



**WEST PARK CHARTER ACADEMY  
ACS WASC/CDE MID-CYCLE VISIT  
SCHOOL PROGRESS REPORT**

**2695 S. Valentine Ave.  
Fresno, CA 93706**

**February 22-23, 2021**

**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 located on the campus of Pacific Union School.

West Park Charter Academy is an 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). 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 2020, the program serves approximately 300 total students—186 high school students in grades 9-12 and 117 kindergarten-eighth grade students. Students who choose to attend West Park Charter Academy come with a variety of educational backgrounds, experiences, and goals for the future.

Since December 2016, West Park Charter Academy has leased a newly-constructed facility in Hanford. The facility is conducive to student learning, as it provides 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 informed 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 or West Hills College. These opportunities are made possible through the High School Enrichment Program and Career Technical Education (CTE) courses on-campus or online. An enhanced partnership (with an MOU) with local community

colleges (Fresno City College and West Hills College) has been established prior to the 2020-2021 school year. This partnership will provide West Park Charter Academy students in grades 9-12 the opportunity to take Career Technical Education (CTE) courses, as well as college readiness courses. The program's academic/guidance and CTE counselors inform and guide students and their parents/guardians through the application process. Naturally, there are GPA (and other) requirements needed to participate.

### **STAFF DESCRIPTION**

West Park Charter Academy's teachers are dedicated, qualified, and committed to the success of all students. Currently, the staff is comprised of sixteen teachers, one special education teacher, an ELD/Spanish teacher, two guidance counselors, one CTE counselor, and six paraprofessionals (four in Fresno and two in Hanford). Eight teachers are assigned to the Fresno Center, and four teachers 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 discipline (ELA, Math, History, & Science). Prior to the 2019-2020 school year, the program implemented weekly, on-site Algebra and Geometry 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.

West Park Charter Academy underwent an official 3-day Self-Study visit in November of 2017. Prior to the visit, 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. The Accreditation included a 2-day Mid-Cycle visit, which has been scheduled for February 22-23, 2021. Additionally, the Visiting Committee's Chair provided the director with a report that includes West Park Charter Academy's areas of strength, areas of growth, and various recommendations to ensure continuous program improvement.

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, 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).

### **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.

### **MISSION**

West Park Charter Academy offers alternative learning opportunities for students who want to work outside of the traditional school setting. We focus on personalized strategies, rigorous standards, college and career readiness, and outcomes relevant to the student. West Park Charter Academy challenges and inspires students to succeed academically and to be responsible citizens.

## **SCHOOL-WIDE LEARNER OUTCOMES (SLOs)**

### **C**ompetent Users of Technology

- Utilize technology as a tool for learning, communicating, and conducting research
- Use technology to access, manipulate, and produce information

Measurable Indicators can include:

- Microsoft Office, including Word and/or PowerPoint
- Research papers and essays done in MLA format
- Typing test (skills: 25-30 wpm, correct form)
- Use of Internet to gather information for required course work

### **A**cademic Achievers

- Act responsibly, honestly, and ethically
- Are self-directed learners
- Are knowledgeable and prepared to be successful in life beyond graduation

Measurable Indicators can include:

- Completion of senior portfolio
- RMA's
- Completion of courses
- GPA: 2.0 or above

## **R**esponsible Citizens

- Follow the rules of the school
- Show respect for self and others
- Demonstrate personal responsibility and integrity

Measurable Indicators can include:

- Attendance to labs and weekly appointments
- Completion of graduation requirements
- Dress code/rules
- Assigned work completed each week

## **E**ffective Communicators

- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings
- Demonstrate skills of speaking, listening, reading, and writing for different purposes and in a variety of situations

Measurable Indicators can include:

- Balancing school with jobs, community activities, and family commitments
- Oral and written reports/presentations including question and answer periods
- Completion of grade-level English requirements
- Following verbal and written instructions

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

The following LCAP information pertains to the plan that was utilized during the 2017-18, 2018-19, and 2019-20 school years. Due to the COVID-19 pandemic and distance learning mandate, West Park Charter Academy (and all LEAs) has created a Learning Continuity and Attendance Plan (LCP) for the 2020-21 school year.

Just like the LCAP, the LCP requires input from the program's stakeholders. Virtual meetings (Board, staff, ELAC, etc.) were held and surveys were created and distributed to students, parents/guardians, and staff. This information was reviewed and analyzed, and used to develop the program's LCP for the 2020-2021 school year. All indications from the CDE and FCSS point to all LEAs having to gather stakeholder input and develop an LCAP for the 2021-2022 school year.

[Click here for WPCA's Learning Continuity and Attendance Plan \(LCP\) for 2020-2021](#)

In past years, West Park Charter Academy has based its identified needs in the LCAP consisting of state and local assessment data, the eight state priorities, and stakeholder input (input/feedback from surveys and meetings). Prior to the LCAP being presented to the board for approval, a draft is reviewed with stakeholders at scheduled LCAP meetings, as well as a

board meeting for information. It is at this time that revisions are made based on feedback. Once a final draft is prepared, it is presented to the board for approval. Once approved, the LCAP is presented to staff and families through direct posting at district office and on district's website, board meetings, staff meetings, ELAC meetings, etc.

The following are the goals, identified needs for each goal, and the metrics used to measure the progress for each goal in the last LCAP cycle (2017-18, 2018-19, & 2019-20).

**Goal #1:**

*All students at West Park Charter Academy will increase achievement and proficiency levels in ELA, Math, and ELD.*

**Identified Need:**

*State assessment results indicate low performance for all students in the areas of ELA, Math, and ELD.*

**Expected Annual Measurable Outcomes:**

- SLOs
- WASC Goals
- SBAC Data (ELA & Math)
- ELPAC Data
- Local Assessment Data

**Goal #2:**

*To continually improve the positive school climate at West Park Charter Academy*

**Identified Need:**

*There is a need for additional opportunities that will enhance student and parent engagement/involvement.*

**Expected Annual Measurable Outcomes:**

- Maintain/improve on the annual attendance rate of 92%
- Increase on previous year's co/extra-curricular activities and participation by 2%
- Number of students being recognized for academic achievement, attendance, participation, etc.

**Goal #3:**

*To provide all stakeholders a safe learning facility that is conducive to 21<sup>st</sup> Century learning.*

**Identified Need:**

*There is a need for additional opportunities that will enhance student and parent*

*engagement/involvement.*

**Expected Annual Measurable Outcomes:**

- *Number of repairs needed/made at the learning centers*
- *Furniture/equipment being replaced/upgraded*
- *Number of security and safety resources that need to be repaired/replaced*

### *School Program Data*

#### **REGULAR 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, with the program focusing on individualized learning to maximize each student's potential. The program's attendance and work completion requirements are still in-place, in that all students must attend weekly (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. Since the district's school board decided to close the learning centers for on-site instruction, all weekly appointments, labs/classes, and tutorial services have been conducted virtually via Zoom and/or Google Meet during the pandemic.

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. Undoubtedly, these efforts have been impacted since March 2020, as students have not been able to receive in-person instruction and support at the learning centers. That being said, all teachers and support staff have been working tirelessly to ensure that learning has continued, and 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 guidance counselors and a school psychologist

- Career & Technical Education (CTE):** Students and their parents/guardians are supported 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 COURSES**

As previously stated, a partnership with Fresno City College and West Hills College was established prior to the 2020-2021 school year. This partnership gives students in grades 9-12 the opportunity 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, as both Fresno City College and West Hills College require two College Success/Readiness courses prior to starting a given CTE Pathway. 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.

### **TUTORING**

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. As stated earlier, the pandemic has impacted the program's tutorial services in that this service has to be provided virtually instead of in-person. That being said, the 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 math in general, specifically with developing a solid understanding of Algebra I. Because of this, on-site, weekly Algebra and Geometry classes were implemented at both learning centers during 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. During the 2020-2021 school year, high school math teacher will work 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.

A-g aligned science courses continue to be offered to students 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 at both of the program's learning centers. However, since the pandemic caused the learning centers to be closed for in-person instruction, the labs have been conducted virtually via Zoom.

### **ONLINE COURSES**

During the 2016-2017 school year, online CTE (a-g aligned) courses were implemented for students at West Park Charter Academy. Students had the opportunity to complete CTE courses that will help prepare them for post-secondary education or careers in various industry sectors. However, the number of students taking and completing the online CTE courses in the three subsequent school years tapered off. For that reason, the program has: 1) hired a CTE counselor 2) established a partnership with local community colleges 3) implemented added supports to closely monitor student progress in CTE and other college courses.

### **DIGITAL PROGRAMS**

West Park Charter Academy utilizes supplemental and concentration funds to purchase a number of digital programs to support students in ELA and Math. The programs are mainly used to serve as intervention for students, but are also used to extend learning for those who are performing above grade-level. The following programs are being utilized during the 2020-2021 school year:

- IXL (ELA and Math)**: This digital program allows students to practice and sharpen their skills in ELA and Math. The CCSS are addressed, and students' progress is saved/updated each time they sign-in.
- Lexia Core5 and Lexia PowerUp**: This digital ELA/reading program is primarily used for students in grades K-5. After taking a placement test, the program allows students to learn, practice, and build literacy skills by interacting with the online adaptive program,

as well as receiving teacher-led Lexia lessons. Students in grades 6-12 who need to build literacy skills (based on students' respective Reading Plus assessment results) are placed in Lexia PowerUp.

- **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.
- **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, then address areas of focus and plan for re-teaching lessons/activities. Additionally, teachers will be 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 and school social worker 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 monies are used to provide all students enrolled in the program an equitable education—one that ensures that they will be prepared for postsecondary opportunities.

With regards to English Learners, students identified as EL receive instruction and support from teachers who utilize the integrated ELD curriculum, strategies in ELA and Math, and ELPAC levels. West Park Charter Academy's ELD Program provides English Learners with a variety of support. The goal is to help students reach proficiency on state testing, on their core subjects, and social conversations. During our sessions, students are provided with listening, reading, writing, and speaking skills such as: paragraph and essay writing, literature comprehension, use of academic vocabulary, and oral presentations. We meet with our students virtually once a week for 30 minutes to an hour. Students who are high-risk are provided with in-person instruction.

## **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 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 special education team meets annually to review Individualized Education Programs (IEPs). Each student meets with special education and general education teachers individually and in small groups based on the services listed in their IEP. Many students attend general education labs and classes, and accommodations are implemented in those classes as dictated by their IEPs. The special education teacher collaborates with general education staff to adjust curriculum to ensure students are able to access the general education coursework while working toward their individualized educational goals. Paraprofessionals provide additional academic support on classroom assignments and deliver remedial reading, writing, and math support.

## **COUNSELING**

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

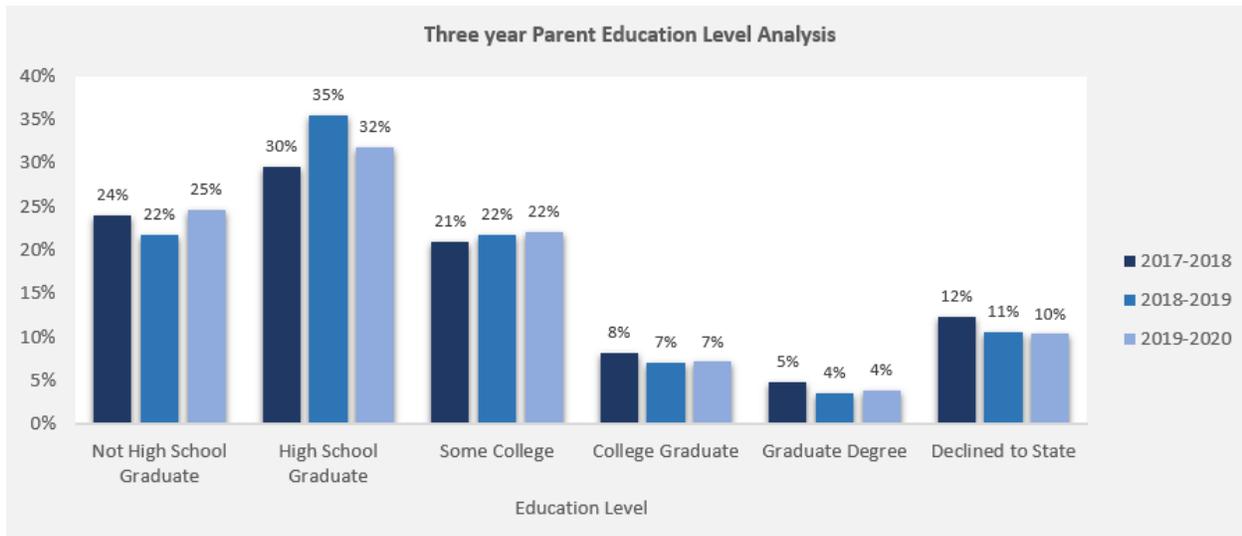
### Demographic Data

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

- October 4, 2017 for the 2017-2018 school year.
- October 3, 2018 for the 2018-2019 school year.
- October 2, 2019 for the 2019-2020 school year.

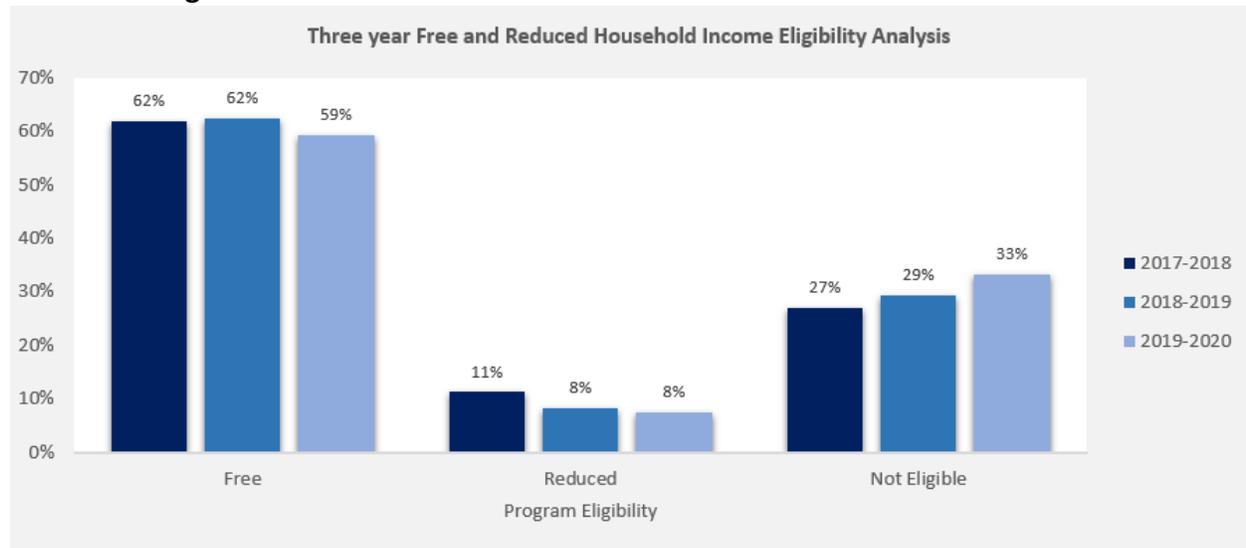
### SOCIOECONOMIC STATUS

#### Parent Education Level



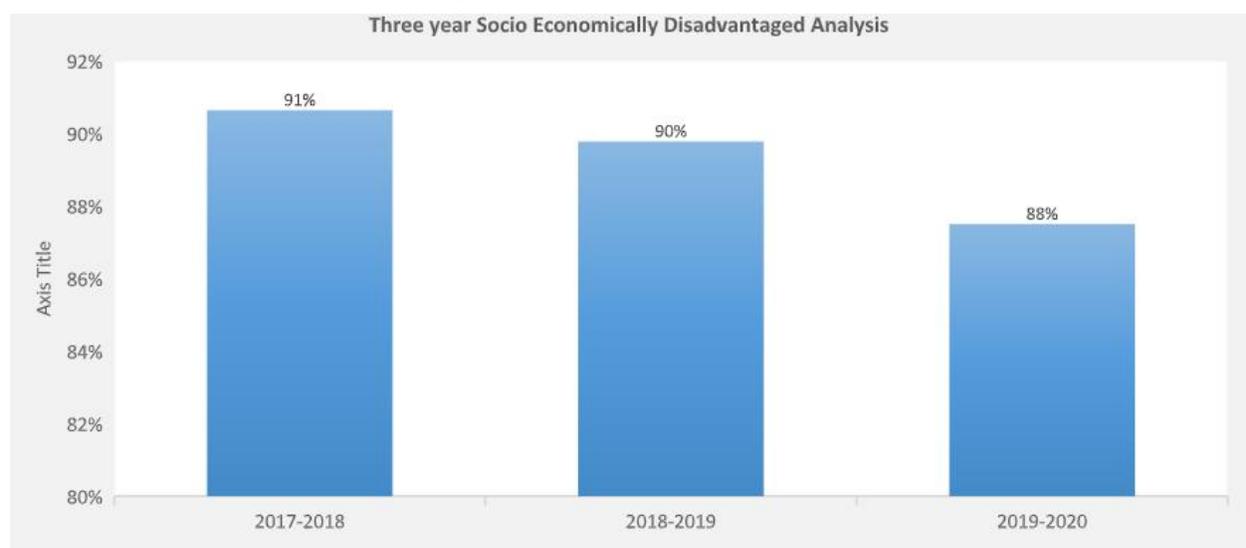
The trend shows that the Parent Education Level at West Park Charter Academy has remained basically the same over the last three school years. Most differences are relatively small (one to three percent), with the largest percentage increase of parents who indicated that they are high school graduates in the 2018-2019 school year (nearly a 6% increase from the 2017-2018 school year). That percentage dropped in this category the following school year (in 2019-2020) from 35.4% to 31.7%.

### Percent of Eligible Free and Reduced Lunch Students



The trend shows that our students eligible for the National School Lunch Program as “Free” slightly increased from just under 62% in 2017-2018 to 62.3% in 2018-2019. The percentage of students who qualified for free lunch decreased to 59.3% in 2019-2020. Over the last three school years, the percentage of students eligible as “Reduced” has decreased each year. During the 2017-2018 school year, the percentage was 11.2%. This percentage dropped to 8.3% in 2018-2019, and dropped even further to 7.5% in 2019-2020. West Park Charter Academy has seen a moderate increase of students “Not Eligible” for the Free or Reduced National School Lunch Program over the past three school years. In 2017-2018, the percentage was 26.9%, in 2018-2019 the percentage was 29.3%, and in 2019-2020 the percentage was 33.2%.

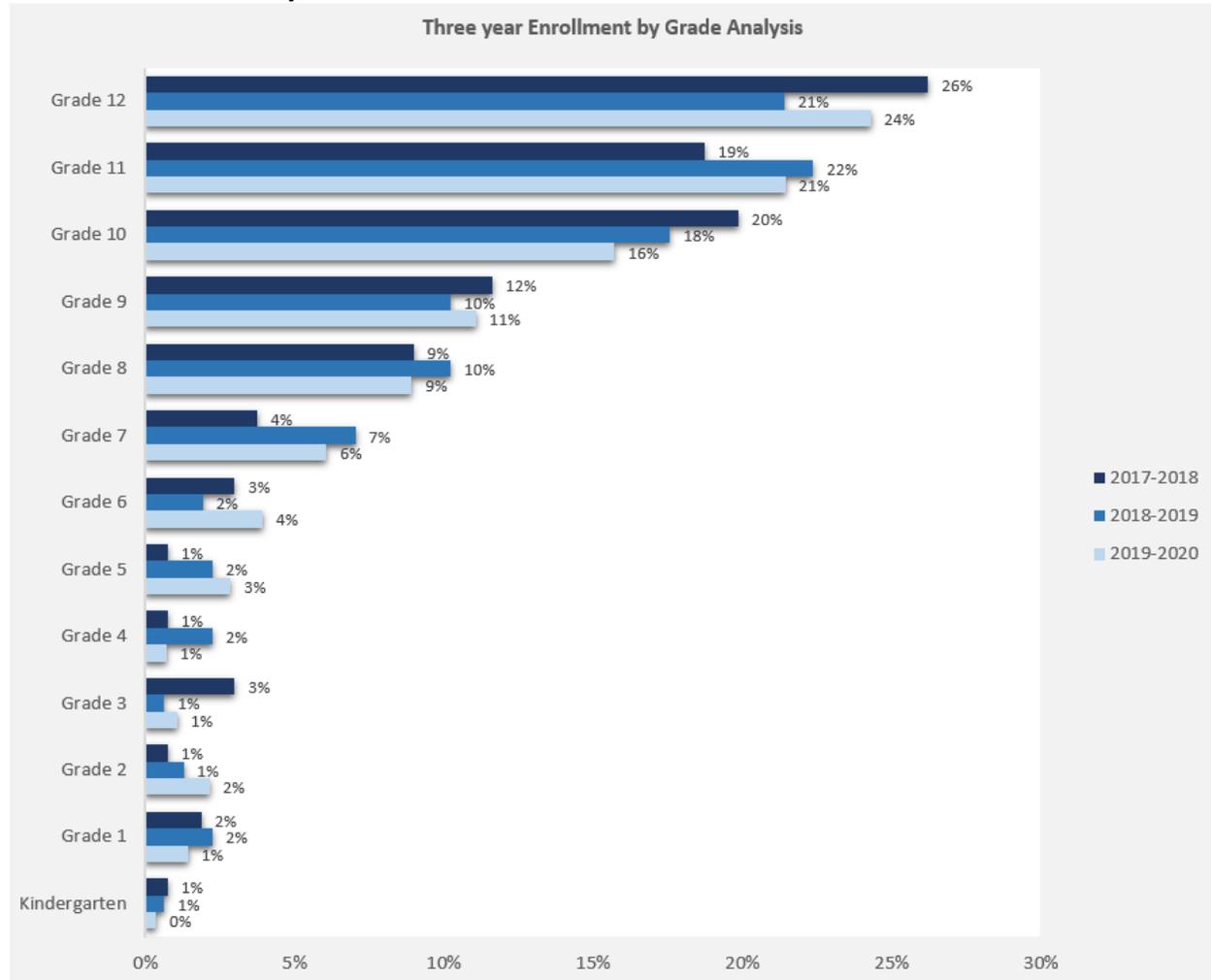
### Socioeconomic status of the school



Based on the two criteria—Parent Education Level and Percent of Eligible Free and Reduced

Lunch), there was a drop of just over three percent of students in the Socioeconomically Disadvantaged subgroup in the past three school years. In 2017-2018, the students who meet this criteria was at 90.6%, and dropped to 89.7% in 2018-2019. The percentage dropped to 87.5% (another two percent from the previous year) in 2019-2020.

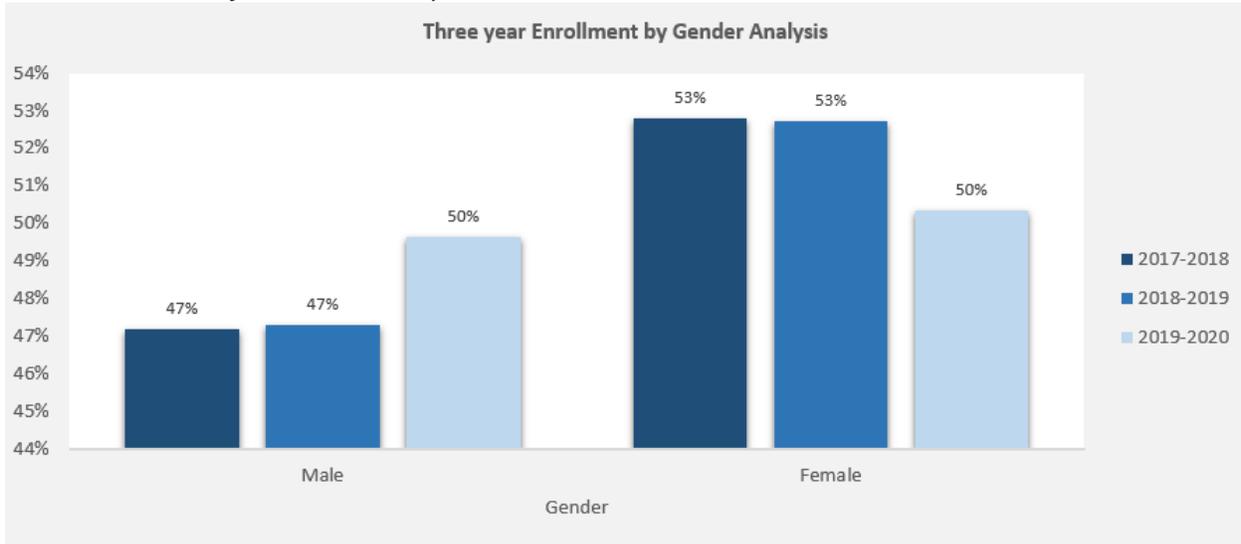
### Student Enrollment by Grade-Level



The data shows that most of our students continue to be enrolled in grades 9-12, followed by Middle School (grades seven and eight), then Elementary (Kindergarten through sixth). Although the students enrolled in the Elementary grades has increased over the past three years, the numbers still remain relatively low, and are all under five percent. During that same time, the percentage of students in the Middle School grades has fluctuated between three and ten percent. As previously stated, the bulk of student enrollment remains in grades 9-12, primarily in grades 11 and 12.

