



West Park Charter Academy

Focus on Learning

WASC Self-Study Report

November 6, 2017



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November 2017

West Park Charter Academy
Submitted by the West Park Charter Academy Staff

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West Park Charter Academy

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Identifying Data

School:	West Park Charter Academy
Address:	2695 S. Valentine Ave Fresno, CA 93706
Phone:	(559) 485-0727
District:	West Park School District
Superintendent:	Ralph Vigil
Year this school was established:	1994
Year of last WASC Accreditation:	2014
Grade levels served at the school:	K-12
Total current enrollment:	283



TABLE OF CONTENTS

PREFACE.....	vii
CHAPTER I: PROGRESS REPORT	1
Significant Developments.....	2
<i>Changes in Funding.....</i>	<i>2</i>
<i>Changes in Curriculum and Instructional Support.....</i>	<i>2</i>
<i>Changes in Assessment.....</i>	<i>4</i>
<i>Changes in Staffing.....</i>	<i>4</i>
<i>Changes in Facilities.....</i>	<i>5</i>
<i>Changes in School Culture.....</i>	<i>5</i>
Schoolwide Critical Areas for Follow-Up.....	7
<i>Schoolwide Action Plan #1: ESLR's (Expected Schoolwide Learning Results).....</i>	<i>8</i>
<i>Schoolwide Action Plan #2: Strengthening Students' Reading and Math Skills.....</i>	<i>9</i>
<i>Schoolwide Action Plan #3: Benchmark Assessments.....</i>	<i>10</i>
<i>Schoolwide Action Plan #4: Consistent Grading Practices.....</i>	<i>10</i>
<i>Schoolwide Action Plan #5: Data Disaggregating.....</i>	<i>11</i>
<i>Schoolwide Action Plan #6: Increased Time for Instruction.....</i>	<i>12</i>
<i>Schoolwide Action Plan #7: Inclusion/Reporting of Staff Development and Technology Plans.....</i>	<i>12</i>
Ongoing School Improvement.....	13
CHAPTER II: STUDENT/COMMUNITY PROFILE-DATA AND FINDINGS.....	15
General Background and History.....	16
<i>School/Community.....</i>	<i>16</i>
<i>Staff Description.....</i>	<i>17</i>
<i>WASC Accreditation History.....</i>	<i>17</i>
<i>ASAM (Alternative School Accountability Model).....</i>	<i>18</i>
<i>School Purpose.....</i>	<i>18</i>
<i>Vision and Mission.....</i>	<i>18</i>
<i>ESLRs (Expected Schoolwide Learning Results).....</i>	<i>19</i>



<i>LCAP Identified Needs and Description of Goals</i>	20
School Program Data.....	21
<i>Regular Program</i>	21
<i>Community College Courses</i>	22
<i>Tutoring</i>	22
<i>Support Classes</i>	22
<i>Online Courses</i>	23
<i>Digital Programs</i>	23
<i>English Learner/Low Income/Foster Youth</i>	24
<i>Special Education</i>	24
<i>Counseling</i>	24
Demographic Data.....	25
<i>Socioeconomic Status</i>	25
<i>Student Enrollment</i>	28
<i>Title I</i>	32
<i>Special Needs and Other Focused Programs</i>	32
<i>Language Proficiency</i>	32
Addressing the Eight State Priorities.....	33
<i>LCFF Priority 1: Teachers, Instructional Materials, Facilities</i>	33
<i>LCFF Priority 2: Implementation of Academic Standards</i>	36
<i>LCFF Priority 3: Parent Engagement</i>	36
<i>LCFF Priority 4: Performance on Standardized Tests</i>	37
<i>LCFF Priority 5: Pupil Engagement</i>	45
<i>LCFF Priority 6: School Climate</i>	48
<i>LCFF Priority 7: Access to a Broad Course of Study</i>	52
<i>LCFF Priority 8: Other Pupil Outcomes</i>	53
Implications of the Data.....	53
Critical Learner Needs.....	54
Schoolwide Learner Outcomes.....	56



Perception Data	57
CHAPTER III: SELF-STUDY FINDINGS...	58
Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources...	59
<i>A1: Vision and Purpose Criterion</i>	59
<i>A2: Governance Criterion</i>	61
<i>A3: Leadership: Empowerment and Continuous Planning and Monitoring Criterion</i>	65
<i>A4: Staff: Qualified and Professional Development Criterion</i>	68
<i>A5: Resources Criterion</i>	72
<i>A6: Resources Criterion [Charter Schools Only]</i>	77
Category B: Standards-based Student Learning: Curriculum	85
<i>B1: Rigorous and Relevant Standards-based Curriculum Criterion</i>	86
<i>B2: Access to Curriculum Criterion</i>	90
Category C: Standards-based Student Learning: Instruction	96
<i>C1: Challenging and Relevant Learning Experiences Criterion</i>	97
<i>C2: Student Engagement Criterion</i>	99
Category D: Standards-based Student Learning: Assessment and Accountability	106
<i>D1: Using Assessment to Analyze and Report Student Progress Criterion</i>	107
<i>D2: Using Assessment to Monitor and Modify Learning in the Classroom Criterion</i>	109
<i>D3: Using Assessment to Monitor and Modify the Program Schoolwide Criterion</i>	112
Category E: School Culture and Support for Student Personal and Academic Growth	118
<i>E1: Parent and Community Engagement Criterion</i>	119
<i>E2: School Environment Criterion</i>	120
<i>E3: Personal and Academic Student Support Criterion</i>	123
CHAPTER IV: SUMMARY AND ANALYSIS OF IDENTIFIED CRITICAL STUDENT LEARNING NEEDS...	130
CHAPTER V: SCHOOLWIDE ACTION PLAN...	135
APPENDICES...	147



Preface

Teachers and support staff at West Park Charter Academy strive each day to provide all of its students with the highest-quality education possible. Each student is taught by a highly-qualified, credentialed teacher who addresses the CCSS through a rigorous and relevant course of study. Although there have been changes with leadership in the past few years, continual program improvement has always been at the forefront. The WASC Accreditation Self-Study process has been vital in helping stakeholders gain a better understanding of the program's strengths, areas of growth, and create a focused plan of action.

Stakeholder involvement and collaboration are crucial elements in supporting student achievement. Through school board meetings, ELAC meetings, staff meetings, parent conferences, various school events/functions, annual surveys, and the district's website, stakeholders have opportunities to provide the necessary input that will lead to program improvement and increased student achievement. All students enrolled in the program address the ESLRs each day through standards-based assignments/projects, with the ultimate goal of them becoming 1) Proficient users of technology 2) Academic achievers 3) Responsible citizens 4) Effective communicators. A partnership among all stakeholders will continue to be fostered and nurtured in order to support all students.

The Self-Study process has allowed the program to pinpoint areas of growth, in particular, two Critical Learner Needs—*student proficiency in ELA and Math and postsecondary preparation*. Using the program's LCAP as a basis for improvement, West Park Charter Academy will continue supporting teachers and students in the implementation of the CCSS, refining the ESLRs (and how students have met them), and addressing the ACS WASC/CDE criteria. All of this will be done by maintaining an alignment of the program's LCAP and Action Plan.

