

West Park Charter Academy

Renewal

Presented to: *West Park Elementary School District
Board of Trustees*

Date: *June 30, 2019*

West Park Charter Academy is submitting this revised charter proposal for the renewal of its charter for the sixth term of five years extending from June 30, 2019 to June 30, 2024.

The West Park Elementary School Board of Trustees, as the governance oversight and approving LEA of the West Park Charter Academy determines through the five grounds of denial if the charter is renewed every five years.

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| Y | N | 1. The charter presents a sound educational program for pupils to be enrolled in the charter. |
| Y | N | 2. The implementers can demonstrably implement the program set forth in the renewal. |
| Y | N | 3. The renewal contains the necessary number of signatures. |
| Y | N | 4. The renewal does contain an affirmation of each of the four conditions described in subdivision (d) [of E.C. 47605]: (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school. (2) (A) A charter school shall admit all pupils who wish to attend the school. (B) If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand. (3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200. |

Four Conditions:

- ✓ 1. Shall be nonsectarian in programs, admission policies, employment practices, and all other operations.
- ✓ 2. Shall not charge tuition.
- ✓ 3. Shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability.
- ✓ 4. Shall admit all students who reside in California who wish to attend (up to the school's capacity based upon space, staff, or charter school policy). If the number of applicants exceeds the school's capacity, enrollment shall be determined by an established waiting list.

Y N

5. The 16 elements of this charter are described and/or addressed in this renewal document.

- i. Educational Program**
- ii. Measureable Pupil Outcome**
- iii. Outcome Measurement**
- iv. Governance Structure**
- v. Employee Qualifications**
- vi. Health and Safety of Pupils**
- vii. Racial and Ethnic Balance**
- viii. Admission Requirements**
- ix. Annual Audits**
- x. Student Discipline**
- xi. Employee Retirement**
- xii. Student Attendance Alternatives**
- xiii. Return Rights of District Employees**
- xiv. Dispute Resolution**
- xv. Collective Bargaining**
- xvi. Procedures for Closing**

Sixteen (16) Elements of the West Park Charter Academy

i. Educational Program:

West Park Charter Academy (WPCA) is a K-12 independent study program with two learning centers located in Fresno and Hanford, CA. The program serves students from not only those two cities, but also from many surrounding communities and school districts. Students at WPCA are required to meet with their teacher for a minimum of 1 hour per week, although many of our students visit the learning centers throughout the week for required labs/classes, tutoring, use of technology, etc. In addition to attending on-site appointments with their teacher(s), students at WPCA utilize the learning centers to: work independently, check-out/work on a device to complete assignments/projects, meet with their counselor, receive tutorial assistance, and discuss/prepare for field trips. For those who are performing below grade-level, an additional thirty minutes minimum is required for targeted intervention. Although the majority of learning occurs outside of the classroom, students receive instruction from credentialed teachers while at their respective learning center, as well as the capability to receive support from their credentialed teacher. In addition to attending on-site appointments with their teacher(s), students at WPCA utilize the learning centers to: work independently, check-out/work on a device to complete assignments/projects, meet with their counselor, receive tutorial assistance, and discuss/prepare for field trips.

WPCA's students come to the program with a variety of educational backgrounds, experiences, and needs. Some desire the independence, flexibility, and "college feel" to the program, some are behind and want to recover credits, while others do not meet their academic potential in a traditional setting and/or have been expelled from their previous districts. Whatever the case may be, WPCA's teachers, counselors, and support staff are committed to the program's Mission Statement in working to help each and every student maximize their academic and personal potential. The program's ultimate goal is for all students to be prepared for postsecondary opportunities upon graduation.

In order for students in grades K-8th grade to be considered for promotion, she/he must maintain an end-of-the-year grade point average (GPA) of 2.0 (on a 4.0 scale), attend school for at least 90% of the days enrolled, and make satisfactory growth on the District's Reading and Math tests (i.e. gains on a Common Core State Standards-based assessment tool, benchmarks, Renaissance, etc.). Any student attending a traditional setting must meet the criteria of the program in which they are participating. WPCA has the flexibility to ascertain "non a-g" course credit from supplemental sources to determine credit placement on a transcript.

In order to attain a high school diploma from WPCA, a student is required to successfully complete 220 credits. **Note: If the CAHSEE is no longer in existence during the terms of the charter; the replacing requirement by the state of California for assessment must be taken and serve as a guide to meet the CAHSEE criteria.* Each semester, courses and/or coursework for grades 9-12 is/are given a credit value towards the two hundred and twenty (220) graduation credit requirement as it aligns with the program.

Opportunities to excel in credit or course work is designed through the program and approved by the director in collaboration with the teacher and the counselor. Various standards-based and/or subject related assessments and benchmarks will be taken throughout each school year to measure growth in English Language Arts (reading/writing) and Mathematics. The CAASPP Interim Comprehensive Assessments (ICAs) serve as the program's Common Core State Standards (CCSS)-based benchmark assessments. Students in grades 3-12 take the ELA and Math ICAs twice per year (in October and February). Both assessments consist of Computer Adaptive Test questions and Performance Tasks, and align closely with the CAASPP Summative Assessments that students in grades 3-8 and 11 take each Spring. Additionally, students take the Renaissance assessments (STAR Reading and STAR Math) three times per year. Teachers monitor students' progress/growth throughout the school year by reviewing and analyzing data/results of these assessments, thus driving instruction.

Decisions regarding core subject area instruction are made by teachers utilizing assessments that are curriculum-embedded (found within the adopted curriculum). The results of these assessments are analyzed, recorded, shared with students and parents/guardians, and placed in a student file. The files are maintained throughout each school year to assess student progress in core subject areas, as well as being referenced during program audits. Progress reports and report cards are provided once per semester to parents/guardians, or upon request. Records of all students are maintained at the Machado Office in cumulative files securing students' educational history. In addition, transcripts are maintained for high school students (grades 9-12).

Student data is updated on a continual basis, and entered into CALPADs (California Longitudinal Pupil Achievement Data System) as part of the statewide student database. CALPADs is used for program funding.

WPCA meets a need for many students in both Fresno and Kings County (as well as other surrounding communities). With standards-aligned curriculum that addresses the CCSS as well as fulfilling the a-g requirements, students are able to prepare themselves for postsecondary opportunities. Every effort is made to provide equity to all students with regards to:

- **Academics:** Highly-quality, credentialed teachers utilizing CCSS-aligned core curriculum
- **Academic and personal counseling:** Provided by two guidance counselors, a school social worker, and a school psychologist
- **College and Career Preparation Support:** All students enrolled in the program are encouraged to participate in Career Days, College Expos, College campus visits, Career Choices class (for 9th graders), etc.
- **Health Education:** Students have access to programs/services (i.e. County nurse, dental program, social emotional support, etc.) offered by Fresno County and/or the district.

COMMUNITY COLLEGE COURSES

For those students who meet certain requirements and are prepared to take college courses, a High School Enrichment Program is offered to students at WPCA. Students in grades 9-12 can take courses at local community colleges (i.e. Fresno City College, Clovis Community College, West Hills College, and College of the Sequoias), gain valuable college experience, and earn 10 credits per course. Doing so allows students to be “ahead of the game” and have those credits waiting for them once they graduate from high school. In addition, students receive a reimbursement for textbooks if they earn a “C” or higher, submit an official transcript, and submit a receipt to the district office.

ACADEMIC SUPPORT

WPCA offers academic support services to students who are either struggling and/or needing additional support. Students have access to high-quality paraprofessionals (tutors) at both of the program’s learning centers on Tuesdays through Fridays. In order to ensure our paraprofessionals are qualified for this role, they are given an assessment that measures content knowledge in the areas of Reading and Math. Teachers and counselors closely monitor each student throughout the year, and based on need, arrange for them to meet with a tutor. Paraprofessionals are available to tutor students Monday through Friday during each school year.