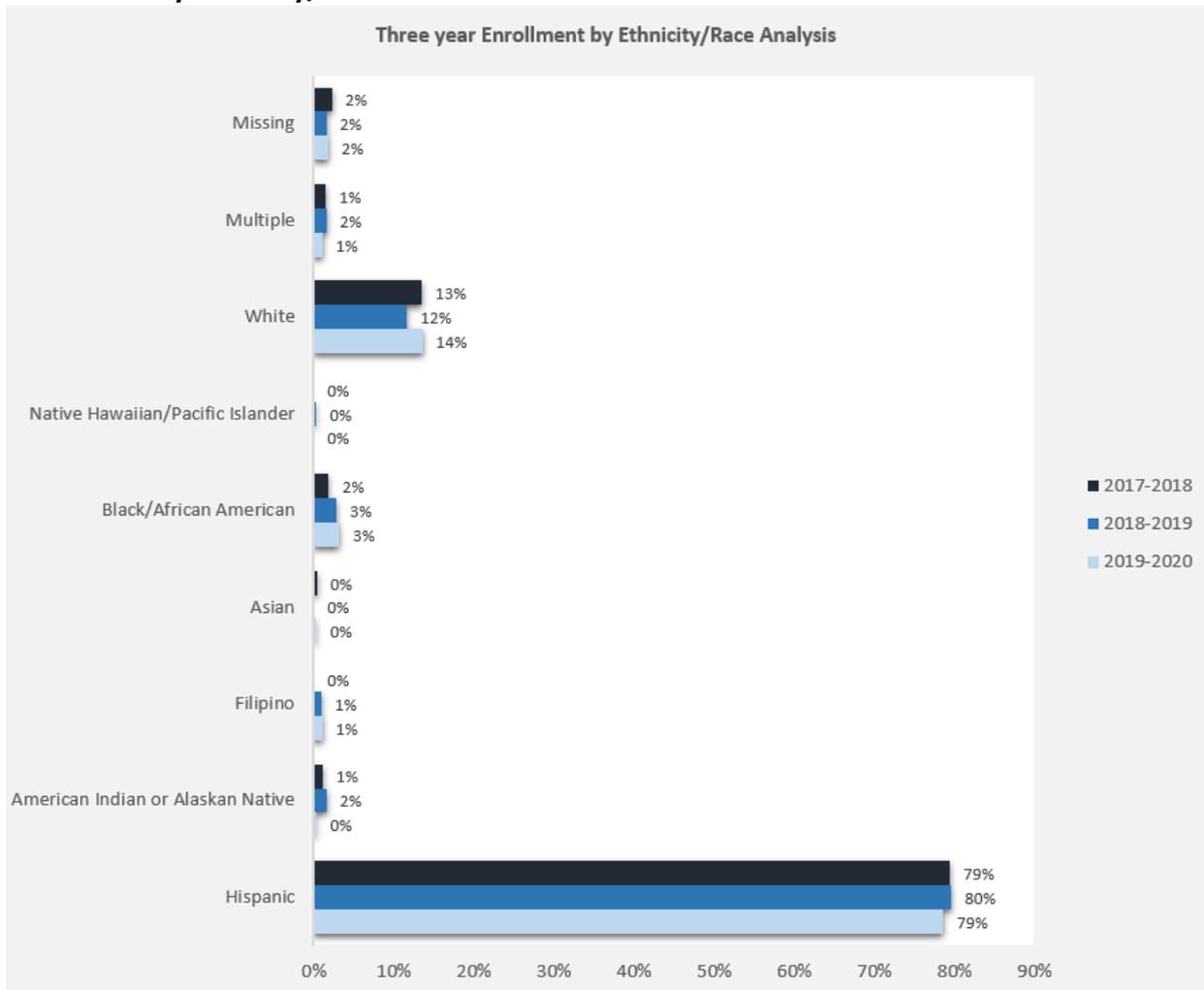
### Enrollment by Gender

*\*No students identified as non-binary*



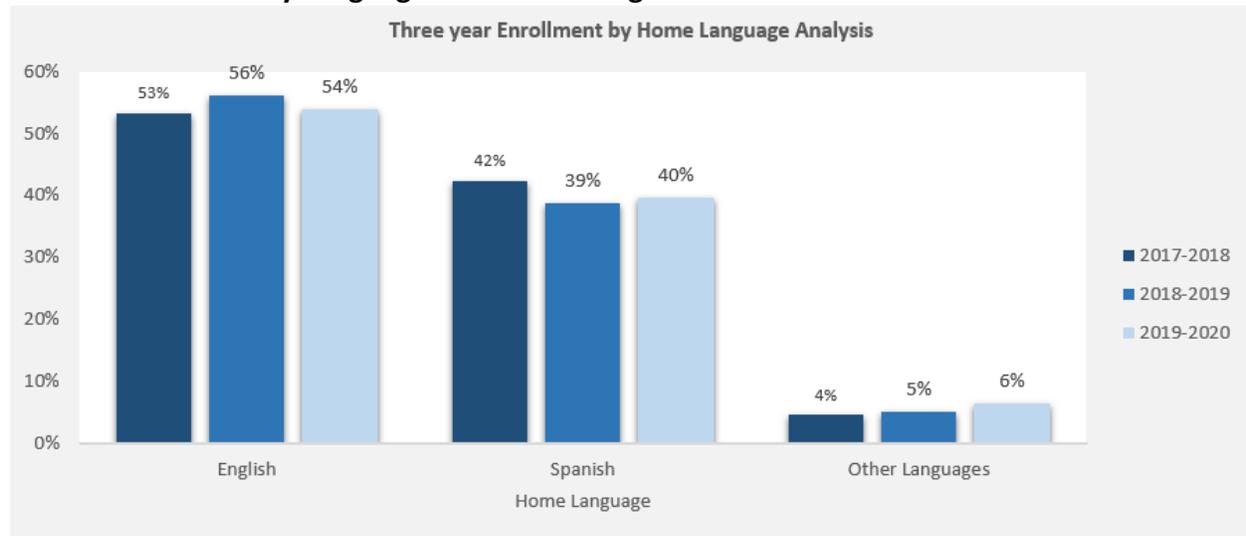
West Park Charter Academy’s enrollment by gender has remained relatively constant over the past three school years, with nearly half of the program’s students being female, and the other half being male. The data indicates that the percentage of females enrolled in the program has decreased slightly from just over 52% in 2017-2018 & 2018-2019, to 50.3% in 2019-2020. The percentage of males enrolled at West Park Charter Academy has slightly increased (about 2%) over the past three school years. In 2017-2018 & 2018-2019, the percentage of males enrolled in the program was just over 47%. That percentage rose to 49.6% in the 2019-2020 school year.

### Enrollment by Ethnicity/Race



The data shows that the majority of our students enrolled at West Park Charter Academy continues to be Hispanic, with the percentage at just under eighty percent for the past three years. The next largest ethnic group enrolled in the program is White, which is between 11 and 13 percent. The Black/African American ethnic group has increased over the past three school years—it was just under 2% in 2017-2018, and has increased to 3.2% in 2019-2020.

### Predominant Primary Languages other than English



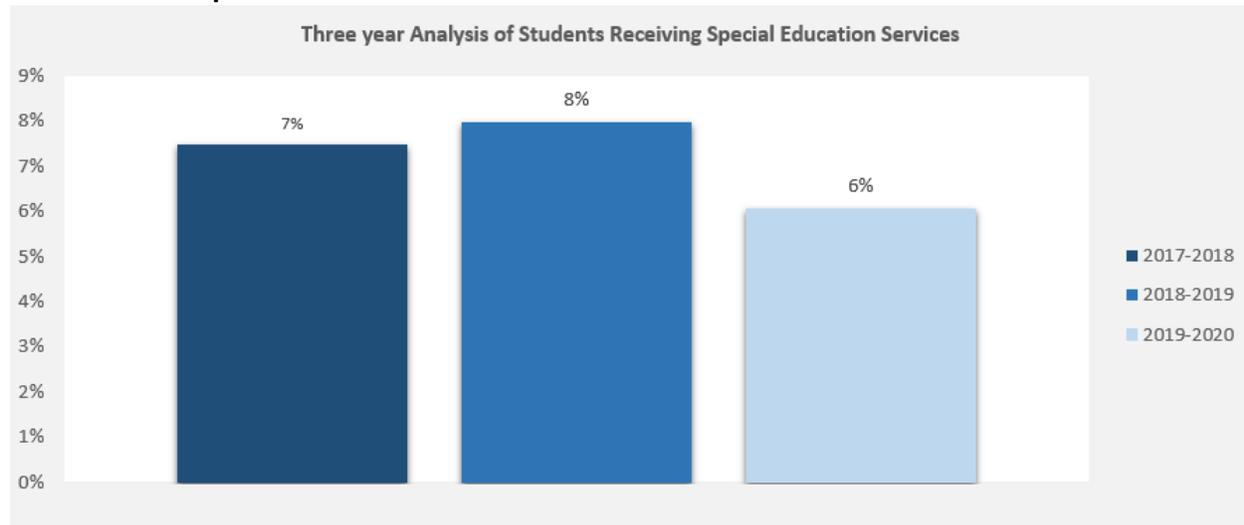
The data shows that over the past three school years, English remains to be the primary home language for most of West Park Charter Academy’s students. In that same span of time, Spanish continues to be the second highest home language, with the percentage fluctuating from 42% to just over 39%. The “Other Languages” group has increased by about 2%, as it was at 4.5% in 2017-2018 to 6.4% in 2019-2020. This group includes some of the following languages: Arabic, Punjabi, and Armenian.

### 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 decreased by approximately 1.5%. In 2017-2018, the percentage in this category was at 7.5%, and rose slightly to 7.9% in 2018-2019. This percentage decreased to just over 6% in the 2019-2020 school year.

### Career Technical Education (CTE)

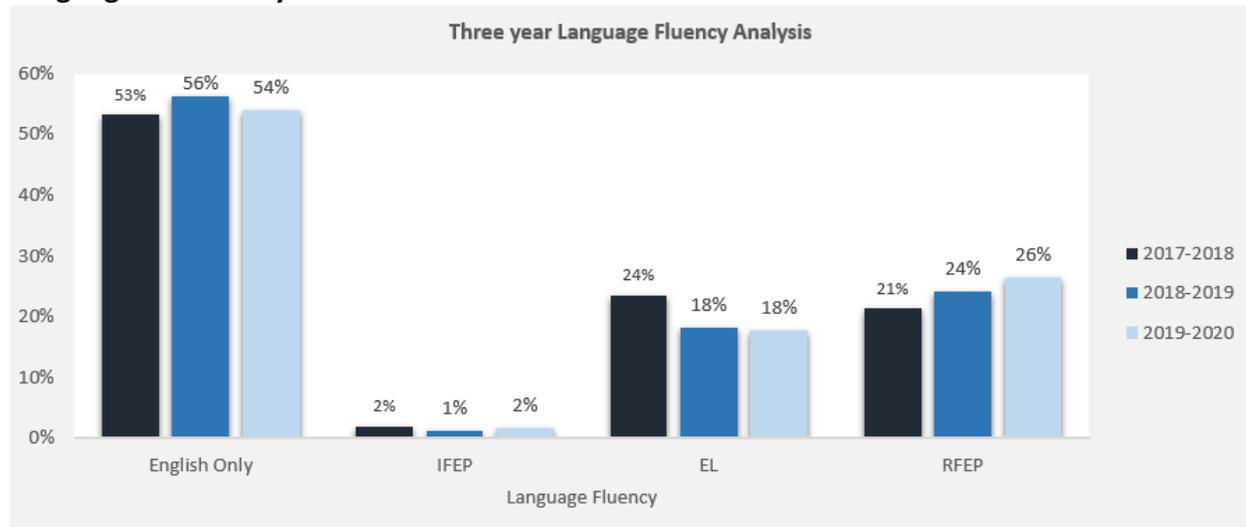
Starting in January of 2017, West Park Charter Academy offered students online CTE Pathways courses (via Edmentum and EdOptions Academy) to students in grades 9-12. All of the courses were a-g aligned, and were added to the program's course catalog for each school year. Students interested in taking 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

In order to better support students through a CTE Pathway (and other college-level courses), 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. More details and information with these partnerships is outlined in the next section of this report.

## Language Proficiency



Over the past three school years, West Park Charter Academy has seen a slight fluctuation of percentages with regards to English Language Fluency. For students who are classified as English Only, the percentage rose by about 3% in 2018-2019 (from the previous school year), then decreased by that same amount the following school year. With regards to English Learners, there has been a decrease in this category, as the percentage dropped from 23.6% in 2017-2018 to 18.2% in 2018-2019. The percentage dropped once again in 2019-2020, as 17.9% of students enrolled were English Learners. The program has seen an increase in students who have been Reclassified Fluent English Proficient. In 2017-2018, there was 21.4% of students who were RFEP. In 2018-2019, that percentage increased to just over 24%. The percentage increased even more (by about 2%) in 2019-2020.

### *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 National Board Certified Teachers**

2017-2018	2018-2019	2019-2020
15	16	16

**Percent of Teachers Instructing Outside Credentialed Areas**

2017-2018	2018-2019	2019-2020
0	0	0

**Number of Teachers with STIP/PIPS**

2017-2018	2018-2019	2019-2020
0	0	0

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

2017-2018	2018-2019	2019-2020
0	0	0

**Number with Advanced Degrees**

2017-2018	2018-2019	2019-2020
4	4	5

Years of Service at the District	2017-2018	2018-2019	2019-2020
1 to 5 years	9	10	11
6 to 10 years	2	2	1
11 to 15 years	3	4	3
16 to 20 years	0	0	1
over 20 years	1	0	0

Years of Service in Education	2017-2018	2018-2019	2019-2020
1 to 5 years	2	4	5
6 to 10 years	5	3	2
11 to 15 years	3	3	3
16 to 20 years	3	5	4
over 20 years	2	1	2

**Specialized Training/Intern Programs**

2017-2018	2018-2019	2019-2020
0	0	0

Gender	2017-2018	2018-2019	2019-2020
Male	6	9	5
Female	10	8	11
Total	16	17	16

Race/Ethnicity	2017-2018	2018-2019	2019-2020
Caucasian	7	7	7
Hispanic	5	5	6
Black/African American	2	1	1
Asian Indian	1	1	1
Filipino	0	1	0
Japanese	0	0	1

<b>Total</b>	15	15	16
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**Number and Assignment of Paraprofessionals Who Meet ESSA Requirements**

<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
7	7	6

**PROFESSIONAL DEVELOPMENT**

All professional development/learning that teachers and support staff receive is aligned with the program’s WASC Action Plan and LCAP (LCP for the 2020-2021 school year)—all primarily 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. The overall goal for professional development is to provide the necessary training/support on how to best address the CCSS during instruction, as well as best practices, formative assessment strategies, data disaggregation, and training for adopted programs (core and supplemental). With regards to counseling, the two counselors stay current with information by attending various local trainings/workshops. During the 2020-2021 school year, teachers will have twenty-two opportunities for professional development. This will consist of whole-group and one-on-one coaching.

During the 2020-2021 school year, teachers will receive professional learning that will be provided through a combination of whole-group and one-on-one coaching

**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

### **Technology**

- Supporting teachers with virtual learning platforms
- Previewing and accessing various supplemental instructional resources

### **VAPA**

- Mindfulness exercises to use during instruction
- Quick ways to build connections with students
- Visual note-taking
- Brain break ideas

Some of the conferences/workshops/trainings that West Park Charter Academy teachers, counselors, and support staff attended include: School Pathways, CCIS, Various School Adopted Curriculum/Program Training, Various Trainings Offered through the FCSS, Various Counselor Trainings/Workshops, EPLAC, 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 Pearson's K-8 curriculum was adopted and implemented during the 2019-2020 school year. 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 science labs 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

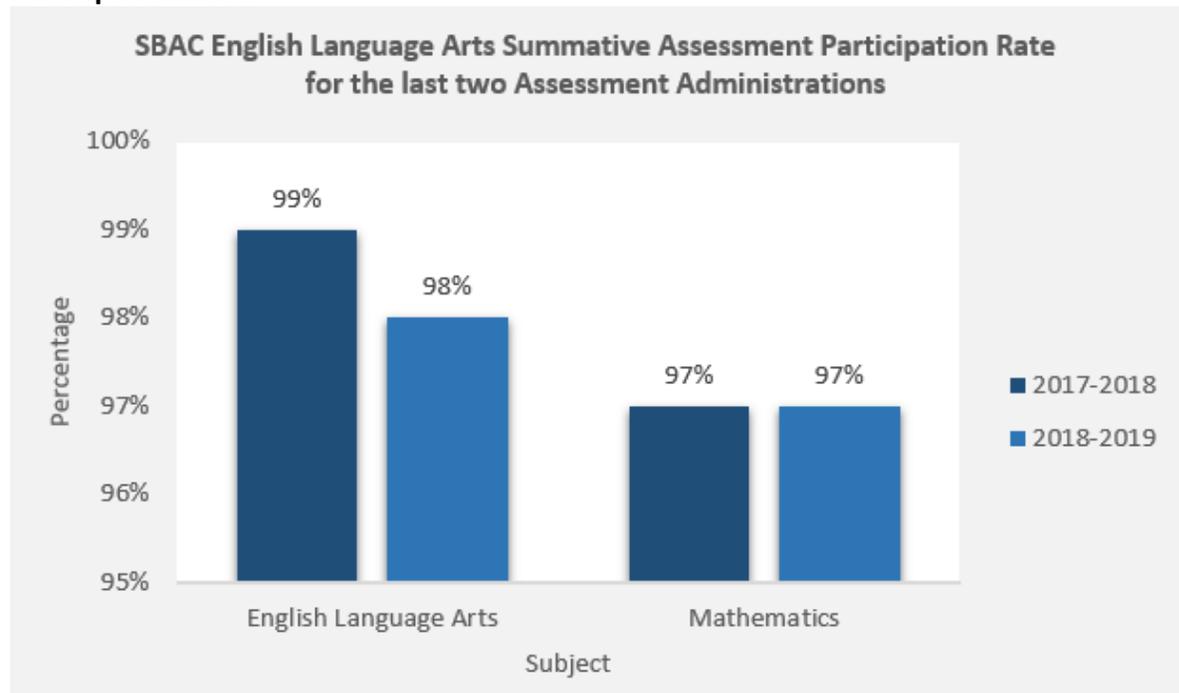
years, they have utilized staff meeting and curriculum committee time working together to review/analyze various ELA, Math, and Science programs. It is at those times where discussions and concerns are brought-up and addressed regarding the possible effectiveness of each program. The CCSS are an integral part of what we do each day—they are the expectation for our instruction 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 for student achievement that parents be involved with school activities such as: college field trips, career days, ELAC 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 smart phone app) was implemented at the beginning of the 2017-2018 school year, and allows for parents, teachers, and the school to communicate in an easy way—via text 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—about the ease of use as well as the improved communication that this 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.

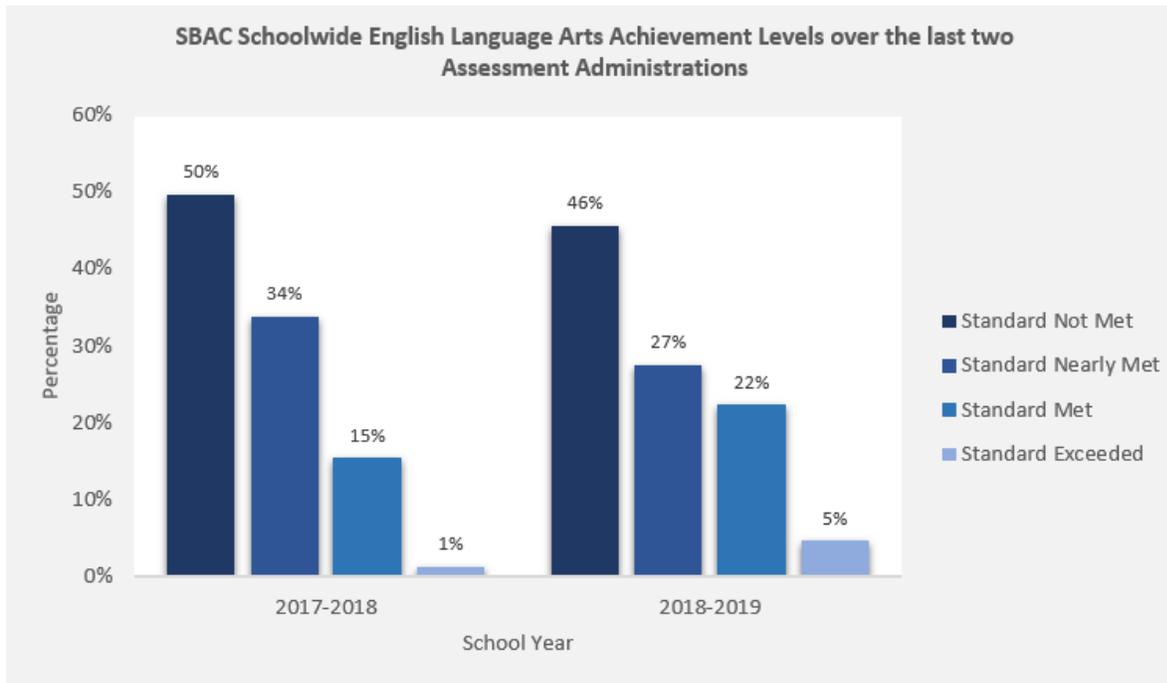
**LCFF Priority 4—PERFORMANCE ON STANDARDIZED TESTS**

**Participation Rates**

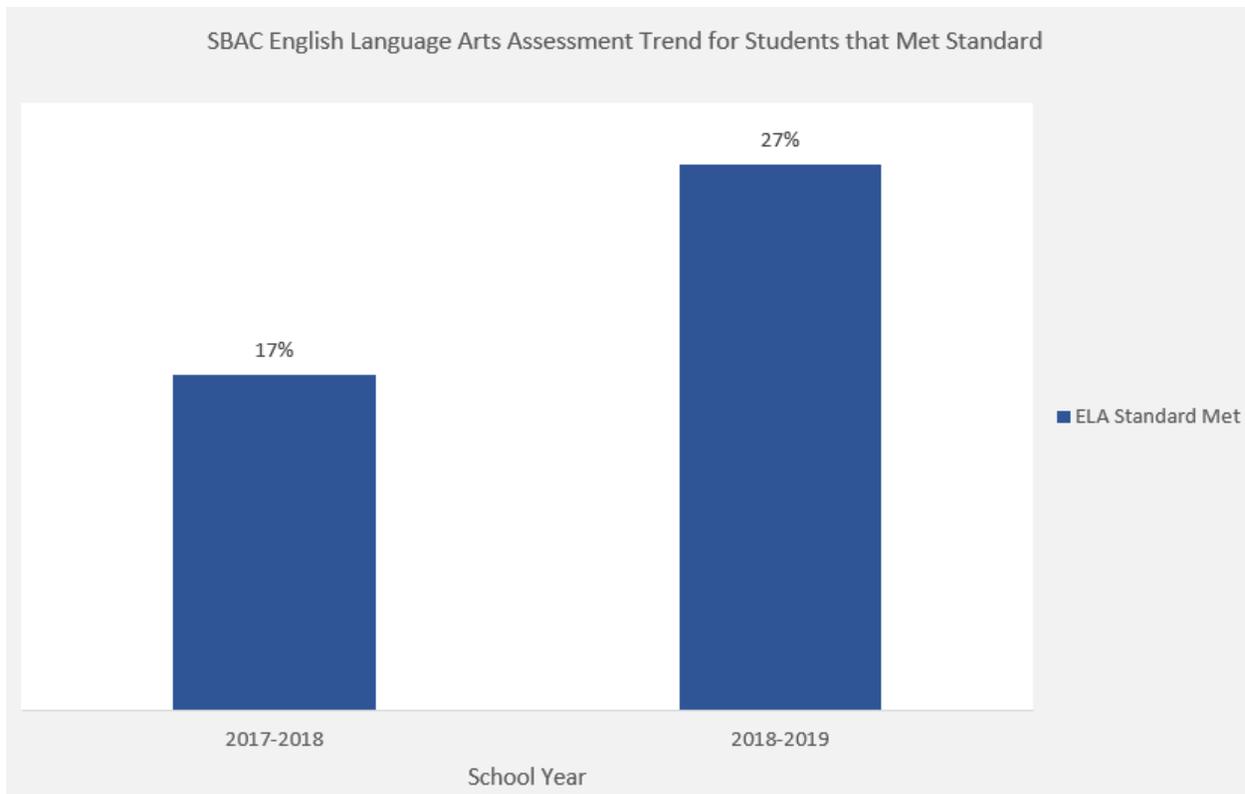


Like all schools in the state of California being impacted by the COVID-19 pandemic, West Park Charter was not able to administer the SBAC test in the Spring 2020 semester. That being said, the program does have SBAC data from the Spring 2018 and 2019 test administrations. The data shows that although the SBAC participation rates at West Park Charter Academy have remained above 96% in both ELA and Math, the percentage dropped slightly in ELA (by 1%). For Math specifically, the percentage remained the same at 97%. In anticipation for a Spring 2021 SBAC test administration, the program is currently working together to come up with new ideas to raise the overall participation rate.