As we move further into the 2017-2018 school year, West Park Charter Academy teachers, counselors, support staff, and administrators will continue with their efforts of program improvement and increasing student achievement. By upholding a high level of professionalism, collegiality, and a life-long learner mindset, the program's teachers and support staff will continue to address the CCSS and ESLRs to better help each student realize his/her potential.



CHAPTER I

Progress Report



Significant Developments

West Park Charter Academy 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 college and career. The Action Plan is presented to staff members at the beginning of each school year and reviewed periodically. It is an expectation that all teachers, counselors, and administrators will participate as WASC committee members as well as continuously working on the Action Plan. This 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, parent engagement, etc.

Since the Three-Year-Term Revisit in the Spring of 2014, West Park Charter Academy has undergone changes in many areas which include: funding, curriculum/instructional support, assessment, staffing, facilities, and school culture.

The following includes some of the most crucial developments that have occurred since our last WASC Self-Study.

Changes in Funding

- **Local Control Funding Formula (LCFF)**

The Local Control Funding Formula (LCFF) has had a significant impact on school districts across the state. Districts are now afforded some autonomy, which allows stakeholders to have input as to the where funding will be directed. The LCFF and the LCAP have allowed West Park Charter Academy to provide high-quality academics, learning opportunities, and services to all students.

Changes in Curriculum and Instructional Support

- **Professional Learning with the Fresno County Superintendent of Schools**

West Park Charter Academy has partnered with the Fresno County Superintendent of Schools to receive training/support in the areas of Math and ELA. During the 2016-2017 school year, teachers and support staff participated in professional learning opportunities that focused on:

- Preparing students for performance tasks and creating rubrics (Math)
- Teachers received one-on-one coaching throughout the year to better address the Common Core State Standards (Math)
- Interactive Notebooks (ELA)
- Close Reading (ELA)

- **Algebra Labs**



In order to better support students taking Algebra, an Algebra 1A and 1B lab were created at both learning centers.

- **Math Adoption**

A new curriculum adoption in Math took place before the 2015-2016 school year. Training and implementation took place throughout the school year.

- **ELA Adoption**

A new curriculum adoption took place before the 2016-2017 school year. Training and implementation took place throughout the school year.

- **Math and Literacy Digital Intervention Programs**

Digital programs were introduced and implemented during the 2016-2017 school year. These intervention programs are used to build and strengthen math and literacy skills in all of our students (grades K-12). During the 2017-2018 school year, all students will be required to enrolled-in, complete work, and make adequate progress in a digital literacy program.

- **Standards-Plus Intervention**

Standards-Plus Intervention (for grades 1-8) was purchased and will be implemented during the 2017-2018 school year. This program will provide teachers/support staff another viable option to support students.

- **PLATO Online CTE Courses**

Online Career and Technical Education (CTE) courses were introduced and implemented during the 2016-2017 school year.

- **Laptops/Chromebooks**

Additional laptops and Chromebooks were purchased for each learning center. Students are able to check them out while at school to conduct research, work on projects, use digital intervention programs, etc. Depending on enrollment and need, additional laptops/Chromebooks may be purchased.

- **California Colleges Guidance Initiative (CCGI)**

West Park Charter Academy has partnered with the California Colleges Guidance Initiative (CCGI) for the 2017-2018 school year (and beyond). This resource will support middle school and high school students in their academic quest to attend college.



Assessment

- **California Assessment on Student Performance and Progress (CAASPP)**
Since the last revisit, students at West Park Charter Academy 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.
- **California High School Exit Exam (CAHSEE)**
In the Fall of 2015, California Governor Jerry Brown signed into law SB 725 and SB 172. These laws eliminated the CAHSEE as a requirement for receiving a high school diploma.
- **Student Assessment-IO – Data-Disaggregating/Formative Assessment Creation Program**
Student Assessment-IO has been purchased for the 2017-2018 school year (and beyond). This program will allow teachers to create formative assessments, and will provide immediate feedback (scores). Student Assessment-IO was also purchased to allow for benchmark assessments to be created, scanned, and provide immediate feedback as well. The program will allow teachers/staff to disaggregate data, as well as discuss/plan to address areas of growth.

Staffing

- **Administration**
West Park Charter Academy brought-in a new director for the 2016-2017 school year. He has been employed with the West Park Elementary School District for 10 years (as a teacher), and is eager to serve in an administrative capacity with West Park Charter Academy.
- **Teachers**
Three new teachers were hired during 2016-2017 school year, with two being offered at contract for the 2017-2018 school year. In order to fill the vacant ELA “Core” teacher position, an additional teacher was hired for the 2017-2018 school year.
- **Counselors**
Since the revisit in the Spring of 2014, the both guidance counselors at West Park Charter Academy have been employed as full-time employees.
- **School Psychologist and Social Worker**
West Park Elementary School District contracts a school psychologist from the Fresno County Superintendent of Schools. This has helped West Park Charter Academy in



addressing the assessment needs of students (for Special Education qualification) as well as 504 Plans.

A school/district social worker was hired prior to the 2016-2017 school year. In order to address student/parent/family needs in our program, she will be working with West Park Charter Academy for one day per week during the 2017-2018 school year.

- **Paraprofessionals**

West Park Charter Academy employs three paraprofessionals at each learning center. They are all highly-qualified, and provide targeted tutorial services for students. The second half of the 2016-2017 school year saw a third paraprofessional hired at the Fresno Center.

Facilities

- **Hanford Learning Center**

January of 2017 (beginning of the second semester) saw West Park Charter Academy open its doors to a new learning center. This new facility provides staff and students a school site conducive to student success. There is ample space for: teachers to meet/instruct students, paraprofessionals to meet/support students, and two large classrooms for labs/classes/testing.

School Culture

- **Parent Outreach**

During the 2016-2017 school year, parents were invited and encouraged to attend Back-to-School Nights, ELAC meetings, field trips, etc. In order to strengthen our communication/engagement efforts with parents, Parent Square has been purchased. This program will allow West Park Charter Academy staff to communicate with parents/guardians and students. 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**

A Faculty Advisory Committee was started at the beginning of the 2016-2017 school year. The committee met twice each semester, and provided teachers and support staff an outlet to bring-up concerns, suggestions, needs, etc. FAC representatives sign-up at the beginning of the school year in order to participate on the committee.

- **Book Reads**



During the 2016-2017 school year, West Park Charter Academy staff conducted a “Book Read” together. The book was titled, The 17 Indisputable Laws of Teamwork, and provided staff with valuable insights with regards to everyone’s function/role as a teammate, and how we can all improve. In addition to reading the book, each staff member signed-up to present a chapter during various staff meetings throughout the year. The book that will be read during the 2017-2018 school year is titled, Mindset: The New Psychology of Success by Carol S. Dweck.

- **Field/Study Trips**

Field and study trips can be 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. During the 2016-2017 school year, students were able to visit:

- UC Merced
- CSU, Fresno and Fresno Pacific University
- San Joaquin River (Science field trip)
- Dave and Buster’s (8th Grade reward)
- Santa Cruz Beach Boardwalk (Senior trip)

- **Book Clubs**

During the 2016-2017 school year, one of our teachers at the Fresno Center created a book club. The club was advertised to all students, and focused on the book, Out of the Shadows. For the 2017-2018 school year, we are looking to expand, and start a book club at the Hanford Center.

