



**WEST PARK CHARTER ACADEMY  
ACS WASC/CDE  
PROBATIONARY VISIT  
PROGRESS REPORT**

**2695 S. Valentine Ave.**

**Fresno, CA 93706**

**February 28-March 1, 2022**

**Accrediting Commission for Schools  
Western Association of Schools and Colleges**

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## *Student/Community Profile Data*

## **SCHOOL/COMMUNITY**

West Park Elementary School District lies in the heart of the Central San Joaquin Valley, and is located in rural Fresno County. The district consists of two schools—West Park Charter Academy, which is a K-12 independent study program, and West Park Elementary School, a K-8 traditional, seat-based school. In addition, the district oversees a state preschool program, with one classroom on the campus of West Park Elementary, and one located on the campus of Pacific Union School.

West Park Charter Academy is a dependent K-12 independent study program providing services to students in the Central San Joaquin Valley—that is, the counties that are adjacent to Fresno County (i.e. Madera, Tulare, & Kings Counties). Students who choose to attend West Park Charter Academy come with a variety of educational backgrounds, experiences, and goals for the future. The program is a dependent charter school chartered through West Park Elementary School District. West Park Charter Academy maintains two learning centers, with one located in Fresno, and the other located in Hanford. As of November 2021, the program serves approximately 288 total students—166 students in grades 9-12 and 122 students in kindergarten-eighth grade.

Since August 2011, West Park Charter Academy has leased a newly-constructed facility in Fresno and since December 2016, we have leased a newly-constructed facility in Hanford. The facilities are conducive to student learning and provide substantially more space for teacher/student appointments, tutorial sessions, as well as two large classrooms for labs, classes, orientations, and meetings.

West Park Charter Academy staff includes an Independent Study Administrator (Charter Director), three full-time counselors, sixteen teachers, seven paraprofessionals, an English Language Development/Spanish teacher, a Special Education teacher, and an English Language Development support teacher. In addition, the Machado Office (the program's central office), is located on the campus of West Park Elementary School. The program's administrative assistant, records analyst, registrar, and director are based in the Machado Office.

Like other traditional schools, West Park Charter Academy's parents/guardians care deeply for their children. They want their child(ren) to be taught by highly-qualified, caring teachers who utilize various means of communication regularly. Our parents want to be kept abreast of their student's overall progress with regards to grades, credits, assignments, projects, assessments, etc. West Park Charter Academy utilizes a number of stakeholder (student, parent/guardian/staff) surveys and works each year to address concerns, issues, and/or suggestions.

West Park Charter Academy is proud to maintain relationships with local community colleges. Students in grades 9-12 benefit from these relationships as they have opportunities to take classes at either Fresno City College and/or West Hills College. These opportunities are made possible through the High School Enrichment Program, Dual-Enrollment, and Career Technical

Education (CTE) courses on-campus or online. Since the beginning of the 2020-2021 school year, an enhanced partnership (with an MOU) with local community colleges (Fresno City College and West Hills College) was established. This partnership has provided West Park Charter Academy students in grades 9-12 opportunities to take Career Technical Education (CTE) courses, college readiness courses, and/or other college courses. The program's academic/guidance and CTE counselors inform and guide students and their parents/guardians through the application process. Moreover, the CTE counselor serves as a "facilitator," who checks-in with students taking these courses and monitors their progress.

### **STAFF DESCRIPTION**

West Park Charter Academy's teachers are dedicated, qualified, and committed to the success of all students. Currently, the staff consists of sixteen teachers, one special education teacher, an ELD/Spanish teacher, two guidance/academic counselors, one CTE counselor, and seven paraprofessionals (four in Fresno and three in Hanford). Eight Independent Study teachers are assigned to the Fresno Center, and four are assigned to the Hanford Center. The special education and ELD teachers meet with students at both centers, so their schedule reflects their time between the two locations. Our "Core" teachers hold single-subject credentials, and oversee their respective disciplines (ELA, Math, History, & Science). Prior to the 2019-2020 school year, a Math teacher was hired to teach high school Math classes. This led to the program implementing weekly, on-site Algebra 1, Geometry, and Algebra II classes at both learning centers.

### **WASC ACCREDITATION HISTORY**

West Park Charter Academy was authorized by the West Park Elementary School District Board of Trustees in 1994, and is the 44<sup>th</sup> Charter in the State of California. The program's most current renewal took place in June of 2019, and will be up for renewal again in June of 2024.

Most recently, West Park Charter Academy welcomed a 2-member visiting committee for a 2-day Mid-Cycle visit on February 22-23, 2021. Leading up to that visit, West Park Charter Academy's teaching and support staff worked to address the Action Plan, which consisted of various areas of strength, areas of growth, and various recommendations to ensure continuous program improvement & student achievement. The visiting committee met with staff, students, and parents/guardians via Zoom on those two days. Based on their observations, review of evidence, etc. The visiting committee recommended that the program be placed on Probation (with a 2-day Probationary visit on February 28-March 2, 2022) thus changing the terms of the program's Accreditation through June 2022.

Prior to West Park Charter Academy's Mid-Cycle visit in the Spring of 2021, the program underwent an official 3-day Self-Study visit in November of 2017. Leading up to the Self-Study visit, the West Park Charter Academy director, teachers, counselors, and support staff reviewed and worked to address the WASC recommendations from the 2014 visit. During the visit, the three member visiting committee followed an established itinerary, which included visits to the district office, as well as the Fresno and Hanford learning centers. The Visiting Committee also

took time to interview students, parents/guardians, staff, and administration. A few weeks after the Visiting Committee’s Self-Study visit, West Park Charter Academy’s director was notified that the program was granted a 6-year Accreditation through 2024.

Since the Self-Study visit in November 2017, West Park Charter Academy staff has worked to address the program’s Action Plan. Naturally, some of the Action Plan items and recommendations have been easier to implement and put into place, while others have taken more time and are currently in progress. Regardless, all West Park Charter Academy staff members continue to work diligently in order to address WASC recommendations and Action Plan items—all of which will provide our students equity and access to a rigorous, standards-based education that will prepare them for postsecondary opportunities.

### **SCHOOL PURPOSE**

West Park Charter Academy operates with the belief that given equity and access to learning materials and opportunities, all students can maximize their potential and succeed. We believe that it is our responsibility to prepare students for postsecondary opportunities. This means providing them with a rigorous, high-quality education focusing on the California Common Core State Standards (CCSS), Schoolwide Learner Outcomes (SLOs), WASC goals, Mission, Vision, Comprehensive Support and Improvement (CSI), and Learning Continuity and Attendance Plan (LCP).

### **MISSION**

West Park Charter Academy is committed to providing a learning environment in which students feel safe, valued, supported, and respected. Our mission is to meet students where they are and to work closely with them to develop attainable goals for their future. We strive to forge strong and positive connections, instill confidence and self-reliance, and provide the academic rigor, technology skills, communication abilities, and the 21st Century Skills needed to become responsible and contributing members of society.

### **VISION**

“Looking to the future”

As graduates of the West Park Charter Academy program, students will be competent in technology, will have achieved high levels of academics, and will be effective communicators. In addition, students will develop attainable future goals and become responsible, productive citizens who make positive contributions to society.

## **SCHOOLWIDE LEARNER OUTCOMES (SLOs)**

### **C**ompetent and Proficient Users of Technology by:

Utilizing technology as a tool for learning, communicating, and conducting research

Using technology to access, manipulate, and produce information

#### ***Measurable Indicators can Include:***

- Accounts/Use/Progress in IXL, Lexia, Reading Plus, Desmos, and other online platforms
- Access to and Student use of G-Suite (Gmail, Slides, etc.)
- Google Slideshows - one project every other learning period
- Typing software w/assessments every other learning period
- One research paper per semester (scored with rubric)

### **A**cademic Achievers by:

Conducting themselves responsibly, honestly, and ethically

Being self-directed learners

Being active learners, increasing their knowledge, and preparing themselves to be successful beyond graduation

#### ***Measurable Indicators can Include:***

- Student Portfolio each year (students choose what they want to include)
- Senior Portfolios
- RMAs & Notifications per semester & school year
- A-G completion
- Completion of high school credits (220)
- Grade Distribution (i.e. #'s of A's, B's, etc.)
- 2.0 GPA (per semester & school year)
- Proficiency on State Assessments (i.e. SBAC, CAST, ELPAC)
- Proficiency on Local Assessments
- At or Above Grade-Level on STAR Assessments (STAR Reading & Math)

### **R**esponsible Citizens by:

Following the rules of the school

Showing respect for self and others

Demonstrating personal responsibility and integrity

#### ***Measurable Indicators can Include:***

- RMAs & Notifications per semester & school year
- Incident reports per semester & school year
- Student Attendance during each Learning Period (based on completed schoolwork)
- Student Attendance to labs, classes, weekly appointments, & tutorial sessions
- Volunteer Opportunities
- Student Daily Activity Log (submitted at end of each Learning Period)

### **E**ffective Communicators by:

Collaborating, working effectively, and managing interpersonal relationships within diverse groups and settings

Demonstrating skills of speaking, listening, reading, and writing for different purposes and in a variety of situations

#### ***Measurable Indicators can Include:***

- Oral presentations for written reports and slideshows (every other learning period w/use of rubric)
- Completion of Grade-level English requirements (with a C or higher) per semester & school year
- Students who hold a work permit during each school year (2.5 GPA requirement)
- Senior (Panel) Interviews for December and May Graduates

### **LCAP IDENTIFIED NEEDS AND DESCRIPTION OF GOALS**

The following LCAP information pertains to the Local Control and Accountability Plan that is being utilized during the 2021-22, 2022-23, and 2023-24 school years. Virtual meetings (LCAP stakeholder, Board, staff, ELAC, etc.) were held and surveys were created and distributed to students, parents/guardians, and staff. The combination of input/feedback from the meetings and survey results were used to develop the program's actions for each LCAP goal.

**[\\*\\*\\*Click on this Link to access West Park Charter Academy's Local Control and Accountability Plan \(LCAP\)](#)**

### *School Program Data*

#### **REGULAR INDEPENDENT STUDY PROGRAM**

The COVID-19 pandemic has undoubtedly impacted schools in California and across the nation. That being said, West Park Charter Academy continues to offer students and parents/guardians an alternative to the traditional school setting. The program is a K-12 Independent Study program, and focuses on providing each student with standards-based, individualized learning to maximize their potential. With regards to the program's attendance and work completion requirements, students are required to attend weekly (minimum one hour) appointments with their teacher, and complete & submit a minimum percentage of assignments in each learning period. Prior to March 2020 (pre pandemic), students were required to visit their respective learning center to meet with their independent study teacher for weekly appointments, attend labs & classes, receive tutoring, work independently, check-out/work on a device to complete assignments/projects, meet with their counselor, and discuss/prepare for field trips.

Depending on the courses being taken, students in grades 9-12 are required to attend various on-site and/or virtual labs and classes. This, of course, allows students to work collaboratively and learn from their lab/class teacher and classmates. For those in grades K-12 who are performing below grade-level in ELA and/or Math, an additional thirty minutes minimum is required for targeted intervention. Teachers and support staff plan, prep, and collaborate to ensure that each student's academic and social-emotional needs are being met.

West Park Charter Academy fills a need for many students in Fresno, Kings, and other adjacent counties. 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 access and equity to all students in:

- **Academics:** Highly-qualified, credentialed teachers utilizing CCSS-aligned core curriculum
- **Academic and guidance counseling:** Provided by two academic/guidance counselors and a school psychologist
- **Career & Technical Education (CTE):** Students and their parents/guardians are supported by a CTE counselor through the application process to one of two local community

colleges that the program has established a partnership with; once enrolled, students' progress is monitored routinely to ensure success in courses.

- **College and Career Preparation Support:** All students enrolled in the program are encouraged to participate in Career Days, College Expos, College campus visits, etc.
- **Health Education:** Students have access to programs/services (i.e. County nurse, dental program, etc.) offered by Fresno County and/or District

### **COMMUNITY COLLEGE PARTNERSHIPS**

As previously stated, an official partnership (with an MOU) with Fresno City College and West Hills College was established prior to the 2020-2021 school year. This partnership has provided students in grades 9-12 opportunities to take online and on-site courses, and earn college credits towards a CTE Pathway. Students who do not select a CTE Pathway can still gain college experience by enrolling in two College Success/Readiness courses or dual-enrollment/high school enrichment courses at West Hills or Fresno City. Students at both learning centers are supported through weekly check-ins with a program staff member who serves as their facilitator.

To better support West Park Charter Academy navigate the process of applying to a community college, enrolling in courses, and navigate CTE & dual-enrollment courses, the program has hired a CTE Pathways counselor. Since April 2020, this CTE Pathways counselor has worked to establish a partnership with local community colleges—specifically Fresno City College and West Hills College. Students in grades 9-12 who meet requirements and are prepared to take college courses can do so through the CTE partnership and/or the High School Enrichment Program.

There are many pros to students taking college courses. They: 1) gain valuable experience with college-level courses 2) get to experience success with taking and completing the first two college success/readiness courses 3) earn 10 credits per each 3 unit course completed. 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. Books and materials are provided to students who cannot cover the cost prior to starting each course.

### **TUTORIAL SUPPORT**

West Park Charter Academy offers tutorial services to students who are either struggling academically and/or needing additional support in any subject area. As of the 2017-2018 school year, paraprofessionals have been available to tutor students five days per week (Mondays through Fridays). Teachers and counselors closely monitor each student throughout the year, and based on need, arrange for them to meet with a tutor for a 30-minute session each week. A tutorial form was created and implemented at the beginning of the 2021-22 school year. This form is used by teachers and paraprofessionals (tutors) as a way to 1) document/list what each student needs support with 2) monitor each student's progress. Paraprofessionals (tutors) at both of the program's learning centers are equipped with the necessary devices (i.e. laptops, headsets with microphones, etc.) to continue to provide high-quality tutorial support to students.

### **SUPPORT CLASSES**

State and local assessment data continues to indicate that a large number of students at West Park Charter Academy are having difficulty with mathematics, specifically with developing a solid understanding of Algebra I. Because of this, on-site, weekly Algebra/II and Geometry classes were implemented at both learning centers at the beginning of the 2019-2020 school year. These high school math classes are taught by a credentialed teacher, and were taught in-person during the 2019-2020 school year. Since March of 2020, these classes have been taught virtually via Zoom. Beginning in the 2019-2020 school year, the high school math teacher began working closely with a math content specialist from the Fresno County Superintendent of Schools to identify areas/standards of focus, utilize formative assessments to identify learning loss, best practices in implementing technology during instruction, etc. The training and collaboration between the WPCA math teacher and FCSS math specialist is ongoing.

A-G aligned science courses for high school students continue to be offered at West Park Charter Academy, and are taught by a fully-credentialed science teacher. In addition to completing assignments derived from the adopted curriculum, students must complete a lab for each science course as well. Prior to the pandemic, these weekly labs were offered on-site at both of the program's learning centers. However, the pandemic caused the learning centers to be closed for in-person instruction from March 2020 to May 2021, so the labs were conducted virtually via Zoom. On-line science labs continue to be provided due to the pandemic with a plan of students returning to in-person labs as soon as safely possible.

### **DIGITAL PROGRAMS**

West Park Charter Academy utilizes supplemental and concentration funds to provide 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 are being utilized during the 2020-2021 school year:

- **IXL (ELA, Math, & Science):** This digital program allows students to practice and sharpen their skills in ELA, Math, & Science. The CCSS are addressed, and students' progress is saved/updated each time they sign-in. The ELA and Math features in IXL provide an ongoing Diagnostic tool to provide students with targeted practice in what they need.
- **Lexia Core5 and Lexia PowerUp:** This digital ELA/reading program is primarily used for students in grades K-5. After taking a placement test, the program allows students to learn, practice, and build literacy (reading, vocabulary, & writing) skills by interacting with the online adaptive program, as well as receiving teacher-led Lexia lessons. Students in grades 6-12 who need to build literacy skills (based on students' respective Reading Plus assessment results) are placed in Lexia PowerUp. All students are required to complete weekly Lexia lessons.
- **Reading Plus:** Used primarily for students in grades 6-12, 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. All students are required to

complete weekly Reading Plus lessons, with high school students receiving 2.5 credits per semester.

- **ESGI:** This online resource supports K-3 teachers with assessments and progress monitoring capabilities. The program also provides teachers and parents/guardians with useful data and reports regarding students' early literacy needs/progress.

A major benefit to using these digital/online programs is that student data is easily accessible for teachers to review and analyze throughout the year. Teachers have the opportunity to share and reflect on student data during PLCs and coaching sessions with County Office content specialists, then address areas of focus and plan for re-teaching lessons/activities. Additionally, teachers are provided with ongoing training throughout each school year.

### **ENGLISH LEARNER/LOW INCOME/FOSTER YOUTH**

The needs of all students who attend West Park Charter Academy, 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 are able to address the need(s).

West Park Charter Academy's budget derives from the following funds: General, Supplemental and Concentration, Education Protection Account, Lottery, COVID-19 funds (to be used during the 2020-2021 school year), Comprehensive Support and Improvement (CSI) funds, and a District-created technology fund. These funds are used to provide all students enrolled in the program an equitable education—one that ensures that they will be prepared for postsecondary opportunities.

### **English Language Development (ELD):**

With regards to English Learners, students identified as an English Learner receive instruction and support from their respective Independent Study teacher who utilize the integrated ELD resources (included in the adopted ELA curriculum), strategies in ELA and Math, and ELPAC levels. West Park Charter Academy's ELD Program provides English Learners with a variety of support that focuses on the four pillars of ELD-Reading, Writing, Listening, & Speaking. The overall goal is to help students strengthen their skills in the four pillars, as well as reach proficiency on state testing, in their core subjects, and in social conversations. Additionally, students also receive weekly Designated ELD support from teaching and support staff. A new online program (iLitELL) was purchased and implemented at the beginning of the 2021-22 school year, and ELD support staff has been providing a combination of virtual and in-person instruction to students.

### **SPECIAL EDUCATION**

West Park Charter Academy provides special education services and support to K-12 independent study students with a variety of disabilities. These services ensure that all eligible students receive a Free and Appropriate Public Education (FAPE) as required by law. The program offers direct specialized academic instruction as well as related services, such as

transition, individual counseling, and speech and language therapy. Initial and triennial evaluations are conducted to determine initial/continued eligibility and the WPCA special education team meets with parents and students at least annually to review Individualized Education Programs (IEPs). Every student with an IEP meets with special education and general education teachers individually, in small groups, and/or in large classes based on the services listed in their IEP. High school students attend general education labs and classes, and accommodations and modifications are implemented in those classes as dictated by their IEPs. The special education teacher collaborates with general education staff to modify curriculum and provide accommodations to ensure students are able to access the general education curriculum while working toward their individualized educational goals. Paraprofessionals provide additional academic support on classroom assignments and deliver remedial reading, writing, and math support.

### **ACADEMIC/GUIDANCE 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 which allows students to make-up credits and/or allows them to graduate earlier). Counselors also make sure students are aware of the CTE Pathways and High School Enrichment/Dual Enrollment programs, and that students are college and career ready upon completing high school. The subsequent list indicates some of the duties the counselors at West Park Charter Academy 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:
  - 8<sup>th</sup> Grade Promotion Ceremony
  - High School Graduation
  - Career Day
  - Community College/University Field Trips

Counselors also provide social-emotional support to all students. Students are counseled in areas of academics (study skills, test taking strategies, motivation, etc), grief, self-esteem as well as any other needs that arise. Resources and outside referrals are provided as needed to students and families.

### ***Demographic Data***

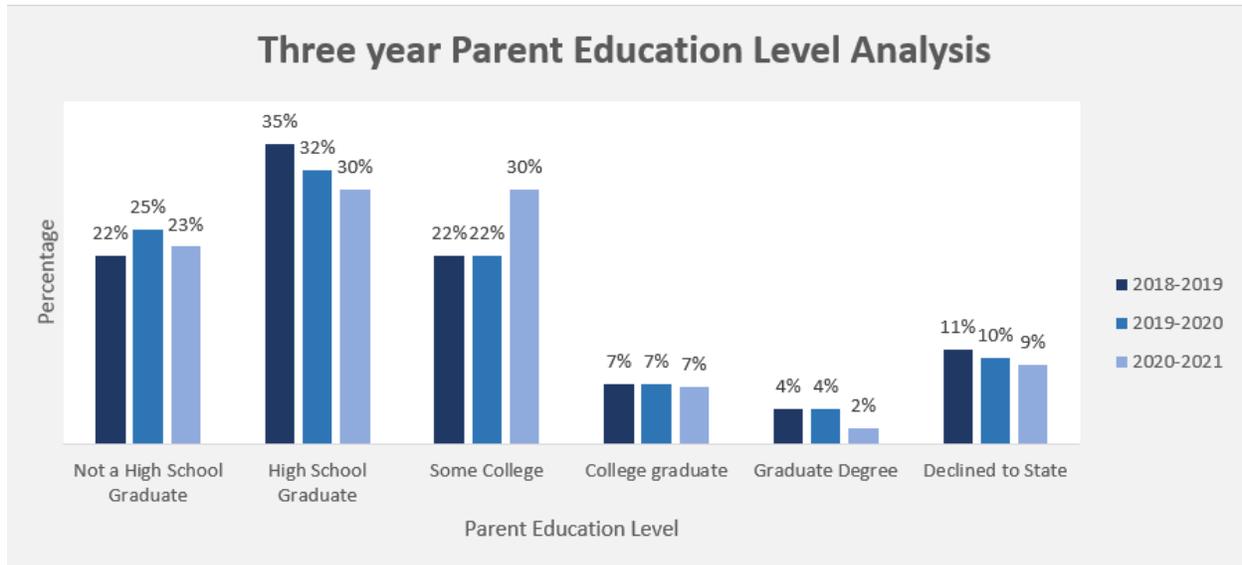
All demographic data presented is based on "Information Day" for each respective school year as follows:

- October 3, 2018 for the 2018-2019 school year.
- October 2, 2019 for the 2019-2020 school year.

- October 7, 2020 for the 2020-2021 school year.

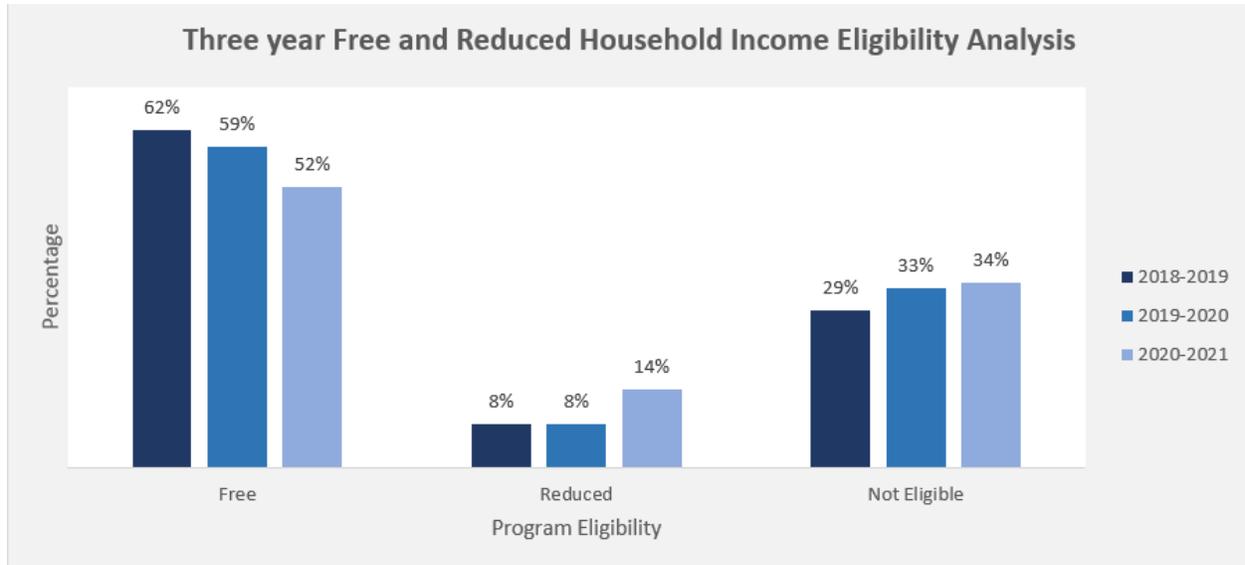
## **SOCIOECONOMIC STATUS**

### **Parent Education Level**



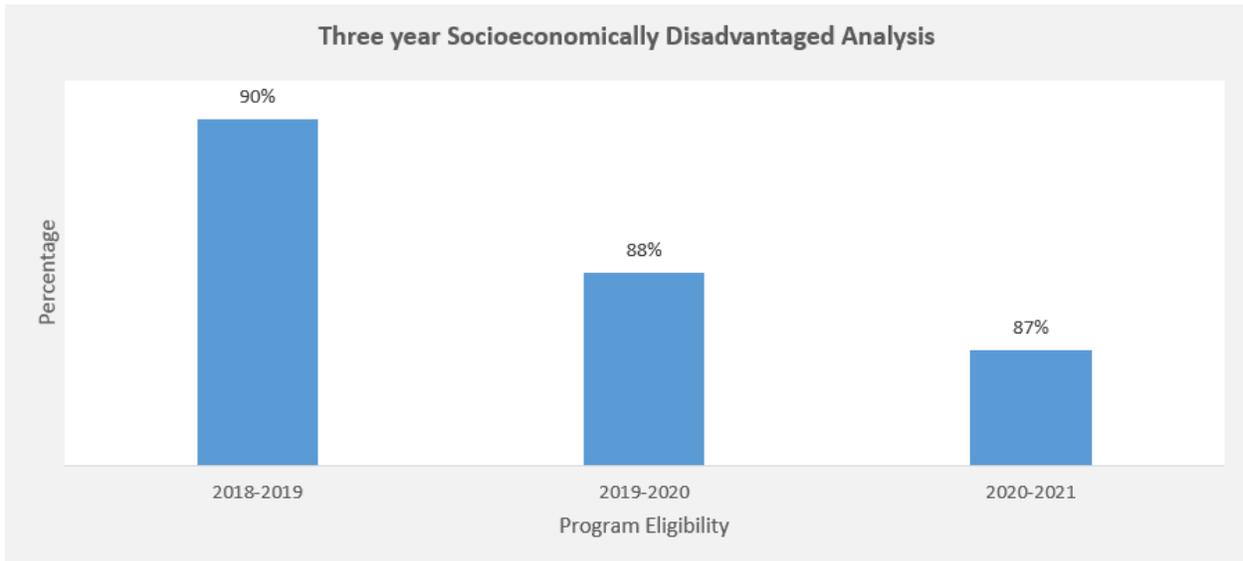
The data indicates that the Parent Education Level at West Park Charter Academy has remained virtually the same over the last three school years. Most fluctuations in percentages are relatively small, however, there has been a drop in parents who are high school graduates over the past three years (a decrease of 2% from 2019-20 to 2020-21). Additionally, the data indicates that there has been an increase in parents completing “some college” over the past three years (8% increase from 2019-20 to 2020-21). That percentage dropped in this category the following school year (in 2019-2020) from 35.4% to 31.7%. Regardless of a parent’s education level, West Park Charter will continue to provide opportunities for parents to be engaged, involved, and informed. This includes opportunities to participate in stakeholder meetings, informational meetings, and other community-based resources. Program staff will continue to meet its parents/guardians where they are at, and provide access & equity in providing feedback/input and receiving information.