### Smarter Balanced Schoolwide English Language Arts Achievement Levels

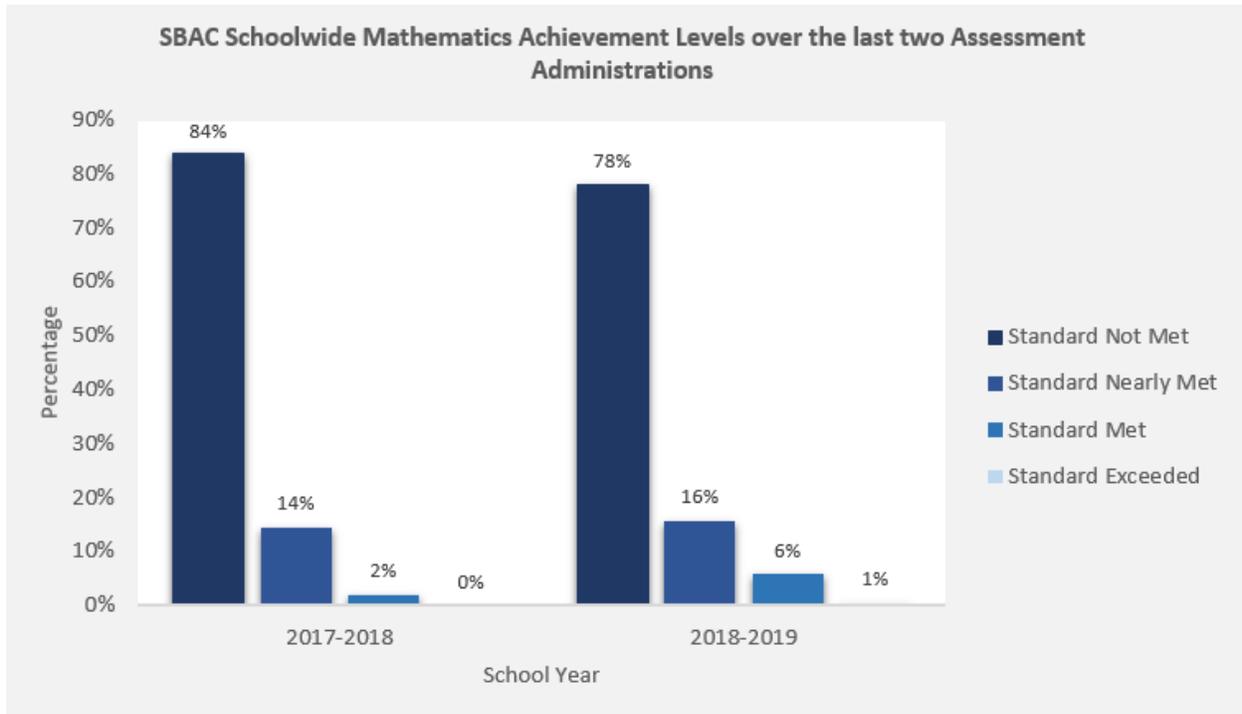


In the last two SBAC test administrations (Spring 2018 and 2019), there has been an increase of students meeting or exceeding standard in ELA. From Spring 2018 to 2019, there was approximately a 7% increase in students meeting standard. For students exceeding standard in ELA, there was about a 3.4% increase. Conversely, there was a decrease in students who scored in Standard Not Met or Standard Nearly Met categories. In the Spring of 2018, there was just under 50% of students scoring in the Standard Not Met category. This percentage decreased to about 46% the following year. For students scoring in the Standard Nearly Met category, the percentage decreased from 33.7% in 2018 to 27.5% in 2019.

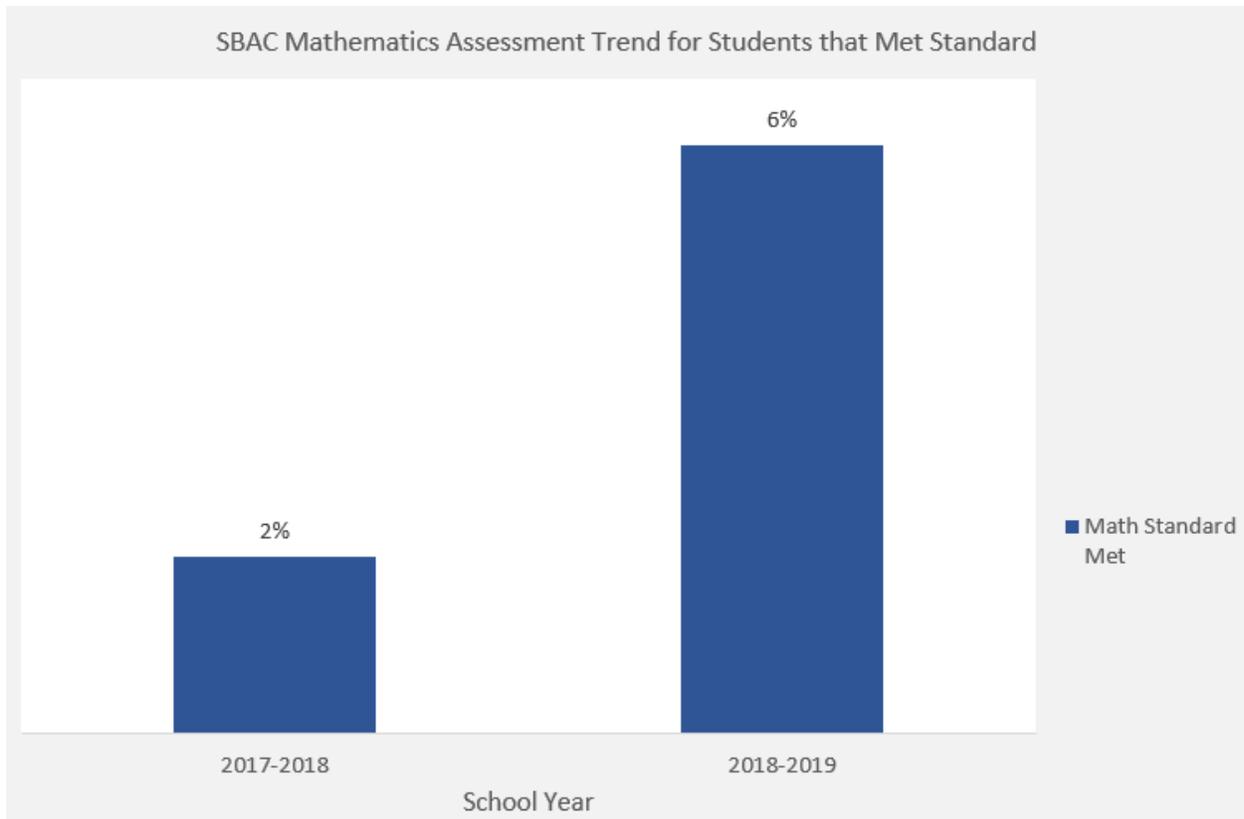


This graph compares the percentage increase (about 10.4%) of students who scored in the Standard Met category on the SBAC in English Language Arts in the Spring 2018 and Spring 2019 test administrations.

### Smarter Balanced Schoolwide Mathematics Achievement Levels

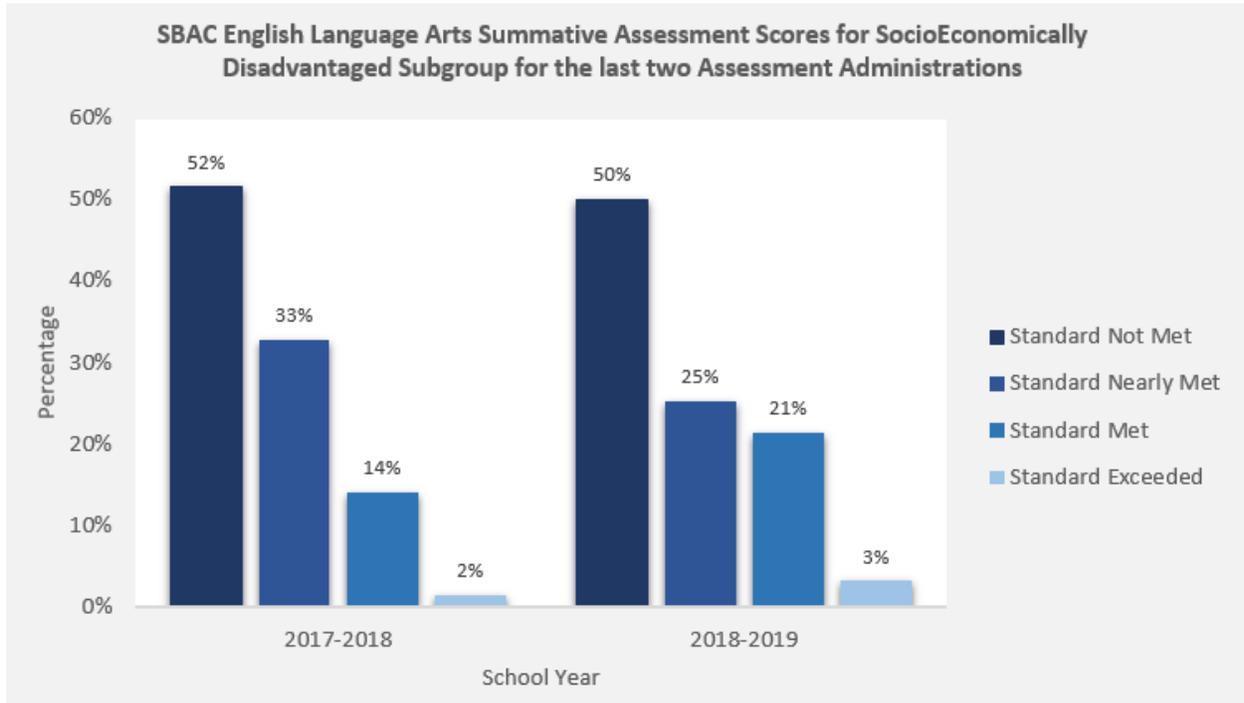


In the last two SBAC test administrations (Spring 2018 and 2019), there has been an increase of students meeting or exceeding standard in Mathematics. From Spring 2018 to 2019, there was approximately a 4% increase in students meeting standard. For students exceeding standard in Math, there was about a 0.5% increase. From 2018 to 2019, there was a decrease of approximately 5% in students who scored in Standard Not Met category. During the same time, there was about a 1.4% increase in students who scored in the Standard Nearly Met category.

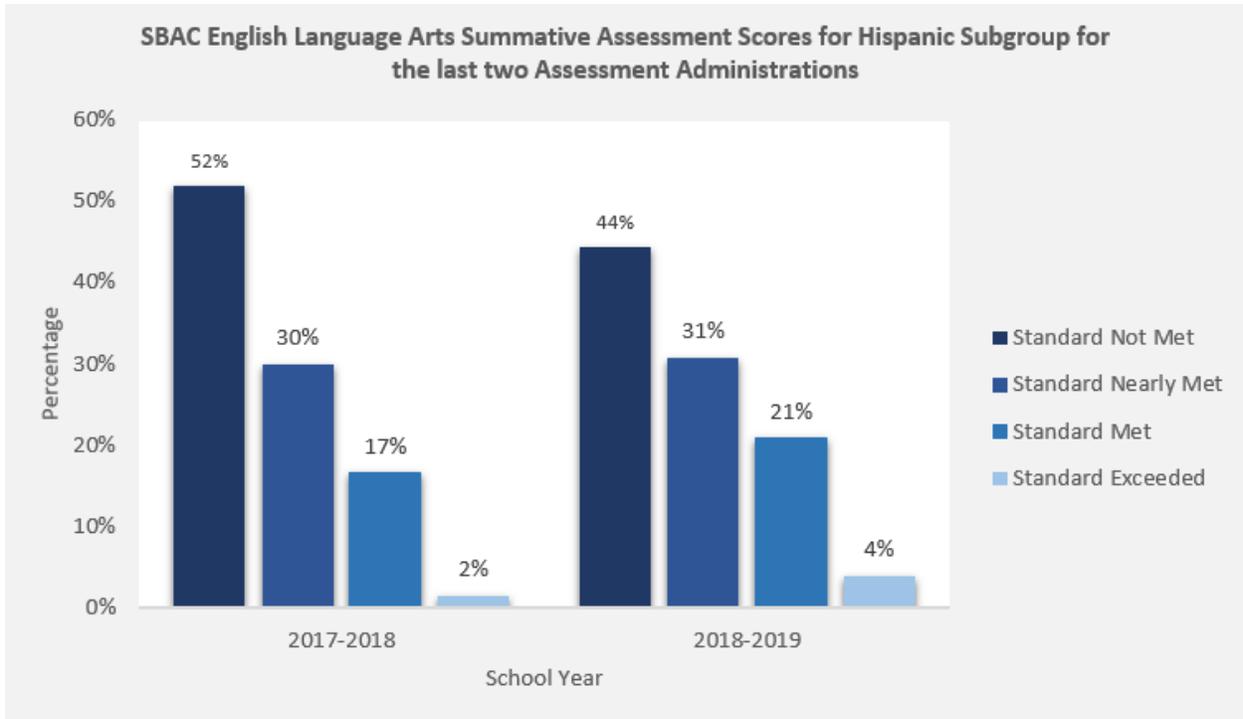


This graph compares the percentage increase (about 4.4%) of students who scored in the Standard Met category on the SBAC in Mathematics from the Spring 2018 and Spring 2019 test administrations.

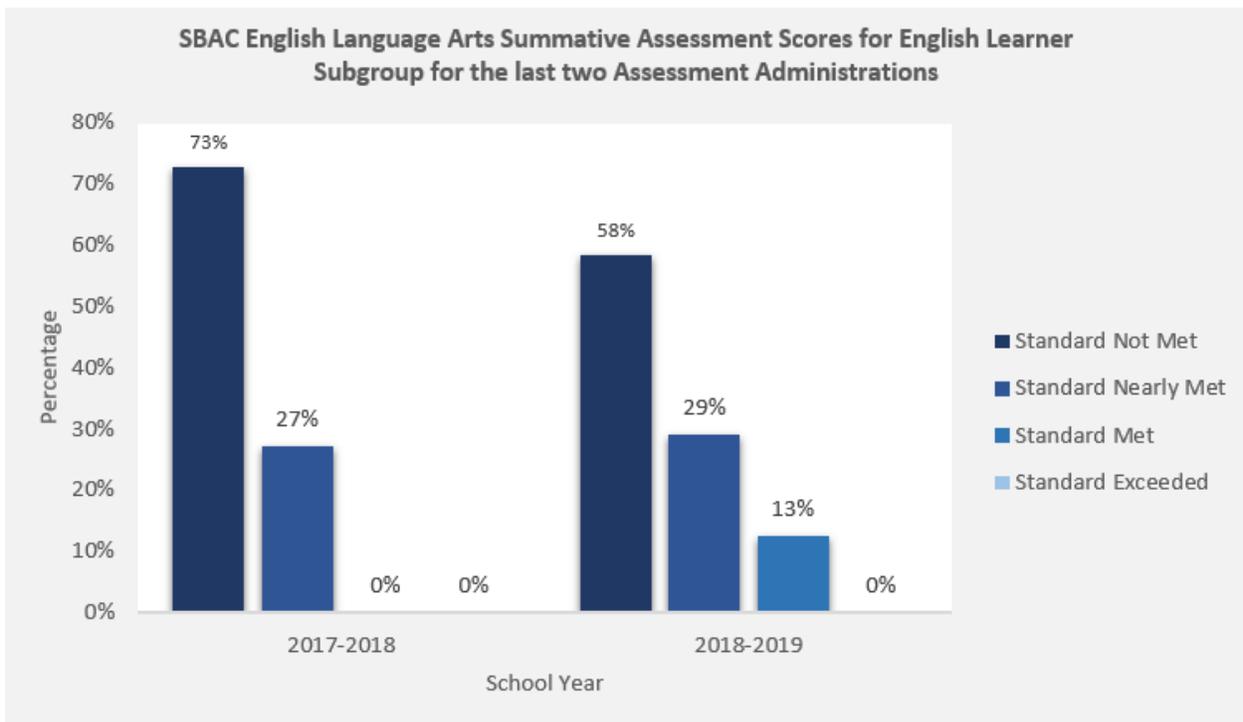
**Individual School and Subgroup Analysis of Smarter Balanced English Language Arts Performance Levels**



In the last two SBAC test administrations in ELA, the program has seen a decrease in the percentages (about 8.5% combined) of students in the Socio-Economically Disadvantaged subgroup scoring the Standard Not Met or Standard Nearly Met categories. In addition, this subgroup also displayed growth, as the percentages increased (by about 8.5% combined) in the Standard Met or Standard Exceeded categories.



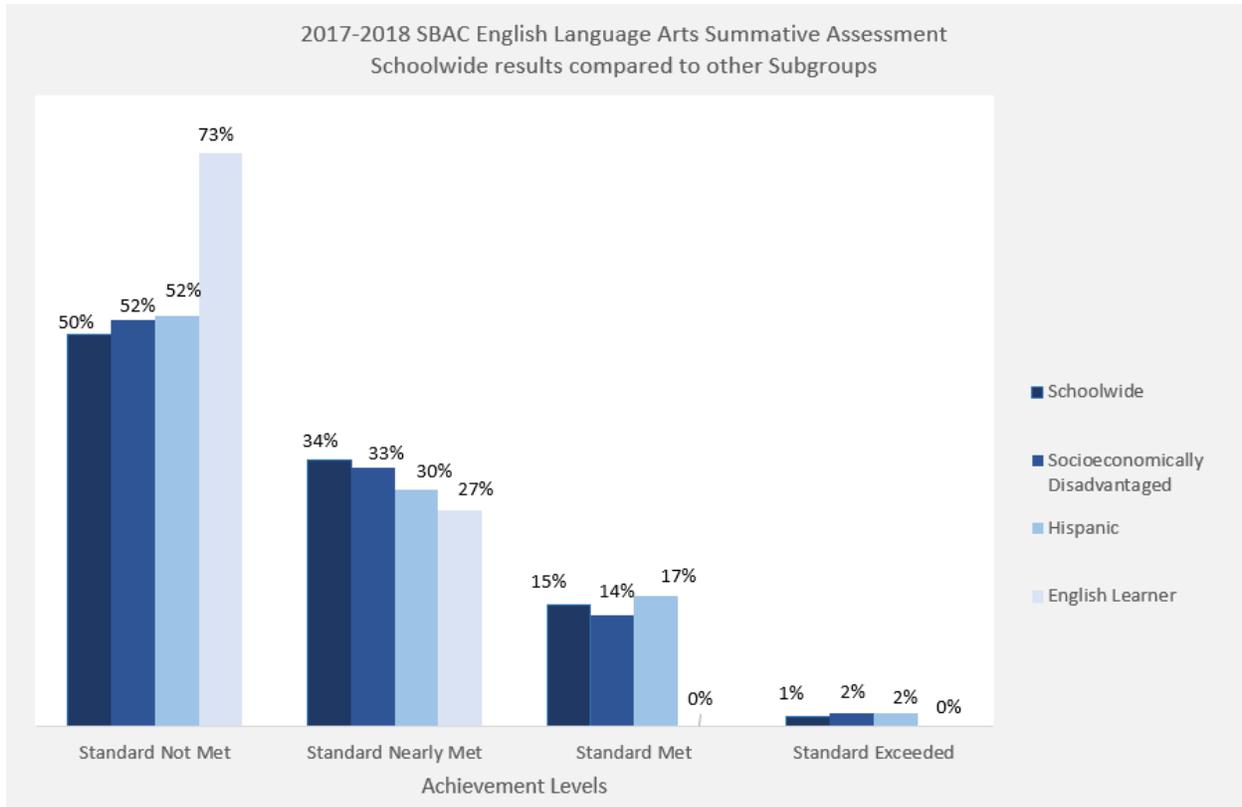
Student in the Hispanic subgroup demonstrated growth in the last two SBAC test administrations for ELA. This is evident, as there were overall increases (from 2018 to 2019) in the percentages of students scoring in the Standard Nearly Met (1% increase), Standard Met (3.4% increase), and Standard Exceeded (2.4% increase) categories.

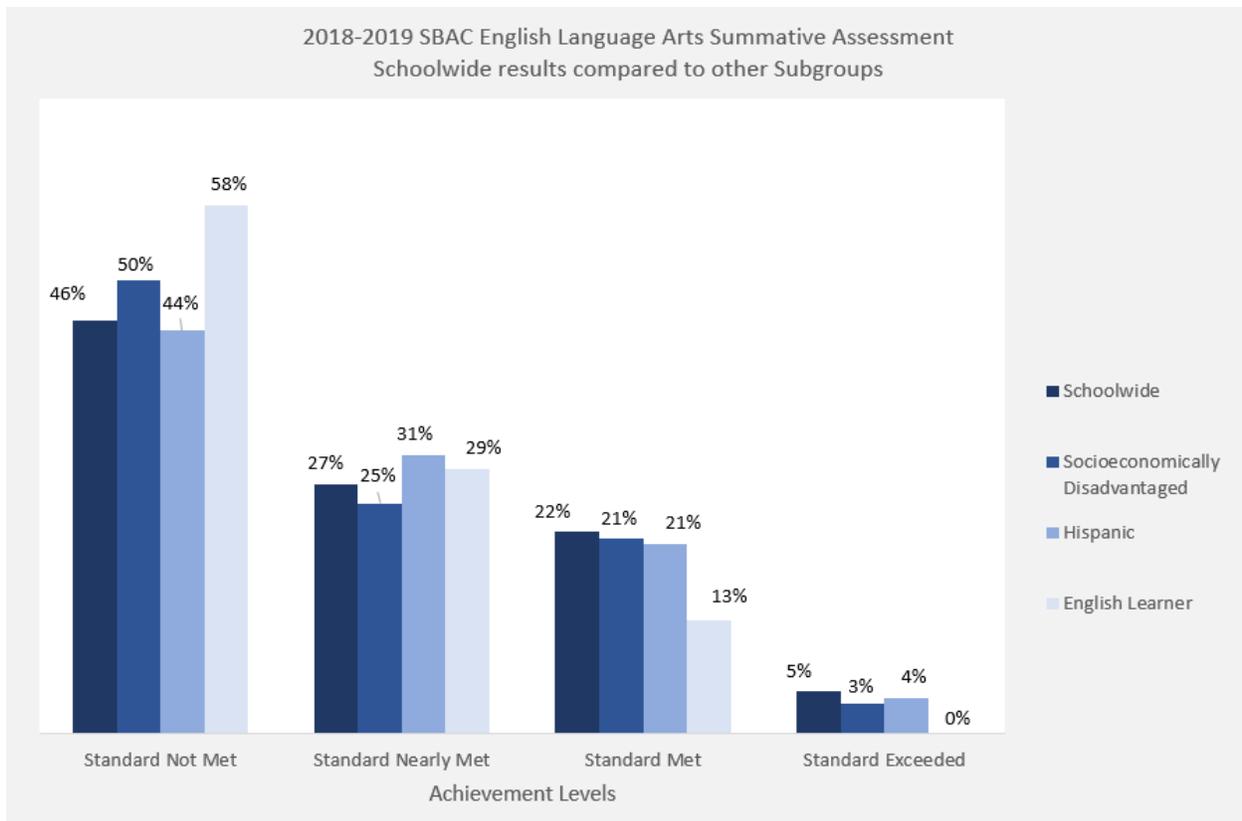


Similar to the aforementioned subgroups, the English Learner subgroup has shown growth in

the last two SBAC test administrations in ELA as well. From 2018 to 2019, there was about a 14% decrease in students scoring in the Standard Not Met category. In that same time, there was a 2% increase in students in this subgroup who scored in the Standard Nearly Met category, and a 12.5% increase in the Standard Met category.