SUPPORT CLASSES

Recent data has shown that a large number of students at WPCA are having difficulty with Math in general, specifically with developing a solid understanding of Algebra I. Because of this, weekly Algebra labs were created during the 2016-2017 school year at both learning centers, as well as a Foundational Math lab (implemented at the beginning of the 2018-2019 school year) for high school students needing additional support. Throughout the school year, the Algebra and Foundational Math lab teachers have worked closely with a Math specialist/trainer from the Fresno County Superintendent of Schools (FCSS) to locate areas/standards of focus, find ways to best address the Math Practices, plan for instruction, create pacing guides, etc.

In addition to the Biology and Earth Science courses offered to students at WPCA (both a-g aligned), students must complete a lab for each course as well. These weekly labs are offered at both of the program’s learning centers, and are taught by a fully-credentialed science teacher.

ONLINE COURSES

In an effort to provide students at WPCA an opportunity to explore/delve into various career pathways, online CTE (a-g aligned) courses were implemented during the 2016-2017 school year. Since then, students have had the opportunity to complete CTE courses that will help prepare them for post-secondary education or careers in various industry sectors—some of these include: Agriculture & Natural Resources, Building & Construction Trades, Business & Finance, Education, Child Development & Family Services, Engineering & Architecture, Health Science & Medical Technology, Hospitality, Tourism & Recreation, Information & Communication Technologies,

Manufacturing & Product Development, Marketing, Sales & Service, Public Services, Transportation, and other various courses Supporting CTE & Electives.

DIGITAL PROGRAMS

WPCA utilizes supplemental and concentration funds to purchase a number of digital programs to support students in ELA and Math. The programs are mainly used to serve as intervention for students, but are also used to extend learning for those who are performing above grade-level. The following programs were introduced to the program during the 2016-2017 school year, and continue to be used:

- **IXL (ELA and Math):** This digital program allows students to practice and sharpen their skills in ELA and Math. The CCSS are addressed, and students' progress is saved/updated each time they sign-in.
- **Lexia Core5 and Lexia PowerUp:** This digital ELA/reading program is primarily used for students in grades K-8. After taking a placement test, the program allows students to learn, practice, and build literacy skills by interacting with the online adaptive program, as well as receiving teacher-led Lexia lessons that target gaps.
- **Reading Plus:** Used primarily for students in grades 9-12, this personalized online reading program helps students develop their physical, cognitive, and emotional domains. Similar to Lexia, this program requires each student to complete a placement test, and starts them at their current reading level.

A major benefit to using these digital programs is that student data is easily accessible for teachers and administrators to review/analyze throughout the year. Teachers have the opportunity to share and reflect on student data, then address areas of focus and plan for re-teaching lessons/activities.

ENGLISH LEARNER/LOW INCOME/FOSTER YOUTH

The needs of all students who attend WPCA, including those who are low-income/socioeconomically disadvantaged, are greatly considered. Every effort is made to provide them with the resources needed for success. Each student is provided with materials/supplies at the beginning of each year, and all new students receive a backpack (full of materials/supplies). In cases where additional outside resources are needed for students and/or families, our guidance counselors and school social worker are able to address the need(s).

WPCA's budget derives from the following funds: General, Supplemental and Concentration, Education Protection Account, Lottery, and a District-created technology fund. These monies are used to provide all students enrolled in the program an equitable education—one that ensures that they will be successful in college and career.

With regards to English Learners, students identified as EL receive instruction and support from teachers who utilize the integrated ELD curriculum, strategies in ELA and Math, and CELDT (now ELPAC) levels. The curriculum for these core subjects has been adopted recently, and includes many online and print resources for English Learners. In addition, EL students receive weekly instruction from an English Language Development

teacher who holds a BCLAD (in Spanish). The teacher meets with students at both learning centers throughout each semester to address the English Language Development (ELD) Standards. It is an expectation that students work to build their reading, writing, listening, and speaking skills each time they meet with the ELD teacher.

SPECIAL EDUCATION

WPCA provides special education support and services to independent study students with exceptional needs. Students meet with the special education teacher individually and in small groups for a minimum of two hours per week. The special education teacher designs curriculum to ensure students have access to the general education curriculum while working toward their individualized educational goals. Support services beyond regular SPED services may be established through MOU's with SELPA services or private services.

COUNSELING

Upon enrollment, all students in grades 9-12 are assigned a counselor at their respective learning center. The counselors focus on each student's requirements for graduation as well as academic progress. In addition, the counselors play an integral part in approving students taking additional credits and elective test-outs once per month (elective test-outs are exams that students may take in lieu of taking a course. This allows students to make-up credits and/or allows them to graduate earlier). Counselors also make sure students are aware of the High School Enrichment/Dual Enrollment programs, and that students are college and career ready. The subsequent list indicates some of the duties the counselors at WPCA perform:

- Assist students/parents in completing financial aid and college applications
- Provide emotional support/counseling to students
- Participate in 504, SST, and IEP meetings
- Assist with one-on-one orientations, by providing students/parents with the necessary information to complete the enrollment process
- Plan and ensure that the following events/functions are executed:
 - 8th Grade Promotion Ceremony
 - High School Graduation
 - Career Day
 - Community College/University Field Trips/Vocational School Visits

ii. Measurable Pupil Outcomes

The West Park Elementary School District (WPESD) operates within the ESSA (Every Student Succeeds Act) guidelines, and strives to achieve growth in the Common Core State Standards assessment (CAASPP). Although WPCA currently does not qualify for DASS (Dashboard for Alternative School Status), the program utilizes a growth model with regards to measuring student progress and program effectiveness. The program serves students from a variety of cultural and academic backgrounds, with many coming to the program with substantial academic deficiencies. An overarching goal of the program is to ensure that each student leaves the program prepared for success in the 21st Century.

Graduation credit is set at 220 credits to parallel many of the traditional schools for the purpose of returning. In addition, students wishing to graduate from WPCA are required to complete a Senior Portfolio which includes a job application, cover letter, resume, reference list, career research report, and a mock (panel) interview. These elements are subject to innovative redesigning as staff determines student needs and regulatory changes.

West Park Charter Academy adheres to broad-based goals and Expected School-Wide Learning Results (ESLRs) in conjunction with their WASC accreditation terms.

Curriculum and Instruction:

1. Ensure that all students have access to high-quality instruction.
2. Improve student achievement in English Language Arts and Mathematics.
3. Provide essential learning time.
4. Support student learning through meaningful assignments, projects, and activities.
5. Develop a plan regarding computer literacy as identified by state guidelines and district priorities as well as strategies for implementation.
6. Target services and programs for identified student groups to support state standards and instruction.

Assessment and Accountability:

1. Inform staff, parents, and the community of student assessment results.
2. Train and assist staff with data analysis.
3. Monitor program effectiveness.
4. Continually address WASC recommendations.

Student Personal and Academic Growth:

1. Increase communication between all areas and departments so students may learn of opportunities and resources available to them.
2. Continue exploring methods of improving student program attendance.
3. Establish a safety committee. The safety committee will revise the school safety plan and incorporate the crisis response plan.

Leadership, Staff, Vision and Purpose:

1. WPCA will continually visit and address its Mission and Vision.
2. WPCA will work to increase and broaden participation/engagement of parents in instructional and related programs.

3. Staff development needs will be derived from a variety of sources: Mission and Vision statements, staff surveys, Faculty Advisory Committee input, WASC recommendations/Action Plan, WPCA’s LCAP, etc.

WPCA operates with the belief that all students can succeed. We believe that it is our responsibility to prepare students for college, career, and/or postsecondary opportunities. This means providing students with a rigorous, high-quality education focusing on the CCSS, ESLRs, WASC goals, Mission, Vision, and LCAP.

In November of 2017, WPCA hosted a WASC Visiting Committee (VC) for a 3-day Self-Study Visit. During this time, the VC examined the program thoroughly, and interviewed stakeholders at both learning centers and the district office. At the end of their visit, the VC granted WPCA a 6-year accreditation through 2024, with a 2-day follow-up visit in 2021. The accreditation process and recommendations have guided WPCA to develop and follow an Action Plan that will positively impact student achievement. Since receiving the news of the program’s accreditation terms, stakeholders have used the Action Plan and have worked to address various items.