### Percent of Eligible Free and Reduced Lunch Students



The data indicates that the percentage of West Park Charter Academy students eligible for the National School Lunch Program as “Free” has decreased by 10% over the past three years. Additionally, the percentage of students eligible as “Reduced” has increased over the past three years (a 6% increase). In that same time, there has also been a slight increase in students who are “Not Eligible” for the Free or Reduced National School Lunch Program. Program staff and administration understand that our students come to us with varying levels of need; the program strives to provide access and equity to a standards-based education, as well as any materials & resources needed to achieve.

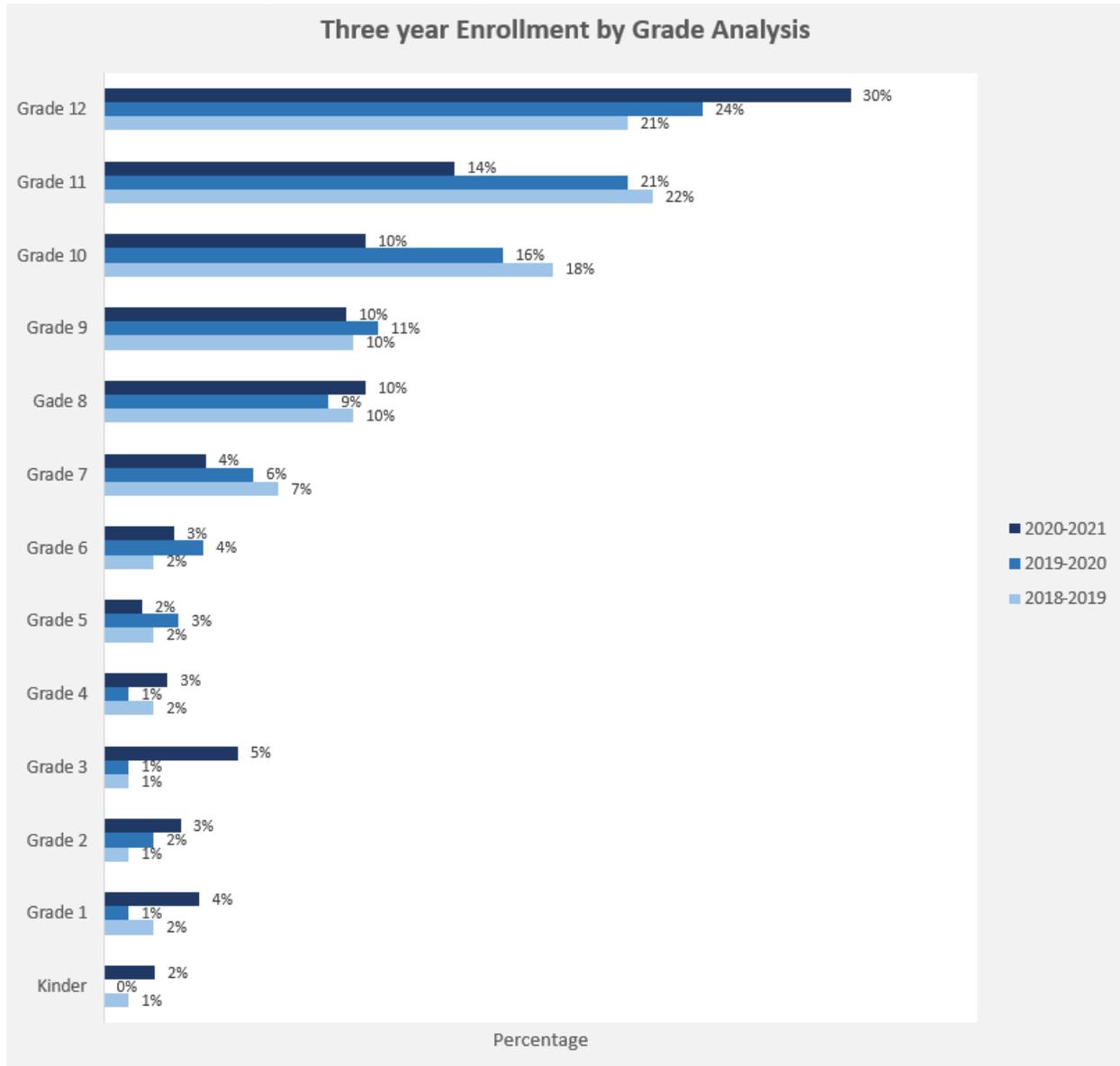
### Socioeconomic status of the school



Based on the two criteria—Parent Education Level and Percent of Eligible Free and Reduced Lunch), there was a slight drop of students in the Socioeconomically Disadvantaged subgroup in the past three school years (from 90% in 2018-19 to 87% in 2020-21). This undoubtedly impacts students’ prior knowledge, experiences, and access to resources. With that said, West Park Charter Academy makes every effort to provide all students with the curriculum, resources, and materials needed to achieve academically. Specifically, all students have access to standards-based curriculum (both textbooks and online platforms), credentialed teachers, support from on-site tutors, supplemental materials needed for learning (i.e. Chromebook and WiFi hotspot), and a safe learning environment to meet with her/his teachers and/or tutors weekly (or attend weekly high school labs & classes).

### Student Enrollment by Grade-Level

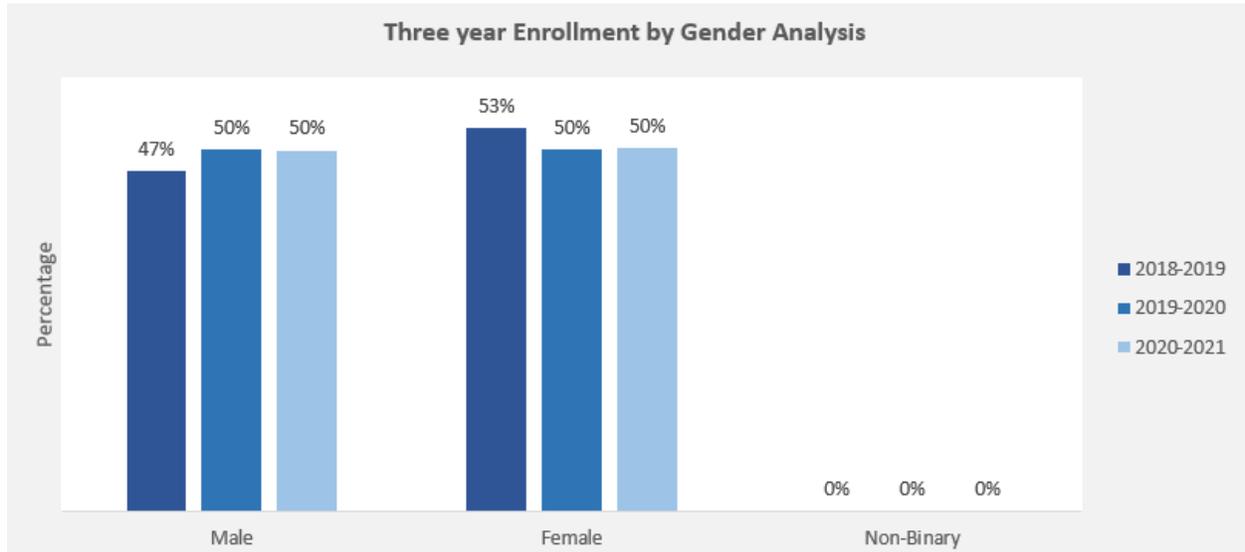
*\*Information obtained from DataQuest by CDE*



The data indicates that over the past three years, most students enrolled at West Park Charter Academy are in grades 9-12 (64% of student enrollment in 2020-21). Grades K-6 (22% of student enrollment in 2020-21) make up the next largest group of students enrolled with the program, followed by students in grades 7 and 8 (14% of student enrollment in 2020-21). Although the number of students enrolled in the elementary grades has increased over the past three years, the numbers still remain relatively low. This data is used to inform the program’s professional development areas of emphasis, professional learning communities, etc.

### Enrollment by Gender

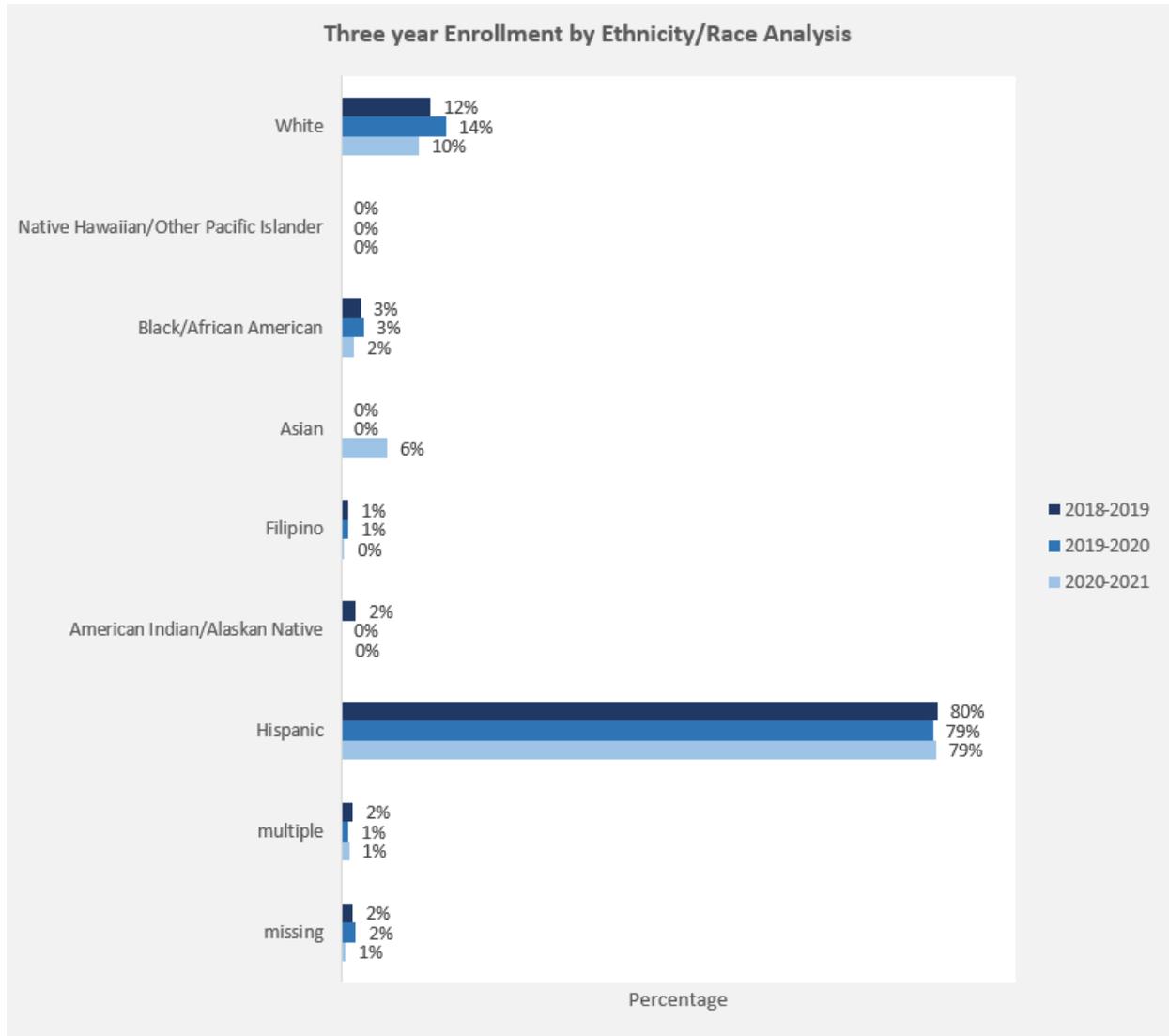
*\*Information obtained from DataQuest by CDE*



West Park Charter Academy’s enrollment by gender has remained relatively constant over the past three school years, with nearly half of the program’s students being female, and the other half being male. The data indicates that the percentage of females enrolled in the program has decreased slightly from 53% in 2018-2019 to 52% in 2020-2021. The percentage of males enrolled at West Park Charter Academy has slightly increased (about 1-2%) over the past three school years. In 2018-2019, the percentage of males enrolled in the program was just over 47%; that percentage rose to 48% in the 2020-2021 school year. There are no students who identify as “Non-Binary.”

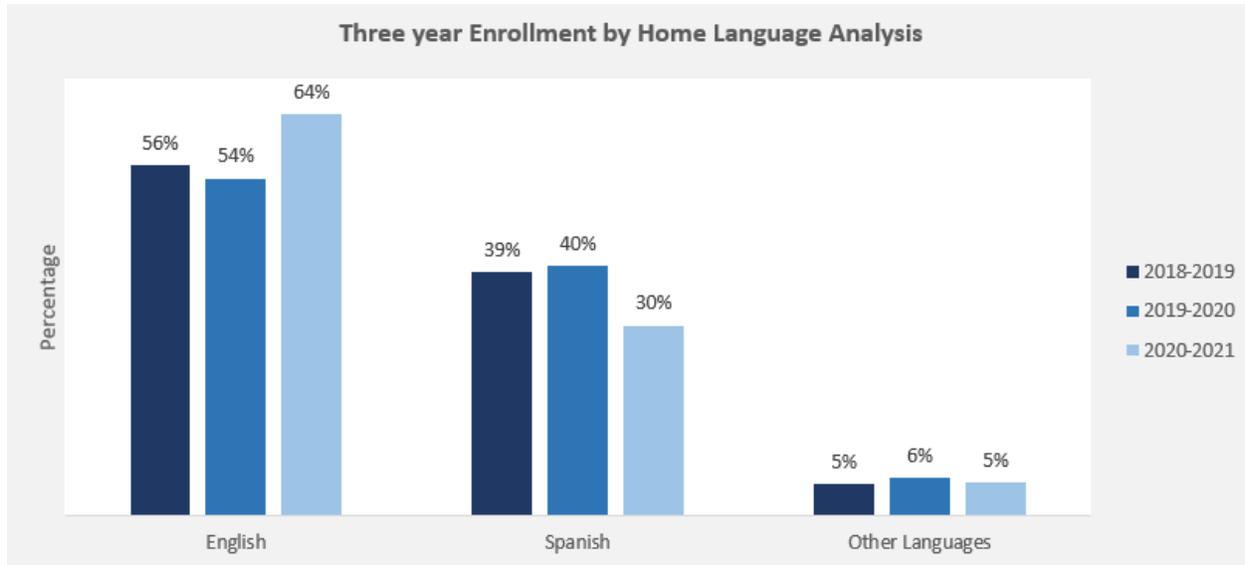
### Enrollment by Ethnicity/Race

*\*Information obtained from DataQuest by CDE*



The data shows that the majority of students enrolled at West Park Charter Academy continue to be Hispanic, with the percentage averaging about 79% for the past three school years. The next largest ethnic group enrolled in the program is White, which has averaged about 14% over the past three school years. The next largest ethnic group enrolled at West Park Charter Academy is the African American ethnic group, which has averaged about 3% over the past three school years. The program has strived to embrace the diversity of its students. This has been reflected in the program’s annual themes (i.e. “Embrace Diversity”), events/activities, etc. West Park Charter Academy will continue to embrace diversity with its curriculum adoptions, events/activities, and themes. By doing so, all students and staff members will learn more about the cultures of others (as well as their own).

### Predominant Primary Languages other than English



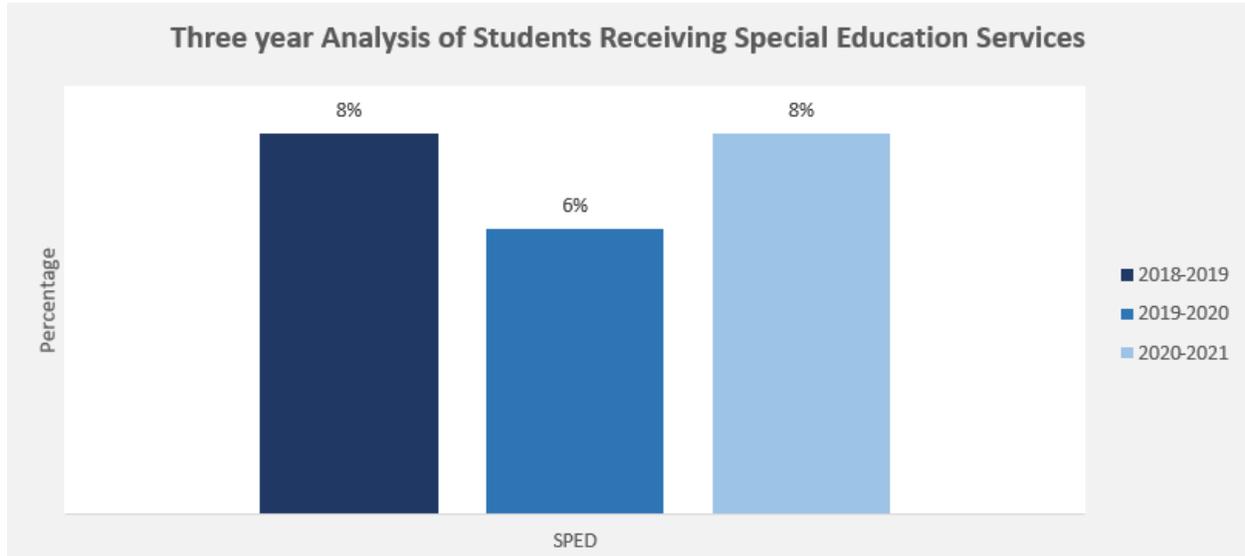
The data shows that over the past three school years, English remains to be the primary home language for most of West Park Charter Academy’s students (10% increase from 2019-20 to 2020-21). In that same span of time, Spanish continues to be the second highest home language. However, this percentage has decreased by 10% (40% in 2019-20 to 30% in 2020-21). The “Other Languages” group has remained virtually the same, with very minimal changes (a drop of 1% in the 2020-21 school year). This group includes some of the following languages: Arabic, Punjabi, and Armenian. This information is used for a variety of purposes-for parent communication efforts, language needs for meetings, language needs for conferences, etc.

### Title I

West Park Charter Academy does not receive Title I funds.

## Special Needs and other Focused Programs

### Enrollment in Special Education



Over the past three school years, West Park Charter Academy’s enrollment of students receiving Special Education services has fluctuated slightly (2% decrease and increase). All students, including those with an IEP, have access to a-g curriculum (print & digital), core and elective courses, as well as any other materials/resources needed for learning. The program’s SPED teacher and teachers who work with students with an IEP collaborate regularly to discuss each student’s academic & social emotional needs, progress, and goals. This helps to ensure that students with IEPs continue to progress and have their academic & social emotional needs met.

### Career Technical Education (CTE)

Starting in January of 2017, West Park Charter Academy offered students online CTE Pathways courses (via Edmentum and EdOptions Academy) to students in grades 9-12. All of the courses were a-g aligned, and were added to the program’s course catalog for each school year. Students interested in taking online CTE courses met and discussed the details with their respective teacher, academic counselor, and CTE counselor to enroll in a course.

Prior to the 2019-2020 school year, the online CTE Pathways courses were streamlined into three CTE Pathways:

- Health Science
- Information Technology
- Hospitality & Tourism

Through stakeholder feedback, reflection, and alignment to the program’s LCAP and WASC Action Plan, a partnership has been established with local community colleges (Fresno City College and West Hills College). This partnership officially began prior to the 2020-2021 school year. This has helped to better support our students through a CTE Pathway (and other

college-level courses & opportunities through either dual-enrollment and/or the High School Enrichment Program) with local professors/instructors.

The CTE Pathways that have been established with Fresno City College and West Hills College prior to the 2020-2021 school year (and beyond) include:

- For Fresno City College:
  - Professional Photography
  - Business Bookkeeping
  - CSU/UC Transfer Pathway
- For West Hills College:
  - Culinary Arts
  - CSU/UC Transfer Pathway

### **Dual-Enrollment**

In addition to the CTE Pathways listed above, students at West Park Charter Academy have access to the following Dual-Enrollment courses:

- For Fresno City College:
  - Career Planning and Development (Counseling 48)
    - *Required prior to beginning a CTE Pathway*
  - College and Life Management (Counseling 53)
    - *Required prior to beginning a CTE Pathway*
  - Job Search/Workplace Skills (Business Tech. 23)
- For West Hills College:
  - College Success (STUDEV-001)
    - *Required prior to beginning a CTE Pathway*
  - Career Planning (STUDEV-002)
    - *Required prior to beginning a CTE Pathway*

The benefits of taking college courses through dual-enrollment include:

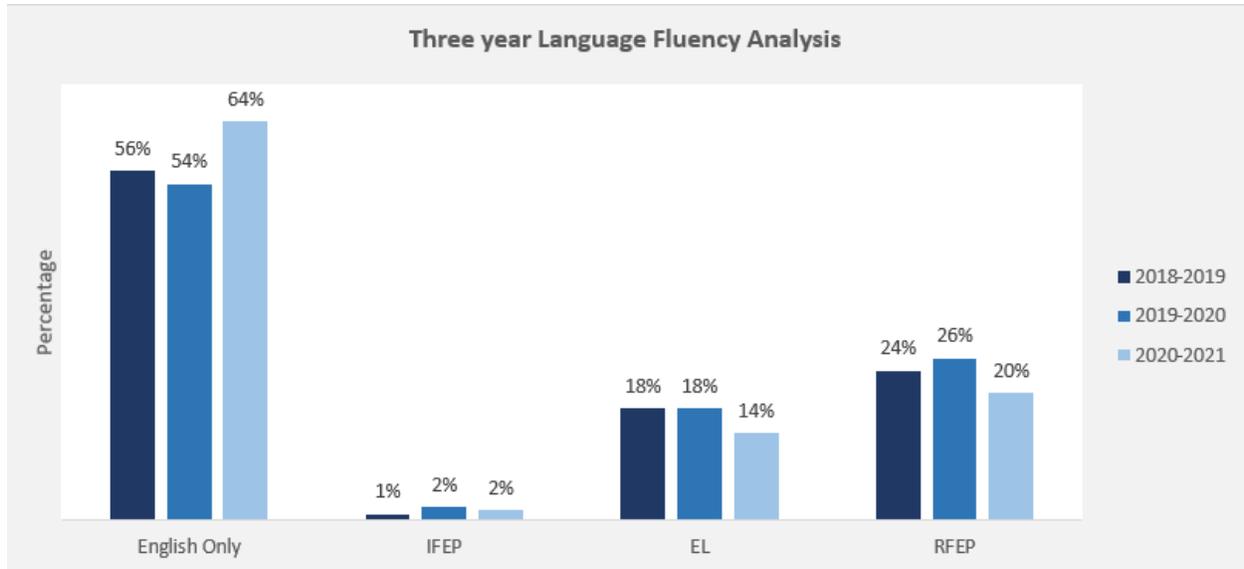
- Specific college courses reserve seats for West Park Charter Academy students
- Guaranteed enrollment in college courses
- WPCA students take classes with students from other high schools
- Students receive dual credit, meaning they will receive credit for both high school and college

### **High School Enrichment Program**

Students at West Park Charter Academy have the opportunity to take college courses through the High School Enrichment Program (HSEP). Students who opt to take college courses through the HSEP must consider the following information:

- Seats are not reserved and priority is given to college students
- Classes will be comprised mainly of college students
- Students are still able to receive dual credit, but some courses may not qualify (this is determined by the director and counselors)
- Students are allowed to enroll in college courses other than those chosen by West Park Charter Academy

## Language Proficiency



Over the past three school years, West Park Charter Academy has seen a very slight fluctuation of percentages with regards to students’ English Language Fluency. For students who are classified as English Only, the percentage has fluctuated from 56% in 2018-2019 to 54% in 2019-2020 to 64% in 2020-2021. With regards to our program’s English Learners, there has been a slight decrease of about 4% over the past three school years. The program has seen a fluctuation in the percentage of students who have been Reclassified as Fluent English Proficient (24% in 2018-19 to 26% in 2019-20 to 20% in 2020-21). This information is aligned with the program’s LCAP, and helps to identify areas of focus for professional development. It also helps guide the program’s administration, teachers, counselors, and support staff with identifying supplemental instructional materials/resources, as well as guide instruction.

### *Addressing the Eight State Priorities*

#### **LCFF Priority 1—Teachers, Instructional Materials, Facilities**

The West Park Elementary School District makes every effort to ensure that all students at West Park Charter Academy receive a high-quality, rigorous, standards-based education. All teachers employed with the program are fully-credentialed, knowledgeable, and caring. The following information reflects the program’s teachers for the past three school years.

