

## SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on June 27, 2022.

### **1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT**

Board Chair Naomi Raven called the Springfield Board of Education Special meeting to order at 5:03 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, she read the following Land Acknowledgement:

*We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.*

*Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.*

*The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.*

*This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.*

### **Attendance**

Board Members attending the meeting included Board Chair Naomi Raven, Board Vice Chair Emilio Hernandez, Director Jonathan Light and Director Todd Mann. Director Kelly Mason was excused from the meeting.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Jeff Michna, Jenna McCulley, Karri Thiele, Kristen Miles (attended virtually) and Judy Bowden..

### **2. WILLAMETTE LEADERSHIP ACADEMY CHARTER RENEWAL, RES. #21-22.050**

Kristen Miles from Oregon School Boards Association, reviewed with the Board her report for the charter renewal request for Willamette Leadership Academy. Ms. Miles gave a brief explanation of the review process used to determine approval of the renewal. She noted that the largest portion of the report was the executive summary, which was a combination of all the evidence and a summary of the evidence. She then aligned those observations with the criteria and statutes. Those five statutes were as follows: whether or not the charter school was in compliance with the charter, state and federal laws and whether they were in compliance with the contract; whether they were working toward meeting or whether they were meeting student performance goals and agreements; whether they were fiscally stable, and whether or not they were in compliance with any renewal criteria specified in the contract. Ms. Miles found Willamette Leadership Academy (WLA) to have met all criteria and therefore recommended the Board renew the charter request for renewal.

Chair Raven asked Mr. Collins to present the resolution for the charter request for renewal of the contract for five (5) years.

The approved five-year *Charter Agreement* between Willamette Leadership Academy (WLA) and Springfield Public Schools (SPS) is set to expire on June 30, 2022. This spring, SPS contracted with Kristen Miles of Oregon School Boards Association (OSBA) to facilitate the charter school renewal process. Ms. Miles has analyzed WLA annual reports and performance data, conducted a site visit of WLA, facilitated the required public hearing, and provided a comprehensive report and recommendation for renewal aligned to charter law and the requirements of the contract.

WLA meets all required renewal requirements as per ORS338.065, and the charter renewal request is now submitted for board approval.

David Collins recommended the Board of Directors approve the charter request for the renewal of the contract for five (5) years.

Chair Raven called for a motion for the Board of Directors to approve the charter request for the renewal of the contract for five (5) years.

**MOTION:** Director Light moved, Director Hernandez seconded the motion to approve the charter request for the renewal of the contract for five (5) years.

Chair Raven asked if there was any additional discussion.

Director Light shared that he's very happy that the District has WLA to serve their group of students. He stated all programs had been affected through the pandemic, but had hoped that moving forward they would be able to see what could be done to truly support the work of the teachers and students, so that they would have even greater success.

Dr. Hernandez was greatly concerned about the cost to families for uniforms and asked if that had a negative impact on enrollment of low-income families. Ms. Miles replied that they had options to discount or wave fees for low income families, but felt it would be prudent to discuss the subject further with the school.

Dave Collins noted that while there were resources to help families, there were several more resources that could be discussed with the school, as the Board focused on making sure that all students were able to access the services and programs provided. He added that this is something that could be addressed during the charter renewal process.

Chair Raven found it interesting that 54% of students attending were from outside the district. She also noted that the graduation rate fell below the standard. Ms. Raven appreciated the clarification of that data showing that students who enrolled as middle schoolers or freshmen stayed through high school and had an 87% graduation rate, versus those enrolling in the later years.

Director Mann noted that all districts had struggled at times with staffing issues and wondered how stable the school's staffing had been over the past few years. Ms. Miles answered that while she had been unaware of what other districts look like, she felt that WLA had a very low staff turnover rate for next year. Ms. Miles stated that she did not see anything out of the ordinary with respect to staffing.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion in favor of approving the charter request for renewal for five (5) years: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, and Director Raven – Yes.

Motion passed: 4:0.

Superintendent Hamilton thanked the Board for their work to renew the WLA charter agreement. He also thanked Kristen Miles for guiding the Board through this process. He said that he felt the District would be well-positioned to support WLA for the next five years.

Please see the full report from Kristen Miles below:

A photograph of a field at sunset. The sun is low on the horizon, creating a warm, golden glow. In the foreground, a single maple leaf lies on the grass. The background shows a line of trees and a cloudy sky.

# **Renewal Performance Framework and Report for Willamette Leadership Academy 2021-22**

Submitted by,  
Kristen Miles  
Oregon School Boards Association

# WILLAMETTE LEADERSHIP ACADEMY RENEWAL RECOMMENDATION

SUBMITTED BY, KRISTEN MILES, OSBA

JUNE 27, 2022

## OVERALL TRENDS

Willamette Leadership Academy (WLA) is a charter school serving grades 6-12 sponsored by the Springfield School District. Its mission is "to serve the unique academic, physical, social, and emotional needs of students through a military-style model with a focus on leadership, self-discipline, consistency, structure, and personal growth."