West Park Charter Academy Revised Action Plan (Additional Schoolwide Critical Areas for Follow-Up)

WPCA’s revised Action Plan consists of the Action Plan that was included in Chapter 5 of the Self-Study Report, as well as the subsequent critical areas for follow-up identified by the Visiting Committee during the November 2017 visit. The revised Action Plan ensures that the two Critical Areas for Follow-Up and other identified needs are addressed. The revised Action Plan reflects program improvements and/or revisions made in processes and procedures, all with student equity, access, and success at the forefront.

The process for revising the original Action Plan began with the WASC Leadership Team and other staff members taking time to view and discuss the Visiting Committee’s report. It was at this time that the prioritization of actions and procedures was made. The revised Action Plan was then presented to the school’s Board of Trustees and other stakeholders.

In addition to the two Critical Learner Needs, the Fall 2017 Visiting Committee’s report left WPCA with six critical areas for follow-up:

1. There is a significant discrepancy between grades earned and standardized assessment results.

2. There is a need to review the practice of allowing Juniors and Seniors to ‘Test-Out’ of electives, as well as the credits awarded to newly-enrolled high school students.
3. There is a need to review the practice of allowing students to take non-standardized assessments at home as part of their homework.
4. There is a need to review the current practice of enrolling K-6 SPED students.
5. There is a need to establish criteria for reclassifying English Learners.
6. There is a need to establish a structure and process to ensure and track progress on WASC action plan items.

Schoolwide Action Plan #1: Calibration between grades and standardized assessment results

School Goal 1

Growth - Reduce the discrepancy between the grades that WPCA students earn and standardized assessment results.

Rationale - By establishing a clear, accurate calibration between grades and assessment results, WPCA staff will have a better understanding of students’ strengths and areas of growth.

Specific Action	Persons Responsible	Means to Assess	Timeline	Reporting Method
WPCA staff will work together to establish clear, consistent grading weights, rubrics, and expectations; any training needed will be provided	Instructional Cabinet Data Analyst Director Counselors IS Teachers	WASC Visiting Committee Report Staff Meeting Agendas Staff Survey Wolf Chats	Will begin during the Spring of 2018, with full implementation in 2018-2019; then ongoing	Staff/Curriculum Meetings Board Meetings Instructional Cabinet Meetings Parent Survey Student Survey
WPCA staff will follow any new grading and weighting policies as outlined in the Student-Parent and Certificated Handbooks	Director Counselors IS Teachers	WASC Visiting Committee Report Staff Survey Wolf Chats Informal Observation	Will begin during the Spring of 2018, with full implementation in 2018-2019; after that, it will be ongoing	Staff/Curriculum Meetings Board Meetings
Report card grades will be based on meaningful assessments, projects, activities, etc.	Data Analyst Director Counselors IS Teachers	Consistent, ongoing monitoring/review Staff Survey Wolf Chats Informal Observation/Conversation	Full implementation in 2018-2019; ongoing after that	Staff/Curriculum Meetings Board Meetings Instructional Cabinet Meetings Report Cards
Ensure that all decisions and changes are aligned to the school’s Mission, Vision, and ESLRs	Director Counselors IS Teachers	WASC Visiting Committee Report Staff Survey Student Survey Parent Survey Wolf Chats	Ongoing	Staff/Curriculum Meetings Board Meetings Parent Survey Student Survey

Schoolwide Action Plan #2: Elective Test-Outs/New Student Orientation Credits

School Goal 2

Growth – Re-evaluate the current practice of allowing Juniors and Seniors to ‘Test-Out’ of electives; added assignments/tasks for newly-enrolled high school students

Rationale - Instead of ‘Testing-Out’ of electives, WPCA Juniors and Seniors would benefit from taking a semester-long course. Additional assignments need to be assigned to newly-enrolled high school students in order to earn the 2.5 credits.

Specific Action	Persons Responsible	Means to Assess	Timeline	Reporting Method
WPCA staff will work together to review the practice of allowing Juniors and Seniors to ‘Test-Out’ of electives, as well as the amount of work that newly-enrolled students complete for 2.5 credits	Instructional Cabinet Director Counselors IS Teachers	WASC Visiting Committee Report Staff Meeting Agendas Instructional Cabinet Agendas Staff Survey Student Survey Parent Survey Wolf Chats	Will begin during the Spring of 2018, with full implementation in 2018-2019	Staff/Curriculum Meetings Board Meetings Instructional Cabinet Meetings Parent Survey Student Survey
Newly-enrolled students will complete grade-level CCGI activities in addition to the current orientation assignments to receive the 2.5 credits	Instructional Cabinet Director Counselors IS Teachers	WASC Visiting Committee Report Staff Meeting Agendas Instructional Cabinet Agendas Staff Survey Student Survey Parent Survey Orientations	Full implementation in 2018-2019	Staff/Curriculum Meetings Board Meetings Instructional Cabinet Meetings Parent Survey Student Survey
Ensure that any determination regarding elective ‘Test-Outs’ and work for newly-enrolled students aligns with the school’s Mission, Vision, and ESLRs	Instructional Cabinet Director Counselors IS Teachers	WASC Visiting Committee Report Staff Survey Student Survey Parent Survey Wolf Chats	Full implementation in 2018-2019	Staff/Curriculum Meetings Board Meetings Parent Survey Student Survey

Schoolwide Action Plan #3: All Assessments Taken On-Site

School Goal 3

Growth – WPCA students taking tests at their respective learning center

Rationale - To ensure testing validity, all WPCA students will be taking State, District, and course-embedded assessments on-site.

Specific Action	Persons Responsible	Means to Assess	Timeline	Reporting Method
WPCA staff will work together to ensure that all WPCA students take chapter tests, quizzes, non-standardized tests, and State tests at their respective learning center.	Instructional Cabinet Director Counselors IS Teachers	WASC Visiting Committee Report Staff Meeting Agendas Instructional Cabinet Agendas Staff Survey Student Survey Parent Survey Wolf Chats	Will begin during the Spring of 2018; after that ongoing	Staff/Curriculum Meetings Board Meetings Instructional Cabinet Meetings Parent Survey Student Survey
Inform stakeholders of the changes, as additional days/time on-site may be needed	Director Counselors IS Teachers	WASC Visiting Committee Report Staff Meeting Agendas Staff Survey Student Survey Parent Survey Wolf Chats	Will begin during the Spring of 2018; after that ongoing	Staff/Curriculum Meetings Board Meetings Parent Survey Student Survey School Newsletters Parent Square
Purchase additional laptops/Chromebooks for both learning centers to ensure all students have access to devices for testing	Instructional Cabinet IT Director Director Counselors IS Teachers	WASC Visiting Committee Report Staff Meeting Agendas Instructional Cabinet Agendas Staff Survey Student Survey Parent Survey Wolf Chats	2018-2019 and Ongoing	Staff/Curriculum Meetings Board Meetings Instructional Cabinet Meetings Parent Survey Student Survey
Ensure that the changes regarding assessments being taken on-site aligns with the school’s Mission, Vision, and ESLRs	Director Counselors IS Teachers	WASC Visiting Committee Report Staff Survey Student Survey Parent Survey Wolf Chats	Will begin during the Spring of 2018; after that ongoing	Staff/Curriculum Meetings Board Meetings Parent Survey Student Survey

Schoolwide Action Plan #4: SPED Enrollment Practices

School Goal 4

Growth – Ensure that all prospective K-12 students have access to the WPCA program

Rationale – There is a need for program enrollment practices for students in grades K-12 to be clearly articulated and fair for all students.