- **Multi-Cultural Club**

A Multi-Cultural Club was established at the Fresno Center during the 2016-2017 school year. The club was advertised to all students, and was led by the program’s ELD teacher. Efforts will be made to include students from the Hanford Center during the 2017-2018 school year.

- **Assessment Attendance Incentives**

In order to help motivate students and improve testing attendance, various items were raffled-off during the Spring of 2017. Teachers were provided with raffle tickets, and if present for their required State testing dates, students received raffle tickets.



Schoolwide Critical Areas for Follow-Up

The 2011 Visiting Committee's report left West Park Charter Academy with seven critical areas for follow-up:

1. There is a need for ESLRs 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.

The Follow-Up Visit in the Spring of 2014 included three areas that needed to be given priority for the school's ongoing improvement:

1. The Mission Statement needs to be revised and updated to reflect the mission expressed by staff during staff meetings with the Visiting Committee.
2. School goals 3 and 5 need to be re-addressed in light of:
 - a. The failure of Data Director and subsequent implementation of a more workable student data analysis system, and
 - b. The new CCSS and accompanying emerging SBAC assessments.A new set of specific actions needs to be developed for each school goal that enable adaptation of potential solutions to the unique needs of the Independent Study Program.
3. A workable software system needs to be implemented that provides teacher-friendly and timely access to student data that drive instructional change that improves student learning and performance on critical assessments.

Based on the original recommendation in 2011, the school developed the following items to address these critical areas.



Schoolwide Action Plan #1: ESLRs

School Goal 1

By having the ESLRs measurable, attainable, and support students in their academic growth, teachers and students will become more cognizant of the purpose of the ESLRs and as they relate to the students' future endeavors.

West Park Charter Academy staff was/is to complete the action plan as follows:

1. Work together to review assignments/projects that currently address the school's ESLRs and determine any areas not addressed or needing improvement
2. Work together to revise/update the school's Mission and Vision statements
3. Work together to review/create assignments, projects, and assessments that will address the school's ESLRs
4. Review the effectiveness of the assignments, projects, and assessments

Progress, Evidence, Impact on Student Learning for Schoolwide Action Plan #1

West Park Charter Academy's ESLRs were revised in the Fall of 2011, and have been in-place since then. The ESLRs are organized using the acronym "CARE," and contain expectations for all students, as well as a bulleted list of measurable indicators for each ESLR.

- During the 2016-2017 school year, staff reviewed the ESLRs and decided to not make any changes to them.
- Staff worked together in the Fall of 2016 in order to revise the school's Mission Statement. The Mission has been updated in Parent/Student Handbooks, Certificated Handbooks, and the school's website. In addition, the Mission Statement is reviewed and discussed with parents/guardians and students during orientations.
- Every effort is made to align curriculum, budget, and staff development decisions to school's Mission, ESLRs, and LCAP.
- Staff makes every effort to ensure that all students follow/enforce the discipline policies outlined in the Parent/Student Handbooks.
- In the 2017-2018 school year, time will be spent during staff meetings, WASC committee meetings, and PLCs to discuss/create a list of assignments, projects, and assessments that measure student achievement of the ESLRs.



Schoolwide Action Plan #2: Strengthening Students' Reading and Math Skills

School Goal 2

There is a need to increase students' reading and math test scores.

West Park Charter Academy staff was/is to complete the action plan as follows:

1. Make every effort to properly place students in courses; communicate recommendations to counselor and parents/guardians.
2. Participate in the curriculum adoption process; bring-up any concerns and/or suggestions to staff meetings, curriculum committee meetings, etc.
3. Utilize Renaissance assessments to determine reading and math levels/analyze growth.

Progress, Evidence, Impact on Student Learning for Schoolwide Action Plan #2

West Park Charter Academy teachers and support staff continue to work diligently in supporting student achievement in the areas of reading and math. During the 2016-2017 school year, teachers and support staff actively participated in professional learning opportunities provided by the Fresno County Superintendent of Schools. The focus on these trainings was to provide teachers with the skills and knowledge to increase our students' reading and math levels. In addition, teachers and support staff had multiple opportunities to be trained in the newly-adopted ELA curriculum, online literacy programs, and various formative assessment strategies.

- During the 2016-2017 school year, teachers and support staff received training in Reading and Math from the Fresno County Superintendent of Schools. The professional learning areas of focus for the 2017-2018 school year include: Close Reading, Guided Reading, Interactive Notebooks, and Common Core Math.
- Teachers received training in online literacy programs (Lexia/Reading Plus) during the 2016-2017 school year. Follow-up trainings in these programs will take place during the 2017-2018 school year.
- Professional Learning Communities (PLCs) were used during the 2016-2017 school year. Teachers worked together to view student data, and discussed/shared ideas and strategies that would strengthen reading skills. PLCs will continue to be utilized during the 2017-2018 school year.
- New/additional laptops and Chromebooks were purchased during the 2016-2017 school year for student use. Students are able to check-out the devices while they are at their respective learning center to complete work, conduct research, etc. Additional devices will be purchased as needed during the 2017-2018 school year.



- Mondays will continue to serve as days for staff meetings, professional learning, PLCs, etc. A staff meeting/PLC schedule is shared with all staff during staff orientation.

Schoolwide Action Plan #3: Benchmark Assessments

School Goal 3

There is a need for regular benchmark assessments in core subject areas which measure student mastery of state instructional standards.

West Park Charter Academy staff was/is to complete the action plan as follows:

1. Development, training, implementation, and analysis of benchmark assessments in Reading and Math twice per year (Pre and Post assessments).
2. Use of Student Assessment-IO software.
3. Standardization of formative assessments in all content areas.
4. Standardization of summative assessments in content areas to measure mastery.

Progress, Evidence, Impact on Student Learning for Schoolwide Action Plan #3

As of the end of the 2016-2017 school year, benchmark assessments have not been created and implemented. However, Pre and Post benchmark assessments in ELA and Math will be created and implemented during the 2017-2018 school year. The benchmarks will provide information on student growth in ELA and Math, help drive instruction, and because they will be taken online, help prepare students for the SBAC.

- In the Spring of 2017, EADMs software was purchased so that benchmark assessments can be created. Teachers and support staff will receive training with the program in the Fall of 2017, with the Pre benchmark assessment taking place in October of 2017.

Schoolwide Action Plan #4: Consistent Grading Practices

School Goal 4

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

West Park Charter Academy staff was/is to complete the action plan as follows:

1. A core teacher at each grade-level has developed a syllabus for students that is used schoolwide.
2. A consensus has been established on how assignments are weighted.
3. Report card grades are based on meaningful assessment of student achievement of standards/learning goals.
4. All teachers have been trained in modifying assessment tools.

Progress, Evidence, Impact on Student Learning for Schoolwide Action Plan #4



During the 2017-2018 school year, core teachers will work on syllabi for each grade-level (starting with grades 9-12). Once they are completed, core teachers will present their subject's syllabus to their colleagues. In addition, core teachers will work to articulate the weighting of assignments in core subject areas. With regards to report cards, every effort is made to assign grades that are based on curriculum-embedded assessments (i.e. Chapter tests, quizzes, etc.).