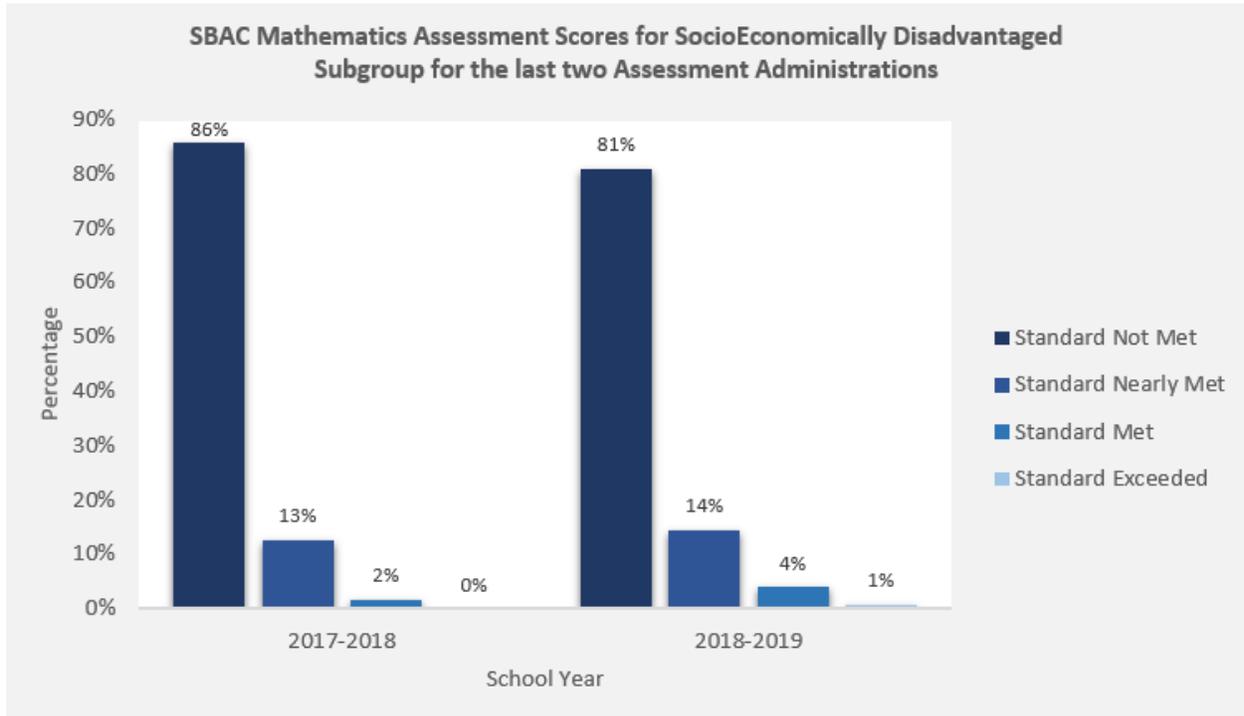
### School and Subgroup Comparison of Smarter Balanced English Language Arts Performance Levels



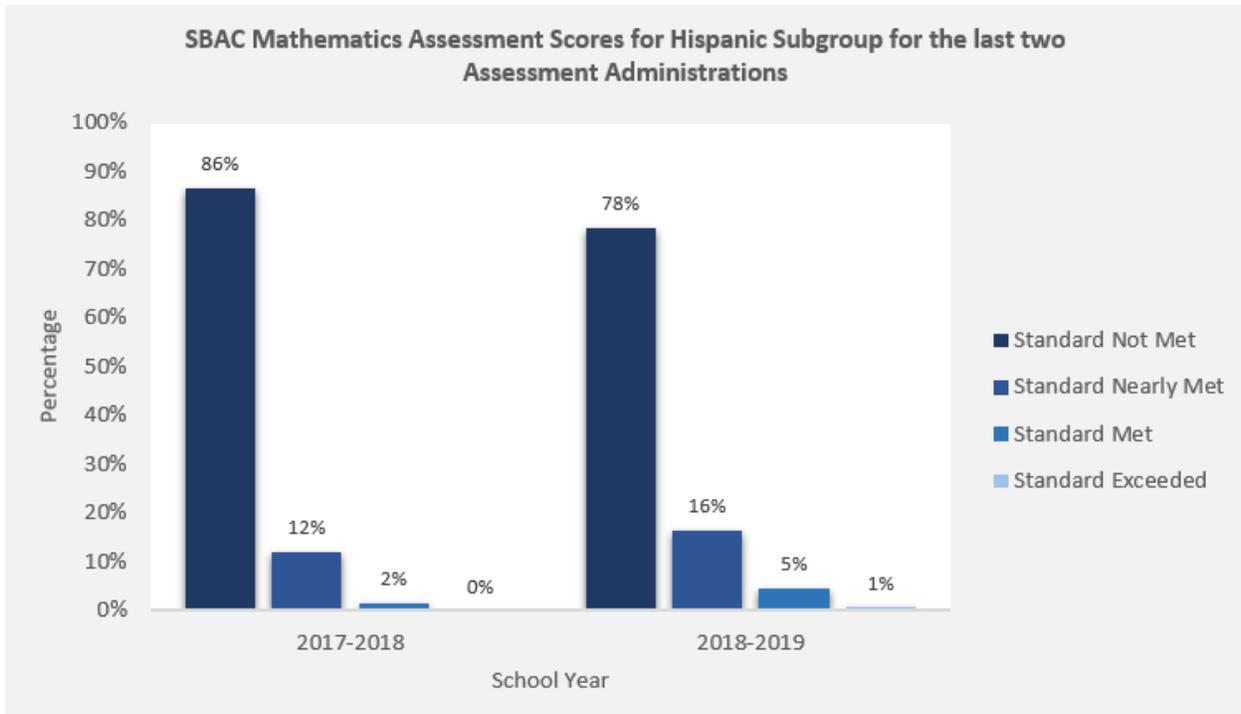


Comparing our Schoolwide and Subgroup results for the Smarter Balanced Summative English Language Arts assessments, there are noticeable increases in the percentages of students Meeting or Exceeding Standard from 2018 to 2019. Students in these subgroups (and all students) would benefit from additional 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.

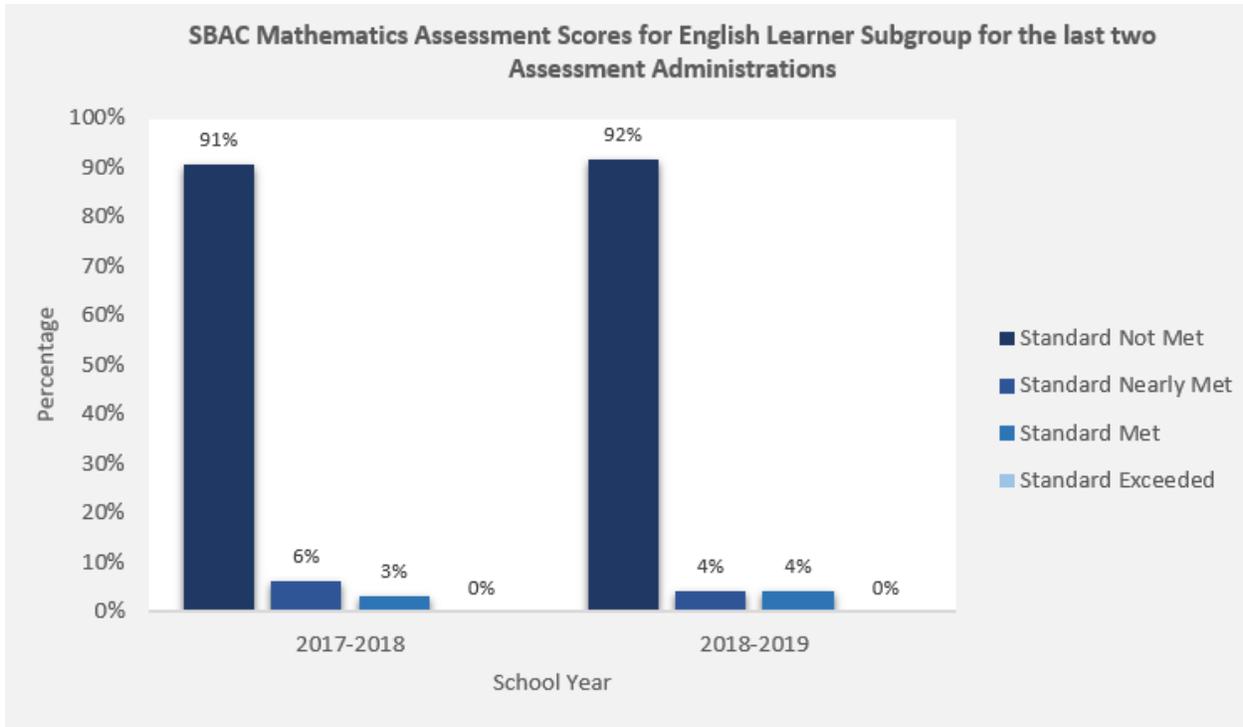
**Individual School and Subgroup Analysis of Smarter Balanced Mathematics Performance Levels**



In the last two SBAC test administrations in Mathematics, the program has seen a decrease in the percentage (nearly 5%) 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 in the Standard Nearly Met (increase of about 2%), Standard Met (increase of about 2.4%), and the Standard Exceeded (0.7% increase) categories.

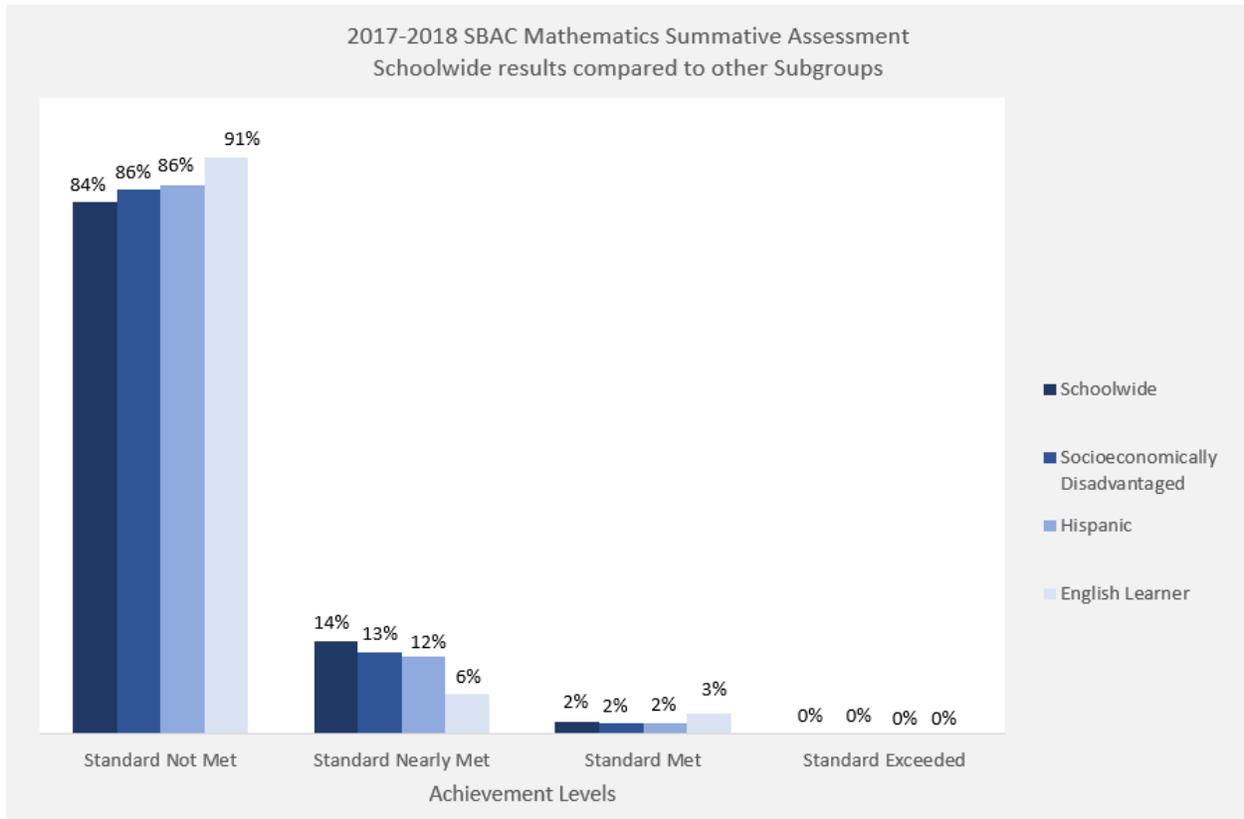


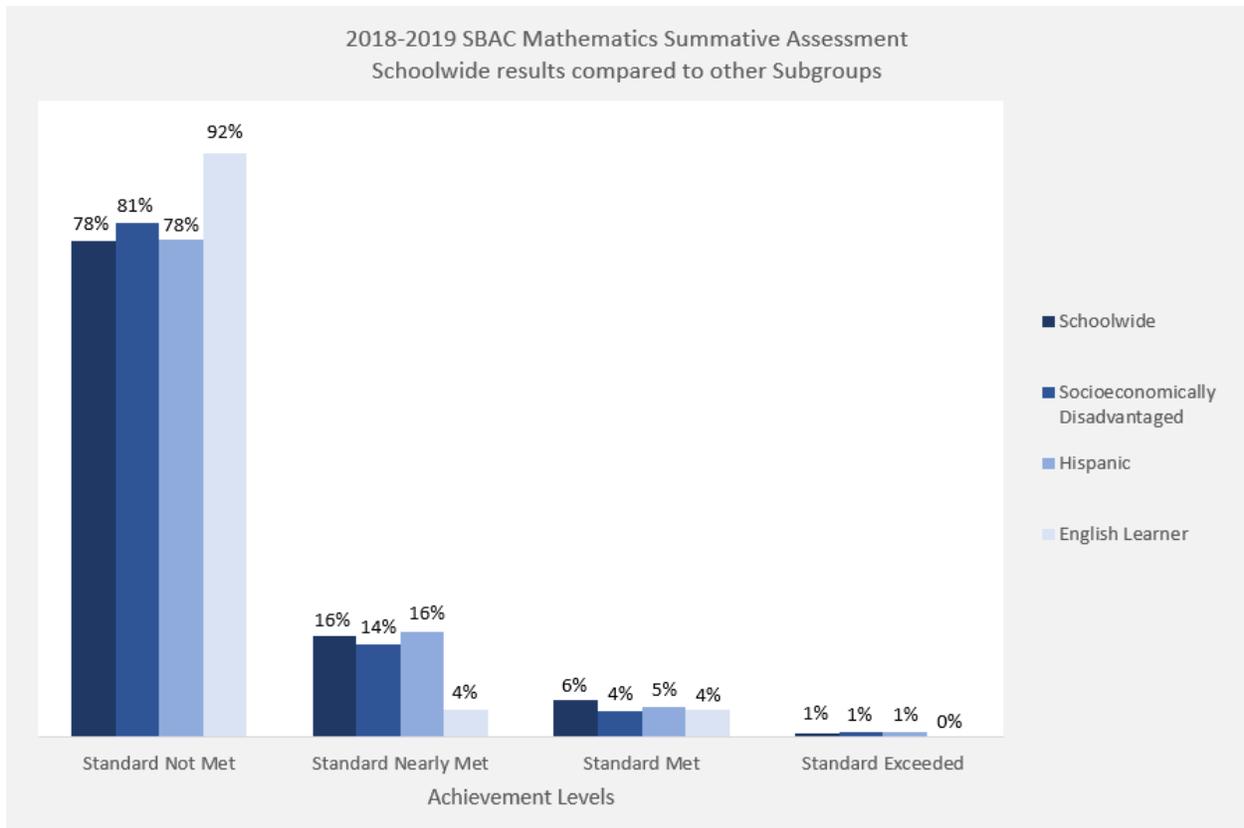
Students in the Hispanic subgroup demonstrated growth in the last two SBAC test administrations for Mathematics. This is evident, as there was a decrease of about 8% in the Standard Not Met category from 2018 to 2019. In addition, there were noticeable increases (from 2018 to 2019) in the percentages of students scoring in the Standard Nearly Met (about a 4.5% increase), Standard Met (about a 3% increase), and Standard Exceeded (0.7% increase) categories.



With regards to Mathematics, the English Learner subgroup has shown a small amount of growth in the last two SBAC test administrations. From 2018 to 2019, there was nearly a 1% increase in students scoring in the Standard Met category. During that same time, the percentage of students scoring in the Standard Nearly Met category decreased by about 2%; the percentage of students scoring in the Standard Not Met category increased by about 1%.

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

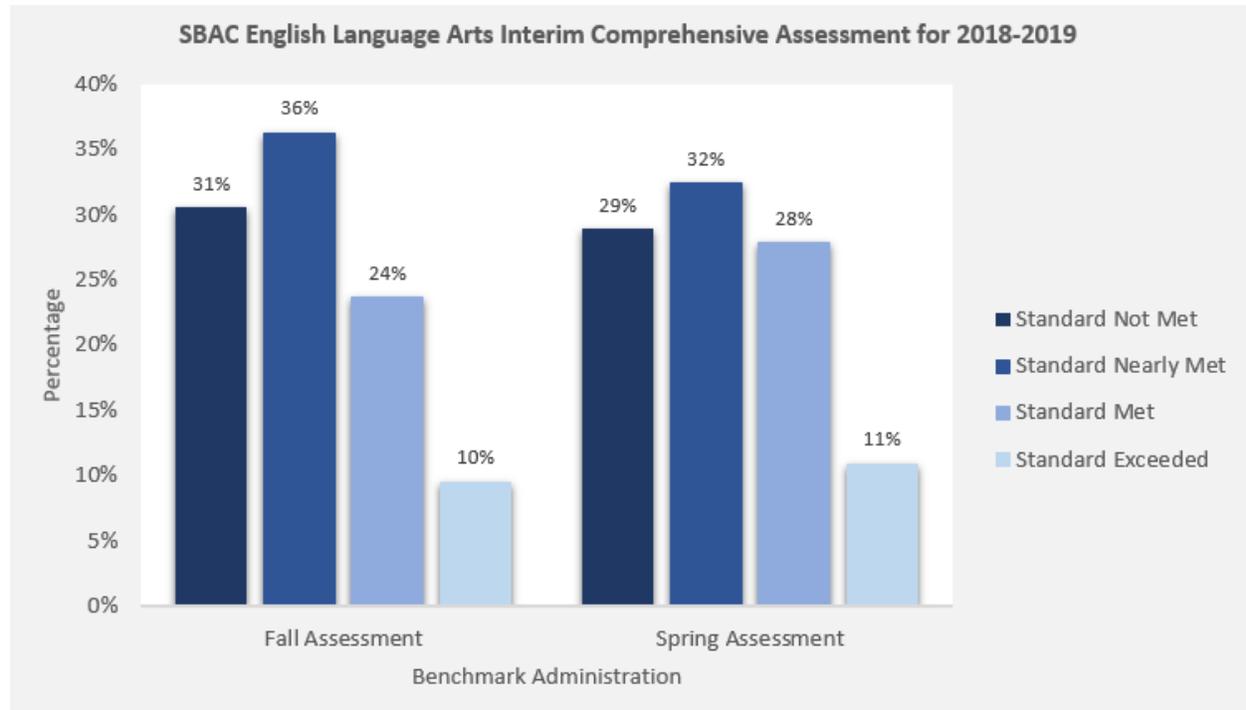




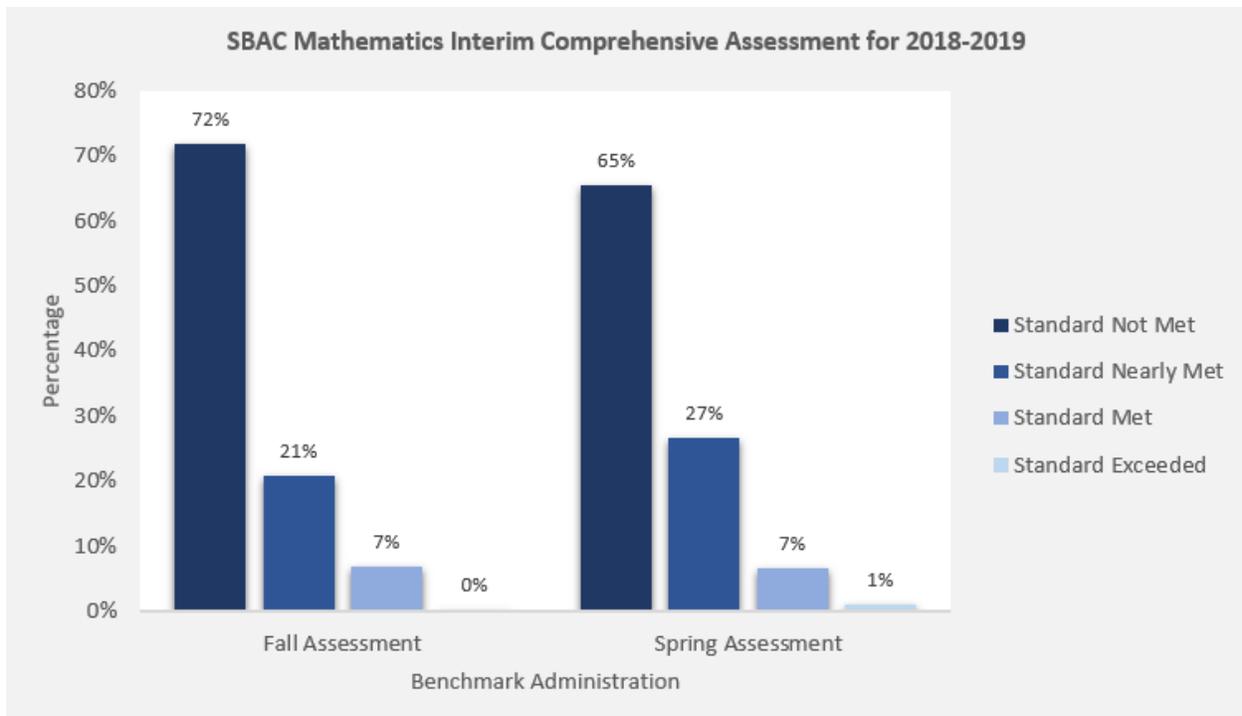
Comparing our Schoolwide and Subgroup results for the Smarter Balanced Summative Mathematics assessments, there are gains in the percentages of students Nearly Meeting or Meeting Standard from 2018 to 2019. Like ELA, students in these subgroups (and all students) would benefit from additional support 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**