Specific Action	Persons Responsible	Means to Assess	Timeline	Reporting Method
The WPESD District Office will re-evaluate the current WPCA enrollment practices for all students in grades K-12	WPESD District Office Director Counselors SPED Teacher	WASC Visiting Committee Report Staff Meeting Agendas Staff Survey Student Survey Parent Survey	Ongoing	Staff/Curriculum Meetings Board Meetings Parent Survey Student Survey
Research the feasibility of hiring additional staff (teacher/tutors) to provide additional instructional support to SPED students in grades K-6	Director Business Office Human Resources	Human Resources Management Meetings	Spring of 2018; ongoing	Management Meetings Instructional Cabinet Meetings Staff Meetings
Ensure that any changes to WPCA's enrollment practices align with the school's Mission, Vision, and ESLRs	Director Counselors IS Teachers	WASC Visiting Committee Report Staff Meeting Agendas Staff Survey Student Survey Parent Survey Orientations	Ongoing	Staff Meetings Board Meetings Curriculum Committee Meetings Parent Survey Student Survey School Newsletters Parent Square

Schoolwide Action Plan #5: EL Reclassification Criteria

School Goal 5

Growth – EL reclassification criteria for English Learners at WPCA

Rationale – There is a need to establish EL reclassification criteria that will ensure reclassification to those WPCA students who are prepared.

Specific Action	Persons Responsible	Means to Assess	Timeline	Reporting Method
WPCA staff will work together to create criteria for EL reclassification	Superintendent Data Analyst/EL Coordinator Director ELD Teacher	WASC Visiting Committee Report Instructional Cabinet Meeting Agendas Staff Survey Student Survey Parent Survey	Will begin during the Spring of 2018, with full implementation in 2018-2019	Staff/Curriculum Meetings Board Meetings Instructional Cabinet Meetings Parent Survey Student Survey
Inform stakeholders of the new EL reclassification criteria	Data Analyst/EL Coordinator Director ELD Teacher	WASC Visiting Committee Report Instructional Cabinet Meeting Agendas Staff Survey Student Survey Parent Survey	Will begin during the Spring of 2018, with full implementation in 2018-2019	Staff Meetings Board Meetings Curriculum Committee Meetings Parent Survey Student Survey School Newsletters Parent Square
Ensure that the new EL reclassification criteria aligns with the school's Mission, Vision, and ESLRs	Director Counselors IS Teachers	WASC Visiting Committee Report Staff Meeting Agendas Staff Survey Student Survey Parent Survey Orientations	Will begin during the Spring of 2018, with full implementation in 2018-2019; then ongoing	Staff Meetings Board Meetings Curriculum Committee Meetings Parent Survey Student Survey

Schoolwide Action Plan #6: Tracking Progress of WASC Action Plan
School Goal 6

Growth - WPCA staff will track progress of WASC Action Plan items through a clear and consistent structure/process.

Rationale - The tracking of WASC Action Plan progress will lead to overall program improvement.

Specific Action	Persons Responsible	Means to Assess	Timeline	Reporting Method
WPCA staff will work together to address the Critical Areas for Follow-Up listed in the WASC Visiting Committee's report	Superintendent Data Analyst/EL Coordinator Director Counselors IS Teachers	WASC Visiting Committee Report Instructional Cabinet Meeting Agendas Staff Meeting Agendas Staff Survey Student Survey Parent Survey	Will begin during the Spring of 2018, with full implementation in 2018-2019; then ongoing	Staff Meetings Board Meetings Instructional Cabinet Meetings Parent Survey Student Survey School Newsletters Parent Square Website
WPCA staff will conduct regular reviews of the WASC Action Plan items, as well as any and all progress made in each area	Superintendent Data Analyst/EL Coordinator Director Counselors IS Teachers	WASC Visiting Committee Report Instructional Cabinet Meeting Agendas Staff Meeting Agendas Staff Survey Student Survey Parent Survey	Will begin during the Spring of 2018, with full implementation in 2018-2019; then ongoing	Staff Meetings Board Meetings Instructional Cabinet Meetings Parent Survey Student Survey School Newsletters Parent Square Website

EXPECTED SCHOOL WIDE LEARNING RESULTS

Expected School Wide Learning Results were revisited and amended the fall of 2011. Administration and staff are evaluating these ESLR's.

Competent Users of Technology

- Utilize technology as a tool for learning, communicating, and conducting research
 - Use technology to access, manipulate, and produce information
- Measurable Indicators can include:
- Microsoft Office, including Word and/or Powerpoint
 - Research papers and essays done in MLA format
 - Typing test (skills: 25-30 wpm, correct form)
 - Use of Internet to gather information for required course work

Academic Achievers

- Act responsibly, honestly, and ethically
 - Are self-directed learners
 - Are knowledgeable and prepared to be successful in life beyond graduation
- Measurable Indicators can include:
- Completion of senior portfolio
 - RMA's
 - Completion of courses
 - GPA- 2.0 or above

Responsible Citizens

- Follow the rules of the school
- Show respect for self and others
- Demonstrate personal responsibility and integrity
 - Measurable Indicators can include:
 - Attendance to labs and weekly appointments
 - Completion of graduation requirements
 - Dress code/rules
 - Assigned work completed each week

Effective Communicators

- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings
- Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations
 - Measurable Indicators can include:
 - Balancing school with jobs, community activities, and family commitments
 - Oral and written reports/presentations including question and answer periods
 - Completion of grade-level English requirements
 - Following verbal and written instructions

iii. Outcome Measurement

West Park Charter Academy meets the following criteria/standard for renewal

EDUCATION CODE - EDC

TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 64100]

(Title 2 enacted by Stats. 1976, Ch. 1010.)

DIVISION 4. INSTRUCTION AND SERVICES [46000 - 64100]

(Division 4 enacted by Stats. 1976, Ch. 1010.)

PART 26.8. CHARTER SCHOOLS [47600 - 47664]

(Part 26.8 added by Stats. 1992, Ch. 781, Sec. 1.)

CHAPTER 2. Establishment of Charter Schools [47605 - 47608]

(Chapter 2 added by Stats. 1992, Ch. 781, Sec. 1.)

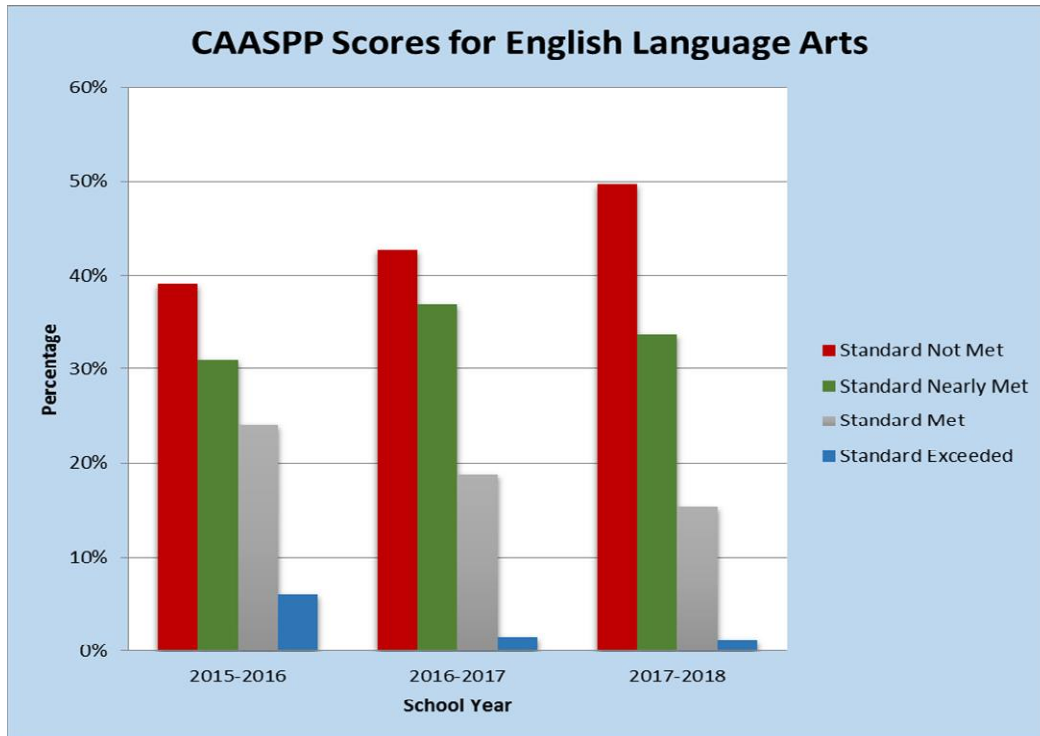
47607.