The racial and ethnic makeup of the school has remained relatively stable since 2012.

WLA's population of students on free and reduced lunch has been approximately 70% since 2012. Less than half of WLA's students are drawn from the Springfield School District; 54% of students come to WLA from other districts.

## ACADEMIC TRENDS

While the average graduation rate of students at WLA is below the average at other district high schools, many students enroll in WLA already credit deficient. Approximately 25% of newly enrolled students in WLA in grades 9-12 enter with no credits. Students often enroll in the WLA high school after they have not experienced success in their neighborhood schools. Initial assessments show that many students are, on average, two grade levels behind in skills. Many students in WLA are also in the foster care system. Internal support is focused on care, connection, and support.

However, data also show that students who enter WLA as middle schoolers or freshmen and stay through high school have an 87% on-time graduation rate.

WLA uses MAP testing from MWEA to measure growth and inform instruction.

During CDL, students attended virtual classes and then had asynchronous opportunities for learning. Staff called each family on Wednesdays and teachers had office hours. Families were invited to regular Zoom meetings.

## FINANCIAL TRENDS

The school is in a healthy financial position, having approximately 134 days' cash on hand. WLA has maintained financial stability, remains debt free, and has a positive net position. One-year cash flow and multi-year cash flow are both positive. All short-term and long-term financial health indicators are positive with the exception of actual enrollment vs. expected enrollment. However, enrollment is increasing and the school expects it to continue to increase next school year.

ESSER funding was used for professional development, and recruitment and retention of staff.

The school notes that the cost of insurance impacts the school and makes budgeting challenging.

## ORGANIZATIONAL TRENDS

WLA appears to be in compliance with all other state and contractual requirements as of this writing and received a very positive accreditation report.

The following recommendations are made:

- The board should update its bylaws to reflect the public nature of the school. This includes committees of the board being subject to public meetings laws and the requirement that they meet within the geographic boundaries of the district.
- The school should ensure that its enrollment procedures align with state law with respect to SpEd and 504 requirements.
- The school should remove the processing fee for applications/enrollment; as a public school, an application/enrollment fee is not permitted.

## ALIGNMENT WITH STATUTORY CRITERIA FOR RENEWAL

The school board must use the criteria in ORS 338.065(8)(a)(A-E) to make the renewal decision. Based on my review of the charter school renewal application, I have registered my opinion whether the charter school has met or not met the criteria below.

1. Is the charter school in compliance with ORS 338 and all other applicable state and federal laws?  
ORS 338.065(8)(a)(A)  
 Yes  
 No
2. Is the charter school in compliance with the contract? ORS 338.065(8)(a)(B)  
 Yes  
 No

3. Is the charter school meeting or working toward meeting the student performance goals and agreements specified in the contract or in any other written agreements between the charter school and the district? ORS 338.065(8)(a)(C)

Yes

No

4. Is the charter school fiscally stable and has it used the sound financial management system described in the contract? ORS 338.065(8)(a)(D)

Yes

No

5. Is the charter school in compliance with any renewal criteria specified in the contract? ORS 338.065(8)(a)(E)

Yes

No

## RENEWAL RECOMMENDATION

WLA meets all required renewal requirements as per ORS 338.065. I recommend that the Springfield School Board renew the charter contract.

# INTRODUCTION

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.”  
(ORS 338.015)

The charter schools sponsored by Springfield School District provide educational options for students and families as well as diverse professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring and the development and implementation of its educational program.

Springfield School District is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, financially viable, their academic programs are successful and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

OSBA has established the following performance framework, which is largely derived from the “Core Performance Framework and Guidance” developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial and organizational performance, and to “... guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”

Because each charter school’s story and perspective on its own performance are critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that Springfield School District and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the Springfield School District



# ACADEMIC PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the academic performance section of the annual report is to evaluate whether the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance," while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

## **THE FOLLOWING DATA ELEMENTS AND SOURCES ARE USED TO COMPLETE THE ACADEMIC PERFORMANCE ANALYSIS:**

- The charter school's Oregon Report Card
- The charter school's contract
- The charter school's whole school growth and performance on standardized tests in reading and math
- The charter school's subgroup growth and performance on standardized tests in reading and math
- The district's Oregon Report Card
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The school's graduation rate (where applicable)
- The district's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The district's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The district's dropout rate (where applicable)
- The graduation, completion and dropout rates of comparison schools, as defined by ODE (where applicable)
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

# ACADEMIC PERFORMANCE

## STUDENT ATTENDANCE:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS OR EXCEEDS STUDENT ATTENDANCE EXPECTATIONS	4A: What percentage of students at the charter school are identified as <b>REGULAR ATTENDERS?</b> (attending 90% of the enrolled days)		Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 10% or more	Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 1-10%	Percentage of regular attenders meet or is greater than the district's percentage of regular attenders in the same grades by up to 10%	Percentage of regular attenders is greater than the district's percentage of regular attenders in the same grades by at least 10%	

### STANDARD 4

#### OSBA COMMENTS / RECOMMENDATIONS:

According to ODE, Regular Attendance rates from the 2020-21 school year are not directly comparable to rates published for prior school years and are not to be used for comparative or accountability purposes. In 2019-20, the percentage of regular attenders at WLA was 69%; at Thurston High it was 68%, and at Springfield High it was 63%.