#### **Number of Credentialed Teachers (Multiple-Subject & Single-Subject Credentials)**

	2018-2019	2019-2020	2020-2021
<b>Multiple-Subject</b>	8	12	11
<b>Single-Subject</b>	7	5	5

**Percent of Teachers Instructing Outside Credentialed Areas**

2018-2019	2019-2020	2020-2021
0	0	0

**Number of Teachers with STIP/PIPS**

2018-2019	2019-2020	2020-2021
0	0	0

**Number of Teachers Enrolled and Progressing in an Intern Program**

2018-2019	2019-2020	2020-2021
0	0	0

**Number with Advanced Degrees**

2018-2019	2019-2020	2020-2021
4	5	5

**Years of Service at West Park Elementary School District**

Years of Service at the District	2018-2019	2019-2020	2020-2021
1 to 5 years	10	11	6
6 to 10 years	2	1	2
11 to 15 years	4	3	4
16 to 20 years	0	1	1
over 20 years	0	0	0

**Years of Service in Education**

Years of Service in Education	2018-2019	2019-2020	2020-2021
1 to 5 years	4	5	3
6 to 10 years	3	2	1
11 to 15 years	3	3	3
16 to 20 years	5	4	4
over 20 years	1	2	2

**Specialized Training/Intern Programs**

2018-2019	2019-2020	2020-2021
0	0	0

Gender	2018-2019	2019-2020	2020-2021
Male	9	5	6
Female	8	11	10
Total	17	16	16

Race/Ethnicity	2018-2019	2019-2020	2020-2021
Caucasian	7	7	8
Hispanic	5	6	5
Black/African American	1	1	1
Asian Indian	1	1	1
Filipino	1	0	0
Japanese	0	1	1
Total	15	16	16

**Number and Assignment of Paraprofessionals Who Meet ESSA Requirements**

2018-2019	2019-2020	2020-2021
7	6	3

**PROFESSIONAL DEVELOPMENT**

Each year, West Park Charter Academy schedules professional development/learning for teachers and support staff based on the program’s WASC Action Plan, LCAP, and stakeholder feedback—all of which are focused on increasing student achievement/proficiency in ELA and Math. Professional learning opportunities are typically provided to teachers by the Fresno County Superintendent of Schools (FCSS) on Mondays throughout each school year. BetterLesson also provides professional development to all staff members. These training opportunities provide instruction and support related academic and social-emotional awareness and improvement. The overall goal for our professional development is to provide the necessary training/support on how to best address/implement the CA Common Core State Standards, best practices, formative assessment strategies, data disaggregation, social-emotional activities, and training for adopted programs (core and supplemental). With

regards to counseling, the program's two academic/guidance counselors and CTE counselor stay current with information by attending various local trainings/workshops.

During the 2021-2022 school year, teachers receive professional development/learning provided through a combination of whole-group and one-on-one coaching sessions:

### **ELA**

- Addressing essential standards during instruction
- Guided and Close Reading
- Vocabulary development (Tier 2 vocabulary)
- Writing strategies
- Formative assessment (checks for understanding)
- Individual and group coaching of teachers (with ELA coaches)
- Using data to drive instruction
- Implementing technology to support instruction

### **Math**

- Addressing essential standards during instruction
- Solving word problems
- Performance tasks and rubrics
- Addressing the Eight Math Practices
- Individual and group coaching of teachers (with a math coach)
- Using data to drive instruction
- Formative assessment (checks for understanding)
- Implementing technology to support instruction
- Utilizing the CAASPP platform

### **VAPA**

- SEL strategies and activities have been embedded in the FCSS Math professional development during the 2021-22 school year. Some of these include:
  - Mindfulness exercises to use during instruction
  - Quick ways to build connections with students
  - Visual note-taking
  - Brain break ideas

In the past three years, West Park Charter Academy teachers, counselors, and support staff have attended some of the following conferences/workshops/trainings: School Pathways, CCIS, Various School Adopted Curriculum/Program Training, Various Trainings Offered through the FCSS, Various Counselor Trainings/Workshops, ELPAC, Illuminate, College Board, and Student Academic Support.

### **STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS**

All West Park Charter Academy students have access to standards-aligned instructional materials. There have been a number of curriculum adoptions in the past few years, especially in the core subject areas of ELA and Math. A CCSS-aligned math curriculum (Pearson) was

implemented during the 2015-2016 school year, and a CCSS-aligned ELA curriculum (Holt-McDougal) was implemented during the 2016-2017 school year. For Science, a K-8 curriculum from Pearson (now SAVVAS) was adopted and implemented during the 2019-2020 school year. The high school Science curriculum was adopted and implemented at the beginning of the 2020-2021 school year. Students and teachers continue to have access to supplemental online programs such as: IXL, Lexia Core5 and Lexia PowerUp, and Reading Plus.

### **SCHOOL FACILITIES**

West Park Charter Academy consists of two learning centers with one located in Fresno and one in Hanford. Both centers are conducive to student learning and success as they are well maintained, clean, and spacious. Parents and visitors have access to waiting areas and magazines while their students are receiving instruction. Each teacher has a cubicle to meet students in, and both centers have two larger classrooms for classes and labs. The high school science labs and math classes are held weekly at each center, and all of the chemicals that are used/stored must be part of an approved list.

### **LCFF Priority 2—IMPLEMENTATION OF ACADEMIC STANDARDS**

The CCSS are in full implementation, and they are continuously being addressed through the use of standards-aligned core curriculum, ongoing training/professional development (FCSS) provided to teachers and support staff, and formal and informal observations. In addition, West Park Charter Academy teachers are all part of the curriculum adoption process. In recent years, they have utilized staff meeting and curriculum committee time working together to review/analyze various ELA, Math, and Science programs. It is at those times where discussions and concerns are brought-up and addressed regarding the possible effectiveness of each program. The CCSS are an integral part of what we do each day—they are the expectation for our instructional efforts and drive what staff and students do to address/achieve our Mission, SLOs, WASC goals, and LCAP.

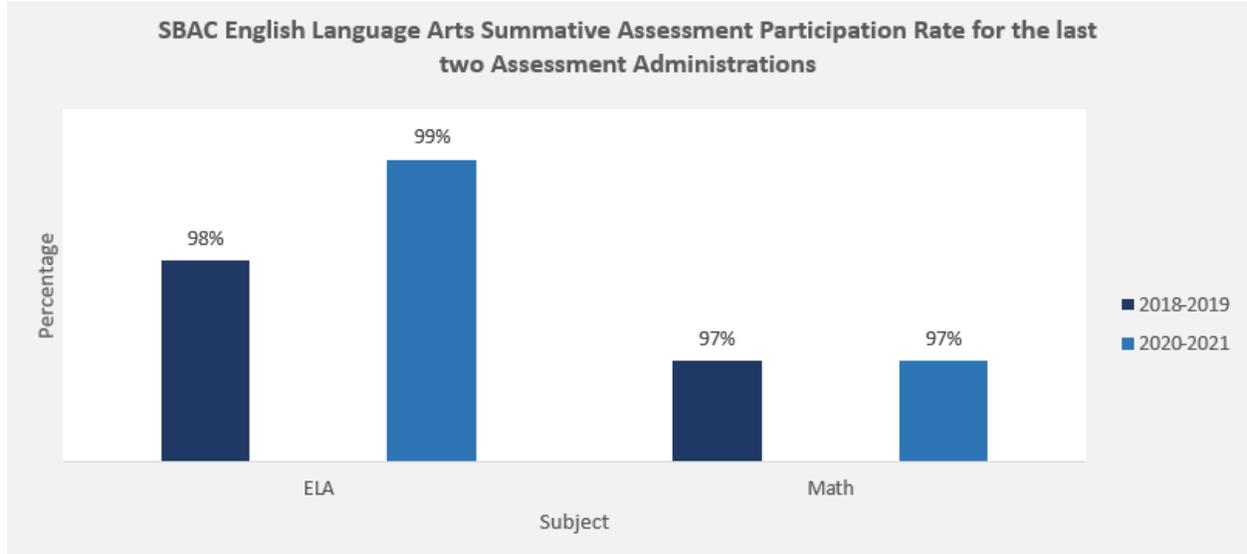
### **LCFF Priority 3—PARENT ENGAGEMENT**

Parent engagement and involvement is a priority for West Park Charter Academy. The program's LCAP Goal #2 is "to continually improve the positive school climate..." With that said, it is vital to student achievement that parents be involved with school activities such as: college field trips, career days, ELAC meetings, stakeholder meetings, board meetings, surveys, etc. In an effort to strengthen this area, West Park Charter Academy continues to purchase Parent Square. This online program (also a free smartphone app) was implemented at the beginning of the 2017-2018 school year and allows for parents, teachers, and the school to communicate easily via text and email message updates. School news, bulletins, calendars, messages, etc. can be (and are) shared with the click of a mouse. Since its implementation, parents/guardians have voiced their appreciation for Parent Square praising it for the ease of use as well as the improved communication the platform provides. It is our hope that parents/guardians be informed, communicate with teachers and school staff, and participate in school events/functions at an increased level.

### **LCFF Priority 4—PERFORMANCE ON STANDARDIZED TESTS**

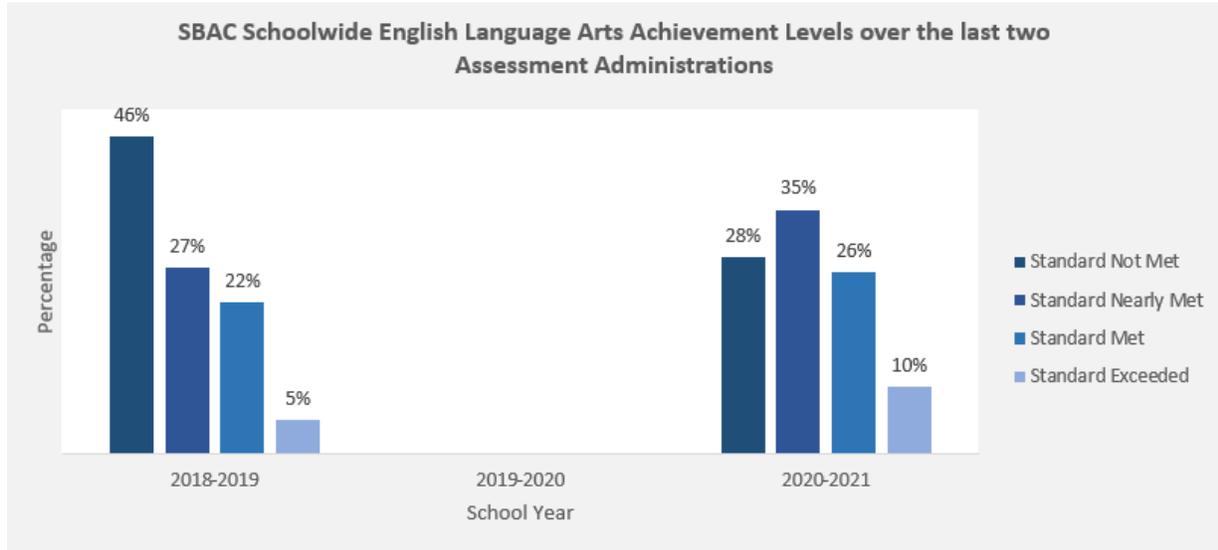
Like all schools in the state of California being impacted by the COVID-19 pandemic, West Park Charter Academy was not able to administer the SBAC test in the Spring 2020 semester. The SBAC was administered remotely to students in grades 3-8 & 11 in the Spring of 2021. The program did access the embargoed results from the Spring 2021 test administration.

#### **Participation Rates**

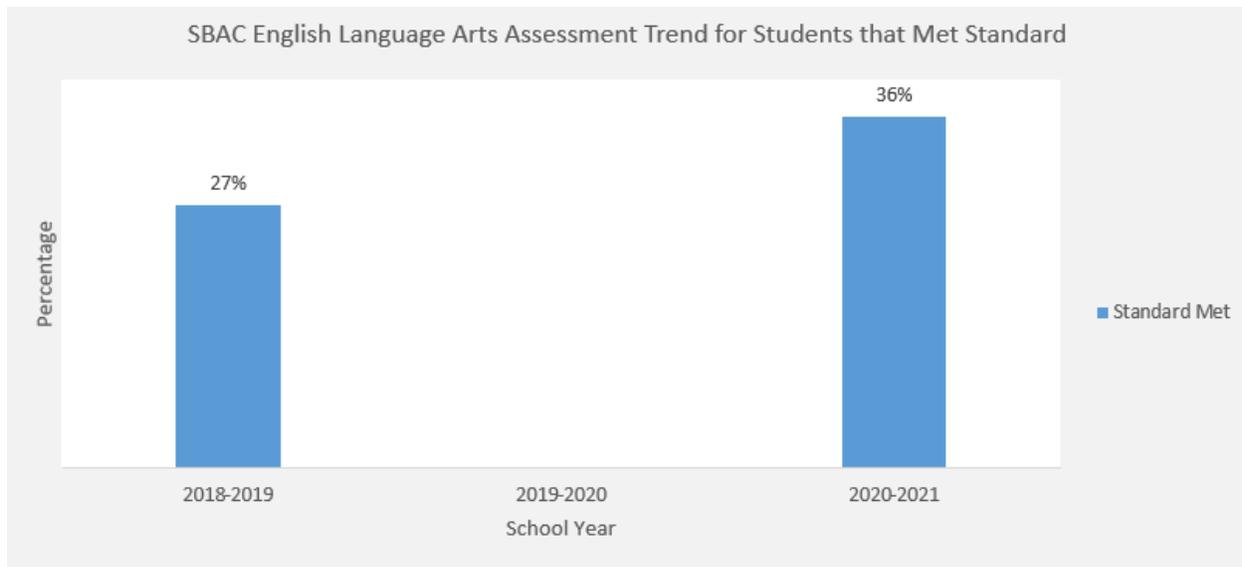


The data indicates that the CAASPP (SBAC) participation rates at West Park Charter Academy have remained above 96% in both ELA and Math in the past two test administrations (Spring of 2019 and Spring of 2021). The Spring 2021 test administration was done remotely, with teachers administering/proctoring their respective students on the CAASPP platform. This information is aligned with the program’s LCAP, and helps to identify areas of focus for professional development. It also helps guide the program’s administration, teachers, counselors, and support staff with identifying supplemental instructional materials/resources, as well as guide instruction.

### Smarter Balanced Schoolwide English Language Arts Achievement Levels



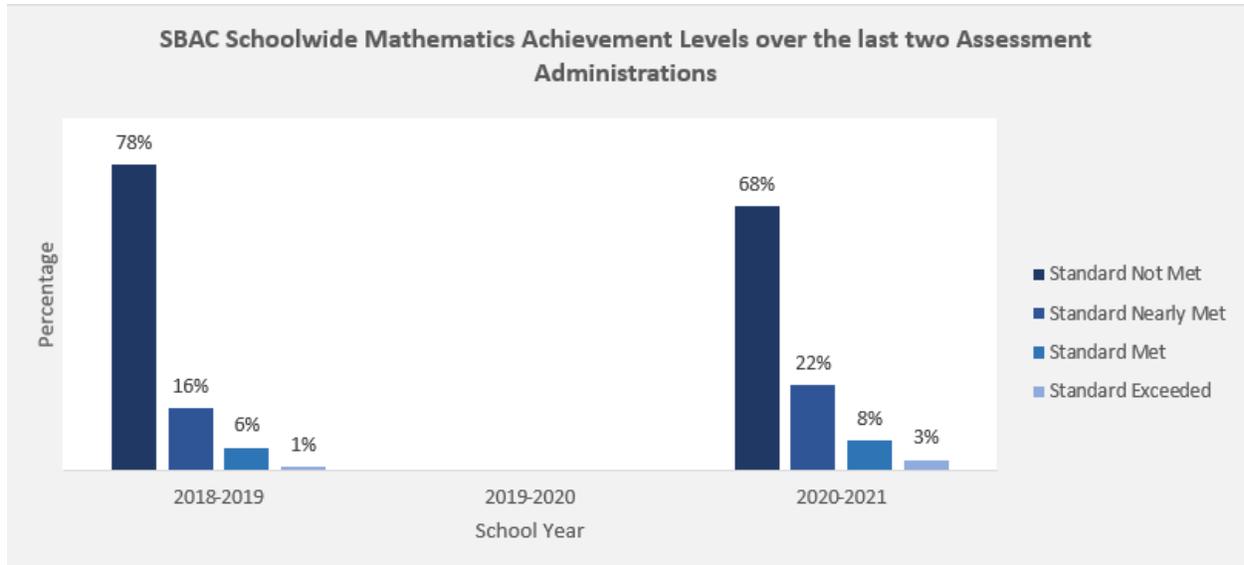
In the last two SBAC test administrations (Spring 2019 and 2021), there has been an increase of students meeting or exceeding standard in ELA. Comparing the Spring 2019 to Spring 2021 test administrations, there was approximately a 4% increase in students meeting standard. Additionally, there was a 5% increase in students who exceeded standard in ELA (5% in 2018-19 to 10% in 2020-21). The data also indicates that there was an increase of about 8% in the standard nearly met category, while there was an 18% decrease in the standard not met category. This information is aligned with the program’s LCAP, and helps to identify areas of focus for professional development. It also helps guide the program’s administration, teachers, counselors, and support staff with identifying supplemental instructional materials/resources, as well as guide instruction.



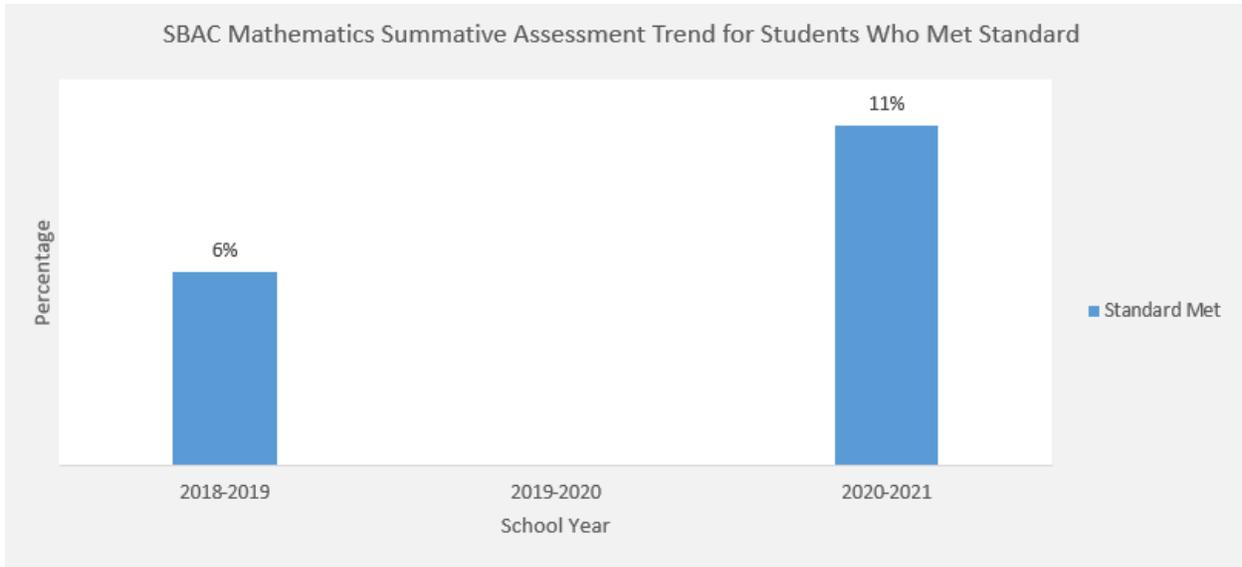
This graph compares the percentage increase (about 9%) of students who scored in the

Standard Met or Exceeded category on the SBAC in English Language Arts in the Spring 2019 and Spring 2021 test administrations. This information is aligned with the program’s LCAP, and helps to identify areas of focus for professional development. It also helps guide the program’s administration, teachers, counselors, and support staff with identifying supplemental instructional materials/resources, as well as guide instruction.

### Smarter Balanced Schoolwide Mathematics Achievement Levels

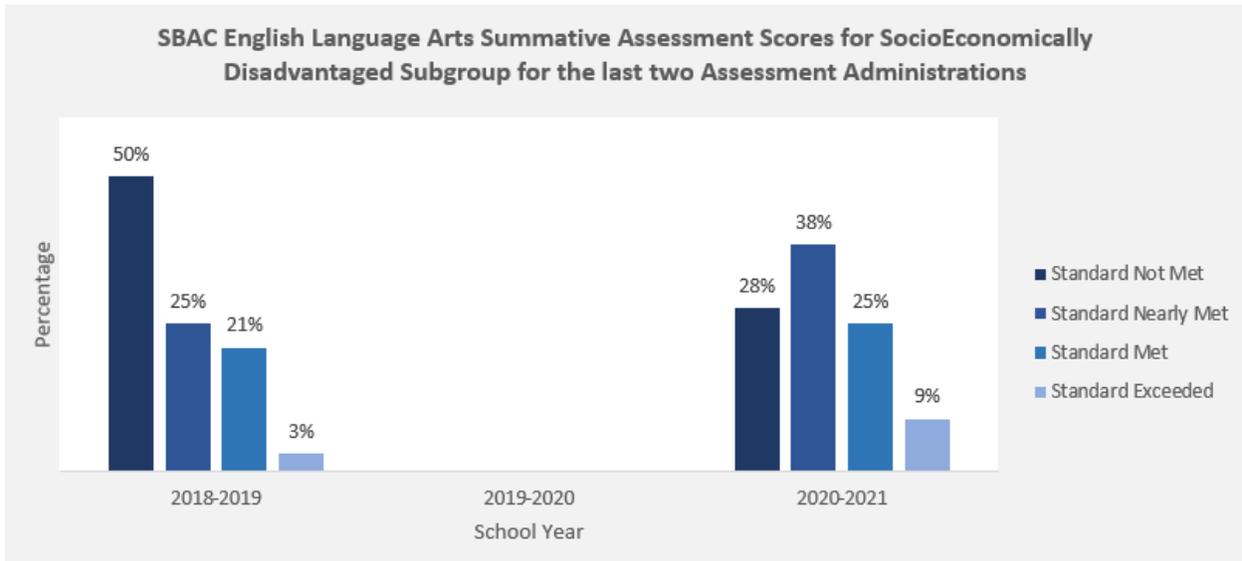


In the last two SBAC test administrations (Spring 2019 and Spring 2021), the data indicates that there has been a slight increase of students meeting or exceeding standard in Mathematics. From Spring 2019 to 2021, there was approximately a 2% increase in students meeting standard. For students exceeding standard in Math, there was about a 2% increase. From Spring 2019 to Spring 2021, there was a 6% increase in students who scored in the Standard Nearly Met category. Additionally, there was a 10% decrease in students who scored in the Standard Not Met category. Although there have been some small gains in students meeting or exceeding standard, the program’s teachers, administrators, and support staff understand that Mathematics is an area of focus. This information is aligned with the program’s LCAP, and helps to identify areas of focus for professional development. It also helps guide the program’s administration, teachers, counselors, and support staff with identifying supplemental instructional materials/resources, as well as guide instruction.



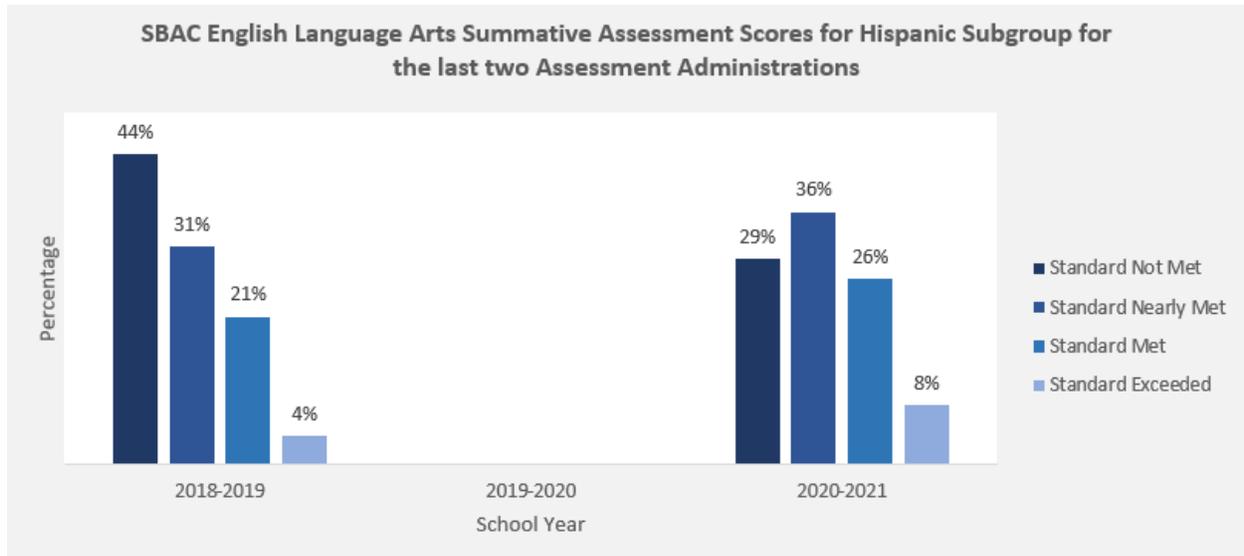
This graph compares the percentage increase (about 5%) of students who scored in the Standard Met or Exceeded category on the SBAC in Mathematics in the Spring 2019 and Spring 2021 test administrations. This information is aligned with the program’s LCAP, and helps to identify areas of focus for professional development. It also helps guide the program’s administration, teachers, counselors, and support staff with identifying supplemental instructional materials/resources, as well as guide instruction.

