators, including principals and vice principals, will be required to participate in classroom instruction as developed by the School Leadership Council. Administrators will participate in all of the evaluation tools applicable to teachers.

F. Importance of Having Administrators on Campus

WHA recognizes the importance of the presence of administrators on campus as instructional leaders. Therefore, the frequency of off-site mandatory meetings involving administrators will be limited to once a month.

G. Evaluation of Classified Employees

Classified employees will be evaluated in accordance with standards and evaluation tools set forth in applicable existing collective bargaining agreements.

VIII. FUNDING AND ALLOCATION OF RESOURCES

In order for the above programs at WHA to be successful, WHA will need resources, and the ability to control how the resources allocated to the school are spent. To realize the goals of Ed. Code section 44667(a)(13), the teachers at WHA propose that the Council will have complete control over decisions regarding the distribution of resources both from the Local District to the school and, once the resources are allocated to WHA, in the management and distribution of resources to the classroom and other programs.

A. Funding Needs

WHA is entitled to and shall receive \$5,763 per pupil in State-provided ADA funding. All categorical funding (including, but not limited to, Title I; school improvement; GATE, and block grants) received by the District shall go directly to the school site as per-pupil funding and schoolwide budgeting formulas set forth, but shall be no less than the amount received per

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student by the District for the pilot program. WHA will receive direct funding based on the attached models, and funds for each Expanded School-Based Management Model School will be held in a segregated account and will not be commingled with other funds. To the extent revenues exceed expenditures, WHA shall have the right to reinvest it in the school site and programs.

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APPENDIX A

[Copy of Article XXVII of UTLA/LAUSD Agreement]

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APPENDIX B

Budget Summary

Woodland Hills Academy
Budget - Year 1

Revenues	Rate	General Fund				Total Exed
		Unrestricted	Restricted	Grants	Special Education	
Base Revenue Limit						
Enrollment	1100					
ADA	1056					
Rev/ADA	5,763	6,085,728				
Categorical Revenues - See Note 1 Below						
Federal						
Child Nutrition			188,000			
NCLB Title I	15%		29,700			
NCLB Title II	450					
Start-up Grant Title V	27		50			
Other State						
Special Education					377,316	
Block Grants	500	528,000				
In Lieu Economic Impact Aid	45%	923,750				
Other						
Food Service				121,500		
Interest						
Private Lender						
Total Revenue		6,737,478	227,750	-	243,454	7,585,998

Woodland Hills Academy
Budget - Year 1

Expenditures	Rate	General Fund					Total Exced
		Unrestricted	Restricted	Grants	Food Service	Special Education	
Certificated Sealaries							
Teachers Salaries	52,500	2,047,500				2,047,500	
Substitute Teachers	75,465	75,465				75,465	
Pupil Support Guidance	53,000	106,000				106,000	
Principal	132,000	132,000				132,000	
Assistant Principals	100,000	200,000				200,000	
Other Certificated - Special Ed	70,000				210,000	210,000	
Other Certificated - Psychologist, Nurse, Librarian		184,000				184,000	
		2,744,965	0	0	0	2,744,965	
Classified Salaries							
Special Ed Asst	22,000				132,000	132,000	
Assistant Dean	28,000	28,000				28,000	
Administrative Assistant	53,000	53,000				53,000	
Financial Manager	40,000	40,000				40,000	
Clerical	224,000	224,000				224,000	
Maintenance & Operations	300,000	300,000				300,000	
Food Service	12,960			12,960		12,960	
Other (Campus Aides, Computer Tech)		73,000				73,000	
		718,000	0	0	132,000	862,960	
Employee Benefits							
STRS	8.25%	226,460	0	0	0	243,765	
PERS	9.12%	65,482	0	0	1,182	78,702	
Medicare	1.45%	50,213	0	0	188	55,360	
OASDI	6.20%	44,516	0	0	804	53,504	
Health & Welfare	7.5%	795,000	0	0	0	795,000	
Unemployment Insurance	0.05%	1,731	0	0	6	1,909	
Workers Compensation	5.00%	173,148	0	0	648	190,896	
		1,356,560	0	0	2,528	1,419,155	

**Woodland Hills Academy
Budget - Year 1**

	EXED					Total Exed
	Rate	General Fund Unrestricted	Restricted	Grants	Food Service	
Books & Supplies						
Textbooks			49,500			49,500
Other Books						0
Instructional Materials		72,000				72,000
Non-Capitalized Equip		55,000				55,000
Other Supplies		50,000				50,000
Food Service Supplies (net)				245,835		245,835
		<u>177,000</u>	<u>49,500</u>	<u>0</u>	<u>245,835</u>	<u>472,335</u>
Services & Other Operating Expenses						
Travel & Conferences		18,000				18,000
Insurance		90,844	10,094			100,938
Utilities & Housekeeping		90,000				90,000
Equipment Rentals, Leases & repairs		10,500				10,500
Facility Lease/Mortgage						0
Pupil Transportation Costs						0
Services (Legal, Audit)		100,000				100,000
Field Trips		15,000				15,000
Services-Non Instructional Consultants		100,000				100,000
Services-Instructional Consultants		30,000				30,000
Other Services		52,500				52,500
		<u>506,844</u>	<u>10,094</u>	<u>0</u>	<u>0</u>	<u>516,938</u>
Total Before Capital Outlay, District Support		5,503,559	59,594	0	251,523	401,777
Capital Outlay						
Building & Improvements						0
Equipment						0
Furniture						0
Replacements						0
District Support						
Oversight	3%	202,124	6,853	0	7,304	11,319
Payroll	0.25%	16,844				
Facilities & Deferred Maintenance	1%	67,375	2,278	0	2,435	3,773
Loan Repayment						0
		<u>286,343</u>	<u>9,110</u>	<u>0</u>	<u>9,738</u>	<u>15,093</u>
Total Expenses		5,789,702	68,704	0	271,361	416,870
Excess of Revenue over expenses		947,776	159,046	0	(27,907)	(39,554)

Note 1 - Categorical revenues are based upon the estimates provided by Exed at the time they performed their study.
Actual Categorical revenues will be determined by application of Section XXXX of the Charter.