## CHARTER SCHOOL COMMENTS:

WLA continues to work to improve our attendance rates and attendance support programs. We have continued using Remote Learning as a way to support students continuing to access their schooling when out for the 21-22 school year. This is an additional tool for WLA to keep students on track and supported while still connecting with school staff. WLA often enrolls students who have patterns of absenteeism in their regular education history. Part of our process of onboarding new cadets is to help them rebuild positive attendance habits and to celebrate and support small wins along the way. WLA also has a population of students with high needs outside of school that impact their regular attendance. WLA is supportive of our students on a holistic level and work with each individual family to support connection and academic progress.

After looking at our data, WLA dropped aligning with Springfield's half day Inservice schedule because we noted high rates of absent students on those days due to transportation challenges for families, care needs for younger siblings and the students, staff frustrations with academic interruptions and absentee rates on those days. Instead, WLA reserves one full day a month for Inservice, which our families and staff appreciate more.

## ACADEMIC PERFORMANCE

### ALIGNMENT OF CORE CLASSES TO STANDARDS (MIDDLE/HIGH SCHOOLS ONLY):

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL'S CLASSES IN CORE SUBJECTS ARE ALIGNED TO OREGON STANDARDS	5A: Is the school aligning all classes in core subjects to <b>COMMON CORE STATE STANDARDS</b> ?		School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards and has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.	School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.	School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments or other methods.		Annual report, accreditation report

**STANDARD 5**

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

WLA allows 100% of our students to attend self-selected electives each week to help build credits and engagement in their learning. Even our cadets who are struggling with credit deficiencies to access weekly electives as a motivator to stay enrolled and attending school each day.

## ACADEMIC PERFORMANCE

### 6. GRADUATION AND POST-SECONDARY READINESS (HIGH SCHOOLS ONLY):

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6A: What percentage of students are graduating within four years of entering high school as compared to other schools in the district?		Average graduation rate is less than the average district graduation rate by 10% or more	Average graduation rate is less than the average district graduation rate by 1-10%	Average graduation rate meets or exceeds the average district graduation rate by up to 10%	Average graduation rate exceeds the average district graduation rate by at least 10%	Data published by ODE
	6B: What percentage of students are graduating within four years of entering high school as compared to their peers in like schools?		Average graduation rate is less than the average graduation rate of their peers in like schools by 10% or more	Average graduation rate is less than the average graduation rate of their peers in like schools by 1-10%	Average graduation rate meets or exceeds the average graduation rate of their peers in like schools by up to 10%	Average graduation rate exceeds the average graduation rate of their peers in like schools by at least 10%	NA - charter schools do not have identified "like" schools

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6C: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district?		Average completion rate is less than the average district completion rate by 10% or more	Average completion rate is less than the average district completion rate by 1-10%	Average completion rate meets or exceeds the average district completion rate by up to 10%	Average completion rate exceeds the average district completion rate by at least 10%	Data published by ODE
	6D: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to their peers in like schools?		Average completion rate is less than the average completion rate of their peers in like schools by 10% or more	Average completion rate is less than the average completion rate of their peers in like schools by 1-10%	Average completion rate meets or exceeds the average completion rate of their peers in like schools by up to 10%	Average completion rate exceeds the average completion rate of their peers in like schools by at least 10%	NA - charter schools do not have ODE-identified "like" schools
	6E: What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district?		Average dropout rate exceeds the average district dropout rate by 4% or more	Average dropout rate exceeds the average district dropout rate by 1-4%	Average dropout rate meets or is less than the average district dropout rate by up to 4%	Average dropout rate is less than the average district dropout rate by 4% or more	Data published by ODE

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6F: What percentage of students dropped out during the school year and did not re-enroll as compared to their peers in like schools?		Average dropout rate exceeds the average dropout rate of their peers in like schools by 4% or more	Average dropout rate exceeds the average dropout rate of their peers in like schools by 1-4%	Average dropout rate meets or is less than the average dropout rate of their peers in like schools by up to 4%	Average dropout rate is less than the average dropout rate of their peers in like schools by 4% or more	NA – charter schools do not have ODE-designated “like” schools

## OTHER SOURCES OF DATA

Describe your school’s local performance assessments in the fields below.

What local performance assessment(s) are you using?	To which grades are you administering the local performance assessment(s)?	What subjects are you assessing through the local performance assessment(s)?
WLA utilizes classroom assessments – both summative and formative, NWEA Map Growth assessments, and qualitative data to assess student growth and performance.	All grades participate in our NWEA Map Growth assessments in reading, math, and science.	All our cadets are assessed on reading, math, and science.