- In the Fall of 2017, teachers and support staff will receive EADMs training. Completing this training will allow them to create/scan their own assessments.

Schoolwide Action Plan #5: Data Disaggregating

School Goal 5

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

West Park Charter Academy staff was/is to complete the action plan as follows:

1. Formative assessments in all content areas are standardized and has resulted in teacher improvement of daily instruction.
2. Benchmarks for ELA/Math have been developed, implemented, and analyzed; staff has been trained.
3. Teachers and support staff have received professional development in EADMs, and, as a result, test scores are now being used in a meaningful way.

Progress, Evidence, Impact on Student Learning for Schoolwide Action Plan #5

During the 2016-2017 school year, teachers were active participants in PLCs in order to analyze reading assessment data and plan instruction. Because a data disaggregating software program was purchased (and will be implemented in the Fall of 2017), teachers will have many opportunities to use student assessment results to drive instruction. PLCs will continue to be utilized throughout the 2017-2018 school year.

- In the Fall of 2017, teachers and support staff will receive training in the newly-purchased data disaggregating program (EADMs).
- Teachers will work together during the 2017-2018 school year to create formative assessments.



Schoolwide Action Plan #6: Increased Time for Instruction

School Goal 6

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

West Park Charter Academy staff was/is to complete the action plan as follows:

1. Address the tardiness of students.
2. Feasibility of hiring tutors to provide additional instructional time.
3. Core subject classroom labs have been developed to provide additional instruction.
4. Online interactive tutorials that would provide additional instructional time.

Progress, Evidence, Impact on Student Learning for Schoolwide Action Plan #6

Reports of Missing Appointments/Assignments (RMAs) were created and implemented a number of years ago, and are currently being used. Since their inception, they have proved effective in decreasing the number of students missing instructional time with teachers/tutors and/or not completing their assignments.

- Three paraprofessionals/tutors were employed at each learning center during the 2016-2017 school year. Teachers ensure that students receive tutorial services, and communicate students' needs to the paraprofessionals. It is apparent that students take advantage of the tutorial services, as the paraprofessionals are booked daily.
- Algebra 1A and 1B labs were created and offered to students at both learning centers during the 2016-2017 school year. They will continue during the 2017-2018 school year as well.
- Spanish I and II classes were offered at both learning centers during the 2016-2017 school year. They will continue during the 2017-2018 school year as well.

Schoolwide Action Plan #7: Inclusion/Reporting of Staff Development and Technology Plans

School Goal 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.

West Park Charter Academy staff was/is to complete the action plan as follows:

1. Analyze student assessment data and determine areas of growth/areas of focus
2. Analyze student, parent, and staff surveys



3. Provide staff development and technology plans (and progress) to staff during staff meetings and other stakeholders during Board Meetings, ELAC meetings, etc.

Progress, Evidence, Impact on Student Learning for Schoolwide Action Plan #7

The staff development plans/areas of focus and technology plans are presented to the school's staff at the beginning of each school year, with updates and progress being shared during weekly/biweekly staff meetings. This information is also presented to other stakeholders during Board Meetings, ELAC meetings, etc.

- During the 2016-2017 school year, teachers and support staff received ongoing professional development provided by the Fresno County Superintendent of Schools in the areas of ELA and Math.
- Student assessment data is analyzed each year to determine areas of growth/areas of focus.
- Staff members are informed at the beginning of each school year about the staff development and technology plans. Updates and progress is provided during staff meetings.
- Stakeholders are informed about the school's professional development and technology plans throughout each school year at Board Meetings, ELAC meetings, etc.
- During the 2017-2018 school year, the newly-purchased parent engagement resource Parent Square will be utilized to post important information such as school bulletins, professional development areas of focus, technology plans, etc.

Ongoing School Improvement

Although West Park Charter Academy is not required to file a Single Plan for Student Achievement, efforts have been made to merge the school's WASC Action Plan and LCAP. This has allowed for a more streamlined plan in addressing the WASC recommendations and apportioning monies to fund necessary expenditures. Because we are a charter school, our LCAP is written specifically for our two schools sites, and has to be board approved. This gives us more autonomy, and allows us to determine our own goals, create a plan in achieving those goals, and create measures to see how the plan is impacting student learning. Incorporating the WASC Action Plan into the LCAP has been very beneficial.

As we move into the 2017-2018 school year, some of our goals to continue improving as a school include providing stakeholders with: 1) Increased opportunities for involvement 2) Timely information regarding progress, meetings, etc. As in past years, stakeholders will continue to be invited and encouraged to attend monthly board meetings, WASC committee



meetings, ELAC meetings, and other school functions. Doing so will ensure that the Student/Community Profiles, Annual Progress Reports, and WASC Mid-Cycle Reports have been reviewed and discussed.



CHAPTER II

Student/Community Profile—Data and Findings



General Background and History

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 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. The program is a dependent charter school chartered through West Park Elementary School District. West Park Charter Academy maintains two learning centers which are located in Fresno and Hanford. The program serves approximately 226 high school students in grades 9-12 and 102 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.

West Park Charter Academy staff includes an Independent Study Administrator, two full-time counselors, thirteen teachers, four paraprofessionals, an English Language Development teacher, and a Special Education teacher. In addition, the Machado Office (the program's main office), is located on the campus of West Park Elementary. The program's administrative assistant, records analyst, and registrar are based in the Machado Office.

Like other traditional schools, West Park Charter Academy's parents care deeply for their children. They want their child(ren) to be taught by caring, highly-qualified teachers who utilize various means of communication regularly. Our parents want to be kept abreast of assignments, projects, assessments, results, etc. West Park Charter Academy conducts an annual parent survey, and works each year to address their concerns/suggestions.

West Park Charter Academy is proud to maintain relationships with local community colleges. One way our students benefit from these relationships is the College Enrichment Program, which allows them to take and complete courses on-campus or online. Naturally, there are GPA (and other) requirements needed to participate. While most students who participate in this program attend Fresno City College, some of our students from the Hanford Center attend West Hills College.



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 thirteen teachers, one special education teacher, an ELD teacher, two guidance counselors, and four paraprofessionals (two at each learning center). Eight teachers are assigned to the Fresno Center, and five teachers are assigned to the Hanford Center. The special education and ELD teachers meet with students at both centers, so they must split their weeks between the two locations. Our "Core" teachers hold single-subject credentials, and oversee their respective discipline (ELA, Math, History, Science, and ELD). To further support students, there is one teacher at each center who teaches a weekly Algebra 1 lab.

WASC ACCREDITATION HISTORY

West Park Charter Academy was authorized by the West Park Elementary School District Board of Trustees in 1994, with its most current renewal taking place in June of 2009. West Park Charter Academy was originally accredited in June of 2004, and the accreditation was renewed in March 2011. West Park Charter Academy staff utilize Mondays for staff meetings, professional learning, and/or Professional Learning Communities (PLCs) in order to address WASC recommendations, program issues, and curricular needs.

On March 30-April 1, 2014, a WASC committee visited West Park Charter Academy for a three-year term revisit. The visiting committee's findings were based on the school's seven goals. At the conclusion of the visit, the visiting committee provided a list of recommendations that were to be addressed, with priority to be placed in three specific areas.