### Individual School and Subgroup Analysis of Smarter Balanced English Language Arts Performance Levels

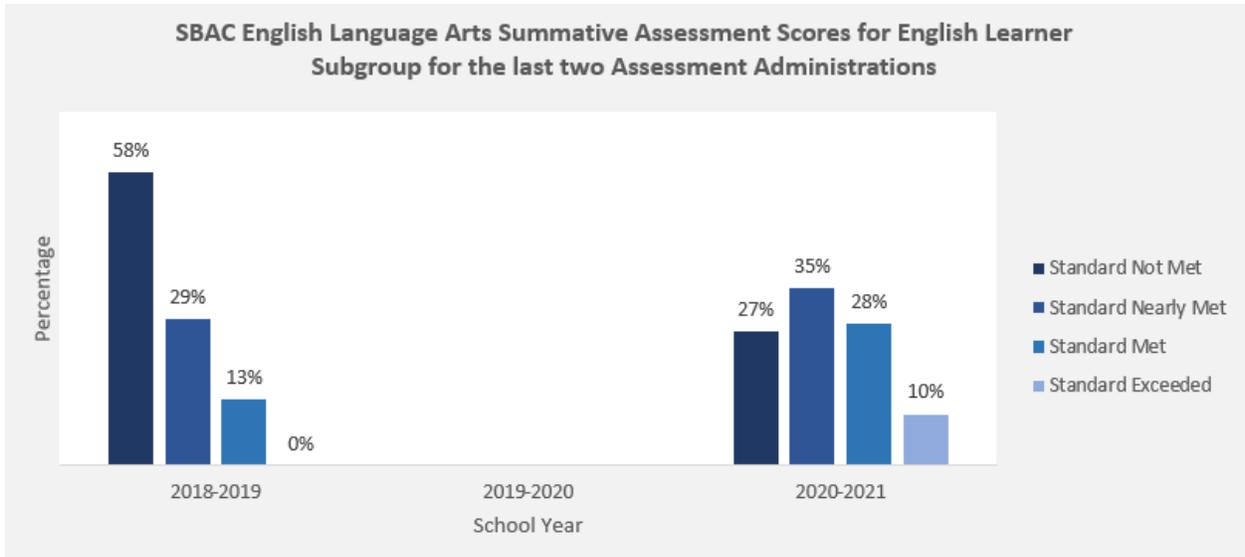


In the last two SBAC test administrations in ELA, the data shows a trend that students in the Socio-Economically Disadvantaged subgroup are making academic progress. Students who scored in the Standard Met or Exceeded category increased from 24% in the Spring 2019 administration to 34% in the Spring 2021 administration. Additionally, this subgroup also

displayed growth, as the percentage decreased by 22% in the Standard Not Met category, and an increase of 13% in the Standard Nearly Met category. This information is used to ensure that students in this subgroup (and all students enrolled at West Park Charter Academy) have access to the instructional support and resources needed to achieve academic success.

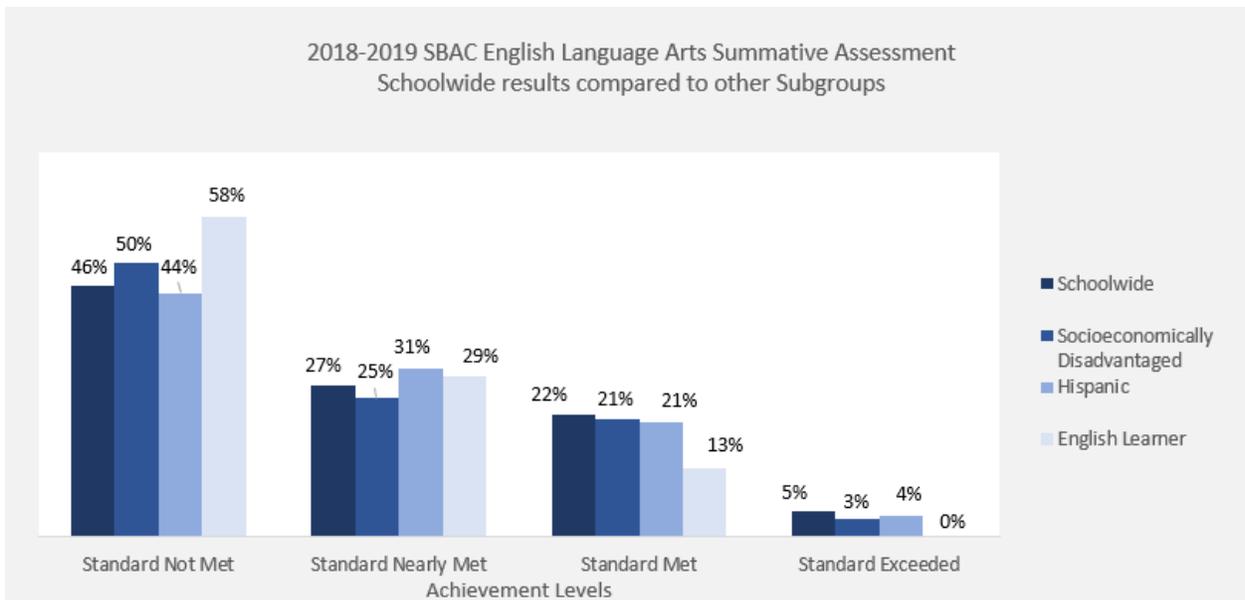


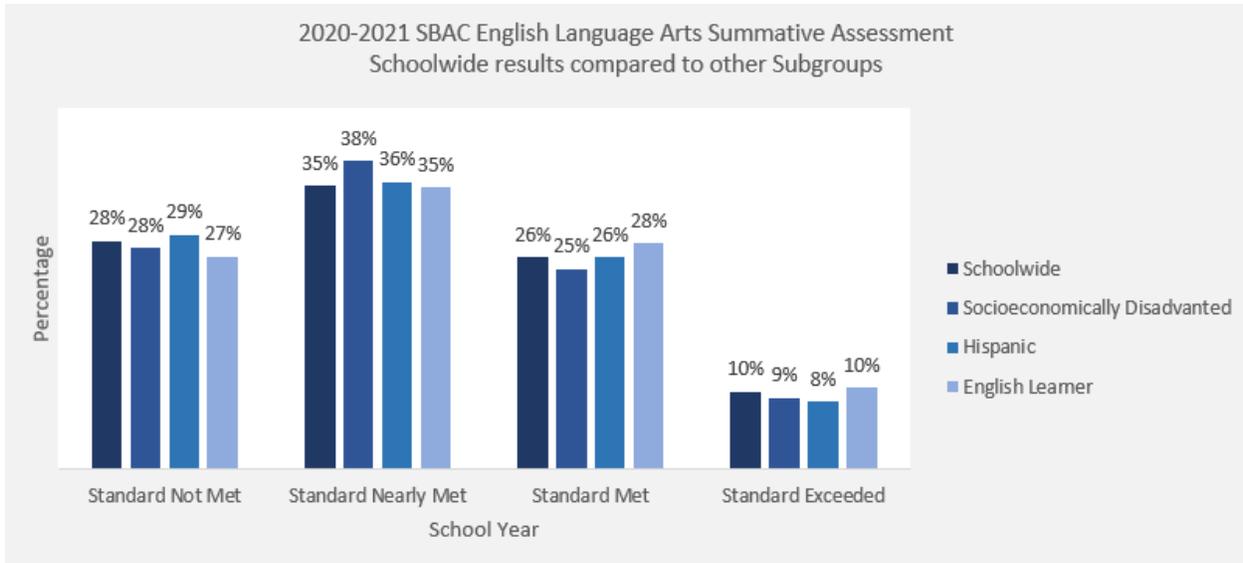
Students in the Hispanic subgroup demonstrated growth in the last two SBAC test administrations for ELA. This is evident, as there were overall increases (from the Spring 2019 to Spring 2021 administrations) in the percentages of students scoring in the Standard Nearly Met (5% increase), Standard Met (5% increase), and Standard Exceeded (4% increase) categories. Moreover, there was a 15% decrease in students who scored in the Standard Not Met category. This information is aligned with the program's LCAP, and helps to identify areas of focus for professional development. It also helps guide the program's administration, teachers, counselors, and support staff with identifying supplemental instructional materials/resources, as well as guide instruction.



Similar to the aforementioned subgroups, the English Learner subgroup has shown growth in the last two SBAC test administrations in ELA as well. From the Spring 2019 to Spring 2021 administrations, the data indicates that there was a 28% decrease in students scoring in the Standard Not Met category. In that same time, there was a 6% increase in students in this subgroup who scored in the Standard Nearly Met category. Moreover, there was a 25% increase in the Standard Met and Exceeded categories. This information is aligned with the program’s LCAP, and helps to identify areas of focus for professional development. It also helps guide the program’s administration, teachers, counselors, and support staff with identifying supplemental instructional materials/resources, as well as guide instruction.

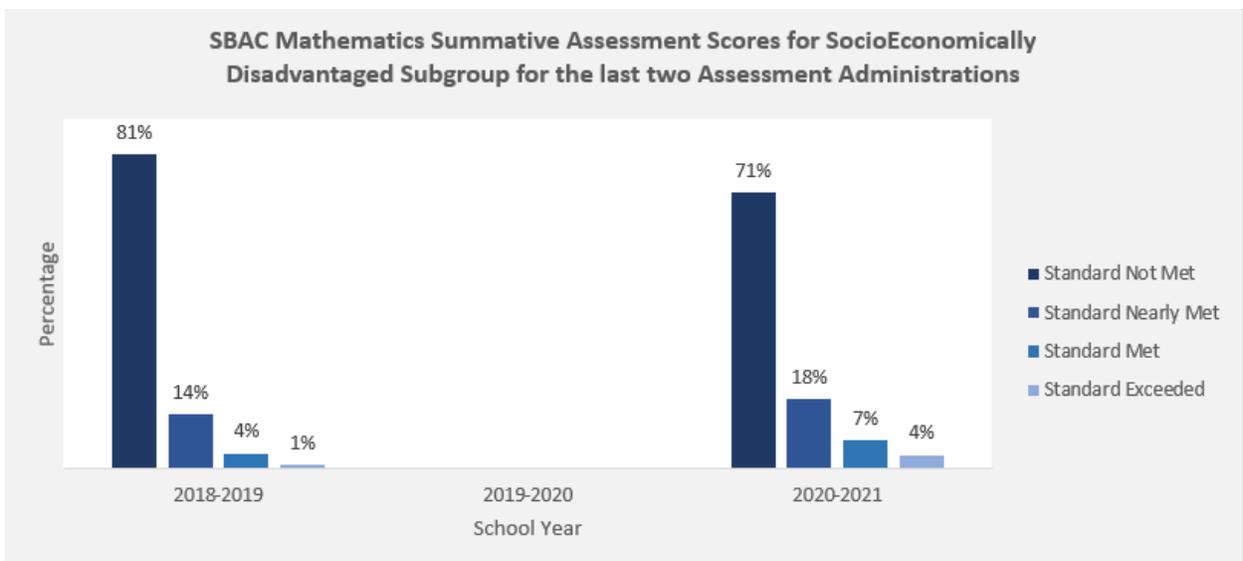
### School and Subgroup Comparison of Smarter Balanced English Language Arts Performance Levels





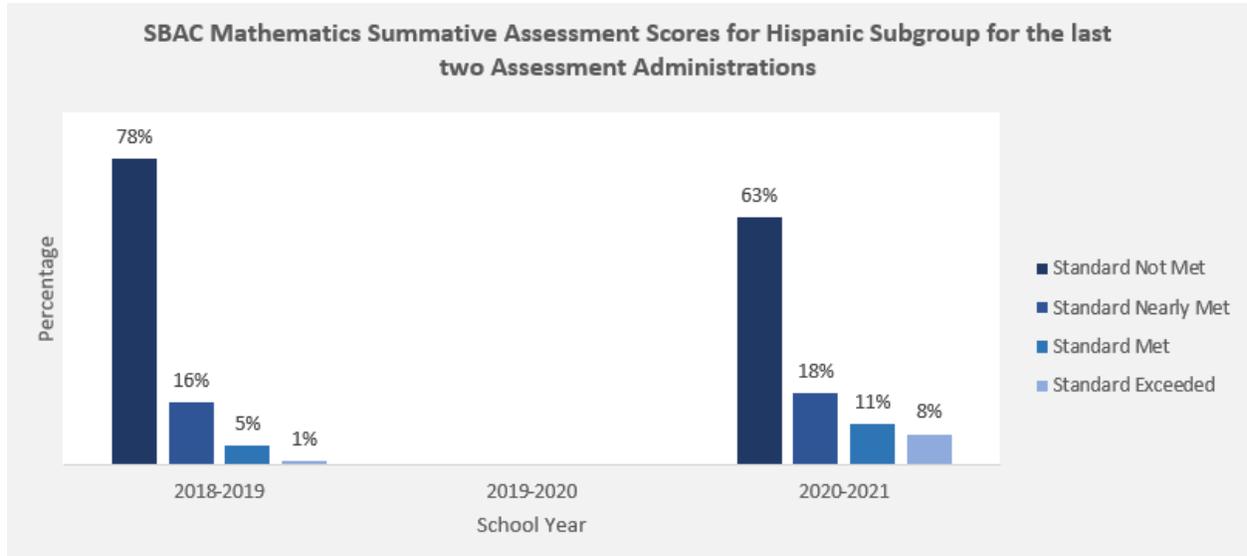
Comparing our Schoolwide and Subgroup results for the Smarter Balanced Summative English Language Arts assessments, there are noticeable increases in the percentages of students Meeting or Exceeding Standard from in the Spring 2019 to Spring 2021 administrations. Students in these subgroups (and all students) would benefit from additional support and schoolwide interventions (i.e. tutoring, additional time at school and/or receiving more support, online intervention programs, etc.). Although the English Learner subgroup has shown growth in ELA, this group continues to score lower than the other subgroups and the rest of the school. That being said, support for this subgroup and for their teachers will continue to be prioritized.

### Individual School and Subgroup Analysis of Smarter Balanced Mathematics Performance Levels

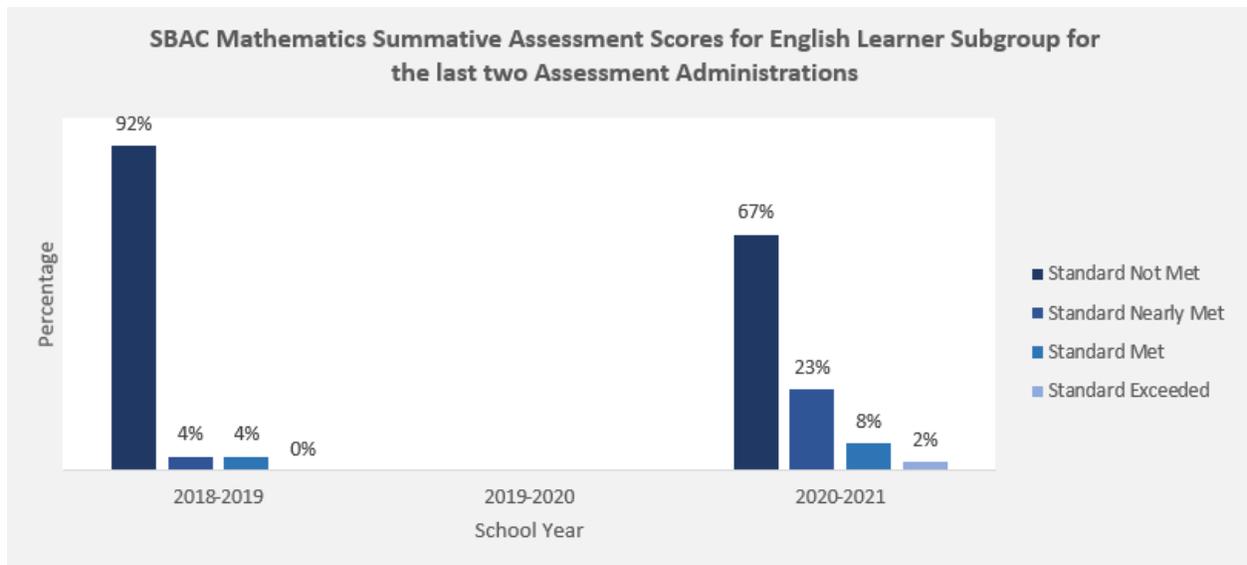


In the last two SBAC test administrations in Mathematics, the program has seen a 10% decrease of students in the Socio-Economically Disadvantaged subgroup scoring the Standard Not Met

category. In that same time, this subgroup also displayed growth in the Standard Nearly Met (increase of about 4%), Standard Met (increase of about 3%), and the Standard Exceeded (3% increase) categories.



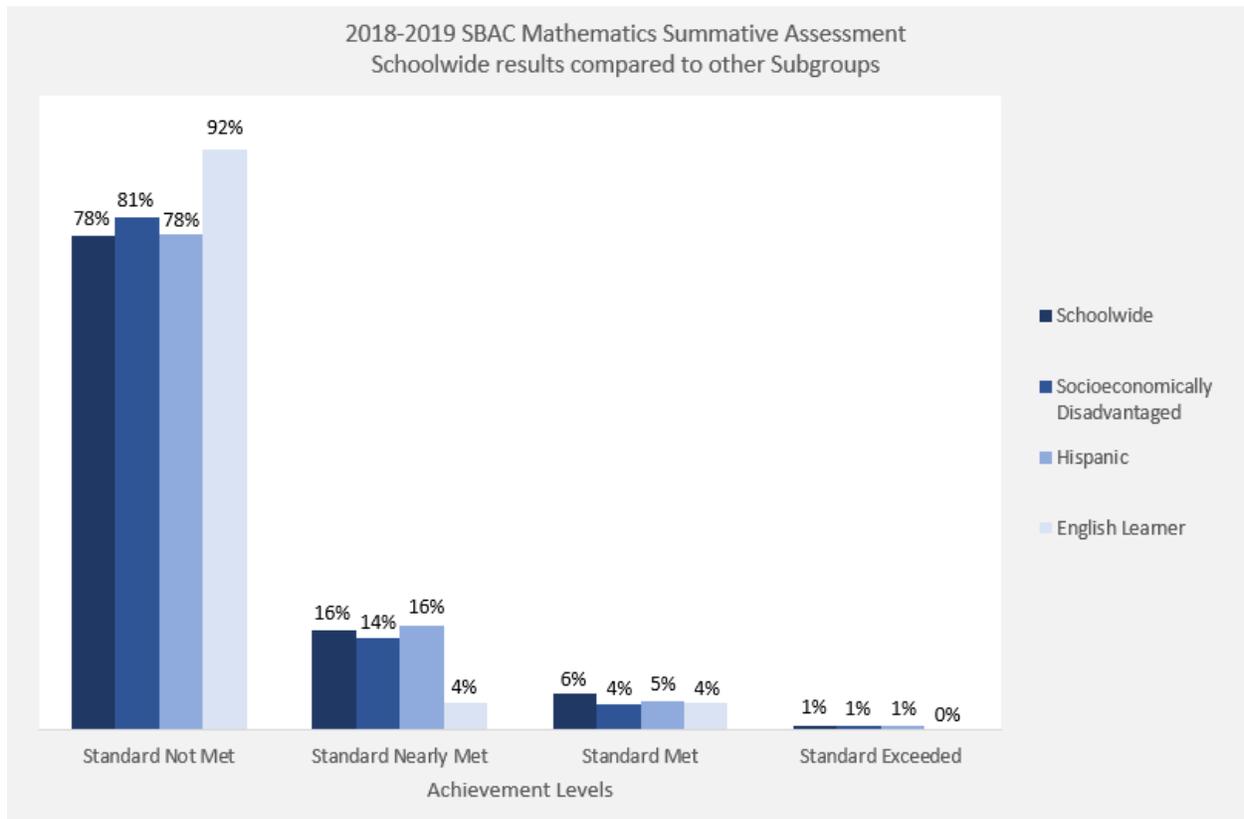
Students in the Hispanic subgroup demonstrated growth in the last two SBAC test administrations for Mathematics. The data shows that there was a decrease of about 15% in the Standard Not Met category from Spring 2019 to Spring 2021. In addition, there were noticeable increases (from Spring 2019 to Spring 2021) in the percentages of students scoring in the Standard Nearly Met (a 2% increase), Standard Met (about a 6% increase), and Standard Exceeded (7% increase) categories.



With regards to Mathematics, the English Learner subgroup has demonstrated some growth in the last two SBAC test administrations. From the Spring 2019 to Spring 2021 test

administrations, there was nearly a 4% increase in students scoring in the Standard Met category. There was also a 2% increase in the Standard Exceeded category. During that same time, the percentage of students scoring in the Standard Nearly Met category increased by 19% (from 4% to 23%). Additionally, the percentage of students scoring in the Standard Not Met category drastically decreased by 25%.

### School and subgroup comparison of Smarter Balanced Mathematics Performance Levels



Comparing our Schoolwide and Subgroup results for the Smarter Balanced Summative Mathematics assessments, there are gains in the percentages of students Nearly Meeting or Meeting Standard from Spring 2019 to Spring 2021. Like ELA, students in these subgroups (and all students) would benefit from additional support and schoolwide interventions in the area of Mathematics (i.e. tutoring, additional time at school and/or receiving more support, online intervention programs, etc.). Although the English Learner subgroup has shown small amounts of growth in Math, this group continues to score lower than the other subgroups and the rest of the school. As previously mentioned, support for this subgroup and for their teachers will continue to be prioritized.

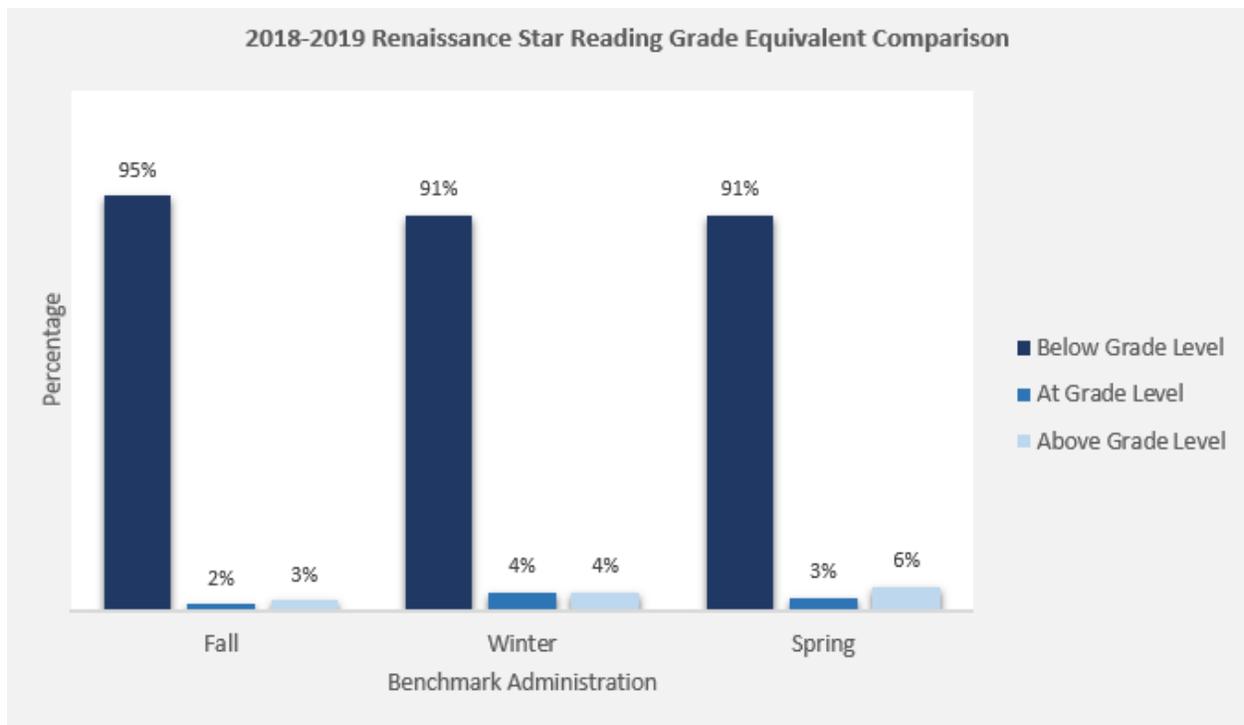
### Other Local Assessments

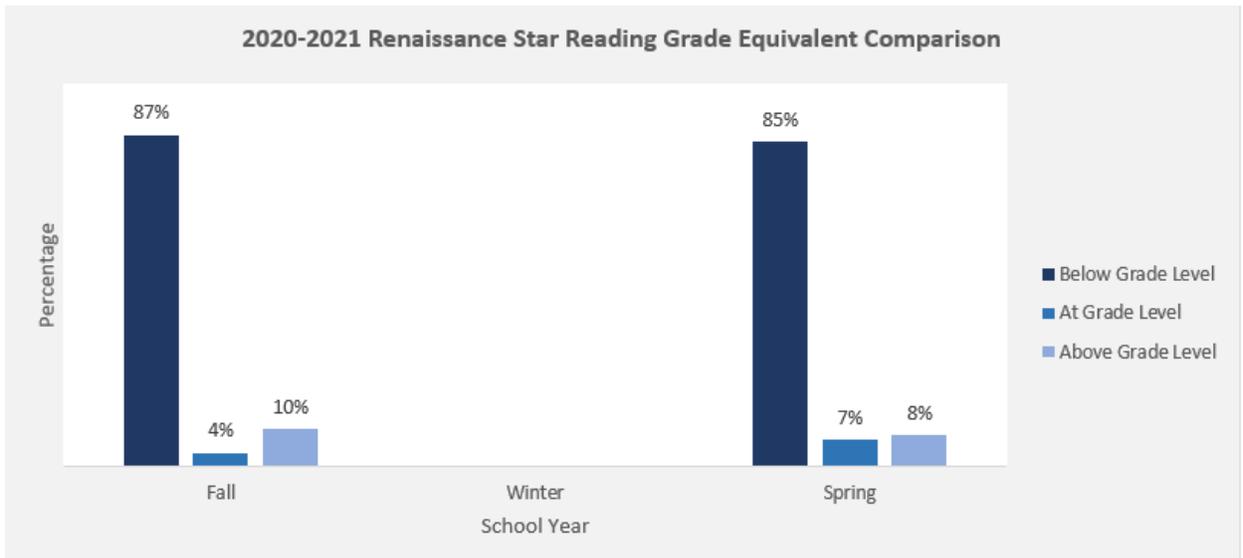
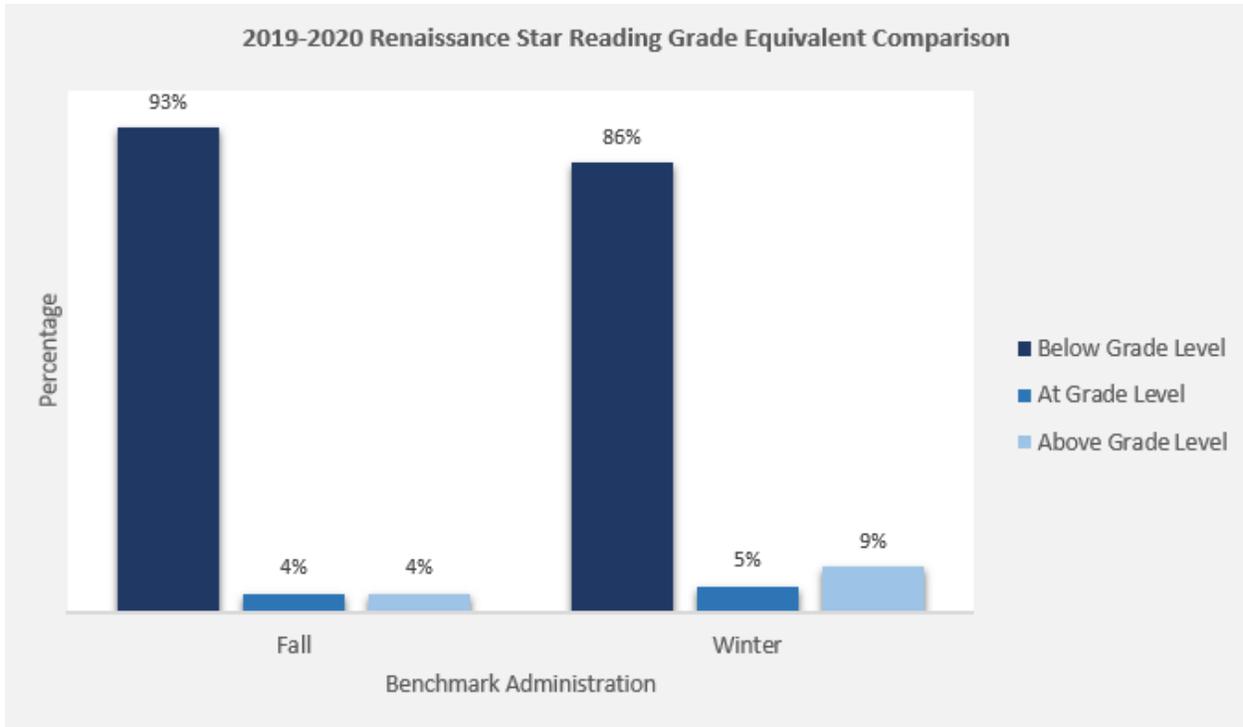
West Park Charter Academy utilized Illuminate’s Inspect grade-level assessments as benchmarks during the 2020-2021 school year. Training was provided to teachers on all aspects of the testing platform (i.e. starting a test session, best practices of proctoring a test, etc.). Based on