How are you documenting your administration of the local performance assessment(s)?
WLA tracks assessment progress with reports from NWEA and in house data reporting. WLA staff also review assessment data and make recommendations for adjustments in curriculum and academic material based on the results and data from these assessments.



## STANDARD 6

### OSBA COMMENTS / RECOMMENDATIONS:

4-year graduation rate (WLA):	4-year graduation rate (district):
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2020: 55%

2020: 72%

2019: 70%

2019: 72%

2018: 38%

2018: 73%

2017: 72%

2017: 69%

Dropout rate (WLA):	Dropout rate (district):
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2018: 4.57%

2018: 3.83%

2017: 3.35%

2017: 5.14%

2016: 2.30%

2016: 4.70%

### CHARTER SCHOOL COMMENTS:

Parents often enroll their students at WLA with the caveat that they can return to their home base school for their junior and senior years. WLA helps these students regain their confidence, build academic skills, and get back on track with credits, and then the students return to their neighborhood school. For these students, WLA does not get credit for their on-time graduation, however, we hear frequently from families that their students wouldn't have graduated on time or have been successful without the efforts of WLA in their early high school careers. ODE had stated that they would be able to track this for us as a way to ensure a more accurate representation of our graduation data, but they have not done so.

It is important to note that we take in 25% newly enrolled students with 0 credits in 9-12<sup>th</sup> grades, and of those, we graduate 12% on track, and 80% graduate. WLA believes firmly that all students deserve the support and encouragement, regardless of the numbers of credits they enroll with. While many schools do not accept 0 credit or credit deficient students because it damages their graduation rate statistics, WLA firmly believes that every child should receive as much education as they choose to. WLA also regularly enrolls students at the high school level who are previous drop outs, close to dropping out, or have been withdrawn from their neighborhood school. Additionally, we take on students who are coming out of homeschooling who struggle to receive credit for the work done during their homeschool period due to district policies.

## ACADEMIC PERFORMANCE

### 7. SCHOOL GOALS AND RECOMMENDATIONS (ACADEMIC):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE) Include any professional development implemented to support this goal
<b>THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.</b>	7A: Did the school meet the academic goals it set forth in its School Improvement Plan?	See Logic Model	80% of the goals and progress towards goals have been achieved.	COVID and staffing issues have continued to impact greater progress towards school goals.
		<b>RECOMMENDATION FROM THE DISTRICT/OSBA</b>	<b>RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)</b>	<b>HOW OR WHY NOT? (SCHOOL RESPONSE)</b> Include any professional development implemented to support this goal
	7B: In the last school year, did the school implement the academic recommendations from the district/OSBA in the annual performance evaluation?			

STANDARD	INDICATOR	GOALS ADDED TO PLAN
<p><b>THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.</b></p>	<p>7C: Based on the data presented in this report, will the school add any academic goals to its School Improvement Plan?</p>	

**Instructional Strategies:** Continue our robust professional development and training. Recruit and retain qualified staff.

**Rationale:** Quality educated and trained staff provide a higher quality education.

**Professional Development:** Professional Development is delivered starting two weeks before the start of school, recurring monthly after that, and all staff are encouraged and have the ability to self-select professional development in areas they feel would improve the quality of teaching.

a. **Assess Progress: 100% of staff attend the pre-school Inservice professional development. About 90% of staff attend the monthly professional development trainings. Staff that have self-selected courses is about 82%. Staff report back high levels of learning and engagement in their self-selected developments in meeting their own professional development goals.** WLA students, at initial enrollment are often 2 grade levels below where they should be. We do initial assessments to find out where students are at to help begin to fill in academic gaps and development to get them to where they need to be. Sometimes, social and behavioral progress needs to be addressed first before the students are in a space to be able to focus on academic growth. Twenty-five percent of our students are in the foster care system and we are oftentimes the sole stable force in their lives. Many students are moved through different foster homes while enrolled with WLA. Data reveals less academic progress is made during these periods of transition. WLA feels that these statistics applies to many of our other students who are constantly undergoing change and turmoil in their home lives but are not in the foster care system. There have been tremendous challenges with reintegrating kids back in a daily regular school setting. Focused heavily on care, connection, engagement, and support. Academic growth was made at a slower rate than previous years because so many other factors needed to be addressed at the same time.

**Use of Resources:** WLA has all teaching staff attend Module 1 of the High Expertise Teaching training at Lane ESD and heavily encourages further attendance at all other modules. At one time, WLA was able to attend SPS's professional development, but have not in recent years. Lane Community College has provided resources and training to WLA staff. WLA utilizes trauma-informed care practices from local behavioral health associations. All teachers receive training on assessments for mental health, self-harm, and suicidal ideations through SafeSchools, 5<sup>th</sup> Corner Academy, outside training agencies, and administrator-led trainings. WLA will add in Sources of Strength for the 22-23 school year as an additional support system for staff and students.

# FINANCIAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the financial performance section of the annual report is to evaluate whether the charter school is financially viable.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the financial performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss and balance sheet

## FINANCIAL PERFORMANCE

### 8. NEAR-TERM MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS CURRENTLY FINANCIALLY STABLE.	8A: Current ratio: Current assets divided by current liabilities	Less than or equal to .9	Between .9 and 1.0 or equals 1.0	Greater than or equal to 1.1	2.13 - audit
	8B: Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)	Fewer than 15 days cash	Days cash is between 15 and 30 days	60 days cash	134.5 days' cash - audit
	8C: Enrollment variance: actual enrollment divided by enrollment projection in charter school board-approved budget	Less than 85% in the most recent year	Between 85-95% in the most recent year	Equals or exceeds 95% in the most recent year	88%
	8D: Default	School is in default of loan covenant(s) and/or is delinquent with debt service payments		School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	Audit

**STANDARD 8**

**OSBA COMMENTS / RECOMMENDATIONS:**

**CHARTER SCHOOL COMMENTS:**

Due to COVID and our strength as an in-person model, it has been challenging to align projected enrollment and attendance. The longer we have been in person, the more level our enrollment has been and we have high projections for the upcoming year. We are aware that many local public schools had a bigger capacity to offer more robust CDL and families voiced that they felt more comfortable staying with their neighborhood school for CDL and would come back to our program when we could be fully in person so they could utilize the benefits of our model.

## FINANCIAL PERFORMANCE

### 9. SUSTAINABILITY MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS FINANCIALLY STABLE OVER TIME.	9A: Total Margin: Net income divided by total revenue  Aggregated total margin: Total 3-year net income divided by total 3-year revenues	Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%	Aggregated 3-year total margin is greater than -1.5%, but trend does not "meet standard" (above)	Aggregated 3-year total margin is positive and the most recent year total margin is positive	Not measured for 2021
	9B: Debt to asset ratio: Total liabilities divided by total assets	Debt-to-asset ratio is greater than 1.0	Debt-to-asset ratio is between .9 and 1.0	Debt-to-asset ratio is less than .9	.47 - audit
	9C: Cash flow: Multi-year cash flow = Year 3 total cash - Year 1 total cash  One-year cash flow = Year 2 total cash - Year 1 total cash	Multi-year cumulative cash flow is negative	Multi-year cumulative cash flow is positive, but trend does not "meet standard" (above)	Multi-year cumulative cash flow is positive and cash flow is positive each year	Multi-year cash flow is \$576,017 One-year cash flow is \$283,831 Audit
	9D: Debt service coverage ratio: (net income + depreciation + interest expense) / (annual principal, interest and lease payments)		Debt service coverage ratio is less than 1.1	Debt service coverage ratio is equal to or exceeds 1.1	Not measured for 2021



STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<b>THE SCHOOL IS FINANCIALLY STABLE OVER TIME.</b>	9E: Is the school meeting financial reporting and compliance requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul>	
	9F: Is the school following Generally Accepted Accounting Principles (GAAP)?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• A qualified audit opinion</li> <li>• An audit containing significant findings or conditions, material weaknesses or significant internal control weaknesses</li> <li>• An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• An unqualified audit opinion</li> <li>• An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses</li> <li>• An audit that did not include a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul>	Audit

## STANDARD 9

### OSBA COMMENTS / RECOMMENDATIONS:

### CHARTER SCHOOL COMMENTS:

WLA struggles because we have a high staff to student ratio, which is needed for our students who are below the benchmark in academic and behavioral success as well as credit deficient high school students. WLA feels that more dollars need to flow to us for middle school students so that the school has more financial resources to support our 6<sup>th</sup> through 8<sup>th</sup> graders as they increase their skills and academic progress. WLA does admit that we spend more dollars per student than their neighborhood schools. This is necessary due to the high levels of support required by our student population.

## FINANCIAL PERFORMANCE

### 10. SCHOOL GOALS AND RECOMMENDATIONS (FINANCIAL):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)	
	10A: Did the school meet the financial goals it set forth in its School Improvement Plan?	See Logic Model	No, fundraising goals were not achieved due to COVID. Goal of keeping enrollment and spending equal were difficult to achieve during COVID and post-COVID.	<p>The pandemic greatly impacted the ability for financial prediction and staying on target with our outlined budget model.</p> <p>The high cost of insurance makes WLA budgeting challenging since it fluctuates due to a low census number. Each year will have a low census number and insurance rates will continue to rise. A solution to this would be SPS including WLA staff into their insurance pool.</p>	
			<b>RECOMMENDATION FROM THE DISTRICT/OSBA</b>	<b>RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)</b>	<b>HOW OR WHY NOT? (SCHOOL RESPONSE)</b>
	10B: In the last school year, did the school implement the financial recommendations from the district/OSBA in		<b>NA</b>		

	the annual performance evaluation?			
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STANDARD	INDICATOR	GOALS ADDED TO PLAN
<p><b>THE SCHOOL IS MEETING ITS GOALS AND IMPLEMENTING RECOMMENDATIONS FOR IMPROVING STUDENT ACHIEVEMENT.</b></p>	<p>10C: Based on the data presented in this report, will the school add any financial goals to its School Improvement Plan?</p>	

**Professional Development:** WLA relies heavily on ESSER funding for professional development, recruitment, and retention of staff.