Since its last WASC visit, West Park Charter Academy has undergone considerable changes, primarily with its administration, as the school has had three directors in the past three years. Unlike prior years, West Park Charter Academy has been able to employ two full-time counselors. Since December 2016, West Park Charter Academy has leased a newly-constructed facility in Hanford. The new facility is more 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.

Throughout the 2016-17 school year, the West Park Charter Academy director, teachers, counselors, and support staff have consistently reviewed and worked to address the WASC recommendations from the 2014 visit. Naturally, some of the recommendations have been easier and faster to implement, while others have taken more time and are currently in progress. Regardless, all West Park Charter Academy staff members have worked diligently in order to address WASC recommendations, and ultimately provide all students with a rigorous, standards-based education that will prepare them for college and career.



ASAM (ALTERNATIVE SCHOOL ACCOUNTABILITY MODEL)

Since June of 2009, West Park Charter Academy has used the following indicators to measure student academic growth:

- **Indicator 6: Student Attendance:** This indicator provides a measure of the school's performance in its continuing effort to provide all students with a safe, warm environment conducive to learning.
- **Indicator 9: Reading:** Reading is a fundamental skill that is critical to all independent study students not only while in the program, but in post-secondary education and employment.
- **Indicator 14: Graduation Rate:** This indicator provides a measure of the school's performance in students completing credits and high school program completion.

It is important to note that the selected ASAM indicators are aligned with the program's overall Mission and Vision for all students. In the Fall of 2017, West Park Charter Academy administrators received notice that the ASAM criteria and name have changed (now called DASS (Dashboard Alternative School Status), and that the program would have to submit an application to be considered for continued participation. The district superintendent and charter director will collaborate and work together to submit the application by the deadline of October 6, 2017.

SCHOOL PURPOSE

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

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.

EXPECTED SCHOOL WIDE LEARNING RESULTS (ESLRs)

Competent Users of Technology

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

Academic Achievers

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

Responsible Citizens

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

Effective Communicators

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



LCAP IDENTIFIED NEEDS AND DESCRIPTION OF GOALS

West Park Charter Academy bases its LCAP identified needs on state and local assessment data, the eight state priorities, and stakeholder input (annual surveys and meetings). Once approved, the LCAP is presented to staff and families through direct posting, staff meetings, ELAC meetings, etc. Some modifications were made to the school's LCAP, reducing the number of goals from six to three. Although the number of goals was reduced, the actions for each goal are comprehensive and address the needs of our students.

The following are the goals, identified needs for each goal, and the metrics used to measure the progress for each goal.

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:

- *ESLRs*
- *WASC Goals*
- *SBAC Data (ELA & Math)*
- *CELDT 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 21st 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

West Park Charter Academy offers students and parents/guardians an alternative to the traditional school setting. The K-12 independent study program focuses on individualized learning, and requires that students attend weekly appointments with their teacher for one hour per week. In addition to weekly appointments (and depending on courses being taken), students are required to attend various labs and classes. This, of course, allows students to work collaboratively and learn from their lab/class teacher and classmates. For those who are performing below grade-level, an additional thirty minutes minimum is required for targeted intervention. Although the majority of learning occurs outside of the classroom, students receive instruction from credentialed teachers while at their respective learning center. In addition to attending weekly appointments with their teacher(s), students at West Park Charter Academy utilize the learning centers to: work independently, check-out/work on a device to complete assignments/projects, meet with their counselor, receive tutorial assistance, and discuss/prepare for field trips.

West Park Charter Academy fills a need for many students in both Fresno and Kings County. With standards-aligned curriculum that addresses the CCSS as well as fulfilling the a-g requirements, students are able to prepare themselves for college and career. Every effort is made to provide equal access to all students in:

- **Academics:** Highly-quality, credentialed teachers utilizing CCSS-aligned core curriculum



- **Academic and personal counseling:** Provided by two guidance counselors, a school social worker, and a school psychologist
- **College and Career Preparation Support:** All students enrolled in the program are encouraged to participate in Career Days, College Expos, College campus visits, 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

For those students who meet certain requirements and are prepared to take college courses, a High School Enrichment Program is offered to students at West Park Charter Academy. Students in grades 9-12 can take courses at local community colleges (i.e. Fresno City College, Clovis Community College, West Hills College, and College of the Sequoias), gain valuable college experience, and earn 10 credits per course. Doing so allows students to be “ahead of the game” and have those credits waiting for them once they graduate from high school. In addition, students receive a reimbursement for textbooks if they earn a “C” or higher, submit an official transcript, and submit a receipt to the district office. During the 2016-2017 school year, approximately 10-15 students participated in the High School Enrichment Program.

TUTORING

West Park Charter Academy offers tutorial services to students who are either struggling and/or needing additional support. During the 2016-2017 school year, students had access to high-quality paraprofessionals (tutors) at both of the program’s learning centers on Tuesdays through Fridays. Teachers and counselors closely monitor each student throughout the year, and based on need, arrange for them to meet with a tutor. Paraprofessionals will be available to tutor students Monday through Friday during the 2017-2018 school year. This will undoubtedly allow an even greater number of students to be supported.

SUPPORT CLASSES

Recent data has shown 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, a weekly Algebra IA and IB lab were created at both learning centers during the 2016-2017 school year. The labs are taught by two of the program’s teachers who have volunteered and are paid a stipend each semester. In 2016-2017, one of the Algebra lab teachers worked closely with a Math specialist/trainer from the Fresno County Superintendent of Schools to locate areas/standards of focus and create a pacing guide.

In addition to the Biology and Earth Science courses offered to students at West Park Charter Academy (both a-g aligned), students must complete a lab for each course as well. These



weekly labs are offered at both of the program's learning centers, and are taught by a fully-credentialed science teacher.

ONLINE COURSES

In an effort to provide students at West Park Charter Academy an opportunity to explore/delve into various career pathways, online CTE (a-g aligned) courses were implemented during the 2016-2017 school year. Students have the opportunity to complete CTE courses that will help prepare them for post-secondary education or careers in various industry sectors. Some of these sectors include: Agriculture & Natural Resources, Building & Construction Trades, Business & Finance, Education, Child Development & Family Services, Engineering & Architecture, Health Science & Medical Technology, Hospitality, Tourism & Recreation, Information & Communication Technologies, Manufacturing & Product Development, Marketing, Sales & Service, Public Services, Transportation, and other various courses Supporting CTE & Electives.

DIGITAL PROGRAMS

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 were introduced to the program during the 2016-2017 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 Strategies:** 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.
- **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.

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



ENGLISH LEARNER/LOW INCOME/FOSTER YOUTH

The needs of all students who attend 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, and a District-created technology fund. These monies are used to provide all students enrolled in the program an equitable education—one that ensures that they will be successful in college and career.

With regards to English Learners, students identified as EL receive instruction and support from teachers who utilize the integrated ELD curriculum, strategies in ELA and Math, and CELDT levels. The curriculum for these core subjects has been adopted recently, and includes many online and print resources for English Learners. In addition, EL students receive weekly instruction from an English Language Development teacher who holds a BCLAD (for Spanish). The teacher meets with students at both learning centers throughout each semester, utilizes each student's CELDT level, and works to build their reading, writing, listening, and speaking skills.