(a) (1) A charter may be granted pursuant to Sections 47605, 47605.5, and 47606 for a period not to exceed five years. A charter granted by a school district governing board, a county board of education, or the state board may be granted one or more subsequent renewals by that entity. Each renewal shall be for a period of five years. A material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter. The authority that granted the charter may inspect or observe any part of the charter school at any time.

(b) Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever date occurs later, a charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

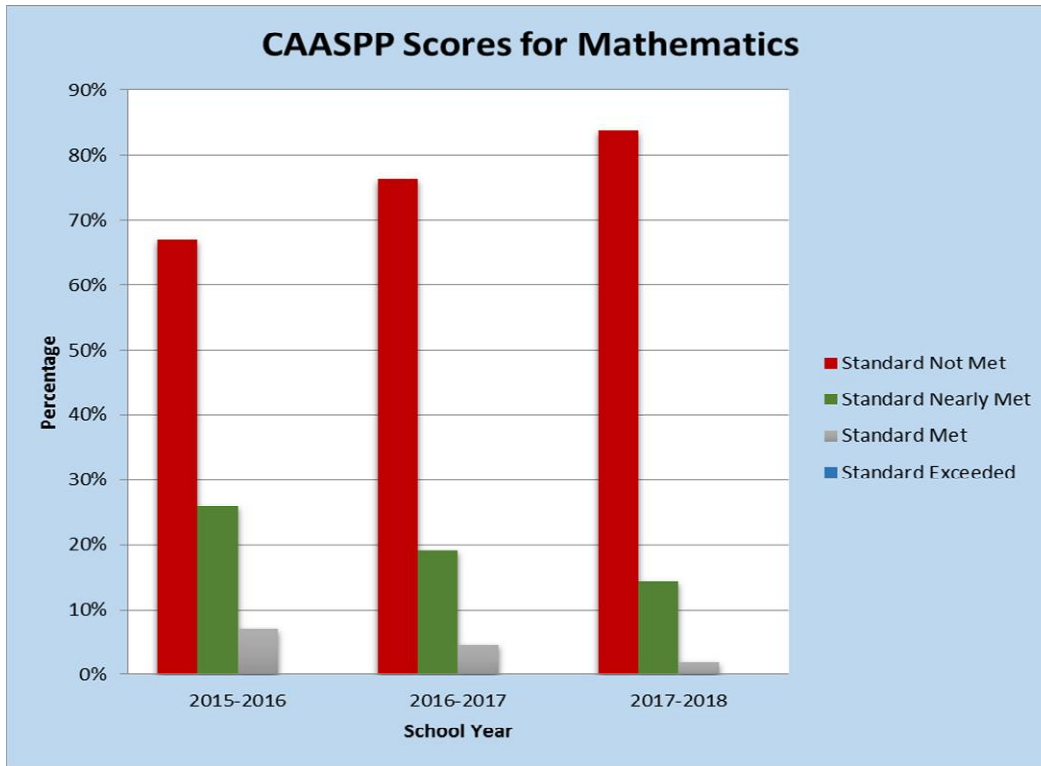
(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

WPCA CAASPP (SBAC) Results – 3-Year Comparison



The past three years have seen a decline in the percentage of students meeting or exceeding standard in ELA. Some factors contributing to the decline include: students enrolling at WPCA reading below grade-level, the fluctuation of students enrolled, new ELA curriculum adopted and implemented at the beginning of the 2016-2017 school year, and the hiring of new teachers at both sites. Regardless, WPCA’s administration, teaching staff, and support staff are continuing their pursuit of growing professionally (contracting FCSS ELA services for professional development), as well as strengthening instruction and the support provided to students. Additionally, in the 2018-2019 school year, students in grades 3-12 have taken the Interim Comprehensive Assessments (ICAs) in ELA that serve as benchmarks. Results from ELA Benchmark 1 (taken in October 2018) indicate that there is growth to be made amongst students at WPCA. Results show that approximately 34% of students have either met or exceeded standard, while about 67% of students tested at the not met standard/standard nearly met band. Results from ELA Benchmark 2 (taken in February) indicate that there was a 5% increase in students who have met or exceeded standard. Results show that 39% of students in grades 3-12 met or exceeded standard, while 61% of students nearly met or did not meet standard.

The data obtained through these assessments have provided teachers with valuable information in regards to areas of growth for each student, and will be used to guide instruction and allow for gaps in learning to be addressed.



The past three years have seen a decline in the percentage of students meeting or exceeding standard in Math. A major factor contributing to this decline is that students enrolling at WPCA have significant gaps in foundational/conceptual understanding, and the fluctuation in the number of students enrolled. Regardless, WPCA administration and teaching staff is committed to growing professionally (contracting FCSS Math services for professional development) and strengthening instruction. Additionally, in the 2018-2019 school year, students in grades 3-12 have taken the Interim Comprehensive Assessments (ICAs) in Math. Results from Math Benchmark 1 (taken in October 2018) indicate that Math is an area of focus/growth for WPCA. Approximately 7% of students either met or exceeded standard, while about 93% of students tested at the not met or nearly met standard band. Results from Math Benchmark 2 (taken in February) indicate that there was a 1% increase in students in grades 3-12 who met or exceeded standard. Results show that 92% of students in these grades either nearly met or did not meet standard.

The data obtained through these assessments have provided teachers with valuable information in regards to areas of growth for each student, and will be used to guide instruction and allow for gaps in learning to be addressed.

2017-2018 CAASPP (SBAC) Results

Compared to Similar Schools/Programs

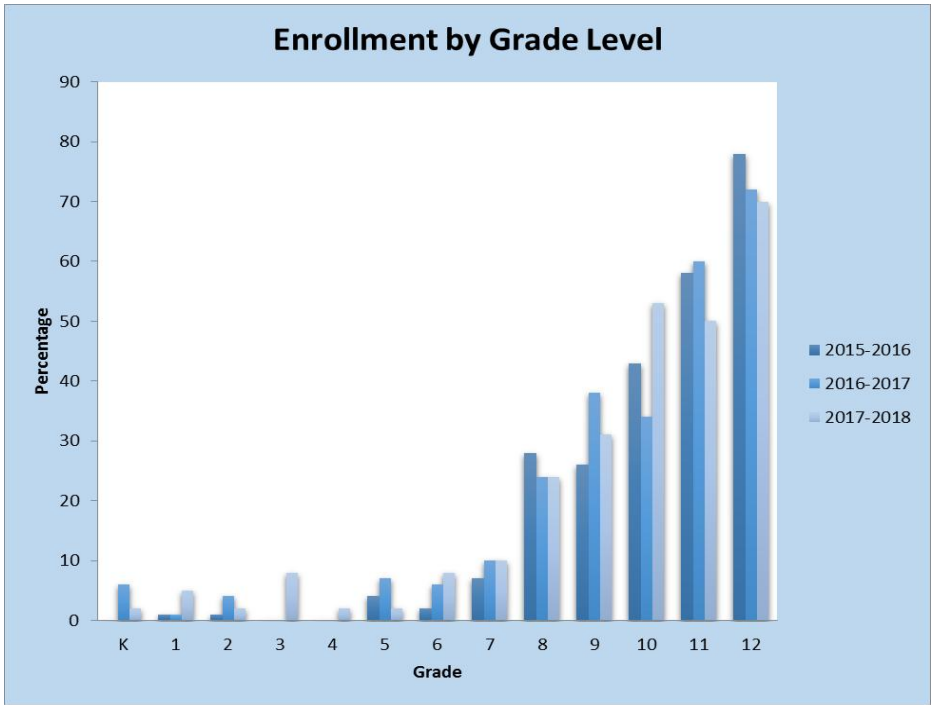
Results Obtained from CAASPP Website: caaspp.cde.ca.gov