**Assess Progress:** Staff have played a vital role in assessing how to utilize ESSER funding. This has kept staff on board and engaged during a very challenging year.

**Use of Resources:** PSKV has been very supportive of staff recruitment and retention. ESSER funds have allowed us to offer retention bonuses and health and wellness stipends to offset our lower pay in comparison to other local districts.

STANDARD 10

**FINANCIAL PERFORMANCE: SUMMARY**

OSBA COMMENTS / RECOMMENDATIONS:

CHARTER SCHOOL COMMENTS:

WLA performs very well with the funds provided by SPS. WLA could do a great deal more if insurance costs were not so high.

# ORGANIZATIONAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the organizational performance section of the annual report is to evaluate whether the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the organizational performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverables and reporting due dates
- Feedback from parents, students, charter school staff and other community stakeholders
- The student information system
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

## ORGANIZATIONAL PERFORMANCE

### 11. EDUCATION PROGRAM:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</b></p>	<p>11A: Is the school implementing the material terms of the education program as defined in the current charter contract?</p>	<p>The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.</p>	<p>The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.</p>	
	<p>11B: Is the school complying with applicable education requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to education requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Instructional days and/or minutes requirements</li> <li>• Graduation and promotion requirements</li> <li>• Content standards, including Common Core State Standards</li> <li>• The administration of state assessments</li> <li>• Implementation of mandated programming as a result of state or federal funding</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Instructional days and/or minutes requirements</li> <li>• Graduation and promotion requirements</li> <li>• Content standards, including Common Core State Standards</li> <li>• The administration of state assessments</li> <li>• Implementation of mandated programming as a result of state or federal funding</li> </ul>	

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</b></p>	<p>11C: Is the school protecting the rights of Students with Disabilities?</p>	<p>Consistent with the school’s status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Equitable access and opportunity to enroll</li> <li>• Identification and referral</li> <li>• Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans</li> <li>• Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities.</li> <li>• Discipline, including due process protections, manifestation determinations and behavioral intervention plans</li> <li>• Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans</li> </ul>	<p>Consistent with the school’s status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Equitable access and opportunity to enroll</li> <li>• Identification and referral</li> <li>• Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans</li> <li>• Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities.</li> <li>• Discipline, including due process protections, manifestation determinations and behavioral intervention plans</li> <li>• Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans</li> </ul>	<p>Written documentation of identification and referrals for IEPs and 504 plans. School notes that SPS has oversight of students who English Language Learners.</p>



STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</b></p>	<p>11D: Is the school protecting the rights of English Language Learner students?</p>	<p>The school failed to comply with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Equitable access and opportunity to enroll</li> <li>• Development and implementation of required plans related to the service of ELL students</li> <li>• Proper steps for identification of students in need of ELL services</li> <li>• Appropriate and equitable delivery of services to identified students</li> <li>• Appropriate accommodations on assessments</li> <li>• Exiting of students from ELL services</li> <li>• Ongoing monitoring of exited students</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Equitable access and opportunity to enroll</li> <li>• Development and implementation of required plans related to the service of ELL students</li> <li>• Proper steps for identification of students in need of ELL services</li> <li>• Appropriate and equitable delivery of services to identified students</li> <li>• Appropriate accommodations on assessments</li> <li>• Exiting of students from ELL services</li> <li>• Ongoing monitoring of exited students</li> </ul>	

**STANDARD 11**

**OSBA COMMENTS / RECOMMENDATIONS:**

**CHARTER SCHOOL COMMENTS:**

WLA continues to perform and meet the objectives and goals in both the State Student Success initiative and the Student Investment Act. The performance has allowed us to draw down dollars much needed for the academic, social emotional, and health needs of our students.