SPECIAL EDUCATION

West Park Charter Academy provides special education support and services to independent study students with exceptional needs. Students meet with the special education teacher individually and in small groups for a minimum of two hours per week. The special education teacher designs curriculum to ensure students have access to the general education curriculum while working toward their individualized educational goals.

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:
 - 8th Grade Promotion Ceremony
 - High School Graduation
 - Career Day
 - Community College/University Field Trips

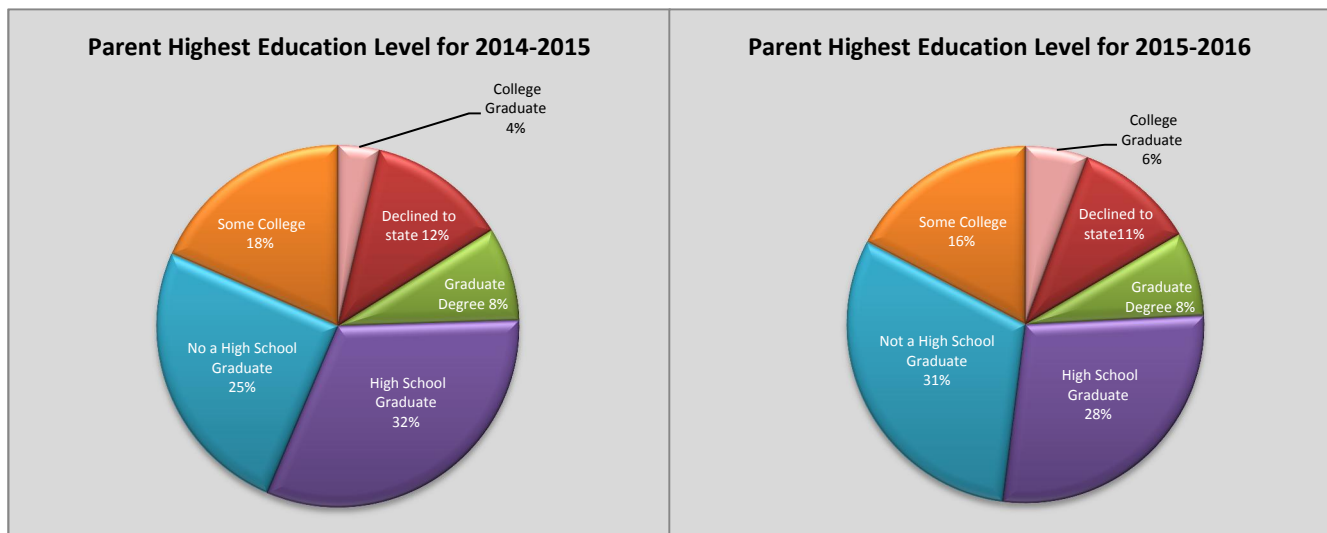
Demographic Data

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

- October 5, 2016 for the 2016-2017 school year.
- October 7, 2015 for the 2015-2016 school year.
- October 1, 2014 for the 2014-2015 school year.

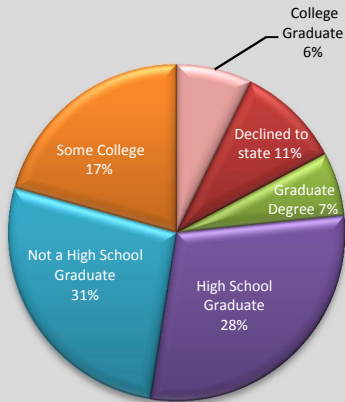
SOCIOECONOMIC STATUS

Parent Education Level

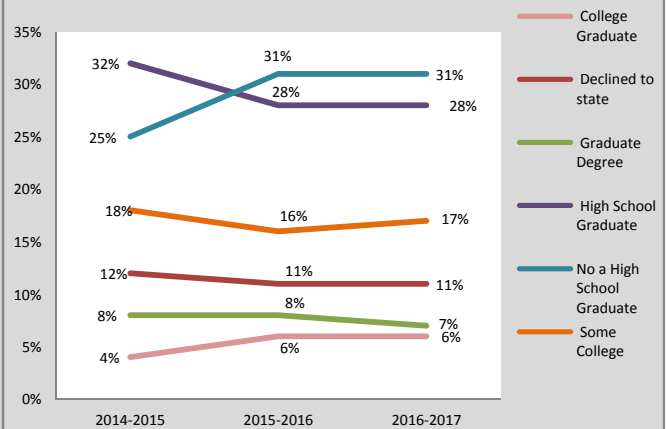




Parent Highest Education Level for 2016-2017



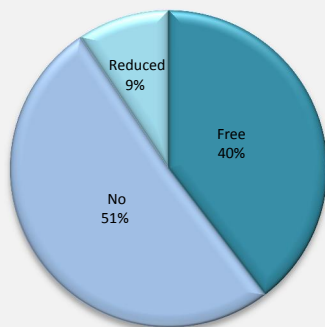
Three year Trend for Parent's Highest Education



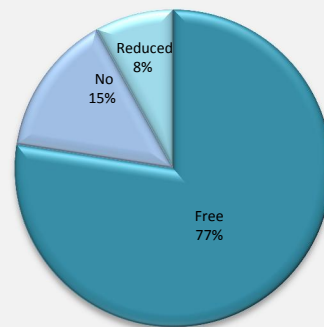
The trend shows that the Parent Education Level has remained basically the same over the last three years. Most differences are relatively small (one to three percent), with the highest variation shown in parents who indicated “Not a High School Graduate” with a difference of six percent. A drop of four percent in parents who indicated they were “High School Graduates” can also be seen from the 2014-15 to 2016-17 school years.

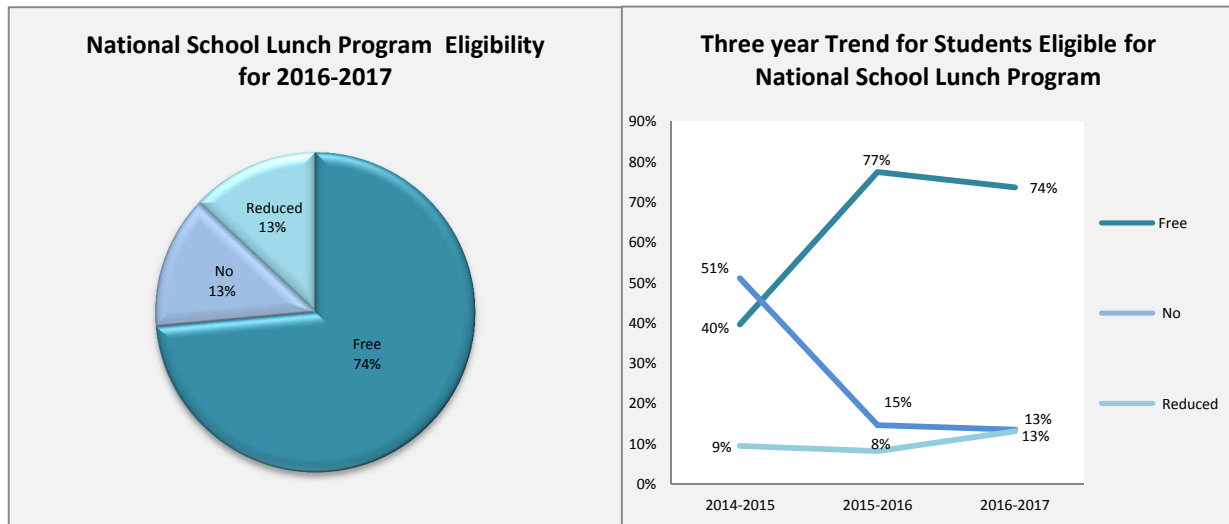
Percent of Eligible Free and Reduced Lunch Students