the February 2021 WASC visiting committee’s recommendations, West Park Charter Academy has decided to utilize the CAASPP testing platform for the district’s benchmark testing. In the Fall of 2021, teachers administered specific Focused Interim Assessment Blocks (FIABs) to their respective students in grades 3-12. These ELA and Math FIABs were selected in collaboration with teachers and content specialists from the Fresno County Superintendent of Schools (FCSS), and were based on the embargoed SBAC results from the Spring 2021 administration.

### Renaissance-STAR Reading

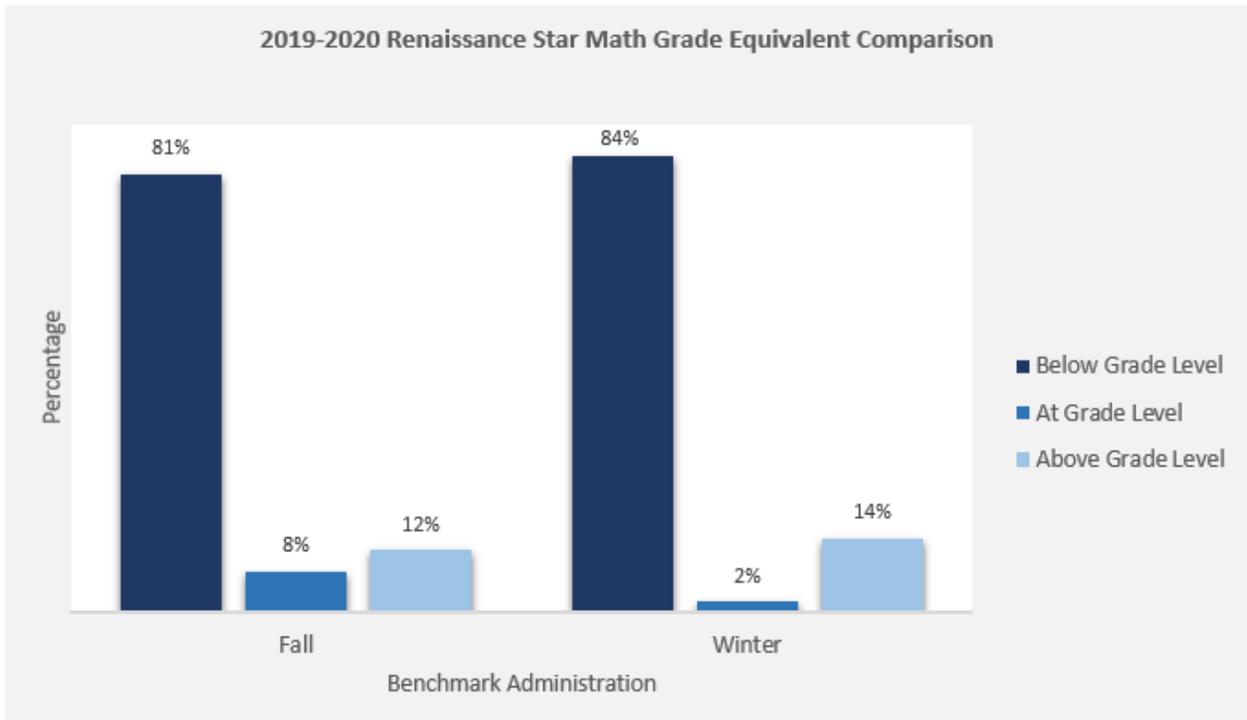
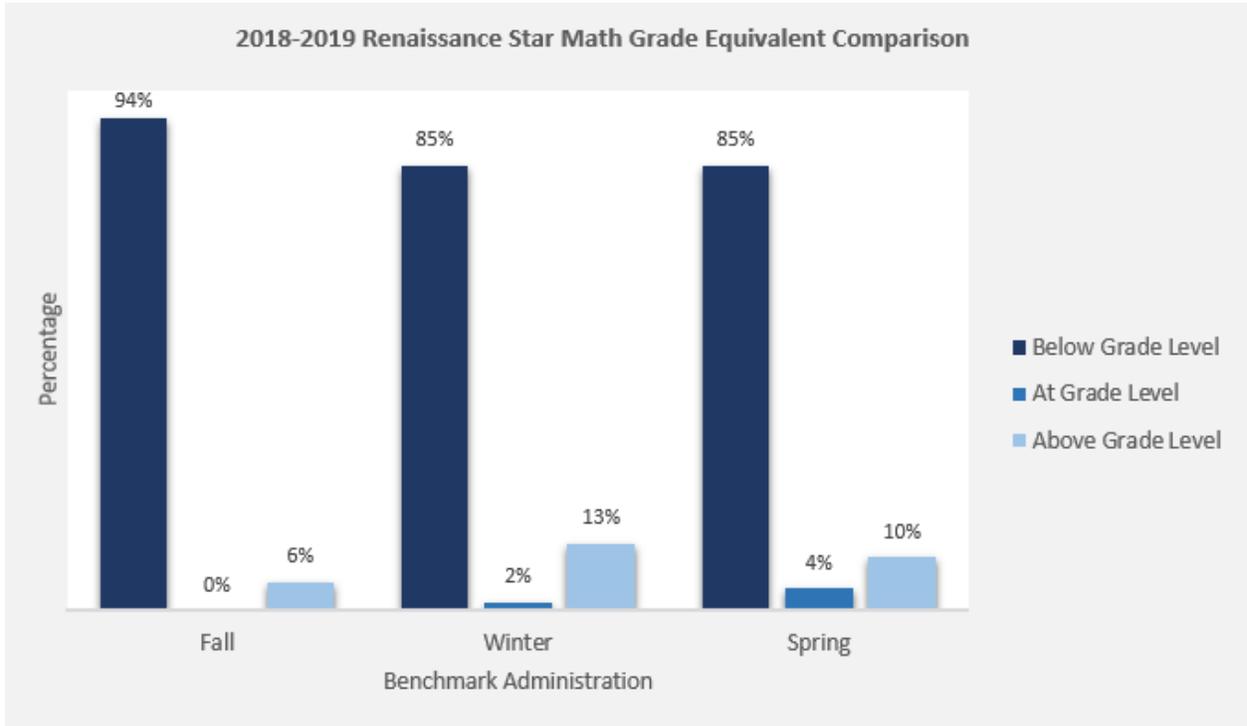
West Park Charter Academy utilizes the Star Reading and Star Math tests from Renaissance Place to assess and determine placement in English Language Arts and Math, monitor growth in these areas, as well as to identify any additional support a student may need. These tests are administered to students in grades K-12 three times per year (once at the beginning of the year, once mid-year, and once at the end of the school year).

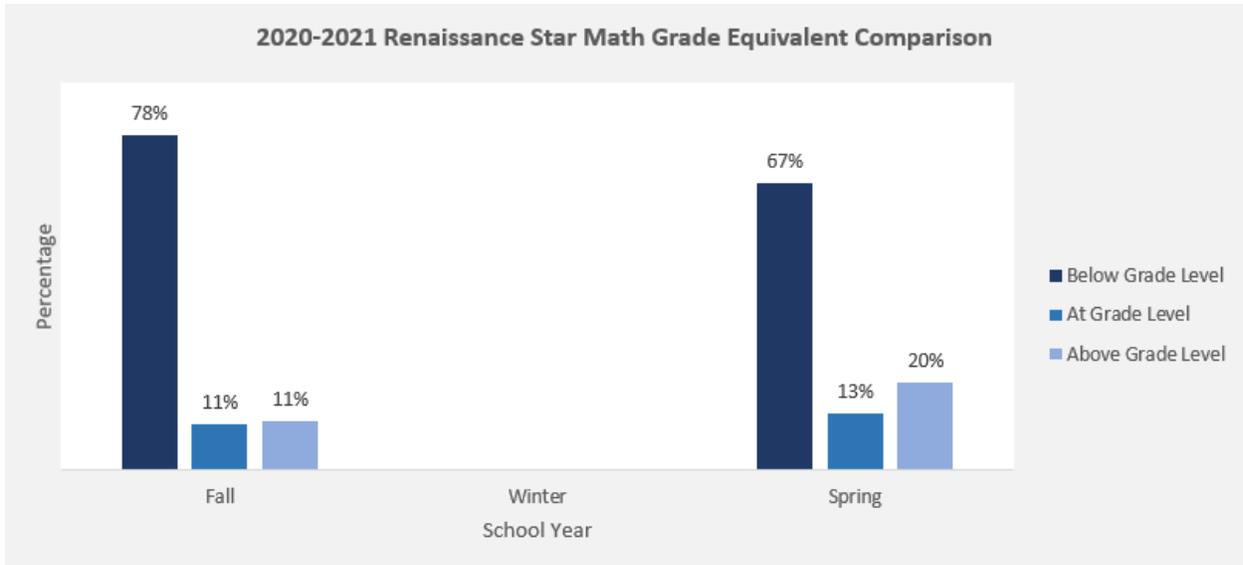




The data shows that West Park Charter Academy’s Star Reading scores for the past three years have remained virtually the same. Most students continue to score below their grade equivalent, although there have been some minor fluctuations with students reading at or above grade-level. The program’s teachers and support staff use this information to backfill any gaps that students have in their literacy development during academic instruction and/or tutoring.

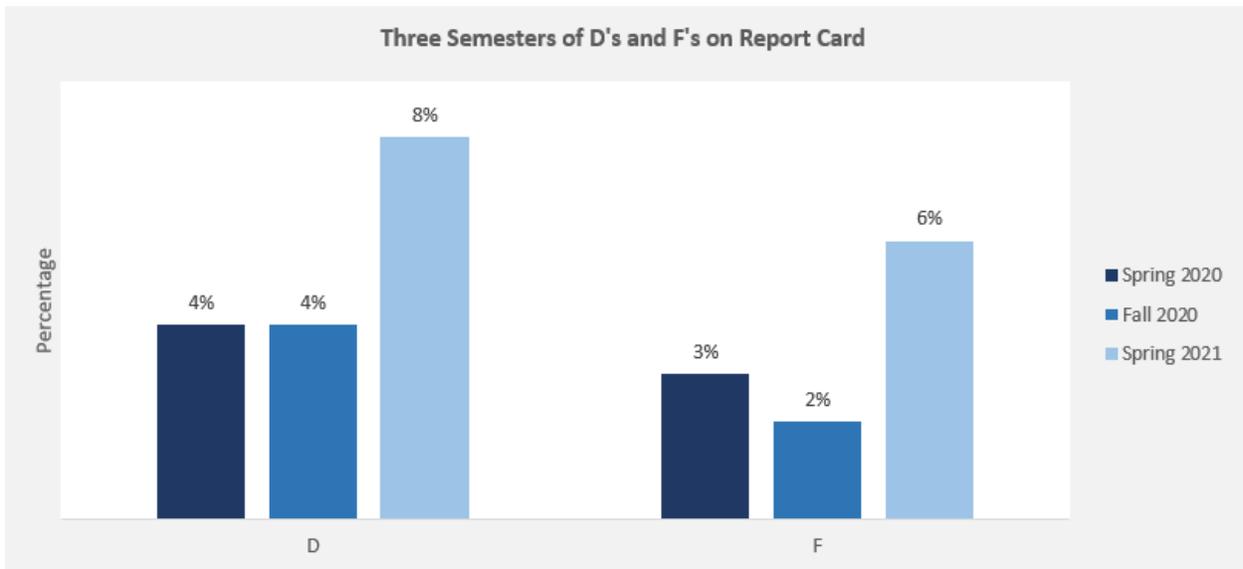
### Renaissance-Star Math





Like Star Reading, the program’s Star Math scores for the past three years indicate that most of our student’s scores are below their grade equivalent. That being said, students have demonstrated growth, particularly in the “At Grade Level” and “Above Grade Level” categories. This is evident, as reviewing the Star Math administrations during the 2020-21 school year indicates that there was an 11% increase of students who scored in the “At or Above Grade Level” category. The program’s teachers and support staff use this information to backfill any gaps that students have in their Math development during academic instruction and/or tutoring.

### Report Card Analysis of Percentage of D’s and F’s for the Last Three Semesters



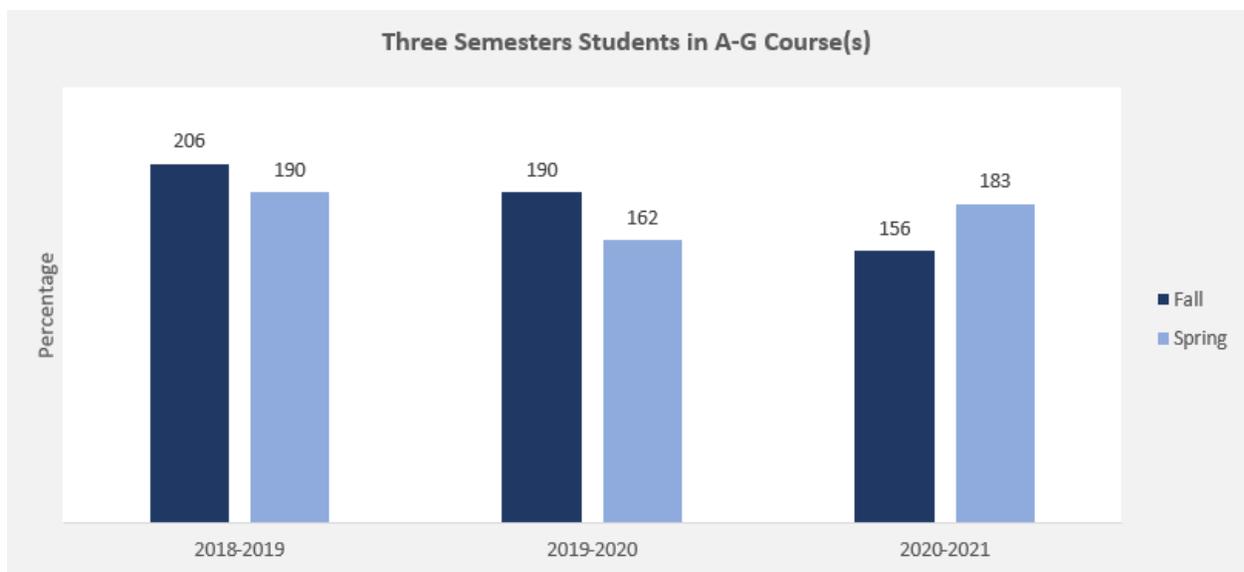
Data for the past three semesters indicates that students at West Park Charter Academy are improving their grades. In that time, the percentage of students who have earned D’s has increased by 4%. The percentage of students earning F’s has fluctuated, but has increased by

4% from the Fall 2020 semester to the Spring 2021 semester. Factors and considerations leading to improved grades include:

- Differentiated instruction provided to students
- Professional development/training that is targeted (and differentiated for teachers)
- Opportunities for students to resubmit assignments within the same learning period (error analysis)

West Park Charter Academy teachers and support staff will continue to provide the academic and social emotional support each student needs, while maintaining high academic standards/rigor.

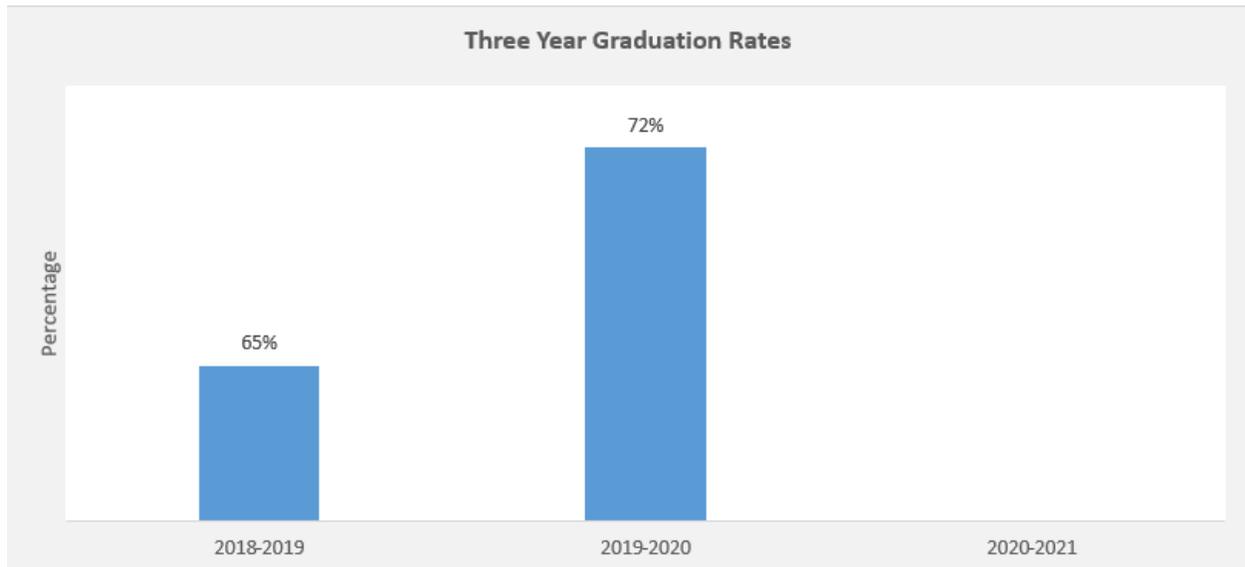
### Student Enrolled in A-G courses



The data shows that the enrollment of students in A-G courses has fluctuated over the last three school years. These fluctuations could be attributed to the program’s ongoing enrollment, students leaving WPCA, as well as some students meeting their graduation requirements at the end of the Fall semester (December graduates). That being said, West Park Charter Academy provides opportunities for students and their parents/guardians to meet with their teacher and academic counselor to review transcripts, select classes, etc. As of the Fall 2021 semester, West Park Charter Academy is requiring all students in grades 9-12 to be enrolled in A-G courses. This has supported West Park Charter Academy’s efforts with ensuring that all students have access to a standards-based, rigorous, and relevant education that will prepare them for postsecondary opportunities.

**LCFF Priority 5—PUPIL ENGAGEMENT**

**Graduation Rate**



Based on the data pertaining to West Park Charter Academy’s graduation rate, the percentage increased from 65% in 2018-2019 to 72% in 2019-2020. Per the California Department of Education (CDE), there is no data currently available to LEAs for the graduation rate in the 2020-2021 school year.

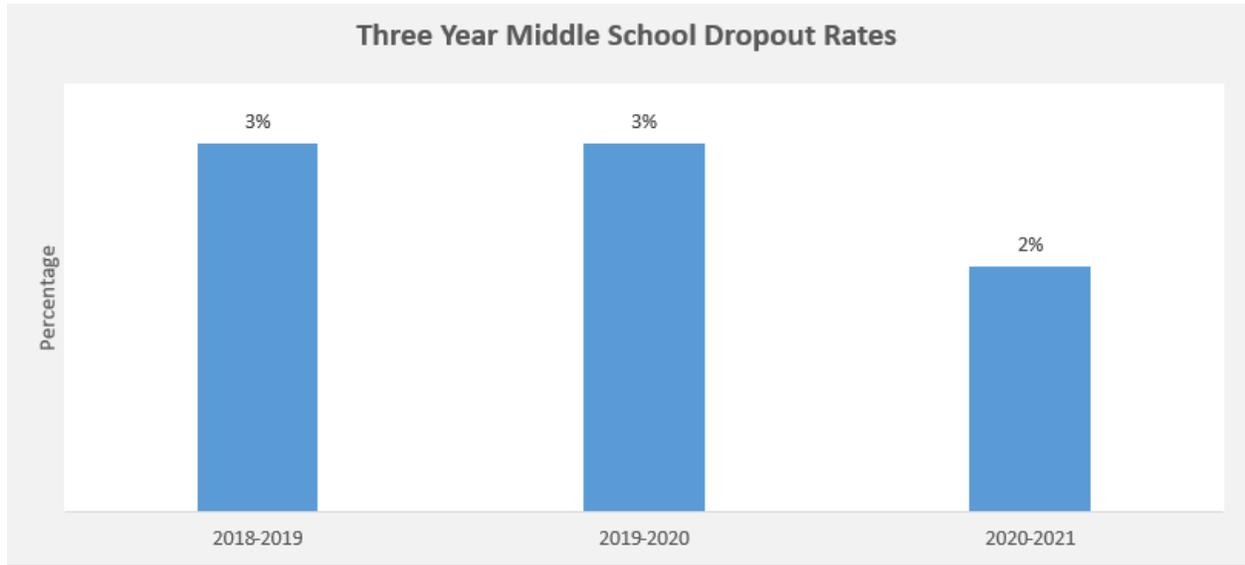
The high school graduation rate calculation is based on the following formula provided by the California Department of Education (CDE):

*For traditional high schools, the graduation rate is based on the number of students who graduate with a regular high school diploma within four or five years. The rate is known as the combined four-and five-year graduation rate. To be counted as graduates under the combined graduation rate (i.e., to be included in the numerator of this rate), students must graduate with a regular high school diploma within four or five years of entering grade nine.*

**Chronic Absenteeism**

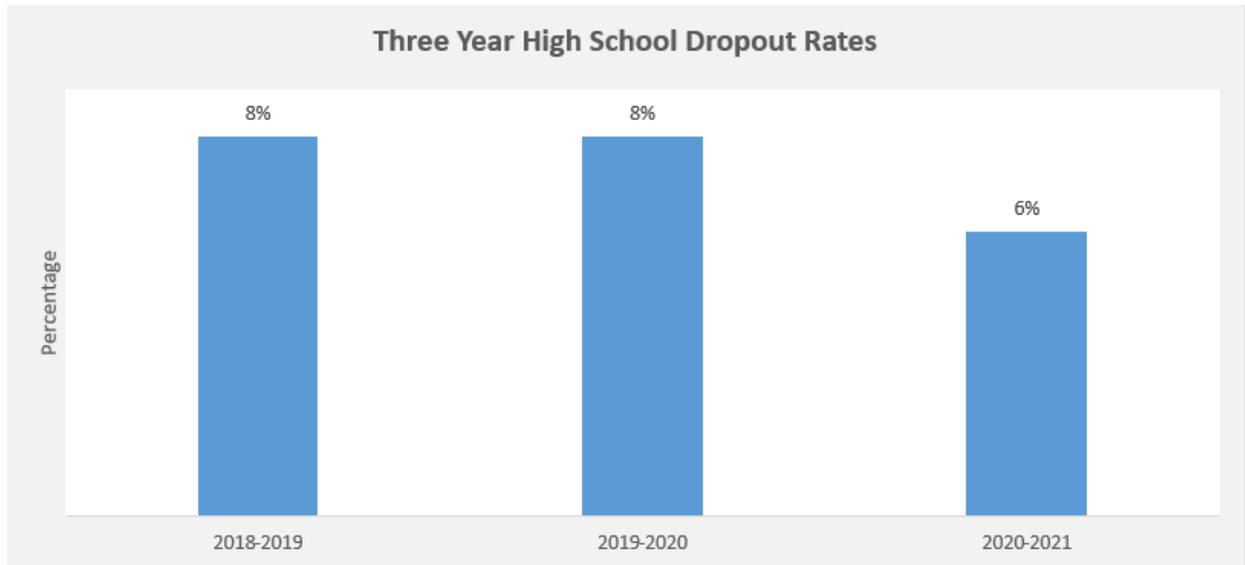
West Park Charter Academy uses a proactive approach in addressing Chronic Absenteeism. Reports of Missing Assignments/Appointments (RMAs) continue to help address this issue in reducing the number of students missing instructional time and/or not submitting completed assignments. When a situation calls for an RMA to be submitted, the form is submitted by the teacher of record to the Machado Office, and it is at that time that the administrative assistant enters the specifics into School Pathways (the program’s Student Information System). Once a student reaches his/her second RMA, communication from either the director and/or counselor is made to parents/guardians to review program requirements, and to also discuss solutions to the issue. Depending on the situation, a student receiving his/her third RMA may be dropped from the program.