School/Program	ELA %	Math %
West Park Charter Academy	1.23% - Standard Exceeded 15.34% - Standard Met	1.88% - Standard Met 14.38% - St. Nearly Met

(Tested Grades 3-8, 11)	33.74% - St. Nearly Met 49.69% - St. Not Met	83.75% - St. Not Met
West Park Elementary (Tested Grades 3-8)	6.77% - Standard Exceeded 22.31% - Standard Met 28.29% - St. Nearly Met 42.63% - St. Not Met	4.05% - Standard Exceeded 14.57% - Standard Met 31.58% - St. Nearly Met 49.8% - St. Not Met
Central Unified Alternative/Opportunity (Tested Grades 3-8, 11)	3.9% - Standard Exceeded 18.18% - Standard Met 31.17% - St. Nearly Met 46.75% - St. Not Met	2.56% - Standard Met 8.97% - St. Nearly Met 88.46% - St. Not Met
Crescent View South II (Tested Grade 11)	2.07% - Standard Exceeded 9.33% - Standard Met 29.53% - St. Nearly Met 59.07% - St. Not Met	9.33% - St. Nearly Met 90.67% - St. Not Met
Crescent View West Public Charter (Tested Grades 8, 11)	2.36% - Standard Exceeded 14.44% - Standard Met 28.87% - St. Nearly Met 54.33% - St. Not Met	1.83% - Standard Met 8.38% - St. Nearly Met 89.79% - St. Not Met
Crossroads Charter (Tested Grades 3-8, 11)	3.13% - Standard Exceeded 18.75% - Standard Met 35.16% - St. Nearly Met 42.97% - St. Not Met	1.56% - Standard Exceeded 2.34% - Standard Met 19.53% - St. Nearly Met 76.56% - St. Not Met

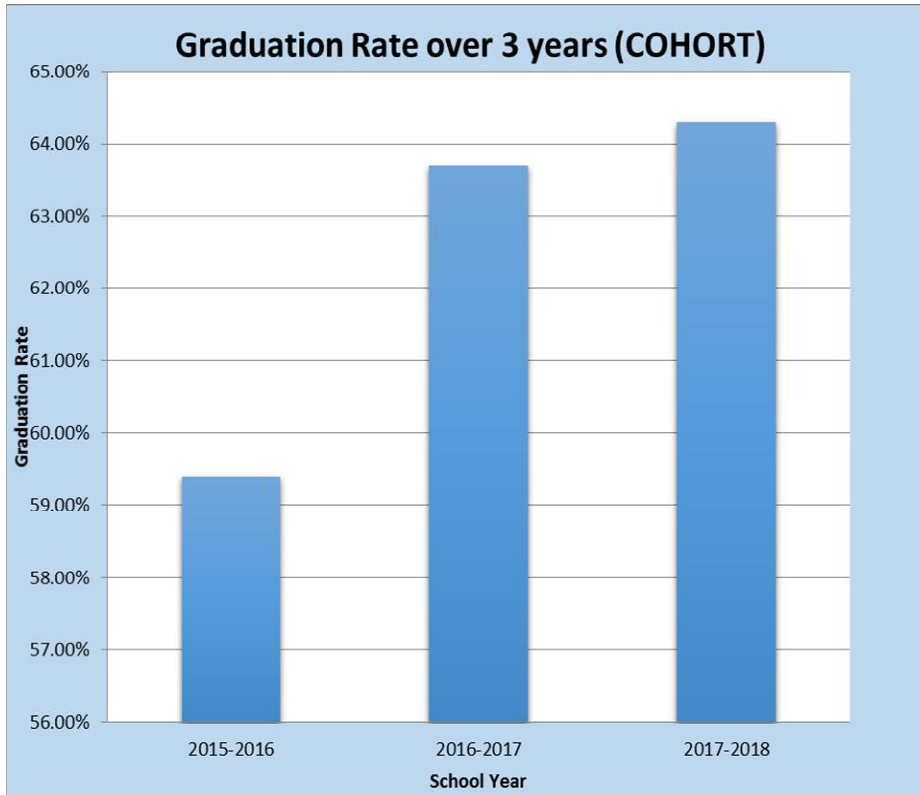
Although there is plenty of room for improvement in the academic achievement of students at WPCA, the CAASPP data from the Spring 2018 administration shows that the program is performing equivalently and/or stronger than other similar programs. In the area of ELA, approximately 17% of WPCA students either met or exceeded standard, while about 16% of students met or nearly met standard in Math. As mentioned earlier, teachers and support staff at WPCA will continue to grow professionally through FCSS ELA and Math services, workshops offered at local county offices of education, and/or various local or out-of-town conferences. These efforts are made with student achievement at the forefront.

WPCA Enrollment By Grade Level



Although enrollment at WPCA fluctuates from year-to-year, the past three years have been consistent with regards to the number of students in grades 8-12. During the 2017-2018 school year, WPCA experienced an increase with enrollment in students in grades 1, 3, 4, 6, and 10. As of March 2019, the total enrollment at WPCA (Fresno and Hanford) is just under 370 students.

WPCA Graduation Rate



WPCA has experienced an increase in the number of students graduating from the program. In 2015-2016, the graduation rate was just over 59%. The percentage increased by 3% in the 2016-2017 school year, with the graduation rate at just over 63%. The upward trend continued in the 2017-2018 school year, with the graduation rate at just over 64%, an increase of approximately 1%.

2017-2018 Graduation Rates

Compared to Similar Schools/Programs

Results Obtained from the California Department of Education Dataquest Tool:

<https://data1.cde.ca.gov/dataquest/>

School/Program	Graduation Rate
West Park Charter Academy	64.3%
Central Unified Alternative/Opportunity	42.5%
Crescent View South II	23.1%
Crescent View West Public Charter	19.8%
Crossroads Charter	72.9%

iv. Governance Structure

The WPESD Board of Trustees oversees the elements of the charter delegating the Superintendent to oversee components of leadership and to guide the accountability of the program. The Board of Trustees is subject to the Brown Act regulations and identifies the charter as a direct funded model. Program information is delivered to the Board of Trustees through the public held board meetings scheduled monthly and guided by the WPESD policies. Information related to the board includes; program, facilities, human resources, fiscal management, and general support services.

The WPESD Board of Trustees serves as the governing body for the WPCA. The charter administrator (Director) will report directly to the Superintendent of the WPESD and may serve as part of the district leadership team. The Superintendent will be responsible for the evaluation performance of the charter leadership. The Superintendent may under the approval of the Board of Trustees release any employee who is employed under the provision of “at-will” conditions as aligned in the labor code.

There may be subcommittees developed and designed to establish program recommendations and suggestions as aligned to a program plan. These include:

- ELAC – English Language Advisory Council
- WASC Accreditation –Western Association of Schools and Colleges
- LCAP – Local Control Accountability Plan
- FAC – Faculty Advisory Committee

The governing board conducts a monthly public meeting in which charter items are part of the agenda; reports both written and oral are to be reported to the board and to the public.

The Superintendent may employ an audit team to objectively gather data on the various sectors of the charter program to report suggestions to the Board of Trustees so that the Superintendent can then direct guided decisions for the progress of the school program.

The charter’s administrative evaluation is subjective to board input and expectations communicated as annual goals reflecting program performance. Dismissal or re-assignment may be a result of not achieving goals.

v. Employee Qualifications

WPCA currently employs 10 part-time classified positions and 19 certificated positions, which includes; a director, counselors, and teachers. Services and contracts are directly connected to the WPESD. This Partnership has existed since the charter’s inception in 1993 and has evolved into a partnership of fiscal and service provisions that support county and state reporting.