National School Lunch Program Eligibility for 2014-2015



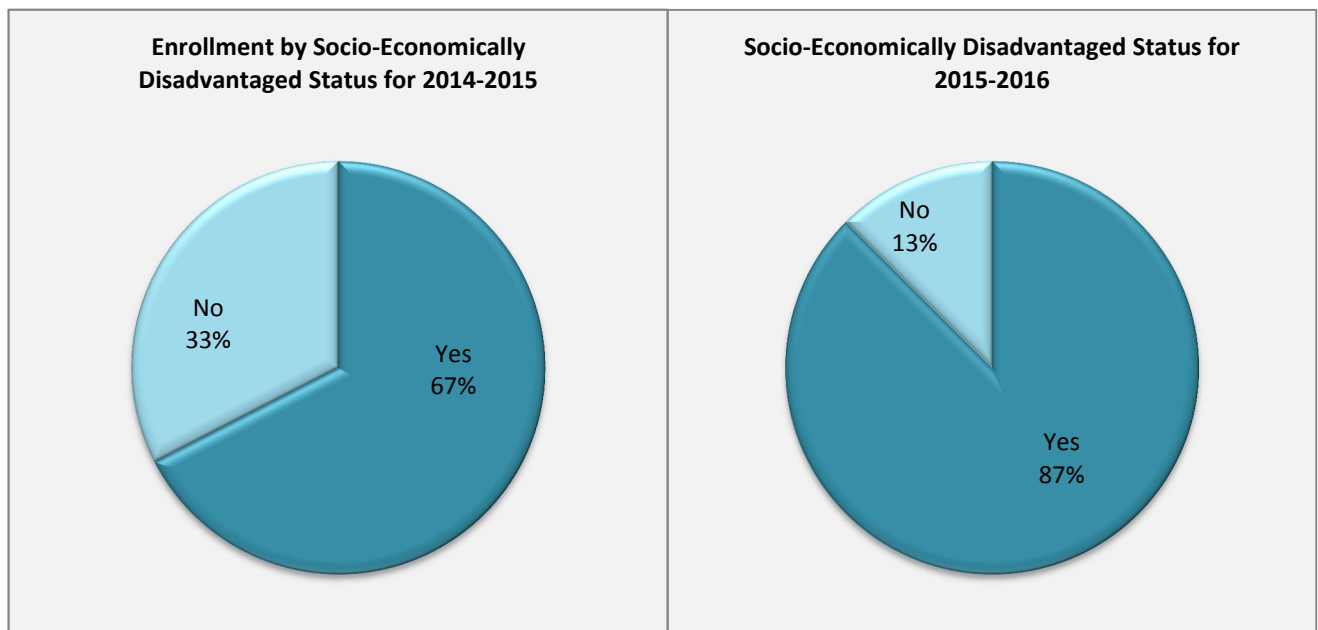
National School Lunch Program Eligibility for 2015-2016





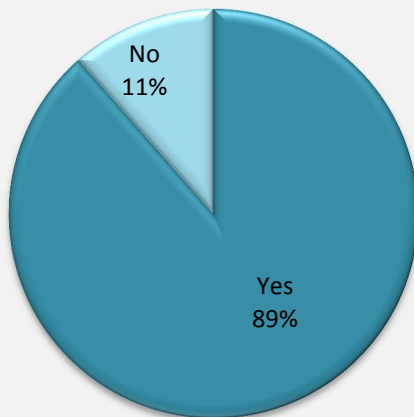
The trend shows that our students eligible for the National School Lunch Program as “Free” grew by 37% from the 2014-2015 school year to the 2015-2016 school year, and has maintained itself with only a small decrease (from 2015-2016 to 2016-2017). Students eligible as Reduced have maintained below ten percent for the first two years, but grew five percent in 2016-2017. There was a dramatic decrease of 36% in students “Not Eligible” for Free or Reduced National School Lunch Program from 2014-2015 to 2015-2016. That number has remained relatively stable since then, maintaining at approximately 15%.

Socioeconomic status of the school

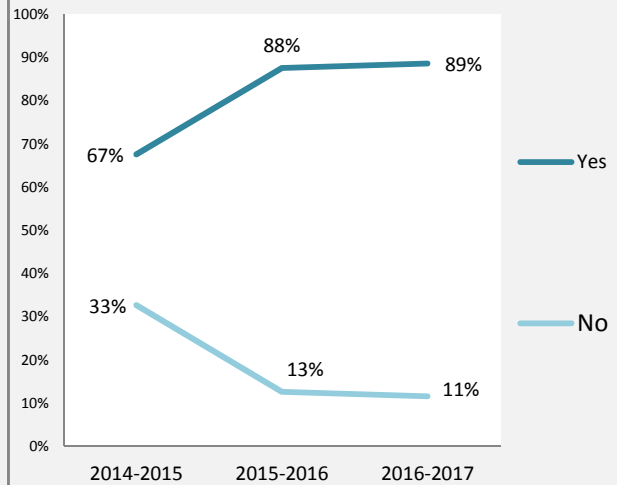




Enrollment by Socio-Economically Disadvantaged Status for 2016-2017



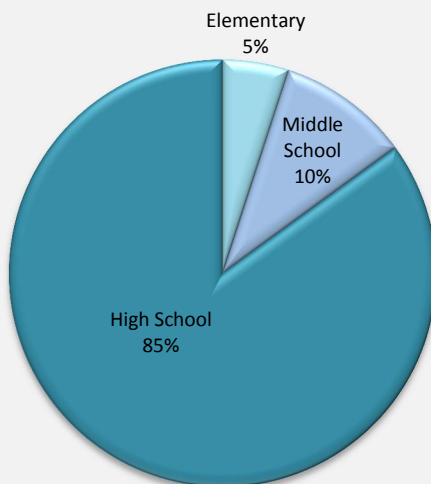
Three-Year Trend for the Socioeconomically Disadvantaged Subgroup



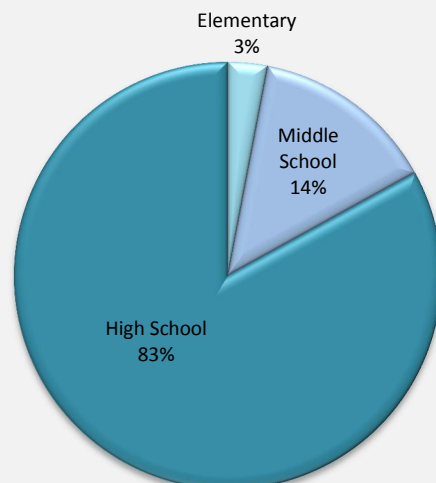
Based on the two criteria—Parent Education Level and Percent of Eligible Free and Reduced Lunch), there was a rise of 22% of students in the Socioeconomically Disadvantaged subgroup from the 2014-2015 school year to 2016-2017 school year. The percentage of students in this particular subgroup has remained almost the same for the past two school years.