**CAASPP’s Interim Comprehensive Assessments (ICAs)**



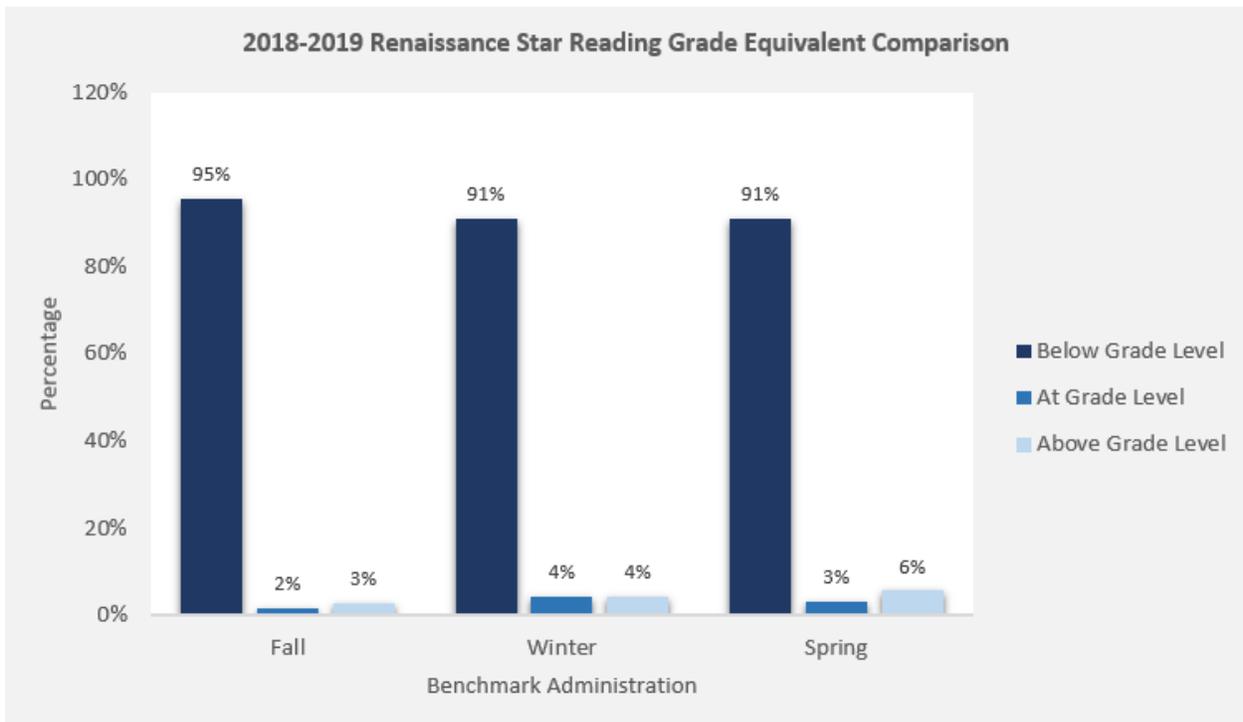
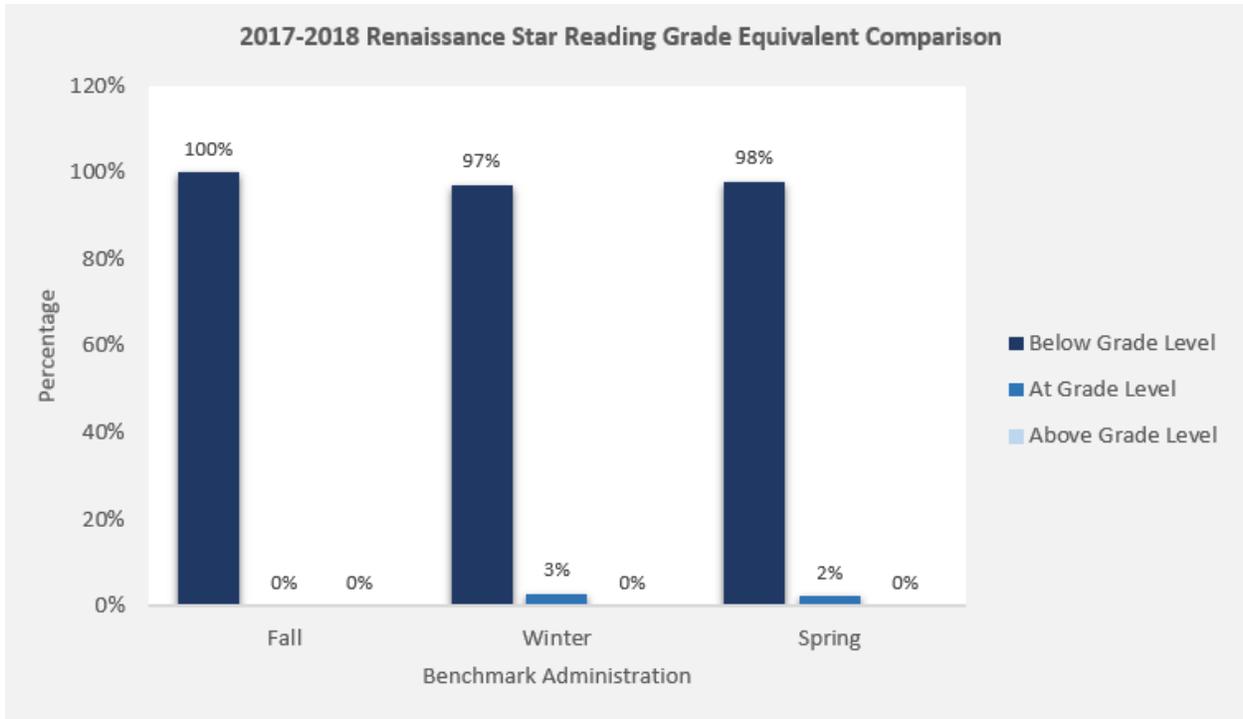
During the 2018-2019 school year, West Park Charter Academy utilized CAASPP’s Interim Comprehensive Assessments (ICAs) as benchmark tests for ELA. Students in grades 3-12 took the ELA portion of the test once in the Fall (October) and once in the Spring (February). The data shows that students improved from the Fall to Spring test administrations, as the percentage of students who scored in the Standard Met or Standard Exceeded increased by about a 6% combined. Additionally, the percentage of students who scored in the Standard Not Met category decreased by about 2%; the percentage of students scoring in the Nearly Met category also decreased by about 4%.

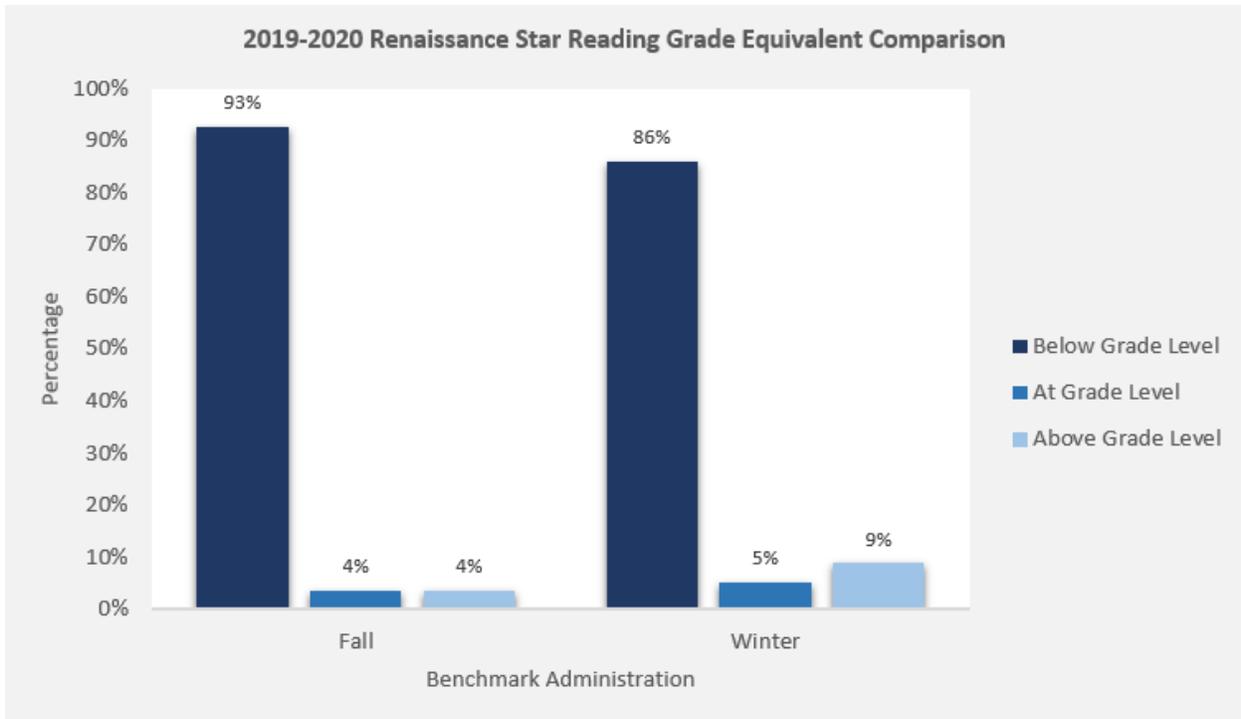


West Park Charter Academy also utilized CAASPP’s Interim Comprehensive Assessments (ICAs) as benchmark tests for Mathematics during the 2018-2019 school year. Students in grades 3-11 took the Math portion of the test once in the Fall (October) and once in the Spring (February). The data shows that students showed some growth from the Fall to Spring test administrations, as the percentage of students who scored in the Standard Not Met category decreased by about 6.4%. This upward movement led to an increase in the Standard Nearly Met category, as the percentage increased by about 6% from the Fall to Spring test administrations. In addition, there was a slight increase of about 0.7% in students who scored in the Standard Exceeded category from the Fall to Spring test administrations.

**Renaissance-STAR Reading**

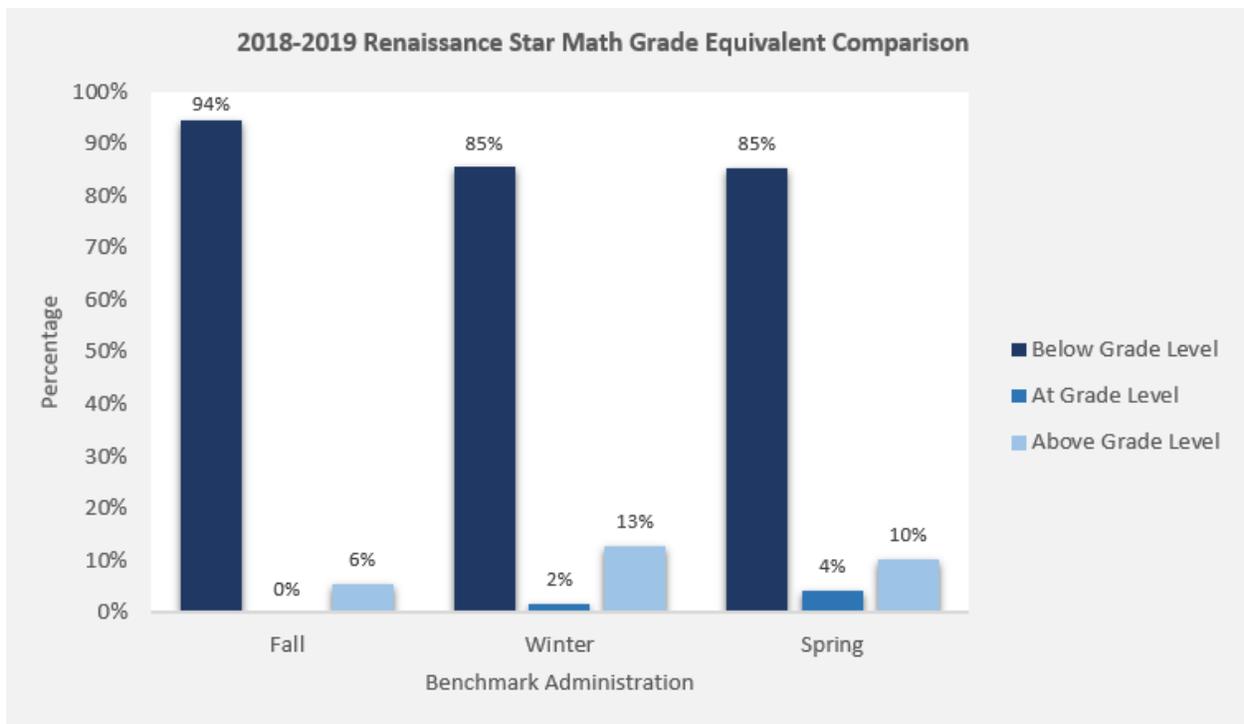
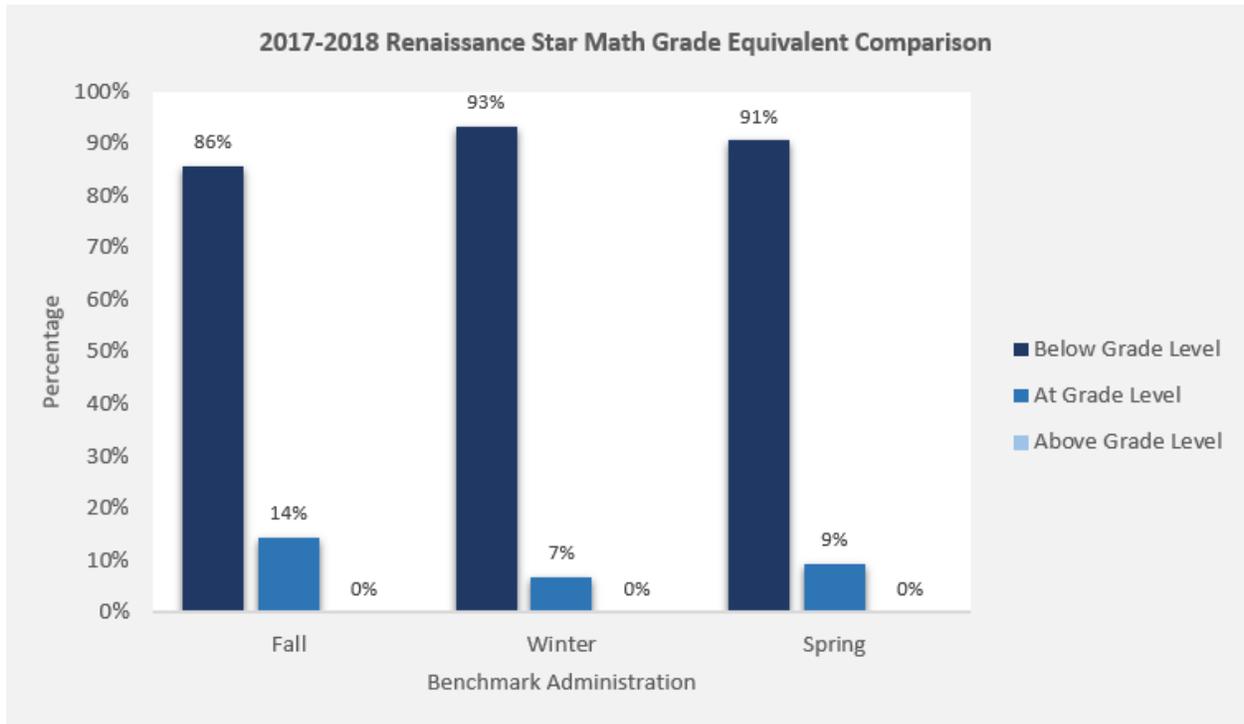
West Park Charter Academy utilizes the Star Reading and Star Math tests from Renaissance Place to assess and determine placement in English Language Arts and Math, monitor growth in these areas, as well as to identify any additional supports a student may need. These tests are administered to students 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).

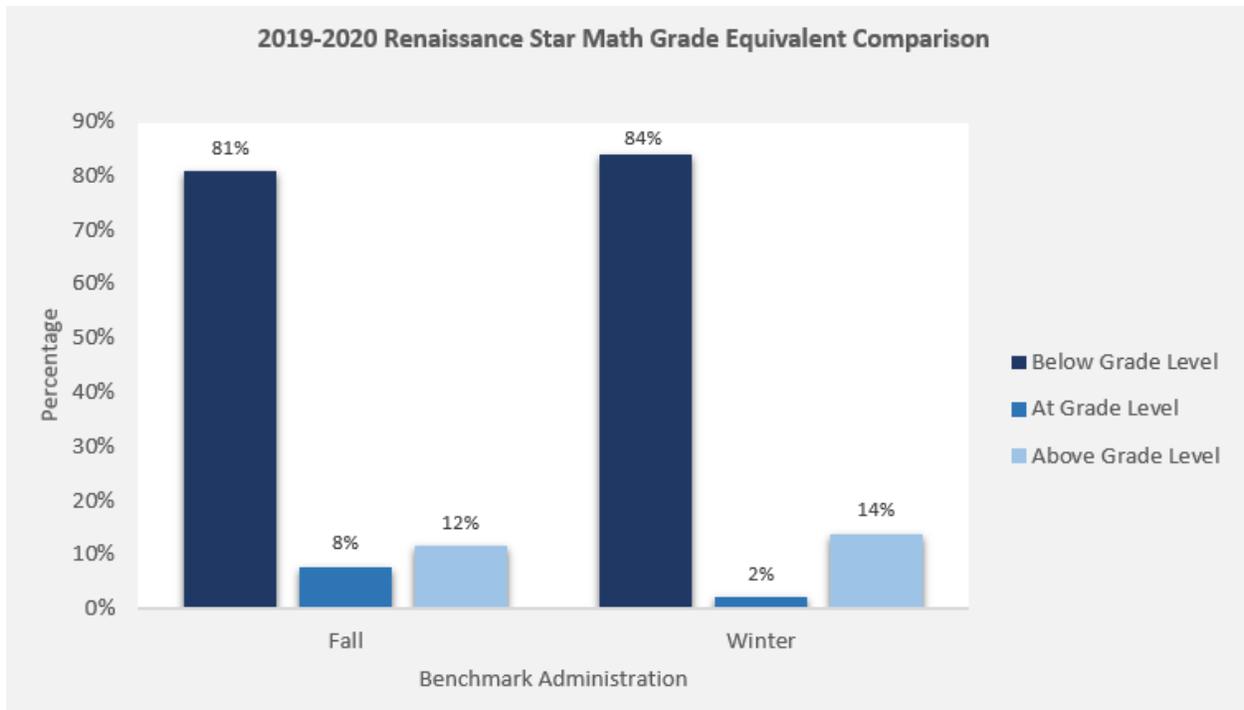




The Star Reading scores for the past three years indicate that most of our students score/place below their grade equivalent. With that said, over the past three school years some gains have been made, as the percentage of students scoring at the “Above Grade Level” category. If we look at the Spring administration, the percentage of students scoring in this category increased from 0% in Spring 2018 to 5.7% in Spring 2019. This percentage increased even more (about 3%) in the Spring 2020 test administration. This trend continued for the students scoring in the “At Grade Level” category for the Spring administrations during this same time, as the percentage has increased just over 1% each year. Due to the COVID-19 school closure, the last Star Reading test administration was canceled at the end of the 2019-2020 school year.

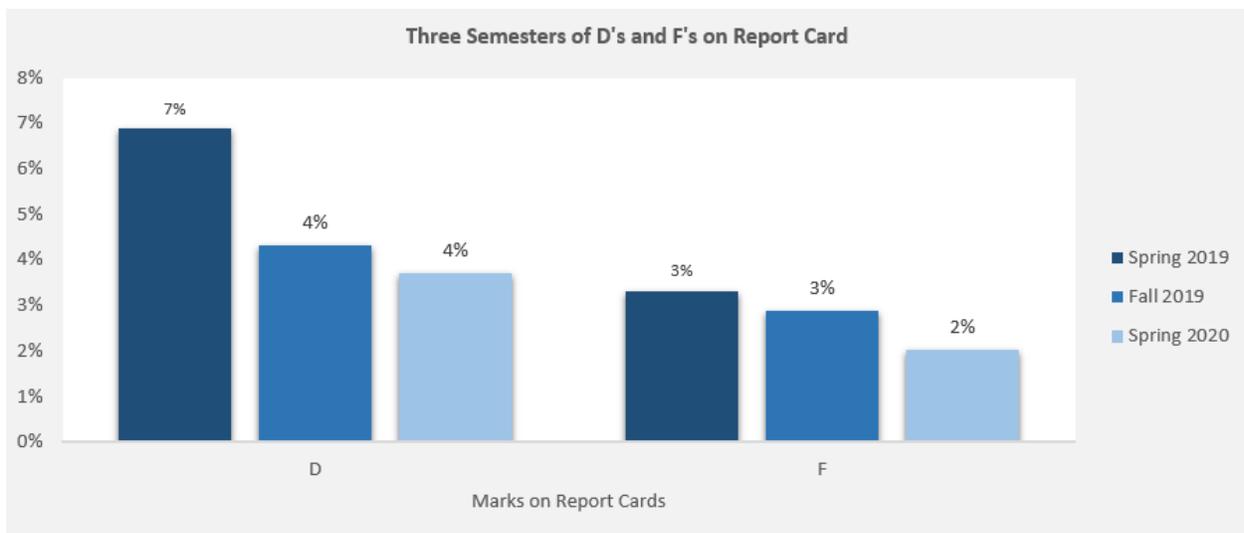
**Renaissance-Star Math**





Like Star Reading, the program’s Star Math scores for the past three years indicate that most of our students score/place 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 2017-2018 school year indicate that 0% of students scored in the “Above Grade Level” category. The percentage of students scoring in the top two categories has increased steadily in the past three school years, with 13-15% of students scoring in these categories.

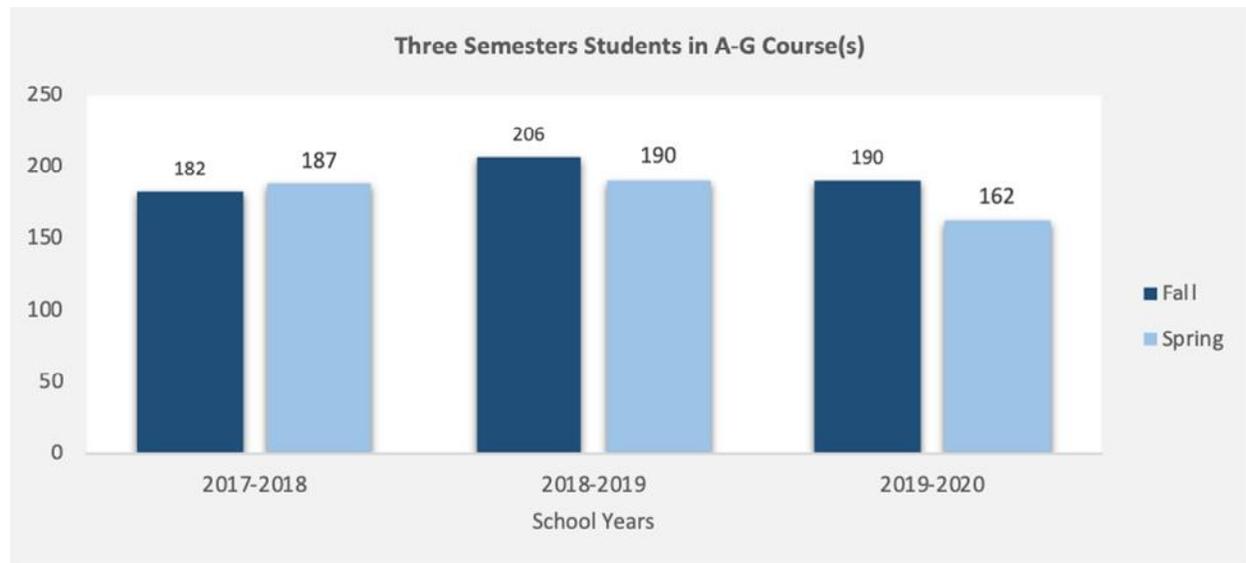
**Report Card Analysis of Percentage of Ds and Fs for the Last Three Semesters**



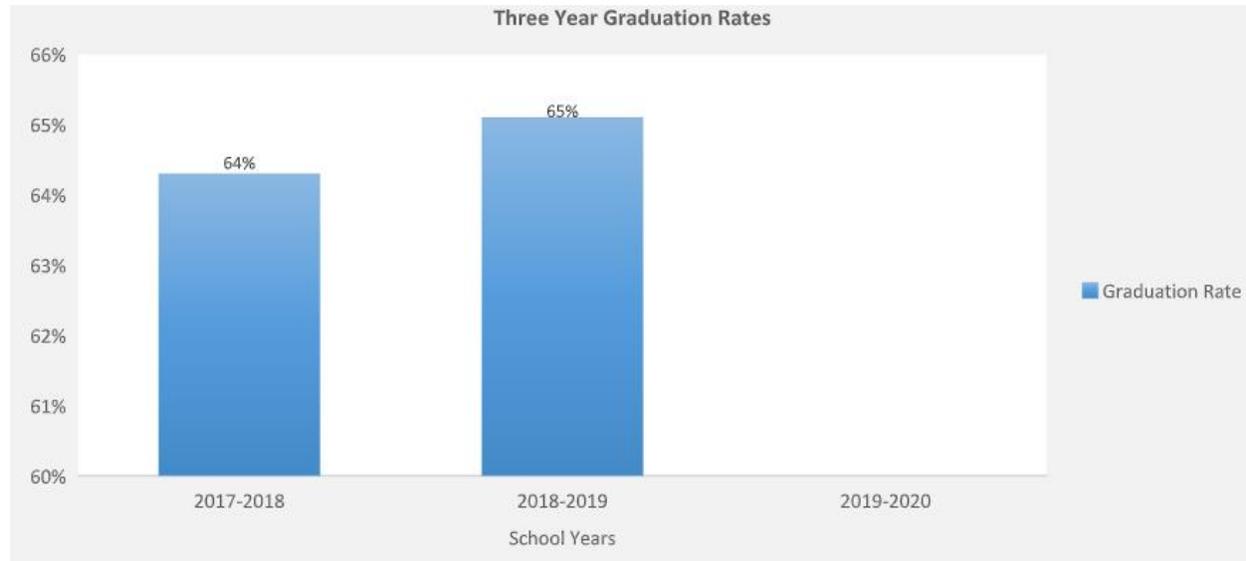
Data for the past three semesters indicates that students at West Park Charter Academy are improving their grades, with the percentage earning “F’s” is steadily decreasing. Factors leading to improved grades include:

- 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)
- Flexible grading during the Spring 2020 semester (due to the COVID-19 pandemic)

**Student Enrolled in A-G courses**



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, groups of students graduating at the end of the Fall semester (each school year), and most recently, the COVID-19 pandemic (students unable to receive on-site instructional & academic support in the Spring of 2020). That being said, the program provides opportunities for students and their parents/guardians to meet with their teacher and academic counselor to review transcripts, select classes, etc. West Park Charter Academy will continue to provide access and equity to A-G courses for all students.