### Dropout Rates-Middle School



Over the past three school years, there has been a slight decrease (1%) in the dropout rate of middle school students. The calculation of middle school dropouts is based on the total number of enrolled middle school students divided by students marked as dropouts in the CALPADS Dropout-State view Report.

### Dropout Rates-High School

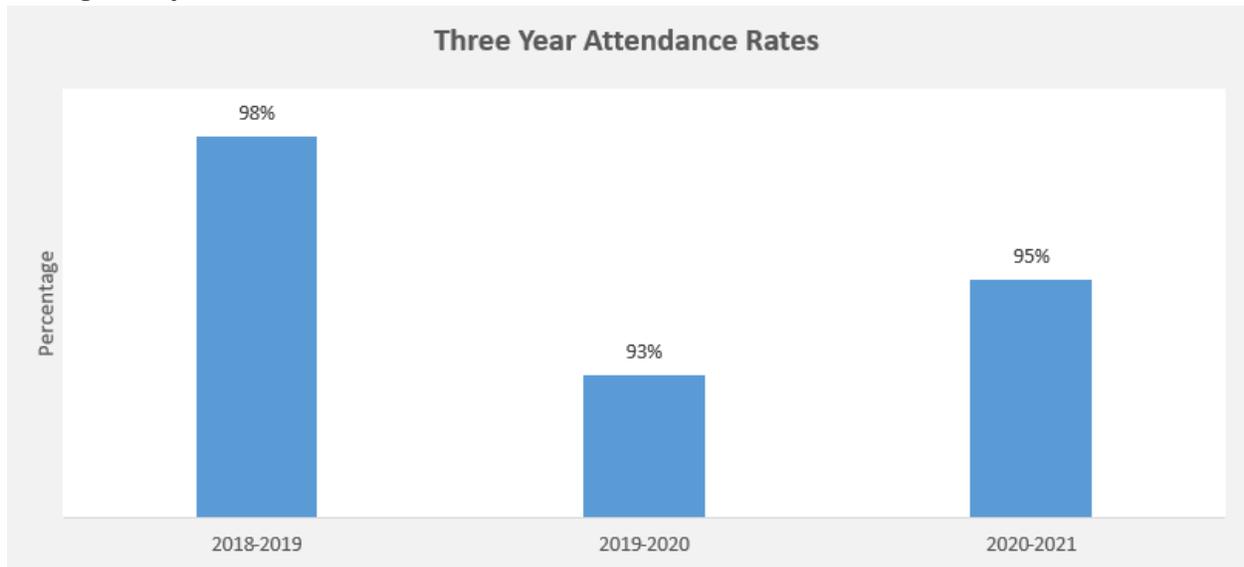


Data from the past three school years indicates that there has been a slight decrease (2%) in dropouts from West Park Charter Academy. The calculation for the high school dropout rate is based on the total number of enrolled High school students divided by students marked as dropouts in the CALPADS Dropout-State view Report.

### Tardiness Rate

Because West Park Charter Academy is an independent study program, the tardiness rate does not apply to our program. As previously stated, West Park Charter Academy teachers submit a Report of Missing Assignments/Appointments (RMAs) for students who do not complete sufficient work during a learning period and/or fulfill their commitment by showing up for weekly instruction. Every effort is made by the program’s teachers, counselors, and support staff to notify parents & students during each learning period to ensure that work is being completed.

### Average Daily Rate of Attendance



Over the past three school years, West Park Charter Academy’s Average Daily Rate of Attendance has experienced a fluctuation—at 98% during the 2018-19 school year, 93% during the 2019-20 school year, and 95% during the 2020-21 school year. The decrease of average daily rate of attendance (decrease of 5%) during the 2019-20 school year was the direct result of the Covid-19 pandemic.

### LCFF Priority 6 – SCHOOL CLIMATE

West Park Charter Academy continues to make every effort to provide a safe learning environment for all of its students and staff. The atmosphere at both learning centers is one of mutual respect, integrity, and positivity. On a daily basis, students can be seen focused on academics, receiving high-quality instruction, receiving tutorial assistance—overall demonstrating what it means to be a West Park Wolf. With regards to discipline, West Park Charter Academy is proud of the fact that its suspension/expulsion rates are virtually nonexistent. The program has a “zero tolerance” policy that is outlined in the Parent/Student Handbook. This information is reviewed and distributed to parents and students each year. Although minor issues arise from time to time, the mutual respect that staff, students, and parents have for one another makes it easier for solutions to be found.

### **LCFF Priority 7**

In the past few years, West Park Charter Academy has worked to increase the access that students have that leads to college/career and post-secondary preparedness. That being said, the program is continuing its efforts to align and increase the CCI indicator. This will remain a point of emphasis and will continue to be a focal point in the program's Action Plan (outlined in Chapter 5). As stated earlier under LCFF Priority 4, the program has seen a fluctuation with participation in the percentage of students taking a-g courses over the past three years. With that said, the program will continue increasing its efforts by providing students with equity and access to a-g courses. By doing so, more students will graduate meeting these requirements.

### **LCFF Priority 8—Other Pupil Outcomes**

Each year, West Park Charter Academy relies on various funding resources in order to provide students with the highest quality education possible. These resources include the following accounts: Unrestricted/General, Supplemental & Concentration, EPA (Education Protection Account), Special Education, CSI, Lottery, and Technology.

West Park Charter Academy also receives Title III-Limited English Proficient funding. With these monies, the program is able to pay for a paraprofessional (to work with English Learners) and pay for ELD instructional resources/materials/supplies.

## *Implications of the Data*

Based on the School Program Data and Data on Addressing the Eight State Priorities, the implications of the data on the current and future of the program are as follows:

- **Lack of Proficiency on Local and State Assessments**  
While many students are receiving high grades in their courses, those results are not translating to the state and local assessments. There is a need to merge the 4-C's (Creativity, Communication, Collaboration, and Critical Thinking) with the program's SLOs. Doing so would provide each student with valuable experiences to build knowledge, and better support them in their future endeavors. Targeted professional development for teachers and support staff in the areas of Literacy and Math are needed in order to support all students, but increased attention needs to be provided to address the needs of the English Learner, Low Socio-Economic, and Hispanic subgroups.
- **Lack of Post-Secondary Preparedness**  
WPCA must continue to work to address the percentage of students taking and successfully completing a-g courses. Because of this, the program must work to provide all students with opportunities for additional academic support, academic/guidance counseling, access to a-g courses, access to CTE opportunities, and create/define additional CTE Pathways. As of the Fall 2021 semester, students in grades 9-12 are required to be enrolled in a-g courses.

- **Reclassification of English Learners**

Through a combination of Integrated and Designated English Language Development (ELD) instruction and support, West Park Charter Academy has continued its efforts in preparing English Learners for Reclassification. The program's Reclassification criteria is aligned with the guidelines set forth by the California Department of Education. With that said, the program adheres to the following guidelines:

- Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to,
  - The ELPAC test (ELPAC overall proficiency level 4 only)
  - Teacher evaluation: teachers fill out a reclassification form where they take into consideration the student's assessments, report cards and/or any other data that would indicate that the student is at grade level and at the levels of his/her peers that are not EL.
  - Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age. The student can score a proficient Level in the Smarter Balanced Summative Assessment in English Language Arts (currently a Level 3 or 4) or score 80% or better on Local Benchmarks in English Language Arts.
  - Parent opinion and consultation: Once all other criteria are met, the parent is contacted and informed of all other 3 criteria the student has met and asked if they agree with moving forward with reclassification.

- **Socioeconomic Status of Students and Families**

The program has seen the percentage of socioeconomic disadvantaged students remain high over the past three years. This indicates a large majority of the program's students and their families will need access and information to resources and support to guide them through their academic/post-secondary careers, as well as community resources.

### *Critical Learner Needs*

Based on the data, the following critical learner needs have been identified by the school and require the greatest attention, focus, and support.

#### **Critical Learner Need #1: Student Proficiency on local and state ELA & Math assessments**

The data indicates that West Park Charter Academy students have the need of developing higher ELA and Math proficiency. This will help them to think critically, comprehend a wide variety of print and digital materials, and communicate with others effectively. Access to CCSS-aligned textbooks/supplemental programs and instructional strategies must continue to be implemented schoolwide. Efforts to improve literacy and comprehension must be made in order to improve performance in courses, as well as on formative and summative assessments.

### **Schoolwide Learner Outcomes Addressed**

- Academic Achievers
  - Are self-directed learners
  - Are knowledgeable and prepared to be successful in life beyond graduation
- Effective Communicators
  - Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations

### **Rationale**

The rationale for Critical Learner Need #1 includes many of the data points mentioned in Chapter 2, including:

- SBAC ELA Proficiency
- SBAC Math Proficiency
- Renaissance ELA
- Renaissance Math

### **Critical Learner Need #2: Post-Secondary Preparation**

West Park Charter Academy must continue improving its preparation of students for post-secondary opportunities. In addition to solid literacy and comprehension, students must be equipped with the necessary skills (interpersonal; soft skills) and knowledge in print and digital technology in order for them to be successful after high school.

### **Schoolwide Learner Outcomes Addressed**

- Competent Users of Technology
  - Utilize technology as a tool for learning, communicating, and conducting research
  - Use technology to access, manipulate, and produce information
- Academic Achievers
  - Act responsibly, honestly, and ethically
  - Are self-directed learners
  - Are knowledgeable and prepared to be successful in life beyond graduation
- Responsible Citizens
  - Follow the rules of the school
  - Show respect for self and others
  - Demonstrate personal responsibility and integrity

### **Rationale**

The rationale for Critical Learner Need #2 includes many of the data points mentioned in Chapter 2, including:

- SBAC ELA College-Level Readiness
- SBAC Math College-Level Readiness
- A-G Completion
- College/Career Indicator
- High School Enrichment Program Participation
- CTE Pathway Participation/Completion

### **Follow-Up Questions**

The following questions have been raised by the analysis of student performance, demographic, and perception data:

- What can the program do to improve students' proficiency on ELA and Math assessments (i.e. SBAC, Benchmarks, etc.)?
- What additional support can the program provide to students and families who have never attended a non-classroom-based (independent study) program?
- How do we increase the number of students who are utilizing the tutorial and support classes?
- What can we do to increase the number of technology-based projects for students?
- What can we do to increase the number of oral presentations students complete?
- What can the program do to support students in taking and completing CTE and High School Enrichment courses?
- What other services/supports can the program provide to better prepare students for post-secondary opportunities (life after high school)?

### ***Schoolwide Learner Outcomes (SLOs)***

West Park Charter Academy prides itself on providing a rigorous, high-quality education to all students—essentially to prepare students for college and careers. We are realistic in our thinking and understand that not all students will be college-bound after graduation. Some will decide to enroll in a vocational/certificate program, the military, and/or gain employment when they leave our program. Nevertheless, the program must ensure that all students are prepared and equipped with the necessary skills that will make them competitive to employers. Regardless of a student's post-secondary goal, the SLOs identify four areas that will help prepare them for life after high school. The SLOs are reviewed and explained to students and their parents/guardians during new student orientations. They are also included in the Parent/Student Handbook and on the District's website. The SLOs include students being:

- **Competent Users of Technology**
  - With regards to technology, students are expected to hone their skills by using devices and digital programs to conduct research, write essays/reports, create presentations, and communicate with their teachers. In addition, students have accounts to several digital programs to practice their reading and math skills.
- **Academic Achievers**
  - All students are expected to act responsibly, honestly, and ethically. Being that we are an independent study program, students are supported in their growth as self-directed learners. Addressing this SLO means that students must strive to earn a 2.0 GPA minimum, complete their standards-driven courses (a-g for high school), attend all appointments/labs, and complete a Senior Portfolio.
- **Responsible Citizens**

- o West Park Charter Academy students are expected to adhere to all school rules/policies, and to show respect for themselves and others. This includes taking responsibility for their academic progress. Students understand that in order to grow in this area, they must complete their assigned work, complete their graduation requirements, and follow the dress code/rules.
- **Effective Communicators**
  - o It is vital that all students leave our program with strong communication skills. While at West Park Charter Academy, students have many opportunities to practice their speaking, listening, reading, and writing skills. These skills are gained by working with others in labs, classes, and one-on-one meetings with their teacher(s). Through their coursework, students prepare and deliver oral and written reports for groups of various sizes. Without a doubt, students benefit from these experiences and are able to showcase them to prospective employers.

The administrators, teachers, counselors, and support staff at West Park Charter Academy realize that not every student will achieve and progress at the same rate. Because of this, the need for personalized, rigorous learning is the strongest way to make gains in student achievement. Moving forward, West Park Charter Academy teachers and staff will continue to look for the best way to assess the achievement of the SLOs.

### *Perception Data*

The perceptions of students, parents, staff, and community members play an important role in the program's continual improvement efforts. Stakeholder feedback is reviewed and greatly considered when making decisions regarding professional development, curriculum, staffing, etc. This feedback helps address the program's various plans such as the following:

- Local Control and Accountability Plan (LCAP)
  - o Comprehensive Supports and Improvement Prompts (CSI)
- WASC Action Plan

West Park sent out surveys to students, parents, and staff during the Fall 2021 semester. The feedback we received from surveys, meetings, and conversations with parents/guardians indicates that West Park Charter Academy continues to meet the academic and social-emotional needs of students. There is a high percentage of positive feedback in all three survey groups regarding on-site safety, quality of education, level of respect and communication between stakeholders, quality of educational planning, and measurable and meaningful goals for students.

Naturally, there is room for improvement and increased services, but the program's teachers and support staff continue to demonstrate a commitment to growing professionally, being student-focused, and striving to achieve/realize the school's Mission and Vision.

### **Student Survey**

Students were given the opportunity to take the student survey resulting in a high percentage of positive feedback. Students responded positively, 73% about feeling safe and a sense of belonging while attending school. Conversely, 86% of students did not feel threatened at West Park Charter Academy. The survey results also supported high regard for how they were treated at West Park. Approximately 93% of students were positive and felt that they were respected by teachers, tutors, and staff. During their time in school, either in-person or online, West Park students feel that their needs are being met and have adequate support from teachers, counselors, and staff. Also, the survey supported effective communication between students/parents and teachers at a 90% positive response rate. Academically, students have responded positively at an 80% response rate that they are being challenged academically. The students believe that they are in charge of what they learn and are able to apply their learning to real-life situations. In addition, 78% of students believe that West Park is preparing them for post-graduate careers and goals.

The student survey opens a window for areas of improvement. Sixty percent of students report they are unaware of the WASC accreditation status, lack the understanding of the importance of WASC accreditation, and are unaware of how the WASC accreditation status will affect them. The survey has shown that our students have a 6% rate of participation in our WASC Accreditation focus group. West Park wants to increase student awareness and motivate them to become more involved through participation in school functions, groups, and site councils that will affect them.

### **Parent Survey**

Parent survey responses indicate that 94% of parents are very satisfied or satisfied with WPCA. The vast majority of parents surveyed agree that communication between all stakeholders is good and 97% agreed that they feel welcome at WPCA. They specifically note that staff members are informative and regularly provide updates regarding student progress. Parents also agree that teachers provide quality, standards-based instruction and that expectations for students are clear and concise. They overwhelmingly agree that the students at WPCA are receiving high-quality instruction and are learning the skills necessary for academic success as well as post-secondary success.

There are very few concerns noted in the parent surveys. One area of concern is that 51% of parent survey responses indicate they are unaware of WPCA's WASC accreditation status. Also, about 30% of parents expressed a desire for more extracurricular opportunities for students.

### **Staff Survey**

Survey results indicate staff members at WPCA feel safe and supported in the school. They have been able to work with one another in an effective and supportive manner. In the survey, over 95% agreed with feeling very safe/safe at work. Staff members feel supported and agree they receive a sufficient amount of training, workshops, and one-on-one mentoring by workshop instructors. One hundred percent of staff report they receive the professional development training and support they need which enables them to support their students' instruction.

Staff also feel prepared to support parents in all that they do. Furthermore, teachers feel like they are able to communicate and provide parents with methods to support their children. This is reflected in the parent survey when parents say they feel comfortable communicating with the teachers. In the survey, 90% of staff members agree/strongly agree that communication between staff and parents is good.

Staff members also feel that students with special needs are given the support they need and that we have a wonderful special education program. Survey results indicate that 100% of staff strongly agree/agree that WPCA gives students on IEPs and 504s the support they need.

With regards to enrollment, survey results indicate staff agree there is a need for programs like West Park Charter Academy—especially during unprecedented times like these where a large percentage of students and parents/guardians are turning to non-seat-based programs (i.e. independent study). Traditional schools and districts that surround our two learning centers (Fresno and Hanford) understand the importance of our program and continuously refer students who are not realizing their potential (at their traditional school) to us. Representatives from schools in the surrounding areas understand that West Park Charter Academy is a viable option to meet the needs of students.

Staff members suggested a few areas the school could address. One area is the need to increase community connections. The other area is the need for additional cultural awareness activities for students.

## *Significant School Changes and Developments*

The WASC Action Plan and progress updates are presented to staff members at the beginning of each school year and reviewed periodically during staff meetings, as well as during Board and ELAC meetings. It is an expectation that all teachers, counselors, and administrators provide input and participate in the WASC process as we continue working on the Action Plan and provide input/feedback on surveys throughout each school year. The program's Action Plan (areas for critical growth) informs and drives all of West Park Charter Academy's efforts: professional learning/development topics, curriculum & instruction/assessment, student support, social-emotional support, parent engagement, etc.

Since the Self-Study visit in November of 2017, West Park Charter Academy has experienced changes in areas that include the following: a response to the COVID-19 pandemic, funding, curriculum/instructional support, assessment, staffing, and school culture. The following information includes some of the most crucial developments that have occurred since our last WASC Mid-Cycle visit in February 2021.

**COVID-19 Pandemic March 2020-May 2021:**

Like all schools throughout the state of California (and across the country), West Park Charter Academy has been impacted greatly due to the COVID-19 pandemic. From March 2020 to May 2021, teachers made every effort to provide high-quality instruction, identify learning loss and provide remedial instruction, and meet the social-emotional needs of students using virtual platforms (i.e. Zoom and Google Meet). That being said, West Park Charter Academy teachers and support staff continued to work diligently on addressing the Schoolwide Critical Areas for Follow-Up and providing all students with a high-quality, rigorous education—one that will prepare them for post-secondary opportunities.

**COVID-19 Pandemic 2021-2022 School Year:**

As previously stated, the impact of the pandemic has caused West Park Charter Academy to respond in a variety of ways. They include:

**In-person instruction and academic support:**

At the beginning of the 2021-22 school year, we returned to in-person instruction, with a small percentage of students still utilizing virtual instruction. All students are given the option for in-person instruction. For tutoring services, we are providing the option of in-person or virtual instruction. Additionally, for tutoring services with our paraprofessional staff, we have implemented a strategic Tutoring Form that facilitates targeted, ongoing collaboration between teachers and paraprofessionals.

**Optional virtual instruction and academic support:**

For the 2021-22 school year, the majority of the students are receiving in-person instruction and a small percentage are receiving virtual instruction. Teachers have ensured that students who participate in online-learning continue learning in a rigorous manner by providing weekly instruction to their respective students via Zoom and/or Google Meet.

**Virtual ELD, Spanish Classes, Math, Science, and Guitar Labs:**

For the 2021 fall semester, designated ELD instruction has been provided virtually, via Zoom with the intention of bringing students back on campus for in-person labs and classes as soon as safely possible. Additionally, all Spanish, Math, Science and Guitar classes are being taught virtually via Zoom. Students who are struggling and need intensive academic support are given the option of attending class in person.

**Assembly Bill (AB) 104:**

On July 1, 2021, AB 104 was passed and students who were in the 11th or 12th grades during the 2020-2021 school year are given the option of having 10 credits of each of the following subjects waived: English, Math, and Foreign Language. The purpose is to support students who struggled during the COVID-19 pandemic and did not complete the number of credits needed to graduate on time. With AB 104, these students will have the option to catch up on credits and graduate on time. However, AB 104 only applies to students who have a minimum of 70 credits.

**Learning Centers:**

Since August 2020, both of the program's learning centers (Fresno and Hanford) are being cleaned and disinfected by a contracted janitorial company five days per week. Before the pandemic, the centers were cleaned twice per week with a contracted cleaning service.

**Increased Support for Students:**

Staff survey results indicate that there has been an increased level of academic and social-emotional support for students since the November 2017 Self-Study visit. Teachers, counselors, administration, and support staff have worked to closely monitor students' progress (i.e. attendance, grades, credit completion, etc.). In addition, students and their parents/guardians continue to receive individual support from counseling staff with selecting classes to take each semester as well as with filling out applications for financial aid (FAFSA) and college.

Survey results from Fall 2020 indicated that there were challenges with class/lab attendance. To better monitor student attendance in these classes, classroom teachers now share a weekly Google attendance sheet with the independent study teachers. This has helped in communicating attendance concerns with students and their parents/guardians via RMA notifications, phone calls, and emails.

Starting in the spring of 2021, mandatory weekly tutoring was implemented for students who earn a D or F in a core class. In addition, students with a Math or ELA Renaissance score two or more grade levels below their current grade level are required to spend an additional 30 minutes of instructional time with their independent study teacher each week to work on remedial skills.

Remedial interventions include, but are not limited to, the use of digital programs such as IXL, LexiaCore5, LexiaPowerUp, and ReadingPlus.

Students began receiving daily synchronous instruction starting in September 2020 with SB 98 and continuing in August 2021 with AB 130. West Park Charter Academy administration learned through the California Consortium of Independent Study (CCIS) that per AB 130, the program would be required to provide daily engagement with its students like all traditional schools during the pandemic. Teachers are now meeting with their K-3 grade students in a virtual Zoom homeroom session for a minimum of thirty minutes each day, with teachers utilizing the additional time for literacy practice using online programs and/or quick-writes. Additionally, teachers are meeting with their 4th-8th grade students in a virtual Zoom/Google homeroom for at least 15 minutes per day. During the Fall 2021 semester, teachers reported that their students appear to be more engaged and connected to their learning. Survey results from fall 2021 indicate that the implementation of daily homeroom sessions has increased teacher and student interaction. Staff shared that these sessions have provided students with additional academic support and have addressed concerns related to social-emotional well-being.

**Comprehensive Support and Improvement (CSI) Status:**

As of the 2019-2020 school year, West Park Charter Academy has qualified for CSI status due to its graduation rate being below the state's minimum (which is now at 68%). Per the CDE's Dataquest, the program had a 4-year adjusted cohort graduation rate of 60.5% (for the 2018-2019 school year). This percentage increased by 11.3% for the 2019-2020 school year, as the percentage of 4-year cohort graduates jumped to 71.8%. The program makes every effort to align the WASC Action Plan and LCAP, which serve as its CSI Plan. Funds that are received from the state to improve in this area are utilized for a non-permanent CTE/Post-Graduate counselor, for establishing systems to monitor students' progress, and to purchase materials and supplies to support students, etc.

**CTE Pathways/Post-Graduate Program:**

In March 2020, West Park Charter Academy hired a CTE/Post-Graduate counselor to implement career/technical education and to foster the relationship between WPCA and the local community colleges. West Park Charter Academy has gone through multiple staff changes in the past two years. We have lost two CTE counselors. During the 2020-21 school year, the program lost its CTE Counselor who was with WPCA for a little more than one school year. Then, in November, 2021, the newly hired CTE counselor left WPCA. We are in the process of hiring a new CTE counselor.

**Career Technical Education (CTE) Implementation:**

Survey results indicate that staff members feel confident about the newly-established partnership established with local community colleges (Fresno City College and West Hills College). Students have already begun taking advantage of the opportunities to take CTE courses at these colleges. As previously stated, students must take two courses prior to beginning a CTE Pathway. These courses include a Career Research class and a College Success class. As of the 2021-22 school year, more course options have been made available. According to our student information system (School Pathways) 2021-22 Data there were 13 students in the fall 2021 semester attending Fresno City College's CTE dual enrollment program and 4 students attending West Hill's CTE dual enrollment program. Most of our CTE students have shown more interest in participating in the high school enrichment class options rather than the

CTE Pathways program.

**Partnership with Local Community Colleges:**

As previously stated, a partnership with local community colleges (Fresno City College and West Hills College) was established prior to the 2020-2021 school year. This program enables West Park Charter Academy students with opportunities to take college readiness/success courses (prerequisites before a student starts a CTE Pathway), CTE courses, and/or High School Enrichment Program courses. This partnership benefits students in a number of ways: 1) they have access to professors/instructors that are local; 2) they are supported and have their progress monitored each week by a facilitator; 3) they have increased engagement and advocacy with regards to their high school education and post-secondary plans.