# ORGANIZATIONAL PERFORMANCE

## 12. GOVERNANCE AND REPORTING:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</p>	<p>12A: Is the school complying with applicable governance requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to governance by its board, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Board policies</li> <li>• Board bylaws</li> <li>• State open meetings law</li> <li>• Code of ethics</li> <li>• Conflicts of interest</li> <li>• Board composition and/or membership rules</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to governance by its board, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Board policies</li> <li>• Board bylaws</li> <li>• State open meetings law</li> <li>• Code of ethics</li> <li>• Conflicts of interest</li> <li>• Board composition and/or membership rules</li> </ul>	<p>Bylaws should acknowledge the following:</p> <ul style="list-style-type: none"> <li>• Any board committees are subject to public meetings laws (Section 115.7)</li> <li>• The charter school's board meetings are subject ORS 192.610-192.690 (public meetings laws) and ORS 192.311 to 192.478 (public records laws), including executive sessions</li> <li>• Conflicts of interest</li> <li>• The board must meet within the boundaries of the sponsoring district</li> </ul> <p>Information about board meetings could not be located on the website.</p>

	<p>12B: Is the school holding its administration accountable?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement</li> <li>• The board conducting an annual evaluation of the administrator's performance</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement</li> <li>• The board conducting an annual evaluation of the administrator's performance</li> </ul>	
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STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</b></p>	<p>12C: Is the school complying with reporting requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Performance planning and performance</li> <li>• Attendance and enrollment reporting</li> <li>• Compliance with the charter contract and all applicable laws</li> <li>• Timely submission of all deliverables</li> <li>• Additional information as requested by the district</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Performance planning and performance</li> <li>• Attendance and enrollment reporting</li> <li>• Compliance with the charter contract and all applicable laws</li> <li>• Timely submission of all deliverables</li> <li>• Additional information as requested by the district</li> </ul>	

**STANDARD 12**

**OSBA COMMENTS / RECOMMENDATIONS:**

**CHARTER SCHOOL COMMENTS:**

Due to the election of current and new board members, WLA is in the process of updating Board information on our webpage. These updates should be completed soon.

## ORGANIZATIONAL PERFORMANCE

### 13. STUDENTS AND EMPLOYEES:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL SAFEGUARDS STUDENT INFORMATION AND ENSURES EMPLOYEES ARE PROPERLY CREDENTIALLED</b></p>	<p>13A: Is the school protecting the rights of all students?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the rights of students, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment)</li> <li>• The collection and protection of student information</li> <li>• Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction</li> <li>• Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices)</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the rights of students, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment)</li> <li>• The collection and protection of student information</li> <li>• Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction</li> <li>• Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices)</li> </ul>	<p>The school's pre-enrollment form asks and/or states the following:</p> <ul style="list-style-type: none"> <li>• Returning students must be in "good standing" with the academy and may require a meeting with the school admin prior to re-enrollment</li> <li>• Whether the student is on an IEP, a copy of the IEP to determine if WLA is the best fit, and what their "challenges" are</li> <li>• If the student is on a 504 plan, what their services are, and a copy of the plan to determine if WLA is the best placement.</li> <li>• A list of "issues" that a student may or may not have (including socializing,</li> </ul>

				<p>attitude, taking direction)</p> <p>The enrollment form states that there is a \$50 processing fee for enrolling. As WLA is a public school, this is not allowed.</p>
	<p>13B: Is the school meeting teacher and other staff credentialing requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and/or background check and fingerprinting requirements for all staff and volunteers.</p>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and background check and fingerprinting requirements for all staff and volunteers.</p>	<p>It appears as if exactly 50% of WLA's teaching and administrative staff are licensed, while the other 50% are charter registered. (TSPC)</p>

**STANDARD 13**

**OSBA COMMENTS / RECOMMENDATIONS:**

**CHARTER SCHOOL COMMENTS:**

WLA has received conflicting information regarding the processing fee; this year we have gone with a consensus of other charter schools that this type of fee was allowable. WLA is more than willing to drop the processing fee if necessary.



## ORGANIZATIONAL PERFORMANCE

### 14. SCHOOL ENVIRONMENT:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.	14A: Is the school complying with facilities and transportation requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Americans with Disabilities Act</li> <li>• Fire inspections and related records</li> <li>• Viable certificate of occupancy or other required building use authorization</li> <li>• Documentation of requisite insurance coverage</li> <li>• Student transportation</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Americans with Disabilities Act</li> <li>• Fire inspections and related records</li> <li>• Viable certificate of occupancy or other required building use authorization</li> <li>• Documentation of requisite insurance coverage</li> <li>• Student transportation</li> </ul>	
	14B: Is the school complying with health and safety requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate nursing services and dispensing of pharmaceuticals</li> <li>• Food service requirements</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate nursing services and dispensing of pharmaceuticals</li> <li>• Food service requirements</li> </ul>	

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.</b></p>	<p>14C: Is the school handling information appropriately?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities</li> <li>• Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities</li> <li>• Transferring of student records</li> <li>• Proper and secure maintenance of testing materials</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities</li> <li>• Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities</li> <li>• Transferring of student records</li> <li>• Proper and secure maintenance of testing materials</li> </ul>	

**STANDARD 14**

**OSBA COMMENTS / RECOMMENDATIONS:**

**CHARTER SCHOOL COMMENTS:**

WLA's largest complaint by parents and students this school year has been around the lunches provided by SPS. While we are thankful for the service and the flexibility in providing bagged meals, it is an area that needs improvement. The quantity is small, students are left with no choice in options and complaints around still being hungry, even when all the provided food has been eaten. WLA will work with SPS to improve this for the 22-23 school year.