**LCFF Priority 5—PUPIL ENGAGEMENT****Graduation Rate**

Based on the data pertaining to West Park Charter Academy’s graduation rate, the percentage increased from 64.3% in 2017-2018 to 65.1% in 2018-2019. Per the California Department of Education (CDE), there is no data available to LEAs for the graduation rate in the 2019-2020 school year.

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

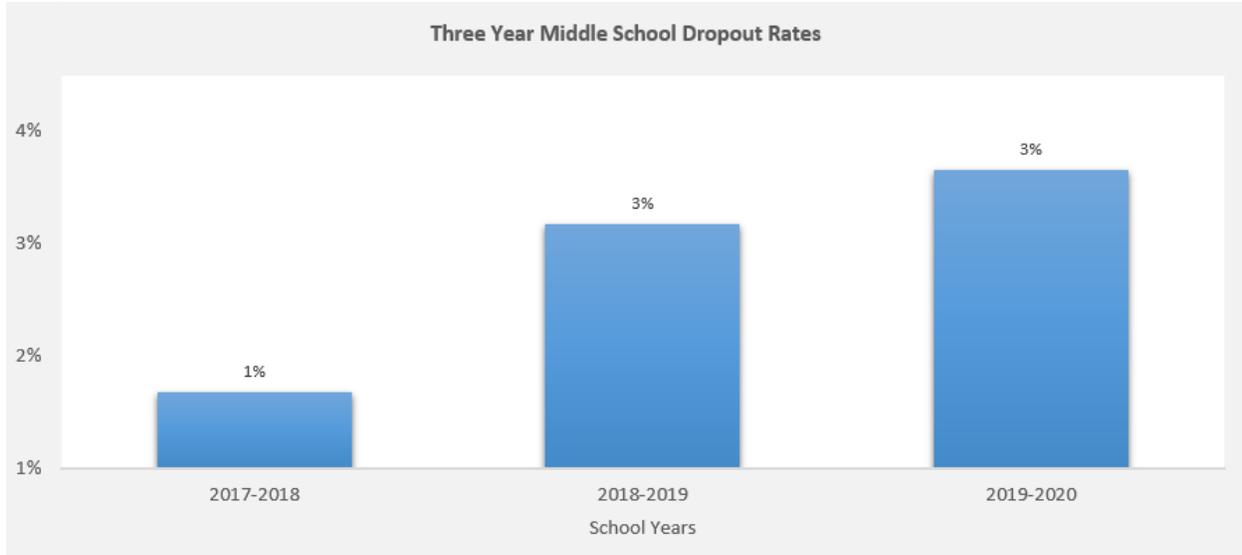
*For traditional high schools, the graduation rate is based on the number of students who graduate with a regular high school diploma within four or five years. The rate is known as the combined four-and five-year graduation rate. To be counted as graduates under the combined graduations rate (i.e., 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

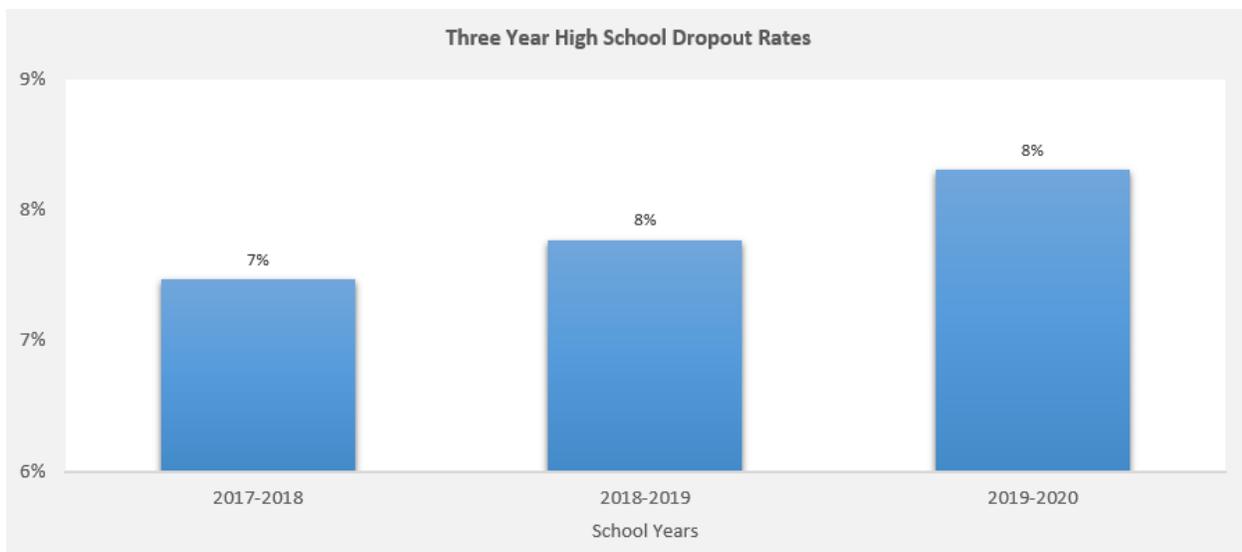
solutions to the issue. Depending on the situation, a student receiving his/her third RMA may be dropped from the program.

### Dropout Rates-Middle School



Over the past three school years, there has been an increase in the dropout rate of middle school students. From 2017-2018 to 2018-2019, there was a 1.5% increase. The percentage increased by about 0.5% (to 3.2%) from 2018-2019 to 2019-2020. The calculation of middle school dropouts is based on total number of enrolled middle school students divided by students marked as dropouts in the CALPADS Dropout-State view Report.

### Dropout Rates-High School



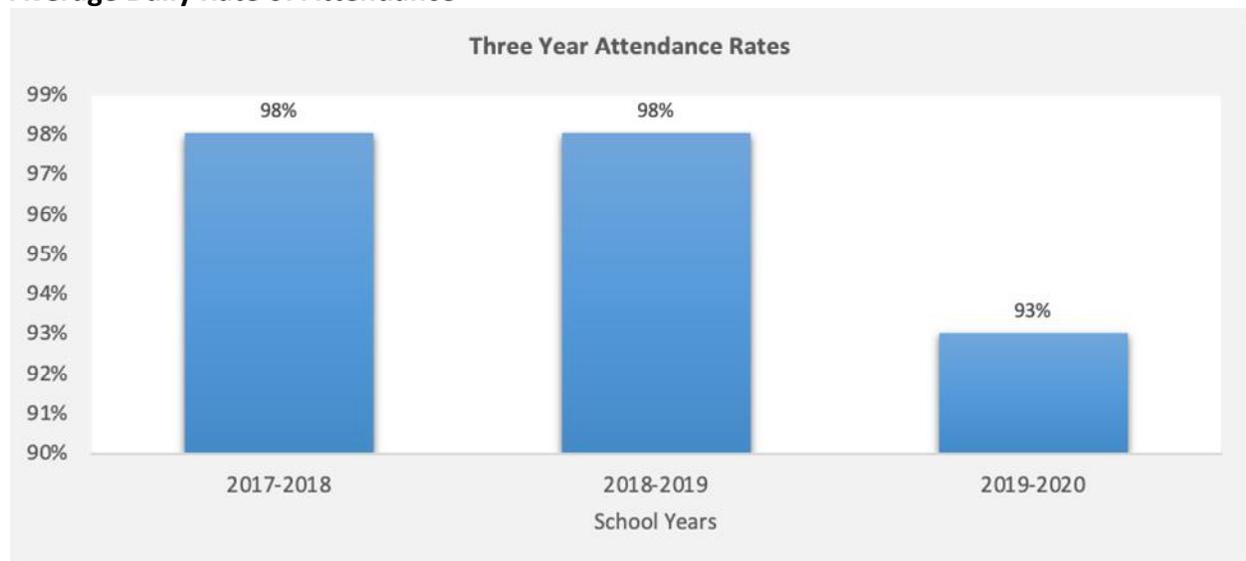
Data from the past three school years indicates that West Park Charter Academy had an increase in the high school dropout rate. From 2017-2018 to 2018-2019, the percentage

increased from 7.5% to 7.8%. In 2019-2020, the percentage slightly increased by 0.6% to 8.3%. The calculation for the high school dropout rate is based on total number of enrolled High school students divided by students marked as dropouts in the CALPADS Dropout-State view Report.

**Tardiness Rate**

Because we are 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.

**Average Daily Rate of Attendance**



Over the past three school years, West Park Charter Academy’s Average Daily Rate of Attendance has remained very high—at 98% during the 2017-2019 and 2018-2019 school years. The only exception is during the 2019-2020 school year, as this percentage was impacted (a decrease of 5%) by 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.

The following survey results are derived from the most recent student, parent, and staff surveys in the Fall 2020 semester. Although these items represent only a portion of the entire survey given to each stakeholder group, they address the area of school climate during the Spring 2020 semester as well as the Fall 2020 semester.

Student Survey Results	Fall 2020 Semester
I was satisfied with the amount of communication that my teacher required during distance learning at West Park Charter Academy in the Spring of 2020.	Strongly Agree - 40.9% Agree - 47% Neutral - 10.4% Disagree - 0% Strongly Disagree - 0% I did not attend WPCA during the Spring '20 semester - 1.7%
I continued to learn at a high level while distance learning at West Park Charter Academy in the Spring 2020 semester.	Yes, I continued to learn at a high level - 63.5% Yes, I mostly learned at a high level - 29.6% No, I did not continue learning at a high level - 5.2% I did not attend WPCA during the Spring '20 semester - 1.7%
I am satisfied with the current amount of communication that my teacher requires of me during the Fall 2020 semester.	Strongly Agree - 45.2% Agree - 43.3% Neutral - 9.6% Disagree - 1% Strongly Disagree - 1%
I feel challenged at West Park Charter Academy.	Strongly Agree - 14.4% Agree - 29.8% Neutral - 41.3% Disagree - 11.5% Strongly Disagree - 2.9%
I am treated with respect by my teachers.	Strongly Agree - 72.1% Agree - 26% Neutral - 1.9% Disagree - 0% Strongly Disagree - 0%
West Park Charter Academy is preparing me well for what I want to do after high school.	Strongly Agree - 34% Agree - 47.6% Neutral - 15.5% Disagree - 2.9% Strongly Disagree - 0%
My teachers use technology in their instruction.	Strongly Agree - 35.6% Agree - 46.2% Neutral - 17.3% Disagree - 1% Strongly Disagree - 0%
Help is available from counselors for selecting classes based on my interests, needs, and abilities.	Strongly Agree - 35.6% Agree - 40.4% Neutral - 15.4% Disagree - 0% Strongly Disagree - 0%

West Park Charter Academy ACS WASC/CDE Progress Report

	I am not in grades 9, 10, 11, or 12 - 8.7%
I have been informed about the Career Technical Education (CTE) and High School Enrichment program opportunities at Fresno City College and/or West Hills College.	Strongly Agree - 29.8% Agree - 38.5% Neutral - 16.3% Disagree - 4.8% Strongly Disagree - 0% I am not in grades 9, 10, 11, or 12 - 10.6%
My teachers use a variety of instructional strategies (ex: projects, group activities, lab experiments).	Strongly Agree - 18.3% Agree - 46.2% Neutral - 27.9% Disagree - 7.7% Strongly Disagree - 0%
My teachers encourage me to explore the meaning and the importance of the curriculum.	Strongly Agree - 28.8% Agree - 51.9% Neutral - 17.3% Disagree - 1.9% Strongly Disagree - 0%
My teacher knows me as a person.	Strongly Agree - 23.3% Agree - 45.6% Neutral - 25.2% Disagree - 3.9% Strongly Disagree - 1.9%
My teacher expects me to achieve a high academic level.	Strongly Agree - 38.5% Agree - 47.1% Neutral - 12.5% Disagree - 1.9% Strongly Disagree - 0%
I receive adequate academic support at West Park Charter Academy.	Strongly Agree - 32.7% Agree - 53.8% Neutral - 13.5% Disagree - 0% Strongly Disagree - 0%
I receive adequate emotional support at West Park Charter Academy.	Strongly Agree - 20.6% Agree - 33.3% Neutral - 32.4% Disagree - 11.8% Strongly Disagree - 2%
I currently have adequate technology (Chromebook, laptop, desktop) to learn at home.	Strongly Agree - 59.8% Agree - 34.3% Neutral - 4.9% Disagree - 1% Strongly Disagree - 0%
I currently have Internet access at home, and am able to meet with my teacher(s) via Zoom and/or Google Meet for weekly appointments and/or labs & classes.	Strongly Agree - 60.6% Agree - 35.6% Neutral - 2.9% Disagree - 1% Strongly Disagree - 0%

West Park Charter Academy ACS WASC/CDE Progress Report

While distance learning, I learn most when my teacher(s): (Select top three)	Online assignments - 82% Online (live) lessons - 49% Recorded lessons - 31% Textbook-based assignments - 64%
Once West Park Charter Academy is able to have on-site instruction, I will feel comfortable visiting my learning center for my weekly appointments and/or labs & classes.	Yes, with health safeguards in place - 54% No, I would like to continue with distance learning for the entire 2020-2021 school year - 24% Undecided at this time - 23%
Basic needs (food, shelter, health care) are not an issue with me or my family.	Strongly Agree - 63.1% Agree - 29.1% Neutral - 3.9% Disagree - 1.9% Strongly Disagree - 1.9%
I am happy to be attending West Park Charter Academy.	Strongly Agree - 55.3% Agree - 33% Neutral - 10.7% Disagree - 1% Strongly Disagree - 0%

Parent Survey Results	Fall 2020 Semester
I was satisfied with the amount of communication that my child's teacher required during distance learning at West Park Charter Academy in the Spring of 2020.	Strongly Agree - 65.5% Agree - 22.4% Neutral - 3.4% Disagree - 5.2% Strongly Disagree - 0% My child did not attend WPCA during the Spring '20 semester - 3.4%
My West Park Charter Academy student/students continued to learn at a high level while distance learning in the Spring 2020 semester.	Strongly Agree - 58.6% Agree - 20.7% Neutral - 13.8% Disagree - 0% Strongly Disagree - 1.7% My child did not attend WPCA during the Spring '20 semester - 5.2%
I am satisfied with the current amount of communication that my student's teacher requires of her/him during the Fall 2020 semester.	Strongly Agree - 54.5% Agree - 34.1% Neutral - 9.1% Disagree - 2.3% Strongly Disagree - 0%
I feel that my student is challenged at West Park Charter Academy.	Strongly Agree - 34.1% Agree - 18.2% Neutral - 36.4% Disagree - 6.8% Strongly Disagree - 4.5%
My student is treated with respect by her/his teacher(s).	Strongly Agree - 77.3% Agree - 20.5% Neutral - 2.3%

West Park Charter Academy ACS WASC/CDE Progress Report

	Disagree - 0% Strongly Disagree - 0%
West Park Charter Academy is preparing my student well for what she/he wants to do after high school.	Strongly Agree - 52.3% Agree - 31.8% Neutral - 13.6% Disagree - 2.3% Strongly Disagree - 0%
My student's teacher uses technology in their instruction.	Strongly Agree - 59.1% Agree - 36.4% Neutral - 4.5% Disagree - 0% Strongly Disagree - 0%
My student is able to get help from counselors for selecting classes based on her/his interests, needs, and abilities.	Strongly Agree - 40.9% Agree - 36.4% Neutral - 11.4% Disagree - 6.8% Strongly Disagree - 0% My student is not in grades 9, 10, 11, or 12 - 4.5%
My student and I have been informed about the Career Technical Education (CTE) and High School Enrichment program opportunities at Fresno City College and/or West Hills College.	Strongly Agree - 36.4% Agree - 31.8% Neutral - 13.6% Disagree - 6.8% Strongly Disagree - 0% My student is not in grades 9, 10, 11, or 12 - 11.4%
My student's teacher uses a variety of instructional strategies (ex: projects, group activities, lab experiments).	Strongly Agree - 36.4% Agree - 36.4% Neutral - 22.7% Disagree - 2.3% Strongly Disagree - 2.3%
My student's teacher expects her/him to achieve a high academic level.	Strongly Agree - 52.3% Agree - 40.9% Neutral - 4.5% Disagree - 2.3% Strongly Disagree - 0%
My student receives adequate academic support at West Park Charter Academy.	Strongly Agree - 59.1% Agree - 34.1% Neutral - 4.5% Disagree - 0% Strongly Disagree - 2.3%
My student receives adequate emotional support at West Park Charter Academy.	Strongly Agree - 43.2% Agree - 29.5% Neutral - 27.3% Disagree - 0% Strongly Disagree - 0%
My student currently has adequate technology (Chromebook, laptop, desktop) to learn at home.	Strongly Agree - 79.1% Agree - 18.6% Neutral - 0%

West Park Charter Academy ACS WASC/CDE Progress Report

	Disagree - 0% Strongly Disagree - 2.3%
My student currently has Internet access at home, and is able to meet with teacher(s) via Zoom and/or Google Meet for weekly appointments and/or labs & classes.	Strongly Agree - 63.6% Agree - 29.5% Neutral - 6.8% Disagree - 0% Strongly Disagree - 0%
While distance learning, my child learns most when their teacher(s): (Select top three)	Online assignments 76% Recorded lessons 29% Online (live) lessons 62% Textbook-based assignments 79%
Once West Park Charter Academy is able to have on-site instruction, I will feel comfortable sending my child/children to the learning center for their weekly appointments and/or labs & classes.	Yes, with health safeguards in place - 43% No, I would like to continue with distance learning for the entire 2020-2021 school year - 33% Undecided at this time - 24%
Basic needs (food, shelter, health care) are not an issue with my family.	Strongly Agree - 68.2% Agree - 29.5% Neutral - 2.3% Disagree - 0% Strongly Disagree - 0%
I am happy that my student is attending West Park Charter Academy.	Strongly Agree - 70.5% Agree - 22.7% Neutral - 6.8% Disagree - 0% Strongly Disagree - 0%

Staff Survey Results	Fall 2020 Semester
How are you holding up professionally and personally in the distance (virtual) learning setting?	Very well - 18.2% Well - 45.5% OK - 27.3% Not too well - 9.1%
I feel comfortable/safe when working from my respective site.	Strongly Agree - 13.6% Agree - 22.7% Neutral - 31.8% Disagree - 18.2% Strongly Disagree - 13.6%
I adhere to the safeguards that WPCA has implemented on a daily basis.	Strongly Agree - 59.1% Agree - 36.4% Neutral - 4.5% Disagree - 0% Strongly Disagree - 0%
In what ways would you like to be supported by WPCA that would improve virtual instruction?	FCSS Professional Learning/Development - 41.2% Curricular trainings - 29.4% Additional technology/devices - 58.8% Video conferences/trainings/webinars - 35.3%
I am able to successfully facilitate learning at a high level for all of my students (distance learning and in-person).	Strongly Agree - 25% Agree - 62.5%

	Neutral - 12.5% Disagree - 0% Strongly Disagree - 0%
I would rate my level of proficiency with using technology in delivering instruction as (scale of 1-10)	Level 9 - 25% Level 8 - 68.8% Level 4 - 6.3%
All students on my roster are capable of meeting grade-level expectations, even during this pandemic.	Strongly Agree - 18.8% Agree - 37.5% Neutral - 25% Disagree - 12.5% Strongly Disagree - 6.3%
During last Spring's distance learning efforts, what percentage of your students regularly engaged in remote learning? This includes regularly attending live appointments/tutoring sessions over video, submitting assignments, or otherwise engaging with the structures put in place for remote learning. (0-100)	90-100 - 18.8% 80-89 - 6.3% 70-79 - 18.8% 60-69 - 18.8% 50-59 - 12.5% Less than 50 - 25%
I know where to refer families and students to help them meet their basic needs (e.g., food, shelter, healthcare, counseling services).	Strongly Agree - 0% Agree - 75% Neutral - 25% Disagree - 0% Strongly Disagree - 0%
To better meet the needs of my students during distance learning, I would like to receive additional training in the following areas:	Using technology - 80% English Language Arts - 40% Math - 33.3% Adopted Print & Digital Curriculum - 53.3%
Once West Park Charter Academy is able to provide on-site instruction, I will feel comfortable with teaching my students in-person for weekly appointments and/or labs & classes.	Yes, with health safeguards in place - 31% No, I would like to continue with distance learning for the entire 2020-2021 school year - 38% Undecided at this time - 31%
Basic needs (food, shelter, health care) are not an issue with me or my family.	Strongly Agree - 62.5% Agree - 18.8% Neutral - 0% Disagree - 18.8% Strongly Disagree - 0%

**LCFF Priority 7**

In the past few years, West Park Charter Academy has worked to increase the access that students have that lead 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 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 with 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), 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 ELD students) and pay for ELD supplies.

**School Financial Support Expenditures Per Pupil**

	2017-2018	2018-2019	2019-2020
Amount	\$4,416,471.16	\$5,600,913.17	\$6,134,087.94
Number of Students	373.17	349.57	352.75
Amount Per Pupil	\$11,835.01	\$16,022.29	\$17,389.34

*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 as well—for all students, but increased attention for the English Learner, Low Socio-Economic, and Hispanic subgroups.

**•Lack of Post-Secondary Preparedness**

The program 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 CTE Pathways.

**•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 ELP, using an objective assessment instrument, including, but not limited to, the state test of ELPAC (ELPAC Overall PL 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 is 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 support.

**Critical Learner Need #1: Student Proficiency**

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 student’s proficiency on ELA and Math assessments (i.e. SBAC, Benchmarks, etc.)?
- What additional supports 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 career. 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 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 to conduct research, write essays/reports, 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 ESLR means that students must strive to

earn a 2.0 GPA minimum, complete their courses, attend all appointments/labs, and complete a Senior Portfolio.

•**Responsible Citizens**

- 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**

- 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 with 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 program improvement efforts. What stakeholders think and say about the program is greatly considered when making decisions, and supports the program’s continuous improvement. This feedback helps drive the program’s various plans and/or reports such as the following:

- Local Control and Accountability Plan (LCAP)
- WASC Action Plan
- Learning Continuity and Attendance Plan (LCP)
- Comprehensive Supports and Improvement Prompts (CSI)

The feedback we receive 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. 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.

With regards to enrollment, there is no doubt that 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 program (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.

## *Significant School Changes and Developments*

## *Significant Developments*

Like all schools up and down the state of California (and across the country), West Park Charter Academy has been impacted greatly because of the COVID-19 pandemic. Since March 2020, teachers have been making every effort to provide instruction, identify learning loss, 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 continues 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.

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 will participate as WASC committee members, continuously work 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 which include: a response to the COVID-19 pandemic, funding, curriculum/instructional support, assessment, staffing, and school culture.

The following includes some of the most crucial developments that have occurred since our last WASC Self-Study in November of 2017:

### **COVID-19 Pandemic**

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

- **Learning Continuity and Attendance Plan (LCP)**: The program's 2020-2021 LCP was approved by the WPESD Board prior to September 30, 2020. The Plan replaces the LCAP during the 2020-2021 school year, and addresses how the program will ensure that the academic and social-emotional well-being of students continues during the pandemic. This includes access to print and digital curriculum, devices and WiFi hotspots, professional development for teachers and support staff, Personal Protective Equipment (PPE), etc.
- **Virtual instruction and academic support**: Teachers have ensured that students' learning is continuing by providing instruction to their respective students via Zoom and/or Google Meet. ELD and tutorial support is also being provided virtually.
- **Option to Telework for Staff**: In late October 2020, the WPESD Board approved a telework plan for the program's staff members (certificated and classified). Since that time, staff have had the option to submit and have a telework request application approved. In

order to be more accessible to students and parents, the district's administration has required teachers to report to their respective site at least one day per week, and counselors and paraprofessionals two days per week. Since the telework plan was established, staff members have reported to program administration that morale has improved.

- 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.

### **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 2018 California Dashboard results, the program had a graduation rate of 64.3%, and in 2019, it was 65.1%. The program's WASC Action Plan and LCAP (in a typical year) serve as its overall CSI Plan. Funds that are received from the state to improve in this area are utilized for a non-permanent CTE/Post-Graduate counselor, establishing systems to monitor students' progress, materials and supplies to support students, etc.

### **Daily Engagement per Senate Bill 98**

In September 2020, West Park Charter Academy administration learned through the California Consortium of Independent Study (CCIS) that per SB 98, the program would have to provide daily engagement with its students like all traditional schools during the pandemic. Teachers are now meeting with their students in a homeroom session for thirty minutes each day, with most utilizing the time added for literacy practice with online programs and/or quick-writes. So far during the Fall 2020 semester, teachers have reported that their students appear to be more engaged and connected to their learning.