The district administration and management comprises of a Superintendent, and classified managers in the area of fiscal services, human resources, payroll and attendance. Other services provided by the WPESD are Technology, Maintenance, Data Analyst, School Psychologist, and clerical support for communications and report

processing. The Superintendent serves as the Board's designee for leadership oversight. Special Education services are provided through the WPESD and the Fresno County Superintendent of Schools SELPA (Special Education Local Planning Area).

EMPLOYEE QUALIFICATIONS:

WPCA will coordinate highly qualified educators as aligned in the "Every Student Succeeds Act" (ESSA) legislation. All employees providing instructional services to k-12 students must:

1. Hold an active and valid California state teaching credential or long-term emergency credential leading to a professional clear teaching credential (including in and out of state waivers and such provisions).
2. Demonstrate professional maturity and ethics.
3. Demonstrate the ability to be flexible, resourceful, imaginative, and proficient in computer-based learning opportunities.
4. Demonstrate an understanding of and be proficient in facilitating learning with students from varying cultural and ethnic backgrounds.
5. Demonstrate the ability to work as a team and/or a team leader.
6. Demonstrate the ability to design, tailor, and manage individual learning plans.
7. Demonstrate sensitivity towards students and families needing English language support or not accustomed in succeeding in traditional academic settings.
8. Understand the four essential components of independent study instructional delivery (identified on page one of this document).
9. Fulfill all required obligations as stated in the West Park Elementary School District policies.

All non-instructional staff (certificated or non-certificated) will possess experience and expertise appropriate to their position as outlined in current district job descriptions. If there is a gap in such terms, then they must demonstrate a strong propensity to progress to the terms of the job required. Failure to meet progress to this goal may result in release from the employment.

Ideally, each employee at WPCA will meet the following criteria: 1) be committed to the future progress of the charter school 2) to be an employee who will not be discouraged by student poverty 3) understands how to apply state standards through engaging instruction 4) can work with others 5) promotes and guides students to become "self-learners" 6) demonstrates effective innovative practices 7) applies technology 8) maintains a positive professional demeanor 9) enjoys challenges 10) has the ability to use resources that are standard to the program 11) is willing to make the appropriate referrals aligned with the program and 12) demonstrates professional representation in their respective role.

Teachers:

To be recognized as a Teacher at WPCA, an employee must have-

1. Valid California Teacher Credential(s) and certificates authorizing appropriate grade level assigned instruction. (This includes TC authorization for waivers on difficult –to-fill subject areas (i.e. Special Education, Math, and Science) recognized by the state or county.
2. No criminal record or pending case that would violate the intent of California and federal law that would keep an adult from being in contact with children.
3. All appropriate and required “medical screenings or exams” must be up-to-date and not be a factor in effectively providing service to students or interfering with others from doing their jobs.
4. Any HOUSSE criteria established by the WPESD. Clearance for HOUSSE certification(s) must be on file. HOUSSE provisions allow teachers to maintain Highly Qualified Teaching (HQT) status within a district or district program based on the number of course units in a specific subject area.
5. Any teacher hired to instruct in any capacity is not allowed to teach minors within the program without an active credential as defined by California Teaching credential commission. A Teacher is responsible for keeping their credential(s) active; and all required documentation updated.
6. Understand and abide by the conditions of holding a California Teaching Credential.

Knowledge and Abilities:

Each teacher is responsible for the subject content, state standards, philosophical, social and educational expectations relative to WPCA’s Mission and Vision as it pertains to the expected responsibilities and duties of enhancing student academic performance and student interpersonal skills.

Employee Status:

All employees’ status with WPCA is identified as “at-will” due to the plan for closure and/or restructuring opportunities necessary to establish program adaptations to California state provisions or to apply innovative practices that may no longer include a specified role. There is no tenure status or “seniority” status among charter employees unless negotiated and agreed upon independently with a charter employee and the WPESD. The term “at-will” is defined as the willingness to separate from agreed services at any given time for no cause – notification must be in writing. If an employee is not accounted for in a three-day work period with no contact with the WPCA administration or WPESD administration, during the time of their contract, then they will have relinquished their position.

The WPCA administration is responsible for acting in accordance to and enforcing California Labor Code, OSHA regulations, and only those Education Codes and district policies and agreements that pertain to the charter employees. The district may forego or exclude those education codes that inhibit or restrict the charter school from progressing or advancing. All charter administrators must act in the best interest of established charter policies and conditions as accepted by the WPESD Board of Trustees.

The role of the director is to primarily lead and guide the curricular design and implementation. Secondly, manage resources in collaboration with the district resources and lead through established collaboration of the district management.

vi. Health and Safety of Pupils

WPCA operates a safe and welcoming program for all students. A Parent/Student Handbook is provided to explain rules and protocols for dress code and for interaction with others. In addition, students at WPCA have access to one full-time guidance counselor at each learning center as well as a district social worker; the district also contracts a school psychologist and speech therapist through FCSS. These services are designed to meet the social emotional needs of all students at WPCA.

Drills such as fire, earthquake, and lock-downs occur throughout each school year. Students and staff are provided with safety procedures/evacuation routes in the event of an actual situation.

vii. Racial and Ethnic Balance

WPCA meets the four conditions required by EC 47605 subdivision (d); defined on page 1 of this renewal document.

All program practices are non-sectarian, including admission policies, employment practices, and all other aspects of the operations.

There is no charge of tuition or any student cost as aligned to the governor's edict of 2010.

WPCA serves a diverse student population and does not discriminate against any pupil on the basis of ethnicity, national origin, gender, or disability. Currently, WPCA serves approximately 360 students. The diversity of students attending WPCA is in alignment with the diversity that attends the West Park Elementary School and the surrounding school communities in which the extended sites are located. The majority of students in the program are Hispanic or have Hispanic surnames, and **65% are eligible for the National School Lunch Program (NSLP) insert chart/graph here.** The adjacent districts are Hanford Unified School District, Fresno Unified School District, and Central Unified School District.

viii. Admissions Requirements:

WPCA has a registration/enrollment packet that parents/guardians complete and submit prior to attending an orientation. Due to the nature of the program, it is highly recommended that a student can read at or near grade level; and not below the fourth grade level if they are to attempt independent learning at grades 6-12. Although WPCA serves K-12, resources for intense intervention (more than two grade levels below is screened at the sixth grade level to determine independent learning capacity).

WPCA admits all students who reside in California who wish to attend (up to the school's capacity based upon space, staff, or charter school policy). If the number of applicants exceeds the school's capacity, enrollment shall be determined by an established waiting list.

WPCA complies with all the laws established for minimum age for public school attendance. Admission to the school will require a signed commitment form for students, parent(s), legal guardians, and/or other concerned adults who may be directly responsible for the student's development (i.e. counselors, social workers, etc.).

Admission of a student is subject to availability of openings, slated resources, and the commitment of each student and guardian to the program.

Prospective independent study students and their parents/guardians will complete and sign a Master Agreement in partnership with the school indicating an understanding of the program, philosophy, service requirements, and expected student achievements and outcomes. This agreement is prepared to hold a student, parent/guardian and school accountable for learning results and it will detail individual responsibilities. Continuing enrollment in this school will be dependent on all partners meeting the expectations and conditions of the agreement.

A child with disabilities attending WPCA shall receive special education services as identified on the specified Individualized Education Plan (IEP). WPCA is required to operate in compliance of the Individuals with Disabilities Education Act "IDEA" (20 U.S. C. Sec. 1400 et seq.) and implementing regulations. Current district practices include program delivery and outsourcing with local area SELPA LEA's Memos of Understanding (MOU's) for services that are beyond the scope of the district's program.

ix. Annual Audits

Fiscally, WPCA is part of the WPESD's audits for fiscal accountability. Over the time of the renewal, the Superintendent may assign an audit team to make recommendations regarding progressive changes, organizational realignments, curricular adaptations, facility improvements, regulatory alignments, and overall program revision(s). Annual audits are conducted both internally and externally through an independent auditor, county level auditors, state and federal level auditors. Such audits include facility OSHA regulations, fire department local ordinances, state EPA (Environmental Protection Agency) issuances (such as AHERA), and district level policies.