## ORGANIZATIONAL PERFORMANCE

### 15. ADDITIONAL OBLIGATIONS:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH ALL OTHER OBLIGATIONS NOT PREVIOUSLY COVERED.</p>	<p>15A: Is the school complying with all other obligations?</p>	<p>The school was materially out of compliance with applicable legal, statutory, regulatory and/or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:</p> <ul style="list-style-type: none"> <li>• Revisions to state charter law</li> <li>• Intervention requirements required by the district</li> <li>• Action items assigned by the district</li> <li>• Requirements by other entities to which the charter school is accountable (e.g. ODE)</li> </ul>	<p>The school materially complies with all other applicable legal, statutory, regulatory or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:</p> <ul style="list-style-type: none"> <li>• Revisions to state charter law</li> <li>• Intervention requirements required by the district</li> <li>• Action items assigned by the district</li> <li>• Requirements by other entities to which the charter school is accountable (e.g. ODE)</li> </ul>	

## STANDARD 15

### OSBA COMMENTS / RECOMMENDATIONS:

### CHARTER SCHOOL COMMENTS:

WLA has embedded licensed counselors into our program by partnering with Roseburg Therapy and Looking Glass to provide counseling and therapy to our high needs students. Students and counselors are provided space in the building for in person or telehealth counseling appointments and intakes. WLA has piloted one of the state's first Peer Support mentor programs through 5<sup>th</sup> Corner Academy to help all students with the wellness tools needed for self care. WLA has utilized SIA funds to help cover co pays and counseling costs to remove as many barriers to accessing services as possible. 5<sup>th</sup> Corner Academy has provided parent support and counseling to families in need and those connections are made through WLA.

## ORGANIZATIONAL PERFORMANCE

### 16. SCHOOL GOALS AND RECOMMENDATIONS (ORGANIZATIONAL):

STANDARD	INDICATOR	GOAL SET IN PLAN	GOAL ACHIEVED? (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)	
	16A: Did the school meet the organizational goals it set forth in its School Improvement Plan?	See Logic Model	Yes, these goals were met.	Despite COVID, WLA met the goals and objectives at 80% or better. WLA will continue to work towards those goals and objectives.	
			RECOMMENDATION FROM THE DISTRICT/OSBA	RECOMMENDATIONS IMPLEMENTED (SCHOOL RESPONSE)	HOW OR WHY NOT? (SCHOOL RESPONSE)
	16B: In the last school year, did the school implement the organizational recommendations from the district/OSBA in the annual performance evaluation?				

STANDARD	INDICATOR	GOALS ADDED TO PLAN
	10C: Based on the data presented in this report, will the school add any financial goals to its School Improvement Plan?	

**Professional Development:** Staff is aware of the goals and objectives and is a key part in helping WLA those goals.

**Assess Progress:** We use data to determine, we also use formative and summative assessments and anecdotal evidence and reports.

**Use of Resources:** WLA went through our accreditation renewal process this year and scored extremely high in most areas and received a very favorable and positive report that recognized the significant levels of work and achievement of WLA staff and students.

**STANDARD 16**

**OSBA COMMENTS / RECOMMENDATIONS:**

**CHARTER SCHOOL COMMENTS:**

WLA networks with ODE and other charter school associations to make sure that we have the latest information and to be on the cutting edge of growth and progress for charter schools. WLA is committed to taking the underserved, the vulnerable, and those most in need and at risk to allow them a safe and structured environment in which to make academic, social, and behavioral growth.

## CONTACT

**OREGON SCHOOL BOARDS ASSOCIATION**

1201 Court Street NE, Suite 400 | Salem, OR 97301

**503-588-2800 | 1-800-578-OSBA**

FAX 503-588-2813

**OSBA.ORG**





### **3. PERSONNEL REPORT, RESOLUTION #21-22.051**

Chair Raven asked Mr. Reese to introduce the Personnel Report resolution:

Each month the Board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires, resignations, and change of contract status. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board.

Dustin Reese recommended the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- New Hires
- Resignations
- Change of Contract Status

Chair Raven asked for a motion to approve the personnel action for licensed employees as reflected in resolution #21-22.051.

**MOTION:** Director Mann moved, Director Light seconded the motion to approve the personnel action for licensed employees as reflected in resolution #21-22.051.

Dr. Hernandez asked what the changes of contract status referred to. Mr. Reese answered that it was for those on a one-year rehire contract as a temporary employee. He said that would be for those who were ready to retire, but then wished to stay on another year. They would then report back on a temporary contract for that year.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion in favor of approving the personnel action for licensed employees as reflected in resolution #21-22.051: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes and Director Raven – Yes.

Motion passed: 4:0.

### **4. ADJOURNMENT**

With no other business, Chair Raven adjourned the meeting at 5:25 PM.

*(Minutes recorded by Trenay Ryan, LCOG)*