**Professional Development/Learning:**

West Park Charter Academy has continued its partnership with the Fresno County Superintendent of Schools (FCSS) during the 2021-2022 school year. Teachers and support staff receive training/support in the areas of Math and ELA—which are aligned with the program’s WASC Action Plan and LCP. Based on staff feedback, the professional development/learning format changed to a differentiated support/coaching model, where staff members receive a combination of one-on-one coaching and whole-group support. During the 2021-2022 school year, teachers and support staff are provided with various professional learning opportunities in the areas of ELA, Math, Science, and Social-Emotional support through FCSS coaching, online curriculum trainers, and BetterLesson.

**On-Site High School Math Classes:**

As of the Fall 2019 semester, students in grades 9-12 have been provided with on-site Algebra 1A/B, Geometry A/B, and Algebra IIA/B classes. This is a WASC Action Plan item. These classes are taught by a credentialed teacher (who was hired prior to the 2019-2020 school year), and prior to the pandemic, the classes were held twice per week on-site at both learning centers for a total of three hours per week. Since March 2020, these classes have been held virtually via Zoom twice per week for students at each learning center for a total of two hours per week. Additionally, four mornings per week, the Math Core teacher provides the option for one-hour tutoring sessions from 7:45 to 8:45 in the morning. Before these classes were implemented, the program offered Algebra labs at both learning centers. The impact of those Algebra labs was noticeable, as the Spring 2019 CAASPP (SBAC) Math results for 11<sup>th</sup> graders indicated an 8.8 point increase. West Park staff is confident that when students take the SBAC again, they will continue to demonstrate growth in the area of Math.

**Math and Literacy Digital Intervention Programs:**

Digital/online programs were introduced and implemented during the 2016-2017 school year, and continue to be utilized in 2021-2022. These intervention programs are used to build and strengthen math and literacy skills in all of our students (grades K-12). A change was made in the 2017-2018 school year when all students were required to be enrolled in, complete work, and make adequate progress in a digital literacy program (either Lexia Core5, Lexia PowerUp, or Reading Plus). The overall goal is to promote literacy and to have students leave West Park Charter Academy as better readers than when they enrolled in the program.

**Access to Chromebooks and WiFi Hotspots:**

Prior to the pandemic, students at West Park Charter Academy were able to check out a Chromebook while at school to conduct research, work on projects, use digital intervention programs, etc. The district's technology plan included efforts to provide a device to each student, so funds were used to purchase Chromebooks prior to the 2019-2020 school year. Because of the pandemic, additional devices (Chromebooks and WiFi hotspots) were purchased as of 2021, so all students now have what they need to connect with teachers, attend labs/classes, receive tutorial services, conduct research, etc.

**California Assessment on Student Performance and Progress (CAASPP):**

Since 2014, West Park Charter Academy students in grades 3-8 & 11 have been taking the (SBAC) in ELA and Math from the Smarter Balanced Assessment Consortium. The annual test is administered at each learning center, and students are required to adhere to a testing schedule. Due to the COVID-19 pandemic, the SBAC was waived in the Spring of 2020. The West Park Elementary School District (which includes West Park Charter Academy and West Park Elementary) opted to administer the CAASPP (SBAC) assessments to students in grades 3-8 & 11 during the Spring of 2021. Although the test results were not posted on the CA Dashboard, embargoed results were made available to LEAs. The California Department of Education (CDE) has recently announced that students will continue taking an abbreviated/condensed SBAC test in the Spring of 2022. Program administration will keep teaching and support staff updated with regards to testing, as well as develop a testing schedule, and notify stakeholders of testing days and times.

**CAASPP Interim Formative Assessments (FIABs):**

For twice-yearly benchmarks (once per semester for both Math and ELA), teaching staff administer CAASPP Focused Interim Assessment Benchmarks with 3rd through 12th-grade students (with the exception of 12th grade Math). Previously, our program utilized the CAASPP ICA benchmark assessment. However, in coordination with our Fresno County Superintendent of Schools instructional support specialists, it has been suggested that WPCA utilize the more focused assessment blocks (FIABs). Teachers then examine this data and use error analysis to inform and guide direct instruction lessons and response to intervention.

**Program Administration:**

West Park Charter Academy's program director was hired prior to the 2016-2017 school year. He has been employed with the West Park Elementary School District for 14 years and is entering his sixth year as the charter director.

**Independent Study Teachers:**

Two new independent study teachers were hired at the beginning of the 2021-2022 school year but only one continued with the program. Like all new teachers, the new addition was paired with a veteran teacher to receive mentoring and support for the full school year. Prior to the 2018-2019 school year, teachers and support staff took time to provide input on what all new teachers at West Park Charter Academy should be trained on. When new teachers are hired,

their respective “mentor” teacher uses this list of key items and spends time focusing on these areas.

**Academic/Guidance Counselors:**

West Park Charter Academy currently employs one full-time Academic/Guidance Counselor. The counselor provides students with ongoing assistance and support, making every effort to support students academically and socially-emotionally, ensuring that consistent, ongoing communication is maintained with each student’s parents/guardians. The Counselor works two days per week at the Hanford office and three days per week at the Fresno office to support students at both learning centers. The program is working to hire a second Academic Counselor and a CTE counselor so that WPCA may return to having one counselor at each learning center.

The program’s counselors have indicated that as a result of West Park Charter Academy qualifying for CSI (for the program’s graduation rate), they have increased the amount of communication with students and their parents/guardians—especially for students in grades 9-12. Additionally, efforts with regards to progress monitoring of high school seniors’ course completion and credits have increased, and when necessary, students needing added support (i.e. tutoring) are coordinated.

**School Psychologist:**

West Park Elementary School District continues to contract a school psychologist from the Fresno County Superintendent of Schools (FCSS). The school psychologist works closely with WPCA to assess students for Special Education, attend IEP meetings, provide students with counseling/therapy, and consult with general education teachers regarding students on 504 Plans.

**Paraprofessionals:**

West Park Charter Academy normally employs eight paraprofessionals, with five working at the Fresno Center (one ELD paraprofessional for designated ELD, one for Special Education student populations) and three working at the Hanford Center (including one for Special Education student populations). They are all highly qualified, and provide focused, targeted tutorial services for students. Currently, out of the total positions, we have two filled positions at our Hanford Center. The program is still looking to fill an ELD paraprofessional tutoring support position, 3 general paraprofessional academic tutors at the Fresno Center, and 1 general paraprofessional academic tutor at the Hanford Center.

**Parent Outreach & Engagement:**

Since the November 2017 Self-Study visit, there have been various opportunities presented to parents/guardians with the goal of them being more engaged and connected to the program. Some of these opportunities include Back-to-School Nights, Family Gratitude Breakfasts, Family Art Nights, ELAC meetings, Career Days, field trips, etc. Additionally, Parent Square continues to be provided to staff and parents/guardians to support communication/engagement efforts. Parent Square allows staff to quickly communicate messages, school forms, permission slips, school news/bulletins, student assignments, meeting/committee invitations, etc.

During the 2020-2021 school year, the program added district Google Voice accounts for all of our teaching and paraprofessional staff in order to communicate directly with parents that did not utilize Parent Square.

During the 2021-2022 school year, the program director added a monthly 1-hour Zoom stakeholder meeting inviting any parents, students, staff, and stakeholders to meet with the WPCA director.

**Faculty Advisory Committee:**

Established in the 2016-2017 school year, West Park Charter Academy's Faculty Advisory Committee (FAC) continues to meet twice per semester and provides teachers and support staff a platform to bring-up concerns, needs, suggestions, etc. Staff members who are interested in becoming FAC representatives can do so by signing up at any time throughout the school year. Additionally, any staff member with the desire to join this committee has the option to become a member. The FAC committee goes around to all staff, prior to each upcoming meeting, and solicits ideas and concerns to help build an agenda for the meeting. Any major unresolved concerns are then taken to the district's management team for review and discussion. The program's director and/or the spokesperson then reports the management team's responses and/or actions taken back to the staff members.

**Staff Book Reads:**

Currently, staff book reads are on hold due to Covid 19. There are plans to continue the staff book reads once the Covid-19 learning environment settles down and returns back to more pre-pandemic normalcy. We have decided that in lieu of the staff professional development book reads, we will focus on receiving more targeted and frequent professional development support from FCSS content-specific (Math and ELA) instructional coaches. We are still weighing keeping this change of utilizing the county services in lieu of the staff book reads.

**Virtual Field/Study Trips:**

Our previous CTE Counselor provided opportunities for students to attend virtual college campus field trips. Additionally, our Science Single Subject Core Teacher has provided opportunities for virtual field trips open to all high school students.

**Ongoing Professional Development/Learning:**

West Park Charter Academy teachers and support staff will be provided with professional development opportunities with adopted print and digital curriculum (i.e. Chemistry Savvas Realize Professional Development), and more frequent Fresno County Superintendent of Schools (FCSS) Instructional Support Specialist professional development training in the areas of Math, ELA, and integrating Visual and Performing Arts. In addition, the program's certificated and classified staff has been provided with professional learning opportunities with BetterLesson. West Park professional development is presented virtually, in-person, whole group, and one-on-one coaching with trainers.

### **Curriculum Changes:**

The most recent curricular changes that WPCA implemented include the following: Consumer Math changed to Applied Mathematics, Earth Science/Biology changed to Integrated Science. We also added the following online curriculums: SavvasRealize learning platform for Chemistry, iLit for ELD instruction, and Autentico for Spanish.

### **Increased Staff Collaboration:**

The survey results indicate that since the November 2017 Self-Study visit, there has been an increase in collaboration among Special Education and General Education staff. This has led to increased collegiality and has improved the instructional services provided to students. In the past three years, students who have an Individualized Education Plan (IEP) have been placed on a General Education teacher's roster for instruction. All special education students continue to meet with the Special Education teacher each week to work on IEP goals and for remedial instruction. The amount of time each student meets with the special education teacher is driven by the Specialized Academic Instruction minutes listed on the IEP.

With the addition of a WPCA Tutoring Form, our Independent Study teachers and paraprofessionals are collaborating more frequently on specific learning goals and assignments. Additionally, staff members have opportunities to collaborate, complete PLC activities such as WASC updates, review data, and share best practices.

### **Consistent Grading Practices Amongst Staff:**

At the 2020-2021 2-Day Mid-Cycle Visit, it was suggested that our program further review our grading practices in order to ensure more consistency in grading among teaching staff. Early in the 2021-2022 school year, all certificated staff members met to allow for team input in determining the specific criteria for common grading (for ELA, Math, and all subject areas). Additionally, the entire teaching staff created grading guidelines with a general rubric for point-based grading systems for each subject area.

### **Redesign of WPCA's Schoolwide Learner Outcomes (SLOs):**

Based upon stakeholder (staff, student, and parent) feedback, the program, as a whole team, changed our SLOs. As a staff, and with our students, and parent stakeholders, the program is frequently revisiting the SLO's. (These have become our core competency of focus for our students). Our goal is for students to (CARE) be **C**ompetent users of technology, **A**cademic Achievers, **R**esponsible Citizens, and **E**ffective Communicators. The teaching staff is emphasizing a focus on the SLO's with students with a Google Slides project during the school year. The program's SLOs are more focused, more specific, and all stakeholders are being made aware of these goals. For our program, these SLOs are very important to us, as they are a schoolwide movement that we plan to build upon in the future.

### **Staff Changes and Developments:**

Like many other school programs and districts throughout the U.S. during this pandemic, we are experiencing significant staffing changes. These staffing changes are in the following areas: CTE Counselor, Academic Counselor, Core Single-Subject ELA Independent Studies teacher, three

Independent Study teachers, one ELD Paraprofessional, and three Paraprofessional Academic Tutors. Currently, these are vacancies that the program is working to fill.

*Engagement of Stakeholders in Ongoing  
School Improvement*

West Park Charter Academy relies greatly on stakeholder input; it contributes greatly to the program's overall WASC action plan, with student achievement at the forefront of all decisions and initiatives that are implemented. Through the WASC Self-Study and Mid-Cycle visit processes, stakeholders have had opportunities to review and analyze the program's progress, areas of strength, and areas of growth. Additionally, reports on WASC action plan items are provided to stakeholders throughout each year during staff meetings, board meetings, ELAC meetings, and other various meetings. Items on the Plan that have been addressed/implemented or that have not yet been addressed are reviewed and discussed. Opportunities for stakeholder feedback are provided during these meetings.

With regards to engaging stakeholders in West Park Charter Academy's ongoing school improvement efforts, similar methods have been utilized in the development of the program's Local Control and Accountability Plan (LCAP), Comprehensive Supports and Improvement (CSI) plan/responses, and in the preparation of the WASC progress report. All program staff members were provided with various opportunities to provide input for the progress report through surveys, staff meetings, committee meetings (WASC focus groups), and through the writing of the progress report.

Up until March of 2020, all of the aforementioned stakeholder meetings were held in-person at learning centers. However, as of last Spring's emergence of the COVID-19 pandemic (and school closure), virtually all of the program's stakeholder meetings have taken place virtually. As we move forward through the 2021-2022 school year (and beyond), we will continue providing stakeholders with information, updates, and various opportunities to give their input/feedback—doing so will only help the program with its continuous improvement efforts.

West Park Charter Academy continues to make every effort to include its stakeholders (staff, students, & parents/guardians) in the program's ongoing school improvement efforts. This includes the development, implementation, and the monitoring of any progress pertaining to its WASC action plan. Stakeholders will continue to have various opportunities to provide input/feedback—all of which support West Park Charter Academy's overall continuous improvement.

### **Schoolwide Action Plan & Progress Report**

**Describe the process for developing, implementing, and monitoring the schoolwide action plan and preparing the progress report.**

As a school, West Park Charter Academy has developed a WASC action plan that has been worked on with staff members, administrators, and other stakeholders. Each group is able to contribute to the WASC action plan through: meetings (ELAC, Stakeholder, Staff, Board), surveys, collaboration, and committees.

- **Stakeholder Feedback:**

- Stakeholders have opportunities to take surveys to help develop the WASC report and schoolwide learning plan. Some of the surveys ask multiple choice questions for stakeholders to rate the school interactions and grades the students on their performance. Also, it allows input on how the administration and teachers interact with each other as well as students, parents, and guardians. At the end of each survey, there is a free response where they can type in a short answer about what other questions, comments, or concerns they may have about the program. All surveys are in English and Spanish for our English Learner students, parents, and guardians.
- **English Language Advisory Committee:**
  - During ELAC meetings parents of EL students are given updates about our ELD program including what is being taught during class. Parents have the opportunity to voice their concerns and/or any questions they may have about our program. Parents are also given general updates of what is happening at our school such as upcoming events, ELPAC test results, WASC visitations, and survey opportunities.
- **Staff Meetings:**
  - WPCA has their staff meetings two to three times per month. During staff meetings, the staff is informed about any updates that are happening in the program. Administration runs the meeting with a clear outline of what to expect and what will be discussed. Teachers have an opportunity to express their concerns about different topics. Counselors, SPED, ELD, Spanish, Science, and Math teachers have the opportunity to update staff on what is happening and present any important information that needs to be discussed. There are opportunities at the end of the meetings for staff to present any questions, comments, or concerns they may have about the upcoming weeks.
- **Parent/Guardian Informational Opportunities:**
  - WPCA has held various informational opportunities for students and their parents/guardians regarding college classes, CTE Pathways, college applications, FAFSA, etc. During the 2020-21 school year, these informational meetings were held via Zoom. In the Fall 2021 semester, a Parent Night was held in English and Spanish where parents can meet with counselors and say their concerns, suggestions, and express what they like about the program. During Parent Night, school counselors present information regarding college. This includes college preparation, classes needed to meet requirements to a 4 year university, deadlines for applications and financial aid, and CTE classes offered at our school. Parents are also given the opportunity to ask any questions they may have. These meetings were recorded, and posted on the district's website as well as on ParentSquare.
- **Parent Input/Feedback Opportunities:**
  - Parents have the opportunity to express their concern about the different types of curriculum in the surveys or communication with the staff. Feedback from parents and guardians helps the staff to choose different curriculum or add to the current curriculum. New online programs are considered and

presented to the parents for extra support such as IXL, Screencastify, FlipGrid, and more.

- **Parent Communication:**
  - Parents are given constant updates about their students' progress and school's upcoming events through phone calls, text messages, and Parent Square. Parent Square is an online platform that allows parents to communicate directly with teachers and administration. ParentSquare can be downloaded as a phone app that way notifications are sent straight through a text message. In addition, the counselors created a webpage where students can access information about college preparation, class/lab schedules, tutoring availability, counselor & tutor contact information, as well as a calendar where they can make appointments with the counselors.
- **Student Assignment Log:**
  - Every Learning Period, students are given an assignment log to fill out to show what they have been learning every day. At the end of the Learning Period, the parents or guardians are to review the Assignment Log and sign it before returning it to the teachers. This allows parents/guardians to stay involved and be part of the learning process that the students are doing. It also helps them to relay their feelings about the amount of work, content, and curriculum that their student is doing. By having this opportunity for students and parents/guardians to express their questions, comments, or concerns, the program can make any necessary changes or updates needed.
- **Faculty Advisory Committee:**
  - During Faculty Advisory Committee (FAC) meetings, committee members discuss staff concerns/questions with administrators. The FAC represents the staff members who have questions and concerns about what is happening in the program. The staff has the freedom to come forward without being named. This also bridges the gap between administration and staff members to make everyone feel like they are being heard and considered in the decision-making process. After the meeting, the FAC members will send out a short newsletter that states discussion items and any solutions that will be implemented.

### **How were stakeholders involved in implementing and monitoring the schoolwide action plan?**

- **Updates/Progress reported to stakeholders during:**
  - Parents/guardians are informed about what the WASC committee meeting will look like and go over all the details to them. During ELAC and stakeholder meetings, parents are given updates about WASC as well as some of the things discussed during staff meetings. Parents are also given the opportunity to provide any feedback/input that can help us improve our program.
- **Stakeholder Surveys:**
  - When program surveys go out, stakeholders have the option to provide their feedback through either a hard copy or Google Form. Surveys are mailed out

with a self-addressed stamped envelope. The link to the Google Form (survey) is also provided to stakeholders via ParentSquare and email. Stakeholders are involved through the surveys they fill out and send into the administrators. They are to answer multiple types of questions to let the administrators know how they feel about what is happening in the program. They also write a short answer about anything else the administrators might need to be aware of. By making sure these surveys are filled out, stakeholders are being heard by the administrators and feel as though they are an active participant in the way the program is run.

- **Parent/Teacher meetings:**
  - WPCA provides students with one-on-one interactions and/or small group opportunities. This allows for additional opportunities for parents/guardians and students to express their ideas, questions, and concerns that they may have about the program. Having these opportunities allows stakeholders to be heard and build a bond with the staff members to help them to feel comfortable with the program.
- **Student Council:**
  - WPCA is encouraging more student involvement through the formation of a student council. This will give students an outlet for expressing student concerns and the opportunity to be involved in the school's decision making process.

#### **How were stakeholders involved in the preparation of the progress report?**

- **Staff Input/Feedback during staff meetings & PLC activities:**
  - During staff meetings, staff members and administration communicate openly. Administration informs the staff of upcoming events, changes, or updates about current issues. It is also a time when staff can help make decisions from grading practices to future student activities that students have suggested to their teachers or other staff members. All staff meeting discussions are recorded and relevant information is included in the WASC progress report.
- **Staff collaboration on progress report:**
  - In order to increase the amount of collaboration and input on the WASC progress report, staff members utilized PLC time and designated WASC report-writing days to generate ideas and develop the report. Staff collaborated and discussed each part of the report. Staff members then worked in small groups to type specific portions of the report. Staff used all of the information provided during staff meetings, PLC activities, WASC meetings, and FAC meetings to help them complete the report. This allowed staff to be active participants in the WASC report and to know and understand all aspects of the requirements needed to maintain accreditation.
- **Staff Surveys:**
  - Staff members were surveyed in May 2021 and again in November 2021. The survey included a variety of topics such as parent/teacher communication,

school safety and cleanliness, academic rigor, grading practices, etc. The results of the surveys were analyzed and included in this progress report.

- **Stakeholder Meetings:**
  - During stakeholder and ELAC meetings, parents are given updates on what was discussed during WASC meetings—specifically the SLOs, the WASC action plan, and areas of focus. During the meetings, parents are given an opportunity to express their concerns and ask questions in regards to WASC and the WPCA program. The information gathered in the stakeholder meetings is included in the progress report.
- **ELAC meetings:**
  - ELAC meetings are for parents of EL students, and are held quarterly. During these meetings, administration and ELD staff provide parents with updates about WPCA’s ELD program. Parents receive information about curriculum and the instructional strategies that are being used with our EL students. ELPAC testing is also discussed. This includes the testing window, what areas the test targets, and how to read and interpret the test results. Updates on WASC are also given to parents. Parents have the opportunity to ask questions and express concerns they may have. The information gathered in the ELAC meetings is included in the progress report.
- **Faculty Advisory Committee (FAC):**
  - The Faculty Advisory Committee provides an avenue for staff members to bring up questions and concerns about the program to administration. Prior to the meeting, the committee gathers concerns that need to be addressed. During the meeting with the administrator, the FAC members take notes and after the meeting, staff receive an update regarding items discussed and decisions made. This process encourages communication between the staff and administration. The charter director also takes the FAC notes/minutes to the district management meetings for review. The information gathered in the FAC meetings is included in the WASC progress report.
- **WASC Committee:**
  - The WASC committee gathers and organizes the information included in the WASC report. This process allows staff to present their findings regarding program successes and concerns and provides the opportunity for WASC involvement and ownership. This helps the overall success of the program because it gives staff a clear view of the school’s strengths and weaknesses.
- **Schoolwide Learner Outcomes (SLOs) Google Slideshows:**
  - During the 2021-22 school year, students have had opportunities to utilize Google Slides to demonstrate understanding of the SLOs. All WPCA students created an initial SLOs slideshow during LP3. These slideshows provided staff, administrators, and parents/guardians with information regarding how well the students comprehend the SLOs and provide valuable information regarding changes that can be made in the future to better support students. The information gathered from the Slideshows is included in the WASC progress report.

*Progress on the Implementation of the  
Schoolwide Action Plan*

**School Goal 1**

***Growth—There is a need for Schoolwide Learner Outcomes (SLOs) which are measurable, attainable, and support students in their academic growth.***

***Rationale—By having the SLOs measurable, attainable and supportive of students in their academic growth, teachers and students will become more cognizant of the purpose of the SLOs and as it relates to the students’ future endeavors.***

Tasks	Responsible Person(s) Involved	Professional Development/Action	Progress/Timeline
<p>Articulation and emphasis on the Mission and Vision to all stakeholders</p> <p>Staff will Revise and Update School’s Mission and Vision Statements</p>	<p>All staff, administration, and school board members are involved in articulating and emphasizing the Mission and Vision Statements to stakeholders.</p> <p>All staff, parents, students, and school board members are involved in contributing to the school’s Mission and Vision Statements.</p>	<p>Staff PLC planning time, stakeholder meeting input, and stakeholder surveys provide information that is used to create and revise the Vision and Mission Statements.</p> <p>Vision and Mission Statements are printed in staff and parent/student handbooks, are posted on the district website and within the school sites.</p>	<p>Revisions to the Vision and Mission Statements were Completed in Spring 2021 and the statements are reviewed annually.</p>
<p>Staff will Revise and Update the School’s SLOs</p>	<p>All staff members are involved in revising and updating the WPCA SLOs.</p>	<p>Staff PLC planning time is used to create and revise the SLOs.</p>	<p>Revisions to the SLOs were Completed in Spring 2021 and they are reviewed and updated annually.</p>

<p>Curriculum, budget, and professional development decisions will be aligned to the school's Mission, Vision, and SLOs</p>	<p>All staff, curriculum committees, administration, parents, students, and school board members provide input to ensure curriculum, budget, and professional development decisions are aligned to the Mission, Vision, and SLOs.</p>	<p>Staff PLC planning time is used to review new curriculum prior to adoption.</p> <p>Administration and school board members designate funds for curriculum and professional development that support our Mission, Vision, and SLOs.</p> <p>Stakeholder surveys and SBAC results provide information that drives curriculum adoption, professional development opportunities, and budget decisions.</p> <p>All students studied the SLOs and created Google Slideshows to demonstrate understanding in the Fall of 2021.</p>	<p>The curriculum, budget, and professional development decision making process is continuously ongoing for the foreseeable future since curriculums, online programs, and new technology are being introduced or changed to meet our students' needs.</p>
<p>SLOs will consist of Measurable and Attainable Indicators</p> <p>Review/Analysis of SLO Measurable Indicators</p>	<p>All staff, curriculum committees, administration, parents, students, and school board members provide input to ensure SLOs consist of measurable and attainable indicators.</p> <p>All staff members are involved in reviewing and</p>	<p>Staff PLC planning time is used to review and analyze the SLOs to ensure the indicators are measurable and attainable.</p>	<p>Revisions to the SLOs were Completed in Spring 2021 and they are reviewed and monitored during each learning period.</p> <p>All students created a SLOs Google Slideshow during the Fall 2021 semester to demonstrate understanding of the SLOs.</p> <p>Staff and students continue to review the SLOs during appointments.</p>

	analyzing the SLOs measurable indicators.		
Staff will ensure that all students follow the discipline policies as outlined in the Parent/Student and Teacher Handbooks (i.e. dress code, behavior, language, etc.)	All staff, administration, parents, and students are involved in reviewing and following the discipline policies.	<p>All staff and administration maintain ongoing communication with students and parents to ensure discipline policies are followed.</p> <p>All staff review the RMA process several times per semester to ensure there is consistency in following discipline policies.</p> <p>Teachers review the RMA process each time a master agreement is signed by parents and students.</p> <p>School staff review discipline policies and the RMA process with parents and students during new student orientation.</p>	School staff and administration review and revise discipline policies annually.