### **CTE Pathways/Post-Graduate Counselor**

A CTE/Post-Graduate counselor was hired in the Spring 2020 semester. Since that time, a partnership with local community colleges has been established, which in turn, gives students enrolled at West Park Charter Academy opportunities to take CTE and High School Enrichment Program courses. In addition to assisting students with the application process for CTE courses, this counselor also reviews and communicates (with students and their parents/guardians) students' progress in both their high school and college courses. The impact of this position being filled has already been felt, as a group of students have successfully completed their first of two college success courses (pre-requisites for a CTE Pathway) at West Hills College.

### **Partnership with Local Community Colleges**

As previously stated, a partnership with local community colleges (Fresno City College and West Hills College) has been established prior to the 2020-2021 school year. This will provide West Park Charter Academy students with opportunities to take college success courses (pre-requisites for a CTE Pathway), CTE courses, and/or High School Enrichment Program courses.

This partnership benefits students in a number of ways: 1) they now have access to instructors that are local 2) they will be supported and have their progress monitored each week 3) they will increase their 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 2020-2021 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 2020-2021 school year, teachers and support staff will be provided with various professional learning opportunities in the areas of ELA, Math, Technology, and Visual and Performing Arts (VAPA).

### **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 was/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, were held twice per week on-site both learning centers. Since March 2020, these classes have been held virtually via Zoom twice per week for students at each learning center. 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. The program is confident that when students are able to 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 2020-2021. 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 a better reader than when they enrolled with the program.

### **Access to Chromebooks & 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 March 2020, 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. This has impacted all schools and programs, as there are no summative assessment results for students in the grade-levels assessed. The California Department of Education (CDE) has recently announced that students will be taking an abbreviated/condensed SBAC test in the Spring of 2021. Once details are released from the CDE, program administration will develop a testing schedule, and notify stakeholders of testing days and times.

### **Illuminate**

For the past two school years, West Park Charter Academy has utilized CAASPP's Interim Comprehensive Assessments (ICAs) in ELA and Math as benchmark tests. Students in grades 3-12 have taken the ELA and Math tests (12<sup>th</sup> graders only take the ELA portion) each October and February. Although there were benefits to using the ICAs, district administration made the decision to purchase, implement, and utilize Illuminate's grade-level assessments as benchmark tests during the 2020-2021 school year. This program allows teachers to use the ready-made tests, create their own formative assessments, view results, provide immediate feedback (scores), print reports, etc. Training from Illuminate and the district's data analyst have been provided to teachers. Those needing additional support will be provided the necessary training on an ongoing basis.

### **Program Administration**

West Park Charter Academy hired a new director prior to the 2016-2017 school year. He has been employed with the West Park Elementary School District for 13 years, and is entering his fifth year as the director.

### **Teachers**

Two new teachers were hired at the beginning of the 2020-2021 school year. Like all new teachers, these newest additions were paired with veteran teachers to receive support for the first semester. Prior to the 2018-2019 school year, teachers and support staff took some time to provide input as to what all new teachers at West Park Charter Academy should be trained on. So, when new teachers are hired, their respective "mentor" teacher uses this list of items, and spends time focusing on these areas.

### **Academic/Guidance Counselors**

West Park Charter Academy continues to employ two full-time academic/guidance counselors (one at each learning center). Both counselors are provided with local trainings and conferences. They make every effort to support students academically and social-emotionally,

and ensure that consistent, ongoing communication is maintained with each student's parents/guardians.

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 has increased, and when necessary, students needing added support (i.e. tutoring) is coordinated.

### **School Psychologist**

West Park Elementary School District continues to contract a school psychologist from the Fresno County Superintendent of Schools (FCSS). This has helped West Park Charter Academy in addressing the assessment needs of students (for Special Education qualification), IEPs, as well as 504 Plans.

### **Paraprofessionals**

West Park Charter Academy currently employs six paraprofessionals, with three working at the Fresno Center, and two working at the Hanford Center. They are all highly-qualified, and provide focused, targeted tutorial services for students. The program is still looking to fill a third vacant paraprofessional position at the Hanford Center.

### **Parent Outreach**

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. With just a few clicks of the mouse, a phone call, email, and text message will deliver: messages, school forms, permission slips, school news/bulletins, student assignments, meeting/committee invitations, etc.

### **Faculty Advisory Committee**

Established in the 2016-2017 school year, West Park Charter Academy's Faculty Advisory Committee (F.A.C.) 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 an F.A.C. representative can do so by signing-up at the beginning of each school year. The F.A.C. meets twice per semester, and the items brought to each committee meeting are then taken to the district's management team for review and discussion. The program's director then reports the management team's responses and/or actions taken back to the staff members.

### **Staff Book Reads**

During a typical school year, West Park Charter Academy teachers and counselors embark on a book read. This activity strengthens the staff, as they are able to learn from one another (partners present a chapter), grow professionally, and progress as a team. In 2019-2020, teachers and counselors read, Bold School: Blended Learning That Works, by Weston Kieschnick. Due to the pandemic, the book read activity has been postponed. However, once restrictions are lifted and a sense of normalcy has been re-established, the group will select a book to read.

### **Field/Study Trips**

Field and study trips are critical in supporting student learning, but they also improve the culture of the school. Because we are an independent study program, students do not always see and/or interact with others. So, providing these opportunities for our students is very important. With that said, the pandemic impacted the program's field trips during the 2019-2020 school year, as students only had the opportunity to visit Fresno State and Fresno Pacific in November 2019.

To ensure that students have these opportunities, virtual field trips are being researched and planned during the school's closure. A virtual field trip to the Monterey Bay Aquarium has already been planned for November 2020.

### **Book Clubs**

In recent years, students from both learning centers have had the opportunity to participate in book clubs. The clubs are open to students in various grade-levels, and are led by staff members. Students practice and strengthen their skills in the areas of responding to literature (in writing, orally, and on video) and working with others.

There is no doubt that the book clubs have been impacted by the pandemic. Teachers and support staff who normally serve as book club advisors are focusing on providing virtual instruction. However, as soon as it is feasible, students will have opportunities to join a book club.

### **Assessment Attendance Incentives**

In order to help motivate students and improve testing attendance, various items will be raffled-off during the Spring of 2021 SBAC administration. In years past, doing this has positively impacted the number of students who actually test. As we move closer to the Spring test administration, teachers will be provided with raffle tickets to distribute to their respective students.

Overall, West Park Charter Academy teachers and support staff continue to work to address the WASC Action Plan items and recommendations. Per a recent staff survey (November 2020), teachers and support staff have indicated that they are receiving the necessary training and professional development in ELA, Math, and Technology. Most teachers stated that the

professional development they receive has allowed them to be better prepared to maximize the weekly instructional time to deliver high-quality lessons during the pandemic. They also feel as though they are providing students with more personal and engaging lessons, as well as increased opportunities for critical-thinking. Because of these efforts, teachers have seen improved reading skills and confidence in their students.

### **Impact of School Changes and Developments**

In order to gain insight to staff members' contribution to significant school changes, West Park Charter Academy teachers and support staff were surveyed during the Fall 2020 semester. The following input was shared by staff, and includes what they have done since the November 2017 Self-Study visit. Staff members who were hired after that date shared their contribution since their date-of-hire.

#### **Ongoing Professional Development/Learning**

The survey results indicate that a large majority of teachers and support staff feel that they are growing professionally, thus being better equipped to provide standards-focused instruction to students. In the past few years, the professional development/learning opportunities provided by the Fresno County Superintendent of Schools (FCSS) have been focused in the areas of ELA and Math, and most recently in Visual and Performing Arts (VAPA), and Technology. Teachers have reported that the combination of whole-group and one-on-one coaching has been instrumental. They have learned best practices and strategies on how to implement checks for understanding, formative assessment, quick writes, and how to use digital resources such as Nearpod, Flipgrid, and Screencastify. Moreover, some staff members shared that they appreciate the opportunities to attend workshops, webinars, and conferences, as attending these functions helps them grow professionally.

#### **Increased 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 two to three years, students who have an Individualized Education Plan (IEP) have been placed on a General Education teacher's roster for instruction. Students who are transitioned to a General Education teacher's roster continue to meet with the Special Education teacher each week for IEP goal instruction. Naturally, this depends on the student's academic progress and need, as well as notice and approval of parents/guardians.

#### **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.

### **Increased Support for students**

Staff survey results indicate that there has been an increased level of 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 with applications for financial aid (FAFSA) and college, as well as with selecting classes to take each semester.

Survey results also indicate that although there are challenges with attendance, the high school Algebra and Geometry classes have helped to better support students' Math skills. To better monitor students' attendance to these classes, teachers are now sharing a Google Sheet for each week's classes. This has helped in communicating attendance concerns with students and their parents/guardians.

### **Daily Homeroom Sessions**

Survey results indicate that the implementation of daily homeroom sessions have helped teachers and students interact more frequently. Staff shared that these sessions have supported students' social-emotional well-being, and have also helped with ensuring that students build their literacy skills by using Lexia and/or Reading Plus.

*Engagement of Stakeholders in Ongoing  
School Improvement*

West Park Charter Academy continues to make every effort to include its stakeholders in the development, implementation, and the monitoring of any progress pertaining to its WASC Action Plan. Since the November 2017 Self-Study visit, the program has increased the number of opportunities that stakeholders have to provide input/feedback—all of which support West Park Charter Academy's overall continuous improvement. As in every school year, stakeholders will have various opportunities to provide input/feedback during the 2020-2021 school year. These opportunities include but are not limited to:

- WASC Action Plan review & progress update during certificated orientation and board meetings
- Monthly Board meetings (during open session)
- Quarterly ELAC meetings
- LCAP meetings (three per year)
- Faculty Advisory Committee meetings (twice per semester)
- Staff Meetings (at least twice per month)
- WASC Committee (focus group) meetings
- Curriculum Committee meetings (twice per semester)
- Stakeholder Surveys (staff, students, & parents/guardians)
- Various parent engagement events (pre-pandemic)
- A comment/suggestion section on the district's website
- Parent Square (the program's parent/guardian communications platform)
- Wolf Chats (brief, one-on-one meetings between the director and staff members)

Stakeholder feedback/input is critical in the program's improvement efforts, and were important in the preparation of the progress report. For that reason, stakeholder feedback is (and will be) continuously gathered by program and district administration, and is then reviewed/discussed routinely during biweekly management meetings as well as monthly curriculum & instruction committee meetings. Typically, the district's leadership team utilizes the "Notice and Wonder" strategy, Gallery Walks, uses graphic organizers such as T-Charts, and analyzes data/graphs to review stakeholder input. This assists the leadership team with being intentional in taking the necessary time to identify and report trends, as well as responding to the needs of students, staff, and families.

As previously stated, stakeholder input contributes greatly to the 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 Learning Continuity and Attendance Plan (LCP), Comprehensive Supports and Improvement (CSI) plan/responses, and in the preparation of the 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 department/service descriptions.

Up until March of 2020, all of the aforementioned stakeholder meetings were held in-person at either the campus of West Park Elementary or at the Fresno learning center. 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 2020-2021 school year (and beyond), we will continue providing stakeholders with information, updates, and various opportunities to give their input/feedback—doing so can only help the program with its continuous improvement efforts.

***Progress on the Implementation of the  
Schoolwide Action Plan***

Since the November 2017 Self-Study visit, West Park Charter Academy staff (district office, administration, teachers, counselors, and support staff) have made efforts to implement the necessary tasks/actions that address the Critical Learner Needs as well as Schoolwide Critical Areas for Follow-Up. The following information outlines the tasks/actions and provides an explanation on how these areas have been addressed.

**Critical Learner Need #1:** Increase student proficiency on local and state ELA and Math assessments.

**Rationale:** Through the Self-Study and Mid-Cycle process and data analyzation, findings continue to indicate that students have underperformed on state and local ELA and Math assessments. SBAC data from the 2017-18 and 2018-19 test administrations show that although students showed progress, additional supports are needed to ensure that all students have met and/or exceeded standard in ELA and Math.

Task/Action	Explanation
<p><b>1.1</b> Implementation of Common Core-Aligned ELA and Math textbooks</p>	<p>Funds are used to provide teachers with the necessary training with adopted ELA and Math curriculum. Staff and students are provided with print and digital materials for these (and all) core subject areas. This ensures that all students have access to the adopted curriculum needed to learn.</p>
<p><b>1.2</b> Implementation of Algebra 1A and 1B Labs</p>	<p>The Algebra labs that were implemented in the 2016-2017 school year made a positive impact; a large percentage of students who regularly attended the Algebra labs experienced growth on the end-of-year Renaissance (STAR Math) tests. Understanding that there continues to be a high need in high school Math support, the program transitioned from optional Algebra labs to mandatory on-site high school Math classes taught by a credentialed teacher. Since the Fall of 2019, students in grades 9-12 have access to mandatory, on-site (virtual during the pandemic) Algebra 1, Geometry, and Algebra II classes.</p>
<p><b>1.3</b> Implementation of Writing Labs</p>	<p>The program has not yet implemented writing labs as planned. However, all teachers have been receiving ongoing ELA professional development, and are implementing various strategies to improve students' writing. Every effort will be made to implement a writing class/lab in the 2021-2022 school year.</p>

<p><b>1.4</b> Utilize assessments/programs to determine Reading and Math levels/analyze growth</p>	<p>Renaissance assessments (STAR Reading and STAR Math) continue to be utilized as a means of determining students’ reading and math levels, as well as monitoring growth in these areas. Vendor and district training has been provided to teachers and support staff, and will continue to be provided.</p>
<p><b>1.5</b> Purchase and utilize a data disaggregating and benchmark creation program</p>	<p>The purchase and consistent use of a data disaggregating and benchmark creation program has been a challenge (since the November 2017 Self-Study visit). Starting in the Fall of 2017, the program purchased Student Assessment-IO to meet these needs. After initial training, the program was used to some extent during the 2017-2018 school year. However, the district opted to use CAASPP’s Interim Comprehensive Assessments (ICAs) during the 2018-2019 and 2019-2020 school years. After consideration, the district chose to utilize Illuminate Education’s assessments and software to meet the program’s data disaggregating and formative assessment needs for the 2020-2021 school year.</p>
<p><b>1.6</b> Provide students with the necessary technology to access supplemental online programs, complete assignments/projects, etc.</p>	<p>Prior to the pandemic, students had access to either a Chromebook or a laptop while at the learning centers. This supported students in accessing various supplemental online programs and completing assignments. However, since the pandemic, the program has utilized funds to ensure that all students have access to a Chromebook and/or WiFi hotspot.</p>
<p><b>1.7</b> Standardize and use formative and summative assessments/data</p>	<p>Teachers utilize quizzes and chapter tests (print and digital) that are embedded in program adopted curriculum. In addition, an area of focus during professional development has been how to best implement formative assessment in ELA and Math instruction. Teachers are provided with ideas on how to best use formative instruction during whole group and one-on-one coaching sessions.</p>
<p><b>1.8</b> Professional development opportunities to continue the implementation of the CCSS</p>	<p>Teachers and support staff continue to have opportunities for professional development/learning throughout each school year. These opportunities primarily focus on the areas of ELA and Math, but for the 2020-2021 school year, Technology and Visual and Performing Arts (VAPA) training has been added.</p>

	Also, to better meet the individual needs of teachers, one-on-one coaching sessions have been implemented.
<b>1.9</b> Hire paraprofessionals/tutors to provide additional support to students	The program maintains a total of seven paraprofessionals at each learning center (four in Fresno and three in Hanford) who 1) serve as tutors for students 2) carry-out clerical duties. Our tutors play a vital role in supporting students in core subject areas (especially Math).
<b>1.10</b> Targeted meeting time for students who are two or more grade-levels behind in ELA and/or Math	Teachers provide an additional thirty minutes of academic support for students who are two or more grade-levels behind in ELA and/or Math. This targeted time is spent focusing on students' individual areas of growth.

West Park Charter Academy’s efforts to address the academic progress and achievement of its students has been a school-wide effort—one that requires an, “all hands on-deck” approach. Naturally, this goal’s focus is to support students academically, so that they can demonstrate standard proficiency on local and state ELA and Math assessments. To achieve that end, teachers and students will continue to have access to the needed print and digital curriculum, devices for learning, and assessment programs to monitor progress. Moreover, teachers and support staff will continue receiving professional development in the areas of ELA and Math. They will continue learning how to best address their students’ areas of growth, how to utilize formative assessments, and how to maximize weekly appointment minutes. As previously stated in the Student/Community Profile Data section of this report, students have demonstrated growth each year as evidenced by the Spring 2019 CAASPP results, Renaissance (STAR Reading & STAR Math) results, and Interim Comprehensive Assessments (ICAs) during the 2018-2019 school year. Additionally, the program has seen a decrease in D’s and F’s in the past few years.

West Park Charter Academy will continue its efforts in supporting the tasks/actions in this Action Plan goal, and will also address the areas that have yet to be implemented. Through stakeholder efforts, the goal of ensuring all students achieve proficiency on ELA and Math local and state assessments will be realized.

**Critical Learner Need #2:** Enhance, develop, and organize programs that better prepare students for post-secondary opportunities

**Rationale**

In analyzing the results from West Park Charter Academy’s overall needs assessment (including stakeholder input), there is a need for students and their parents/guardians to be:

- Provided with the necessary information to make decisions regarding courses
- Have their progress monitored regularly to ensure successful course/credit completion

In addition, West Park Charter Academy must continue providing students and their parents/guardians with information pertaining to opportunities for CTE Pathways, High School Enrichment Program courses, and other vocational/certificate programs. It is important that all students have access to these classes, resources, and experiences that will prepare them for post-secondary opportunities.

Task/Action	Explanation
<p><b>2.1</b> Update Earth Science course and submit for a-g approval</p>	<p>The Earth Science curriculum information was submitted and approved by UC Doorways (and therefore a-g approved) prior to the 2018-2019 school year. Since then, new K-8 and High School Science curriculum were adopted and implemented prior to the 2019-2020 and 2020-2021 school years respectively. The High School Science curriculum was approved as a-g prior to the 2020-2021 school year.</p>
<p><b>2.2</b> Update a-g ELA and Math courses to CCCSS</p>	<p>The program’s ELA and Math curriculum continue to be CCCSS aligned. To ensure that the curricular information is up-to-date within the UC Doorways platform, a review of this information will be done during the Spring 2021 semester.</p>
<p><b>2.3</b> Expand opportunities for students to visit colleges and universities around the state</p>	<p>Prior to the pandemic, students were provided with various opportunities to visit local community colleges, 4-year universities, and vocational programs. Because of the restrictions due to the pandemic, teachers and support staff will be utilizing virtual field trips for students. Once restrictions are lifted, opportunities for students to visit campuses will resume.</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>	<p>Each year, the program’s counselors coordinate a Career Day during the Fall semester for students at each learning center. Representatives from local colleges and universities, vocational programs, and the military present information to students and answer questions that they may have. Naturally, the pandemic has impacted the 2020-2021 Career Day, as it will not be held in-person, but rather virtually.</p>

<p><b>2.5</b> Increase CTE/ROP course and program participation at local high schools and/or community colleges</p>	<p>Students in grades 9-12 have had access to online CTE Pathway courses via Edmentum’s EdOptions Academy. Throughout the three plus years of implementation, the data indicated that the program was not meeting our students’ needs. That being said, a partnership with local community colleges was established starting in the Fall of 2020. This provides our students with opportunities to explore CTE Pathway, College Readiness, and other High School Enrichment Program courses. In addition, the program has hired a CTE/Post-Graduate counselor to ensure that students who take these courses are supported.</p>
<p><b>2.6</b> Create work experience opportunities for students on the campus of West Park Elementary</p>	<p>Although work experience opportunities (on the campus of West Park Elementary School) for students enrolled in the program have been discussed and planned, additional time is needed for implementation.</p>
<p><b>2.7</b> Support students with CCGI (California Colleges Guidance Initiative) accounts/resources</p>	<p>There were plans to roll out the CCGI platform during the 2018-2019 school year, however, the system could not be synced with the program’s student information system. With that said, counselors and teachers utilized CCGI’s free resources (on the online platform) during the 2018-2019 school year. During that time, students were able to take career interest inventories, research careers, and research colleges/universities/vocational programs.</p>
<p><b>2.8</b> Create CTE Pathways and use CCR (College and Career) Indicators more effectively</p>	<p>As previously stated, the program established a partnership with local community colleges (Fresno City College and West Hills College). During the 2020-2021 school year, students in grades 9-12 have the opportunity to take two “College Readiness/Success” courses. These courses are required prior to a student starting a CTE Pathway.</p> <p>District and program administration will work together in the Spring 2021 semester to narrow down the list of courses that students are to take in a given CTE Pathway (with three classes and a Capstone in each Pathway).</p>

West Park Charter Academy understands that there is much to do to fully-achieve this goal, but the program remains committed to preparing its students for post-secondary opportunities. With the exception of the Spring 2020 semester being impacted by the COVID-19 pandemic, the number of students enrolled in a-g courses has remained relatively stable over the past three years. The challenge now is to support students in graduating from the program having fully-completed the a-g coursework—a challenge our counselors, teachers, and administration are up for.

In addition to ongoing progress-monitoring of grades/credits, students will continue being provided opportunities to visit community colleges, universities, and vocational programs. Students will also have the opportunity to participate in the program's:

- CTE Pathways partnership with local community colleges
  - *Students must take two College Success/Career Research classes prior to starting a CTE Pathway*
- High School Enrichment Program at local community colleges
- Annual Career Days

West Park Charter Academy's counselors, teachers, and administration will ensure that all students have access to these opportunities, tutorial support, as well as ongoing progress-monitoring of their grades and credits. Through these efforts, students will graduate well-prepared for post-secondary opportunities.