Because some charter students may be served within the K-8 traditional setting during some amended years, it is essential to identify that West Park Elementary School functions as a single-track YRE (Year Round Education) model. The district receives categorical and grant funds from its qualifying student base; this includes Title 1, Title 2, Title 3, Title 4, Title 5, Title 6, After School (ASES), Professional Development, Local Control Funding Formula (LCFF) and Common Core allocations, Class Size Reduction (Grade Span Apportionment) and various grants and single release dollars.

WPCA utilizes a more traditional school calendar to align with area schools' dates of instruction. The program receives a categorical block grant and does not receive Title 1 funds. WPESD adheres to the LCFF (Local Control Funding Formula)—in which a Local Control Accountability Plan (LCAP) model is required for funding schools in the state of California of which WPCA has been implementing.

Fiscal Conditions:

WPCA is a direct-funded charter that operates as a dependent charter for fiscal and management reasons only. It is therefore, in partnership with the WPESD for services rendered and maintenance of fiscal solvency.

All financial operations and fiscal audits of WPCA will be conducted through the WPESD and reported to the Board of Trustees. Audit exceptions and deficiencies will be resolved as per district policies and procedures.

Acceptance of this renewal creates an understanding between the charter school and the school district to support the following services:

Academic Program

- Consult for Policies and Program Design
- Support Student Instructional Opportunities
- Data Analysis

Human Resources

- Support towards hiring and personnel evaluations
- Support towards Professional Development

Fiscal Services

- Fiscal Audits
- Service and facility contracts
- Purchase processing
- Budget compliance (Projections, Analysis, and Reporting)
- CALPADs
- Insurance Liabilities

Attendance Reporting Services

- Assist with CBEDS (P1/P2) reporting
- Attendance Compliance

Payroll Services

Support teacher pay scale and benefits
Coordinate Retirement Accounts

Maintenance

Support Facility Needs

These services are purchased by the district through this renewal and may be subject to change upon approval of the WPESD Board of Trustees.

x. Student Discipline

When a student cannot adhere to the program expectations, are not benefitting from the program, and/or disrupting the learning and opportunities of others, the student will be removed from the program and referred back to their original district of residence. In addition, a notice will be sent to the county superintendent that the student has been dropped from the program. Student misconduct can/may result in removal from WPCA back to the originating district or the district of residence. Each time a student leaves the program prior to graduating or being promoted, information is forwarded to the county superintendent and/or the district of residence. Students who are involuntarily removed from WPCA may re-apply to the program. However, if the student is re-enrolled, the start date would be the beginning of the upcoming semester or after six weeks, whichever is longer in time—keeping in mind that there is no assurance of being readmitted to the program.

It is important for all students attending WPCA to complete their assignments/schoolwork on a regular basis. When students miss assignments, gaps in the educational process may develop, and can be very difficult to make-up. If students miss an appointment and/or work is not completed as assigned, parents/guardians will be contacted, and a Report of Missing Assignment/Appointment (RMA) will be reviewed and signed by the student, parent/guardian, teacher, and director. Arrangements must be made to make-up the missed assignments and appointments (instructional time) within the Learning Period. Three RMAs may result in the removal from the program.

Complying with established rules and protocols is essential to maintaining enrollment, supporting students' academic achievement, and maintaining a safe atmosphere (for students and staff).

Pupil Suspension and Expulsion:

WPCA maintains a comprehensive set of discipline procedures and policies conducive to student rights and program operations aligned with the California Education Codes. These policies are printed and distributed in the Parent/Student Handbook, as well as the Certificated Staff Handbook. They clearly describe WPCA's expectations regarding attendance, mutual respect, substance abuse, violation, safety, and work habits. Although every effort is made to review this information with stakeholders at the beginning of each

school year (and during orientation for new students), it is their responsibility to make themselves aware and understand WPCA's practices and procedures. The school has prepared expectations, timelines, and consequences for failure to meet expectations which may include, but not limited to removal from the program.

xi. Employee Retirement

All certificated teachers and administration are part of the State Teachers Retirement System (STRS), and all classified employees working over four (4) hours are part of the Public Employees Retirement System (PERS). All charter employees have equal access to the supplemental plans (i.e. 403B and 457) as do their "non-charter" counterparts in the district.

xii. Student Attendance Alternatives

As a "non-seat" program (Independent Study), students are expected to complete their weekly assignments. Opportunities to make-up work or missed appointments exist within the Learning Period defined in the annual schedule from which the assignment is designed. WPCA adheres to independent study regulations in the state of California.

Moreover, when a seat program is implemented through a partnering program, the student is subject to the rules and protocols of the program; rules and/or an additional behavioral contract may be implemented.

xiii. Return Rights of District Employee

Any WPESD employee tenured at the district or hired for district work, and voluntarily chooses to fill an opening to work for the WPCA, has return rights to the West Park Elementary program (once they have secured tenure status within the district). These rights apply only to WPESD tenured employees and mutual agreement with the WPESD.

xiv. Dispute Resolution

Dispute Resolution Process

All complaints and disputes will follow the policy/procedures approved by the WPESD Board of Trustees; the Board's decision is final. Initially, a dispute should be settled at the site level. Secondly, the dispute should be reported to the immediate supervisor (if initial steps do not work). Generally, ten days are given for a resolution response. Thirdly, if no resolution is met, then a grievance is submitted to the Human Resource office in writing. This will be given to the Superintendent for review and managed within ten days. If there is no resolution, then the issue will be referred to the Board of Trustees; then the issue will be finalized.

This process is paralleled to parent complaints and concerns beginning at the student-teacher level.

xv. Collective Bargaining

As of the 2017-2018 school year, teachers at West Park Elementary School have had the option to be part of a union. However, employees at WPCA are of non-union status, and therefore considered “at-will.” All labor laws apply accordingly and are managed through legal interpretation. The district applies salary as a common labor factor (i.e. schedules, COLA increases, etc.). Employee labor force policies and work conditions are handled separately due to terms of program design.

There is no current collective bargaining with the WPCA Employees.

xvi. Closure Plan:

In the case that WPCA closes as an operating school program, all assets and obligations will be absorbed by the WPESD. “At-will” employees will receive notice of termination of position and duties that will coincide with terms of closure.

xvii. Other:

In the case that this renewal needs to be amended, it shall be made in writing and presented to the Board of Trustees by the director with its identified resource(s) for the amendment. Material revisions are routine, and amendments shall be made pursuant to the standards, criteria, and timelines defined in Education Code 47605; or any state allowable addendums for such changes.

Flexibility of Education Code:

In order to improve or advance the educational process, charters were initially designed to assist school programs to have flexibility with specified education codes that relinquish regulatory obstacles. This flexibility to address such codes may vary from year-to-year. However, as issues arise, the Board of Trustees will address the flexibility or specified education code to forego an obstacle towards improving and advancing the educational process.

Any midterm changes must be written as an addendum and accepted by the WPESD Board of Trustees.

SITE LOCATIONS

<i>Machado Center</i>	2695 S Valentine Ave	Fresno, CA 93706	(559) 233 - 0727
<i>Fresno Center</i>	3645 W Shaw Ave., Suite 102	Fresno, CA 93711	(559) 277 - 5297
<i>Hanford Center</i>	789 W Lacey Blvd.	Hanford, CA 93230	(559) 587 – 9913

Signatures Supporting Continuance:

Thomas Deubert, Board of Trustees, President West Park Elementary School District

Richard Lopez, Clerk

R-G. Vigil, Superintendent:

Yolanda Padilla, District Business Manager

Charter Advocate