**School Goal 2**

***Growth—There is a need to increase students’ proficiency on local and state ELA and Math assessments.***

***Rationale—In order to graduate from high school well prepared, students at WPCA would benefit greatly from increased/targeted academic instruction and support.***

Tasks	Responsible Person(s) Involved	Professional Development/Action	Progress/Timeline
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<p>Algebra &amp; Geometry classes for high school students (<i>virtual classes during pandemic/school closure</i>)</p>	<p>The math teacher, high school teachers, and paraprofessionals provide instruction and support for students in Algebra &amp; Geometry classes.</p> <p>Parents provide support from home as needed while students attend Algebra &amp; Geometry virtually.</p>	<p>All teachers and paraprofessionals participate in Math professional development activities provided by FCSS math specialists.</p> <p>All teachers and paraprofessionals participate in trainings related to digital math curriculum (Savvas Realize, IXL, Digits, etc)</p> <p>All students take the Math Renaissance Assessment three times/year to monitor math progress.</p> <p>The math teacher communicates with teachers and paraprofessionals regarding student progress in the Algebra &amp; Geometry classes.</p>	<p>Algebra &amp; Geometry classes were offered virtually during the Fall 2021 semester with the intent of having students return to in-person attendance as soon as safely possible.</p> <p>Students who need remedial support are able to participate in-person in the Algebra &amp; Geometry classes.</p>
<p>Proper placement of students (in courses) and communicate recommendation to counselor and parents</p> <p>Access to A-G courses</p>	<p>School guidance counselors and teachers work closely with parents and students to ensure students are placed in the appropriate math classes.</p> <p>School guidance counselors and teachers work closely with parents and students to</p>	<p>Students take Renaissance tests and the IXL Diagnostic assessment to determine placement in appropriate math classes. Counselors and teachers also review district benchmarks, state assessments and transcripts prior to math placement.</p>	<p>Course placement is closely monitored throughout each semester to ensure each student is making adequate progress. Course placement is reevaluated and students are enrolled in alternative courses when necessary for student success.</p>

	<p>ensure all students have access to A-G courses.</p>	<p>Students take Renaissance tests and Reading Plus assessment to determine placement in A-G courses. Counselors and teachers also review district benchmarks, state assessments and transcripts prior to placing students in A-G courses.</p>	
<p>Curriculum Review &amp; Adoption</p>	<p>All staff, curriculum committee members, administration, parents, students, and school board members provide input when adopting new curriculum.</p>	<p>Staff PLC planning time is used to review new curriculum prior to adoption.</p> <p>All WPCA Math, ELA, and Science curriculum is directly aligned with Common Core Standards.</p> <p>Teachers and paraprofessionals participate in training with publishing companies when a new curriculum is adopted.</p> <p>Stakeholder surveys and SBAC results provide information that drives curriculum adoption.</p>	<p>Administration and staff follow the curriculum adoption process that includes staff reviews of multiple curriculum options, completing curricular review forms, and voting on available options.</p> <p>Staff is currently exploring schoolwide K-12 Digital Curriculum options for future use.</p>

<p>Utilize Print &amp; Digital Assessments and Supplemental Programs to determine Reading and Math levels; provide intervention support</p> <p>Progress-Monitoring</p>	<p>Teachers administer the following print and digital assessments to determine reading and math levels: Reading Plus, Reading and Math Renaissance, IXL Diagnostic Assessment, FIAB's, and District Benchmarks. These assessments are reviewed and the results are used to guide instruction and determine needed interventions.</p>	<p>Teachers receive training related to all print and digital assessments used by WPCA.</p> <p>Teachers participate in training and PLC activities when reviewing assessment results. FCSS subject area specialists guide teachers in monitoring student progress and determining next steps.</p> <p>Students take strategically selected FIAB's to assess progress on Common Core Standards and teachers work with FCSS subject area specialists to analyze data in order to better support students.</p>	<p>Training in the use and interpretation of the assessments is ongoing.</p>
<p>Provide students with the necessary technology (devices) to access core and supplemental curriculum, online programs, conduct research, complete assignments, etc.</p>	<p>The WPCA administration and technology department provide students with all the necessary technology needed to access core and supplemental curriculum.</p>	<p>Students are provided with Chromebook devices, Wifi hotspots, access to online curriculum platforms such as Savvas, MyHRW, Reading Plus, IXL, Lexia/Core 5, etc.</p> <p>Teachers are trained by the technology department in the use of the devices and by curriculum publishers in the use of the programs.</p> <p>Teachers train the students in the use of</p>	<p>Training and refresher training in the use of technology devices and online curriculum is ongoing throughout the year.</p>

		<p>the devices and programs.</p>	
<p>Use formative and summative assessment data to support student achievement</p>	<p>Teachers and administration use formative and summative assessment data to drive and support student instruction.</p> <p>Teachers continually communicate assessment data to parents and students.</p>	<p>Teachers administer the following formative and summative assessments: SBAC, District Benchmarks, Renaissance Reading and Math, Reading Plus Assessment, IXL Diagnostic Assessment, and classroom assessments.</p> <p>Teachers participate in training and PLC activities when reviewing assessment results.</p> <p>FCSS subject area specialists guide teachers in reviewing formative and summative assessment data and they guide teachers in determining next steps.</p> <p>Teachers guide students in developing short term and long term goals based on assessment results.</p> <p>Students take strategically selected FIAB's to assess progress on Common Core Standards and teachers work with FCSS subject area specialists to analyze</p>	<p>Review of formative and summative assessment data is ongoing and takes place following administration of each assessment.</p>

		data in order to better support students.	
Utilize Mondays for staff meetings, professional development, and other trainings	All staff members participate in staff meetings, professional development activities, and curricular/instructional trainings multiple times per month.	During staff meetings, administration provides staff with curricular updates, review of school protocols, and review of school demographics.  Teachers and paraprofessionals participate in PLC activities, curricular training, Better Lesson training, and FCSS training and coaching.	Staff meetings, PLC activities, and trainings are ongoing throughout the year.

**School Goal 3**

***Growth—There is a need to close the discrepancy between grades earned and standardized assessment results.***

***Rationale—Academic achievement in WPCA students’ courses needs to translate to standardized assessments.***

<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Action</b>	<b>Progress/Timeline</b>
Quarterly review of students’ grades & assessment results	Teachers, counselors, administration, and support staff review students’ grades and assessments no less than four times/year.  Teachers, counselors, and administration regularly review grades and assessment results with parents and students.	Teachers and administration work closely with FCSS subject area specialists when reviewing assessment results and then FCSS coaches guide teachers and administration in making decisions regarding next steps.  FCSS coaches provide training and support to teachers as they develop lessons and activities to address areas of	Teachers, counselors, administration, and support staff will continue reviewing students’ grades and assessments regularly to drive instruction.

		<p>weakness noted on assessments.</p> <p>Students take strategically selected FIAB's to assess progress on Common Core Standards and teachers work with FCSS subject area specialists to analyze data in order to better support students.</p>	
<p>Ongoing Professional Development for Teachers and Support Staff</p> <p>Whole Group Professional Learning Opportunities with One-on-One Coaching</p>	<p>Teachers and support staff participate in ongoing whole group and one-on-one professional development with FCSS subject area specialists and Better Lesson trainers.</p>	<p>Teachers and administration work closely with FCSS subject area specialists and Better Lesson trainers in whole group and one-on-one sessions to review assessment results and then FCSS and Better Lesson coaches guide teachers and administration in creating lessons and activities to address academic deficits.</p> <p>Teachers participate in PLC staff activities to plan activities and lessons to provide remediation based on skills deficits notes on assessments.</p>	<p>Teachers, counselors, administration, and support staff will continually review students' grades and assessments regularly to drive instruction.</p>

**School Goal 4**

***Growth—There is a need to establish systems for disaggregating and analyzing student data, as well as modifying instructional practice based on data.***

***Rationale—Staff and students would benefit from the use of common, measurable assessments used to evaluate student achievement in ELA and Math.***

Tasks	Responsible Person(s) Involved	Professional Development/Action	Progress/Timeline
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<p>Standardization and Use of Formative Assessments in ELA and Math to support daily instruction via instructor knowledge of student standards mastery</p>	<p>Teachers administer ongoing common formative assessments in ELA and Math to determine student mastery of subject area content and to guide instruction.</p>	<p>Teachers and administration work closely with FCSS subject area specialists and Better Lesson trainers in whole group and one-on-one sessions to review formative assessment results.</p> <p>FCSS and Better Lesson coaches guide teachers and administration in creating lessons and activities that provide daily instruction that is based on student master of standards.</p> <p>Teachers participate in PLC staff activities to plan activities and lessons as they support students and provide remediation based on skills deficits notes on formative assessments.</p> <p>Students take strategically selected FIAB's to assess progress on Common Core Standards and teachers work with FCSS subject area specialists to analyze data in order to better support students.</p>	<p>Teachers and administration will continually review formative assessments regularly to drive instruction.</p>
<p>Training for Assessments and Testing Platforms</p> <p>Professional growth in data disaggregating software to utilize test scores in a meaningful way</p>	<p>Teachers, administration, and support staff participate in training that provides information regarding the administration of formative and</p>	<p>Teachers, support staff, and administration work closely with program specialists to learn and review protocols for administering summative and standardized assessments.</p>	<p>Training on the use of testing platforms and data disaggregating software will be ongoing.</p>

	<p>standardized assessments.</p>	<p>Teachers participate in whole group and one-on-one training with FCSS subject area specialists, Better Lesson trainers, and digital platform trainers (Reading Plus, IXL, Savvas, etc) to effectively utilize data disaggregating software that drives instruction.</p> <p>Teachers participate in PLC staff activities to use data obtained from assessment software to plan instructional lessons and activities.</p>	
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**School Goal 5**

***Growth—There is a need to establish consistent grading practices by the teaching staff.***

***Rationale—Alignment with grading practices would ensure consistency amongst all WPCA teachers.***

Tasks	Responsible Person(s) Involved	Professional Development/Action	Progress/Timeline
<p>Consensus on how assignments are weighted (i.e. points and percentages)</p>	<p>Independent Study Teachers, Core Teachers, and administration collaborate to establish consistent grading practices.</p>	<p>Teachers and administration utilize PLC planning time to create assignment weights and scoring rubrics.</p> <p>Teachers and administration work with School Pathways to develop and implement weighted assignments.</p>	<p>Teachers and administration implemented weights in program’s SIS (School Pathways) in the Spring 2019 semester (55% tests, 35% assignments, 10% other)</p> <p>Teachers and administration created rubric scoring systems in Fall 2021 for Math, English, History, Science, and Spanish. All teachers were</p>

			<p>given a printed rubric to reference when grading classroom assignments.</p> <p>In Fall 2021, Teachers and administration determined curriculum-embedded rubrics (Holt-McDougal) will be used for essays and research reports.</p>
<p>Report card grades will be based on meaningful assessment of the achievement of those articulated standards/learning goals</p>	<p>Independent study teachers, core teachers, and administration collaborate to establish consistent grading practices that provide meaningful feedback regarding student achievement of standards.</p>	<p>Teachers and administration utilize PLC meetings to ensure meaningful assessments are administered that reflect student mastery of standards.</p> <p>Teachers utilize common scoring rubrics, common assessments, and weighted grades to ensure students' grades reflect student mastery of standards.</p> <p>Teachers and administration work closely with FCSS subject area specialists when reviewing student work and assessment results to ensure assessment results accurately reflect classroom performance.</p> <p>All students complete writing research reports and projects that are aligned with Common Core Standards.</p>	<p>Students take ongoing curricular tests, district benchmarks, and state assessments to demonstrate mastery of standards.</p> <p>Students complete ongoing meaningful standards-based assignments to demonstrate mastery of standards.</p>

<p>All teachers will be trained in print &amp; digital curriculum, assessment tools, and when it is appropriate to re-teach and/or re-test before moving to the next curricular unit</p>	<p>Teachers and administration participate in training for all print and digital curriculum and assessment tools.</p> <p>Teachers reteach and retest students when assessments indicate curriculum hasn't been mastered.</p>	<p>The district provides funding for staff training of print and digital curriculum.</p> <p>Teachers receive training from vendors on all print and digital curriculum and assessments used by WPCA.</p> <p>Teachers use assessment results to determine whether students have mastered the curriculum.</p> <p>Teachers receive training from FCSS specialists and participate in PLC activities to establish methods for re-teaching curriculum when students haven't mastered the material.</p>	<p>Training on the use of print &amp; digital curriculum and assessment tools will be ongoing.</p> <p>Administration of assessments that measure students' mastery of curriculum will be ongoing.</p>
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**School Goal 6**

***Growth— There is a need to increase the amount of time the school provides for student-teacher interaction, instruction, and tutoring support.***

***Rationale—Additional time spent on interaction, instruction, and tutoring would benefit students at WPCA, both academically and social-emotionally.***

Tasks	Responsible Person(s) Involved	Professional Development/Action	Progress/Timeline
<p>Attendance Plan (to weekly appointments, labs, classes, etc.)</p>	<p>WPCA's lab &amp; class teachers as well as the general Independent Study teachers ensure that the attendance plan is followed.</p>	<p>Staff utilize a variety of tools such as: Google Docs, ParentSquare, emails, and phone calls to support the program's attendance plan.</p> <p>Teachers use weekly sign-in sheets, submitted to administration each learning period.</p>	<p>In addition to the regular attendance plan (pre pandemic), WPCA has followed the requirements laid out in AB/SB 130 during the 2021-22 school year.</p> <p>WPCA will continue to adhere to any revisions to the</p>

			attendance requirements for Independent Study.
Maximize appointment time with students	Teachers, students, parents, and administration are responsible for working together to ensure that instructional time is maximized.	Professional development that is focused on best practices, essential standards, and SEL has been provided to teachers and support staff.	Attendance and participation in these professional development opportunities occurs on an ongoing-basis.
Students performing below grade-level must attend school for an additional ½ hour	Teachers, counselors, paraprofessionals, and parents, are responsible for coordinating (and ensuring students are attending) tutoring for students performing below grade-level.	Teachers will have continued access to core and supplemental curriculum (print & digital) to support students who are below grade-level in ELA and/or Math.	Implementation of this task/action will occur on an ongoing-basis.
Hire paraprofessionals/tutors to provide additional support/instructional time	Administrators Board members	Funding will continue to be provided for paraprofessionals at both learning centers (in Fresno and Hanford).  Open/vacant paraprofessional (tutor) positions will be posted on EdJoin.	Implementation of this task/action will occur on an ongoing-basis.
Research possible online interactive tutorials which would provide additional instruction	All teachers (Independent Study and Core Teachers) are responsible for researching supplemental instructional resources.	Funding will continue to be provided for WPCA's current online curricular platforms such as Savvas/HRW/IXL/Reading Plus/Lexia.  Additional supplemental instructional resources will be reviewed through the Learning List prior to purchase.	Implementation of various evidence-based online/digital tools took place during the 2016-17 school year. This has been funded on an ongoing-basis after the initial implementation.

**School Goal 7**

***Growth—There is a need to review WPCA’s enrollment processes/procedures of students.***

***Rationale—WPCA will ensure that the program practices and provides equity, access, and an appropriate placement of students seeking enrollment.***

<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Action</b>	<b>Progress/Timeline</b>
Adhere to the established enrollment practices/policies for Charter and Independent Study programs	West Park Charter Academy administration, registrar, and other support staff adhere to Ed Code and other enrollment policies/requirements for Independent Study programs. This is important when staff receive phone calls and/or walk-in visits from parents/guardians looking to enroll their student(s).	At the beginning of each school year, staff members are provided with updated information in the Certificated Staff Handbook, staff binders, School Pathways (SIS), and Course Catalog.  In addition, all parents/guardians and students receive a Parent-Student Handbook and Course Catalog each year.	Enrollment information is provided to staff and students at the beginning of each school year.  Newly-enrolled students (and their parents/guardians) receive enrollment information during initial phone calls, walk-in visits, and new student orientations.
Attend trainings, workshops, and webinars to stay current with Ed Code	Teachers, administration, the registrar, and other support staff stay up-to-date by attending various trainings, webinars, conferences, etc.	Program staff attend various trainings, webinars, conferences, etc. provided by the Fresno County Superintendent of Schools, California Consortium for Independent Study, and other agencies.	Attendance and participation in these professional development opportunities occurs on an ongoing-basis.
Receive ongoing guidance from WPCA’s SELPA and attorneys on retainer (FCSS and Young, Minney, and Corr)	WPCA’s teachers, administrators, support staff, and school board will receive guidance from the County SELPA, and attorneys on retainer.	Professional development will be provided to program staff by the County SELPA and attorneys on retainer.	Attendance and participation in these professional development opportunities occurs on an ongoing-basis.
Establish a waiting list when each teacher’s roster is at 25 students	The registrar establishes a waiting list when all Independent Study teachers’ rosters are maxed at 25 students each. Students are	Once rosters are established, they are reviewed on an ongoing-basis. Changes to the rosters are made when needed, but are only made when all	The program’s waiting list and teacher rosters are reviewed by the Machado Office on a monthly-basis.

	<p>then enrolled in their place on the waiting list.</p> <p>The Machado Office staff (which includes the administrative assistant, the records analyst, the registrar, and the director review teachers' rosters on a monthly-basis together.</p>	<p>stakeholders are communicated with (i.e. teacher, parent/guardian, etc.).</p>	
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**School Goal 8**

***Growth—There is a need to create a structure and process for reporting WASC Action Plan progress to stakeholders.***

***Rationale—Reporting WASC Action Plan progress on a consistent basis will help ensure that continual program improvement is taking place.***

Tasks	Responsible Person(s) Involved	Professional Development/Action	Progress/Timeline
<p>Stakeholders will receive ongoing and consistent WASC news, updates, and Action Plan progress</p>	<p>Program administration provides staff, parents/guardians, and students with ongoing updates regarding WASC news and action plan progress.</p>	<p>Information is provided to stakeholders during monthly (Monday afternoon) stakeholder meetings with the Director.</p> <p>Information is also provided during ELAC meetings, via Parent Square, WPCA Program Newsletters (distributed/shared every other learning period).</p>	<p>Information to stakeholders is provided on an ongoing basis (each school year).</p> <p>The monthly stakeholder meetings began in the Fall of 2021, and will continue throughout the 2021-22 school year.</p>

**WPCA’s Critical Learner Needs:**

**GOAL 1: Increase student proficiency on local and state ELA and Math assessments.**

<b>Tasks</b>	<b>Responsible Person(s) Involved</b>	<b>Professional Development/Action</b>	<b>Progress/Timeline</b>
<b>1.1</b> Implementation of Common Core-Aligned ELA and Math textbooks	<ul style="list-style-type: none"> <li>● Director</li> <li>● Teachers</li> </ul>	Initial and follow-up training will be provided by the publishers’ trainers/content specialists.  Work with/consult with FCSS coaches	2016-17; ongoing
<b>1.2</b> Implementation of On-Site High School Math Classes (Algebra I, Geometry, & Algebra II)	<ul style="list-style-type: none"> <li>● Director</li> <li>● Math Teacher</li> </ul>	High school Math teacher will work with a Math content specialist from FCSS.	2019-20; ongoing
<b>1.3</b> Implementation of Writing Labs	<ul style="list-style-type: none"> <li>● Director</li> <li>● One lab teacher at each center</li> </ul>	Lab teachers will work with an ELA trainer from FCSS.	*Writing labs have not been established yet
<b>1.4</b> Utilize assessments/programs to determine Reading and Math levels/analyze growth	<ul style="list-style-type: none"> <li>● Director</li> <li>● Teachers</li> </ul>	Teachers will continue to use online programs	Ongoing
<b>1.5</b> Purchase and utilize a data disaggregating and benchmark program	<ul style="list-style-type: none"> <li>● Director</li> <li>● Teachers</li> <li>● Data Analyst</li> </ul>	CAASPP IAB system, including FIABs.	2020-21; ongoing
<b>1.6</b> Provide students with the necessary technology to access supplemental online programs, complete assignments/projects, etc.	<ul style="list-style-type: none"> <li>● IT Director</li> <li>● Director</li> <li>● Teachers</li> </ul>	Teachers and students have access to Chromebooks, WiFi hotspots, curricular online platforms, and supplemental online programs	Ongoing
<b>1.7</b> Standardize and use formative and summative assessments/data	<ul style="list-style-type: none"> <li>● Director</li> <li>● Data Analyst</li> <li>● Teachers</li> </ul>	Teachers will receive training from the district, FCSS and outside trainers.	Ongoing
<b>1.8</b> Professional development opportunities to continue the implementation of the CCSS	<ul style="list-style-type: none"> <li>● Director</li> <li>● Teachers</li> </ul>	Teachers will continue to receive professional development in ELA and Math from the FCSS.	Ongoing
<b>1.9</b> Hire paraprofessionals/tutors to provide additional support to students	<ul style="list-style-type: none"> <li>● Director</li> <li>● Human Resources Manager</li> <li>● Paras</li> </ul>	Continued funding for paras at both learning centers (in Fresno & Hanford)	Ongoing

<p><b>1.10</b> Targeted meeting time for students who are two or more grade levels behind in ELA and/or Math</p>	<ul style="list-style-type: none"> <li>● Director</li> <li>● Teachers</li> </ul>	<p>Students who are two or more grade levels behind in ELA and/or Math will attend school for an additional ½ hour per week.</p>	<p>2017-2018; ongoing</p>
<p><b>1.11</b> Hire 1-2 temporary Reading Specialists to support literacy in students in grades K-12</p>	<ul style="list-style-type: none"> <li>● Director</li> <li>● Human Resources Manager</li> <li>● Reading Specialists</li> </ul>	<p>Local and State-wide Literacy trainings</p>	<p>*This position was not approved by the School Board prior to the Fall 2021 semester.</p>

**GOAL 2: Enhance, develop, and organize programs that better prepare students for college and career.**

Tasks	Responsible Person(s) Involved	Professional Development/Action	Progress/Timeline
<p><b>2.1</b> Update Earth Science course and submit for A-G approval</p>	<ul style="list-style-type: none"> <li>● Director</li> <li>● Counselors</li> <li>● Science Teacher</li> </ul>	<p>Attend training/workshops that provide the most current information for UC Doorways.</p> <p>*WPCA transitioned to Integrated Science I (Biology) &amp; II (Chemistry) prior to the 2020-21 school year. The courses were submitted to UC Doorways, and were approved prior to implementation.</p>	<p>2017-2018; ongoing</p>
<p><b>2.2</b> Update a-g ELA and Math courses to CCSS</p>	<ul style="list-style-type: none"> <li>● Director</li> <li>● Counselors</li> <li>● Teachers</li> </ul>	<p>Attend training/workshops that provide the most current information for UC Doorways.</p>	<p>2018-2019; ongoing</p>
<p><b>2.3</b> Expand opportunities for students to visit colleges and universities around the state</p>	<ul style="list-style-type: none"> <li>● Director</li> <li>● Counselors</li> <li>● Teachers</li> <li>● Paras</li> </ul>	<p>Continued funding for these opportunities for students to visit public &amp; private colleges &amp; universities.</p>	<p>Ongoing</p>
<p><b>2.4</b> Provide students and parents with informational workshops, Career Days, etc. to help prepare them for post-secondary education/training</p>	<ul style="list-style-type: none"> <li>● Director</li> <li>● Counselors</li> <li>● Teachers</li> <li>● College Counselors</li> <li>● Guest Speakers</li> </ul>	<p>Continued funding that ensures students &amp; parents/guardians have access to high school &amp; college information.</p>	<p>Ongoing</p>

<p><b>2.5</b> Increase CTE Pathway &amp; High School Enrichment Program course and program participation at local high schools and/or community colleges</p>	<ul style="list-style-type: none"> <li>● Director</li> <li>● Counselors (Academic/ CTE)</li> <li>● Teachers</li> <li>● CTE/HSEP Coordinators</li> </ul>	<p>Leverage community resources for CTE &amp; HSEP informational workshops/trainings</p>	<p>2018-2019; ongoing</p>
<p><b>2.6</b> Create work experience opportunities for students on the campus of West Park Elementary</p>	<ul style="list-style-type: none"> <li>● District Office/ Management Team</li> <li>● Director</li> <li>● Counselors</li> <li>● Teachers</li> </ul>	<p>Training/orientation for students and on-site supervisors</p>	<p>*These opportunities have not been established yet.</p>
<p><b>2.7</b> Create CTE Pathways and use CCR (College and Career) Indicators more effectively</p>	<ul style="list-style-type: none"> <li>● District Office/ Management Team</li> <li>● Director</li> <li>● Counselors (Academic/ CTE)</li> <li>● Teachers</li> </ul>	<p>CTE Pathway and CCR training provided locally.</p>	<p>2020-2021; ongoing</p>
<p><b>2.8</b> Hire a temporary Career Technical Education (CTE)/Post-Graduate Counselor</p>	<ul style="list-style-type: none"> <li>● Director</li> <li>● Human Resources Manager</li> <li>● CTE Counselor</li> </ul>	<p>Use CSI funding to hire a CTE Pathways/Post-Graduate counselor</p>	<p>2020-2021; ongoing</p>
<p><b>2.9</b> Hire a temporary School Liaison/PBIS Coordinator</p>	<ul style="list-style-type: none"> <li>● Director</li> <li>● Human Resources Manager</li> <li>● School Liaison/PBIS Coordinator</li> </ul>	<p>Use CSI funding to hire a School Liaison/PBIS Coordinator</p>	<p>*This position was not approved by the School Board prior to the Fall 2021 semester.</p>

## *Schoolwide Action Plan Refinements*

Please click on the following link to access WPCA's updated WASC Action Plan:

<https://docs.google.com/document/d/1L9GkxzEYp2nqecRbPsls0St-HuVSck79/view?usp=sharing&oid=110709275380723433653&rtpof=true&sd=true>