## *Schoolwide Action Plan Refinements*

# West Park Charter Academy

## WASC

### SCHOOLWIDE ACTION PLAN

#### **Schoolwide Critical Areas for Follow-up:**

- 1. There is a need for SLOs which are measurable, attainable, and support students in their academic growth.*
- 2. There is a need to increase students' reading and math test scores.*
- 3. There is a need for regular Benchmark assessments in core subject areas which measure student mastery of state instructional standards.*
- 4. There is a need to establish consistent grading practices by the teaching staff.*
- 5. There is a need to establish systems for disaggregating and analyzing student data, as well as modifying instructional practice based on data.*
- 6. There is a need to increase the amount of time the school provides for student-teacher interaction, instruction, and tutoring.*
- 7. There is a need to include any necessary staff development and technology plans in the Schoolwide Action Plan, as well as a timeline for reporting progress, for example, monthly, annually, etc.*

**School Goal 1**

***Growth - Develop SLOs which are measurable, attainable, and support students in their academic growth.***

***Rationale – By having the SLOs measurable, attainable and support 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.***

Specific Action	Means to Assess	Reporting Method
Articulation and emphasis on the Mission to all stakeholders  Updated School’s Mission and Vision Statements	Staff Survey  Student Survey  Parent Survey  Observation at Learning Centers  PLC Feedback	Staff Meetings Board Meetings ELAC Meetings Website Parent Survey Student Survey Parent/Student Handbook School Newsletters Learning Center Posters New Student Orientations
Curriculum, budget, and professional development decisions will be aligned to the school’s Mission and SLOs	Alignment to school’s LCAP, Mission, SLOs, and WASC recommendations  District Coordination Meeting	Board Meetings Staff Meetings ELAC Meetings Parent Survey Student Survey School Newsletters Parent Square

<p>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.)</p>	<p>Increase consistency as indicated by parent, staff and student feedback</p> <p>RMA's (Report of Missing Assignment(s)/Appointment(s))</p>	<p>Parent Survey Student Survey Teacher Survey Discipline Reports (Pathways)</p>
<p>Develop a list of appropriate assessments that can measure student achievement of the SLOs</p> <p>*Benchmarks: ICAs &amp; FIABs (Pre-Pandemic); will use Illuminate's Grade-Level Tests in 2020-2021</p> <p>*Renaissance: STAR Reading/Math</p> <p>*Reading Plus, Lexia Core5, Lexia PowerUp assessments</p>	<p>Review at Curriculum Committee Meetings</p>	<p>Agendas/Minutes from Staff Meetings ELAC Meetings Curriculum Committee Meetings School Newsletters Parent Square</p>

**School Goal 2**

***Growth -- Increase students' reading and math test scores.***

***Rationale – WASC self-study indicates there is not a common, consistent practice for assessing students' content knowledge.***

Specific Action	Means to Assess	Reporting Method
<p>Algebra 1A/1B Labs</p> <p>*On-site Algebra &amp; Geometry classes for high school students (virtual classes during pandemic/school closure)</p>	<p>Student Attendance/Sign-In Sheets</p>	<p>Staff Meetings Test Scores (curriculum embedded) SBAC Math Test Scores ELA and Math Benchmarks</p>
<p>Proper placement of students and communicate recommendation to counselor and parents</p>	<p>Course Rosters</p> <p>Semester Grades</p> <p>Transcripts</p> <p>SBAC Results</p>	<p>Course Grades SBAC Results Parent/Teacher/Counselor/ Student Conferences Orientations</p>

<p>Reevaluate English/Math Curriculum                  *Currently in Year 5 of Math adoption                  *Currently in Year 4 of English adoption</p>	<p>Course Rosters                   Semester Grades                   SBAC Results</p>	<p>Curriculum Committee Meetings                  Staff Meetings                  Surveys</p>
<p>Utilize Assessments/Programs to determine reading and math levels/analyze growth</p>	<p>STAR Reading and STAR Math Results                   Student/Teacher Utilization                   Reading and Math Levels                   Lexia                  Reading Plus                   IXL                   Semester Grades</p>	<p>PLCs                  Parent/Teacher/Counselor /Student Conferences                  Wolf Chats                  Curriculum Committee                  Program Reports                  Staff Meetings</p>
<p>Purchase a program that will allow teachers to disaggregate student assessment data and drive instruction                  *Partnering with Illuminate (Pilot during Spring '20; full implementation in Fall '20) – <i>This process has been slowed, due to the COVID-19 School Closure</i></p>	<p>Course Rosters                   Semester Grades                   SBAC Results                   Professional Development</p>	<p>Staff Meetings                  PLCs</p>
<p>Provide students with the necessary technology to access supplemental online programs, conduct research, complete assignments, etc.                  *Chromebooks (carts at sites &amp; 3 per teacher)                  *For 2020-2021, all students will have access to a Chromebook to use at home to complete homework &amp; school related</p>	<p>Student Usage                   Technology-Dependent                   Assignments/Projects</p>	<p>Staff Meetings                  Curriculum Committee                  PLCs                  Parent/Teacher/Counselor/ Student Conferences</p>

projects. Students will also have access to a WiFi hotspot, if needed.		
Use formative and summative assessment data to support student achievement *Benchmark Review *FCSS PLs/Coaching (ideas & strategies)	Professional Development Assignments/Projects Semester Grades	Staff Meetings Curriculum Committee PLCs Parent/Teacher/Counselor/ Student Conferences
Utilize Mondays for staff meetings, professional development, and other trainings	Teacher/Staff Sign-In Sheets Teacher Surveys Student Assessment Data	Curriculum Committee Staff Meetings PLCs

**School Goal 3**

***Growth -- Regular Benchmark assessments in core subject areas which measure student mastery of State instructional standards.***

***Rationale – There is a need for common measureable assessments to evaluate student achievement in all content areas and specific content standards.***

Specific Action	Means to Assess	Reporting Method
Purchase, train, implement, and analyze benchmark assessments for ELA and Math *FCSS ELA & Math coaches *ICAs & FIABs	EADMS Reports/Data	Staff Meetings PLCs Curriculum Committee Parent/Teacher/Counselor/ Student Conferences Surveys

<p>Standardization of formative assessments in all content areas to improve daily instruction via instructor knowledge of student mastery                      *FCSS ELA &amp; Math coaches                      *Core Teacher project/assignment ideas</p>	<p>Administrative Observation and Evaluation                       Student Assessment Data                       Semester Grades                       Assignments/Projects</p>	<p>Staff Meetings                      PLCs                      Curriculum Committee                      Board Meetings                      Staff Surveys</p>
<p>Standardization of summative assessments in all content areas to assess student mastery of the CCSS                      *Benchmarks (ELA &amp; Math)                      *CAASPP/SBAC (ELA &amp; Math)/CAST/ELPAC – Waived in Spring '20 due to COVID-19 school closure</p>	<p>ELA and Math Benchmarks</p>	<p>Staff Meetings                      PLCs                      Curriculum Committee                      Staff Surveys                      Report Cards/Progress Reports                      Board Meetings                      Parent/Teacher/Counselor/                      Student Conferences</p>

**School Goal 4**

***Growth -- Establish consistent grading practices by the teaching staff.***

***Rationale – All stakeholders believe that students could too easily avoid a challenging curriculum which lead to the academic need in general and prompted this component. WPCA does not have a standard grading policy which further exacerbates the student and parent perception that one can simply switch to another teacher who does not grade as stringently.***

Specific Action	Means to Assess	Reporting Method
<p>Consensus on how assignments are weighted (i.e. points and percentages)                      *Weights implemented in program’s SIS (School Pathways) in the Spring ’19 semester (55% tests, 35% assignments, 10% other)</p>	<p>Ongoing Feedback and Discussions Amongst Staff Members</p>	<p>Staff Meetings                      Board Meetings                      Student/Parent Portal                      Handouts to Students and Parents</p>

<p>Report card grades will be based on meaningful assessment of the achievement of those articulated standards/learning goals                  *Students take curricular tests, district &amp; state assessments on-site</p> <p>*Due to the COVID-19 pandemic (and students learning &amp; completing work at home), students have been completing tests at home. Teachers have been proctoring their students (virtually) while testing.</p>	<p>Monitoring of Class/Course Grades by Teachers and Administration at Least Every Four Weeks to Assess Program Effectiveness</p> <p>Curriculum-Embedded Test Results</p>	<p>Staff Meetings                  PLCs                  Report Cards/Progress Reports                  Student/Parent Portal                  Parent/Teacher/Counselor/                  Student Conferences</p>
<p>All teachers will be trained in modifying assessment tools, curriculum, and methodology based on assessment data, and when it is appropriate to re-teach and/or re-test before moving to the next curricular unit</p> <p>*FCSS ELA &amp; Math coaches                  *WPESD Data Analyst trainings                  *School Pathways Conferences                  *Illuminate trainings – <i>The implementation process has been slowed, due to the COVID-19 School Closure</i></p>	<p>Professional Development</p> <p>Curriculum-Embedded Tests</p> <p>Benchmark Assessments (ELA and Math)</p> <p>Teacher Observation</p> <p>Illuminate and Pathways Training</p>	<p>Staff Meetings                  PLCs                  Parent Survey                  Student Survey                  Teacher Survey</p>

**School Goal 5**

***Growth -- Establish systems for disaggregating and analyzing student data, as well as modifying instructional practice based on data.***

***Rationale -- There is a need for common measureable assessments to evaluate student achievement in ELA and Math and specific content standards. There is a general need to interpret and use data rather than just gather it.***

Specific Action	Means to Assess	Reporting Method
Standardization of formative assessments in ELA and Math to improve daily instruction via instructor knowledge of student standards mastery *FCSS ELA & Math coaches (ideas, strategies, best practices, etc.)	Staff Surveys and Feedback  Depth of Knowledge Chart  Common Core State Standards  Student Scores  Administrative Observation and Evaluation  Peer Observation	Staff Meetings Board Meetings PLCs  Standard-Aligned Benchmark Assessments
Develop, train, implement, and analyze benchmarks for ELA/Math *FCSS ELA & Math coaches *WPESD Data Analyst trainings	Renaissance Testing (STAR Reading & Math)  Benchmark Results  SBAC Results  Professional Development	Staff Meetings PLCs Board Meetings

<p>Professional growth in data disaggregating software to utilize test scores in a meaningful way  <i>*Illuminate trainings – The implementation process has been slowed, due to the COVID-19 School Closure</i></p>	<p>Illuminate                   Administrative Observation and Evaluation                   Peer Observation                   Professional Development Attendance                   Staff Surveys and Feedback                   Student Scores</p>	<p>Staff Meetings                  PLCs                  Student Progress Reports/Report Cards                   Teacher Reports</p>
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**School Goal 6**

***Growth -- Increase the amount of time the school provides for students'-teacher interaction, instruction and tutoring.***

***Rationale -- Breakdown of time spent with each student shows that approximately 30 minutes of the hour is spent in actual instructional time***

Specific Action	Means to Assess	Reporting Method
<p>Develop a plan to address the tardiness of students  <i>*Phone calls, meetings, home visits</i>  <i>*Possibly hire an attendance liaison – This may have to wait, as the budget has been impacted due to the COVID-19 Pandemic</i></p>	<p>Amount of RMA's Per Learning Period, Semester, and Year                   Track Missing Appointments/Assignments (Pathways)</p>	<p>Curriculum Committee                  Staff Meetings                  Progress Reports/Report Cards                  Parent/Student Portal                   Parent/Teacher/Counselor/                  Student Conferences</p>

<p>Maximize appointment time with students Teachers Submit an Appointment outline (breakdown of time spent/lessons/activities with students)</p>	<p>Teachers' Appointment outlines</p>	<p>Staff Meetings Wolf Chats</p>
<p>Students performing below grade-level must attend school for an additional ½ hour *Mandatory tutoring for students earning Ds &amp; Fs</p>	<p>Target Meetings Use of Digital Intervention Programs</p>	<p>Target Meeting Forms Staff Meetings Wolf Chats</p>
<p>Hire paraprofessionals/tutors to provide additional support/instructional time *Learning centers impacted by the COVID-19 pandemic (staff on FMLA during Fall '20 semester)</p>	<p>Human Resources Paraprofessional/Tutor Schedules</p>	<p>Curriculum Committee Staff Meetings Progress Reports/Report Cards  Parent/Teacher/Counselor/ Student Conferences</p>
<p>Develop core subject classroom labs for additional instruction. *Implemented on-site Algebra &amp; Geometry classes in the Fall '19 semester</p>	<p>Administrative Observation and Evaluation Peer Observation Staff Surveys and Feedback Student Scores Classroom Lab Attendance</p>	<p>Curriculum Committee Staff Meetings Progress Reports/Report Cards  Parent/Teacher/Counselor/ Student Conferences</p>
<p>Research possible online interactive tutorials which would provide additional instruction *Teachers have been using the following Research-Based Assessment/Intervention/Support Programs: ●STAR Reading and Math</p>	<p>Administrative Observation and Evaluation Peer Observation Student Scores Research-Based</p>	<p>Curriculum Committee Staff Meetings PLCs</p>

<ul style="list-style-type: none"> <li>●Lexia Core5</li> <li>●Lexia PowerUp</li> <li>●Reading Plus</li> <li>●IXL</li> <li>●Standards-Plus</li> <li>●Khan Academy</li> <li>●Virtual Nerd</li> </ul>	<p>Assessment/Intervention Program Reports/Data:</p> <ul style="list-style-type: none"> <li>●STAR Reading and Math</li> <li>●Lexia Core5</li> <li>●Lexia PowerUp</li> <li>●Reading Plus</li> <li>●IXL</li> <li>●Standards-Plus</li> <li>●Khan Academy</li> </ul>	
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**School Goal 7**

***Growth – There is a need to include any necessary staff development and technology plans in the Schoolwide Action Plan, as well as a timeline for reporting progress, for example, monthly, annually, etc.***

***Rationale – Reporting staff development and technology plans on a consistent basis will help ensure that continual program improvement is taking place***

Specific Action	Means to Assess	Reporting Method
<p>Receive/participate in ongoing ELA and Math professional development provided by the Fresno County Superintendent of Schools *FCSS ELA &amp; Math coaches (ideas, strategies, best practices, etc.)</p>	<p>Teacher/Staff Sign-In Sheets</p> <p>Teacher Surveys</p> <p>Student Assessment Data</p> <p>ELA and Math Benchmarks</p> <p>Formative Assessment</p> <p>Professional Development</p>	<p>Staff Meetings</p> <p>PLCs</p> <p>Board Meetings</p> <p>Curriculum Committee</p>

	Administrative Observation and Evaluation	
<p>Receive/participate in ongoing curriculum and/or digital program training (i.e. Reading Plus, Illuminate, SAVVAS, Holt Literature, etc.)</p> <p>*Reading Plus/Lexia &amp; Pearson training in Fall '19 &amp; Spring '20 semesters – the Spring '20 trainings did not take place due to the COVID-19 school closure</p>	<p>Teacher/Staff Sign-In Sheets</p> <p>Teacher Surveys</p> <p>Student Assessment Data</p> <p>Administrative Observation and Evaluation</p>	<p>Staff Meetings</p> <p>PLCs</p> <p>Board Meetings</p> <p>Curriculum Committee</p>
<p>Ensure that staff and students have the necessary hardware, software, and training needed to address the technology standards</p> <p>*Google Apps training w/WPESD IT Director</p> <p>*Chromebooks were checked-out to students who had access to WiFi during the COVID-19 school closure</p> <p>*All students (WiFi or not) will the opportunity to check-out a Chromebook during the 2020-2021 school year; students without WiFi will have their assignments put on a flash drive, and they can complete work on their Chromebook</p> <p>*FCSS support/coaching for the 2020-2021 school year</p>	<p>Teacher/Staff Sign-In Sheets</p> <p>Teacher Surveys</p> <p>Student Surveys</p> <p>Parent Surveys</p> <p>Student Assessment Data</p> <p>Administrative Observation and Evaluation</p>	<p>Staff Meetings</p> <p>PLCs</p> <p>Curriculum Committee</p> <p>Board Meetings</p> <p>Parent Survey</p> <p>Student Survey</p> <p>Teacher Survey</p>

Based on West Park Charter Academy’s findings of the current progress report, the program has worked to address many of the items listed on the Schoolwide Action Plan (from the November 2017 Self-Study report). With that said, the subsequent Action Plan includes tasks/implementations that West Park Charter Academy has already implemented, will be implementing, or has discontinued. Specifically, the items:

- Highlighted in green include Action Plan tasks that the program has implemented.
- Highlighted in yellow include Action Plan tasks that are either planned or have not been fully-implemented.
- Highlighted in red indicates an Action Plan task that was implemented, but discontinued (due to the implementation not able to sync with the program’s student information system).

Through these efforts and revisions, all students enrolled at West Park Charter Academy will be supported academically (and demonstrate their content standard mastery on local and state assessments), thus being well-prepared for post-secondary opportunities.

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

Tasks	Responsible Person(s) Involved	Professional Development/Resources/Funding	Means to Assess Improvement	Timeline	Reporting
1.1 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 trainings will be provided by Houghton-Mifflin (ELA) and Pearson (Math).  Resources: Textbooks (including Teacher’s Editions)  Fund: Concentration/Supplemental, Base, and EPA	<ul style="list-style-type: none"> <li>●Improved proficiency on ELA and Math SBAC</li> <li>●Improved proficiency on local assessments</li> <li>●Improved performance in ELA and Math courses</li> </ul>	2016-17; ongoing	<ul style="list-style-type: none"> <li>●Staff Meetings</li> <li>●Curriculum Committee Meetings</li> <li>●Board Meetings</li> <li>●LCAP</li> <li>●Course Catalog</li> </ul>
1.2 Implementation of On-Site High School Math Classes (Algebra 1,	<ul style="list-style-type: none"> <li>●Director</li> <li>●Math Teacher</li> </ul>	High school Math teacher will work with a Math content	<ul style="list-style-type: none"> <li>●Student Attendance</li> <li>●Improved performance</li> </ul>	2019-20; ongoing	<ul style="list-style-type: none"> <li>●Staff Meetings</li> <li>●Board Meetings</li> </ul>

<p>Geometry, &amp; Algebra II)</p>		<p>specialist from FCSS. Resources: Math textbooks, SAVVAS Realize (online) Fund: Concentration/Supplemental, Base, and EPA</p>	<p>in Math courses/assessments •Improved proficiency on Math SBAC</p>		<ul style="list-style-type: none"> <li>•Parent Conferences</li> <li>•Newsletters</li> <li>•Parent Square</li> </ul>
<p>1.3 Implementation of Writing Labs</p>	<ul style="list-style-type: none"> <li>•Director</li> <li>•One lab teacher at each center</li> </ul>	<p>Lab teachers will work with an ELA trainer from FCSS. Resources: Supplemental writing materials Fund: Concentration/Supplemental, Base, and EPA</p>	<ul style="list-style-type: none"> <li>•Student Attendance</li> <li>•Improved performance in ELA courses /assessments</li> <li>•Improved proficiency on ELA SBAC</li> </ul>	<p>2021-22; ongoing</p>	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•Parent Conferences</li> <li>•Newsletters</li> <li>•Parent Square</li> </ul>
<p>1.4 Utilize assessments/programs to determine Reading and Math levels/analyze growth</p>	<ul style="list-style-type: none"> <li>•Director</li> <li>•Teachers</li> </ul>	<p>Teachers will continue to use online programs Resources: Renaissance (ELA and Math), IXL, Reading Plus, and Lexia Fund: Concentration/Supplemental and Base</p>	<ul style="list-style-type: none"> <li>•Renaissance and other program reports/results</li> <li>•Improved performance in ELA and Math courses</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•PLC's</li> <li>•Parent Conferences</li> <li>•Curriculum Committee</li> </ul>
<p>1.5 Purchase and utilize a data disaggregating and benchmark program</p>	<ul style="list-style-type: none"> <li>•Director</li> <li>•Teachers</li> <li>•Data Analyst</li> </ul>	<p>Illuminate Education has been purchased. Teachers will receive an initial training during the Fall of 2020. Resources: Illuminate Education Funding:</p>	<ul style="list-style-type: none"> <li>•Student Assessment Reports/Data</li> <li>•Improved performance in ELA and Math courses</li> <li>•Professional Development Opportunities for</li> </ul>	<p>2020-21; ongoing</p>	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•PLC's</li> <li>•Curriculum Committee Meetings</li> <li>•Board Meetings</li> </ul>

		Concentration/Supplemental and Base	teachers		
1.6 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>	Resources: Laptops/Chromebooks  Funding: Concentration/Supplemental, Base, and Technology	<ul style="list-style-type: none"> <li>•Student usage</li> <li>•Technology-dependent assignments/projects</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•Management Meetings</li> <li>•Curriculum Meetings</li> </ul>
1.7 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.  Resources: Student assessment reports/data  Funding: Concentration/Supplemental and Base	<ul style="list-style-type: none"> <li>•Professional Development Attendance</li> <li>•Improved performance in ELA and Math courses</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•PLC's</li> <li>•Parent Conferences</li> </ul>
1.8 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.  Resources: CCSS-aligned curriculum/digital resources  Funding: Concentration/Supplemental and Base	<ul style="list-style-type: none"> <li>•Professional Development Attendance</li> <li>•Improved performance in ELA and Math courses</li> <li>•Improved proficiency on ELA and Math SBAC</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•PLC's</li> <li>•Curriculum Committee Meetings</li> </ul>
1.9 Hire paraprofessionals/tutors to provide additional support to students	<ul style="list-style-type: none"> <li>•Director</li> <li>•Human Resources Manager</li> <li>•Paraprofessionals</li> </ul>	Funding: Concentration/Supplemental, Base, and EPA	<ul style="list-style-type: none"> <li>•Students signing-up and attending tutorial sessions</li> <li>•Improved performance in ELA and Math courses</li> <li>•Improved proficiency on ELA and Math SBAC</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•Curriculum Committee Meetings</li> </ul>

<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>Resources: CCSS-aligned curriculum, online programs, Target Meeting forms</p> <p>Funding: Concentration/Supplemental, Base, and EPA</p>	<ul style="list-style-type: none"> <li>•Improved performance in ELA and Math courses</li> <li>•Improved proficiency on ELA and Math SBAC</li> </ul>	<p>2017-2018; ongoing</p>	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•PLC’s</li> <li>•Curriculum Committee Meetings</li> </ul>
<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>Resources: FCSS ELA Content Specialists; other trainers</p> <p>Funding: Comprehensive Supports and Improvement Funds (CSI)</p>	<ul style="list-style-type: none"> <li>•Improved Reading/Literacy in K-12 Students</li> <li>•Improved proficiency in ELA SBAC</li> </ul>	<p>2021-2022; ongoing</p>	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>

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

Tasks	Responsible Person(s) Involved	Professional Development/Resources/Funding	Means to Assess Improvement	Timeline	Reporting
2.1 Update Earth Science course and submit for a-g approval	<ul style="list-style-type: none"> <li>•Director</li> <li>•Counselors</li> <li>•Science Teacher</li> </ul>	<p>Attend trainings/workshops that provide the most current information for UC Doorways.</p> <p>Resources: Textbooks, Course Outlines, UC Doorways website</p> <p>Funding: Concentration/Supplemental, Base, and EPA</p>	<ul style="list-style-type: none"> <li>•Improvement in a-g completion</li> <li>•Increased number of students enrolling in post-secondary education/training</li> </ul>	2017-2018; ongoing	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>
2.2 Update a-g ELA and Math courses to CCSS	<ul style="list-style-type: none"> <li>•Director</li> <li>•Counselors</li> <li>•Teachers</li> </ul>	<p>Attend trainings/workshops that provide the most current information for UC Doorways.</p> <p>Resources: Textbooks, Course Outlines, UC Doorways website</p> <p>Funding: Concentration/Supplemental, Base, and EPA</p>	<ul style="list-style-type: none"> <li>•Improvement in a-g completion</li> <li>•Increased number of students enrolling in post-secondary education/training</li> </ul>	2018-2019; ongoing	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>
2.3 Expand opportunities for students to visit colleges and universities around the state	<ul style="list-style-type: none"> <li>•Director</li> <li>•Counselors</li> <li>•Teachers</li> <li>•Paraprofessionals</li> </ul>	<p>No professional development needed.</p> <p>Resources: School calendar, map/information of schools</p> <p>Funding: Base</p>	<ul style="list-style-type: none"> <li>•Improvement in a-g completion</li> <li>•Increased number of students enrolling in post-secondary education/training</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>

<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>No professional development needed.</p> <p>Resources: Community contact list, school calendar</p> <p>Funding: Base</p>	<ul style="list-style-type: none"> <li>•Improvement in a-g completion</li> <li>•Increased number of students enrolling in post-secondary education/training</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>
<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>CTE &amp; HSEP informational workshops/trainings</p> <p>Resources: Community contact list</p> <p>Funding: Concentration/Supplemental, Base, and EPA</p>	<ul style="list-style-type: none"> <li>•Increased number of students enrolling in post-secondary education/training</li> </ul>	<p>2018-2019; ongoing</p>	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>
<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>Resources: Course catalog, Parent/Student Handbook</p> <p>Funding: Concentration/Supplemental, Base, and EPA</p>	<ul style="list-style-type: none"> <li>•Participation</li> <li>•Increased number of students enrolling in post-secondary education/training</li> </ul>	<p>Pilot in 2021-22; ongoing</p>	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>
<p><b>2.7</b> Support students with CCGI (California Colleges Guidance Initiative) accounts/resources</p> <p>**Due to the incompatibility of CCGI's full platform with West Park Charter Academy's Student Information System, a continued partnership could not continue.</p>	<ul style="list-style-type: none"> <li>•Director</li> <li>•Counselors</li> <li>•Teachers</li> </ul>	<p>Continued training on CCGI's interface/website/Accounts</p> <p>Resources: CCGI accounts, school calendar</p> <p>Funding: Concentration/Supplemental and Base</p>	<ul style="list-style-type: none"> <li>•Participation</li> <li>•Improvement in a-g completion</li> <li>•Increased number of students enrolling in post-secondary education/training</li> </ul>	<p>Attempted implementation in 2018-2019</p>	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>
<p><b>2.8</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> </ul>	<p>CTE Pathway and CCR training provided locally.</p> <p>Resources: School calendar;</p>	<ul style="list-style-type: none"> <li>•Increased number of students enrolling in post-secondary education/training</li> </ul>	<p>2020-2021; ongoing</p>	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> </ul>

	<ul style="list-style-type: none"> <li>•Teachers</li> </ul>	community college contacts  Funding: Comprehensive Supports and Improvement Funds (CSI), Concentration/Supplemental and Base			<ul style="list-style-type: none"> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>
<b>2.9</b> Hire a temporary Career Technical Education (CTE)/Post-Graduate Counselor	<ul style="list-style-type: none"> <li>•Director</li> <li>•Human Resources Manager</li> <li>•CTE Counselor</li> </ul>	Funding: Comprehensive Supports and Improvement Funds (CSI)	<ul style="list-style-type: none"> <li>•Establish partnerships with local community colleges</li> <li>•Provide program information to students &amp; parents/Guardians</li> <li>•Increase in students completing CTE courses</li> </ul>	2020-2021; ongoing	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>
<b>2.10</b> Hire a temporary School Liaison/PBIS Coordinator	<ul style="list-style-type: none"> <li>•Director</li> <li>•Human Resources Manager</li> <li>•School Liaison/PBIS Coordinator</li> </ul>	Funding: Comprehensive Supports and Improvement Funds (CSI)	<ul style="list-style-type: none"> <li>•Support the onboarding of new students</li> <li>•Increased outreach to students needing additional support</li> <li>•Develop a school culture utilizing PBIS</li> </ul>	2021-22; ongoing	<ul style="list-style-type: none"> <li>•Staff Meetings</li> <li>•Board Meetings</li> <li>•LCAP</li> <li>•SARC</li> <li>•School Website</li> <li>•ELAC Meetings</li> </ul>

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