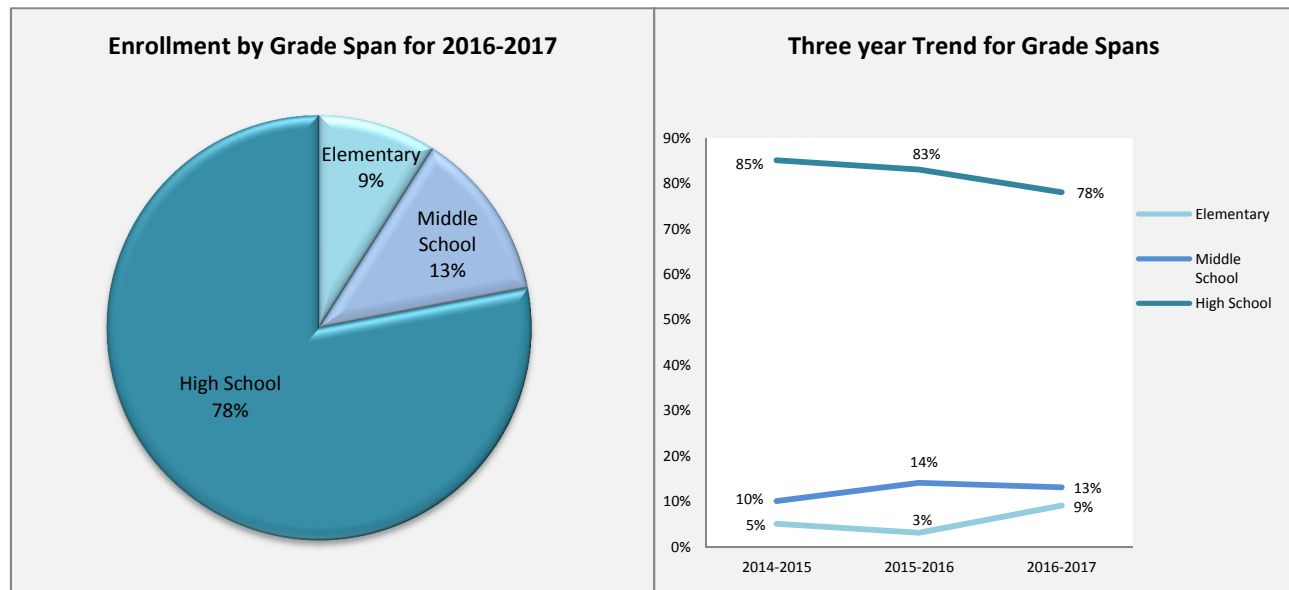
Student Enrollment by Grade-Level

Enrollment by Grade Span for 2014-2015



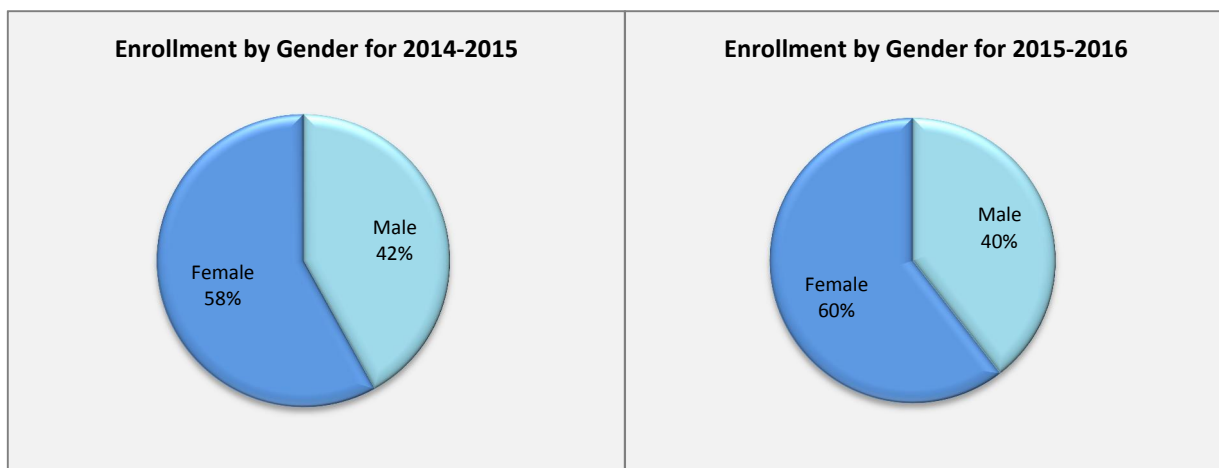
Enrollment by Grade Span for 2015-2016

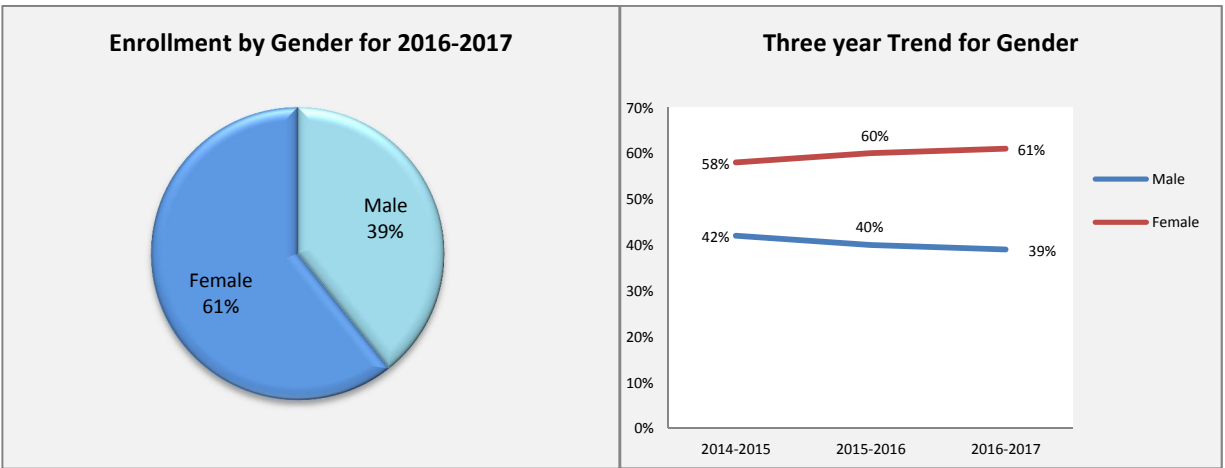




The data shows that most of our students are enrolled in High School, followed by Middle School (grades seven and eight), then Elementary (Kindergarten through sixth). Although the students enrolled in the Elementary grades grew in 2016-2017, it is not common. The percentage of students in those grade-levels normally stays under ten percent, with Middle School fluctuating very little between ten and fifteen percent. The program did see a spike in enrollment of eighth grade students during the 2016-2017 school year. High School enrollment typically stays over eighty percent.

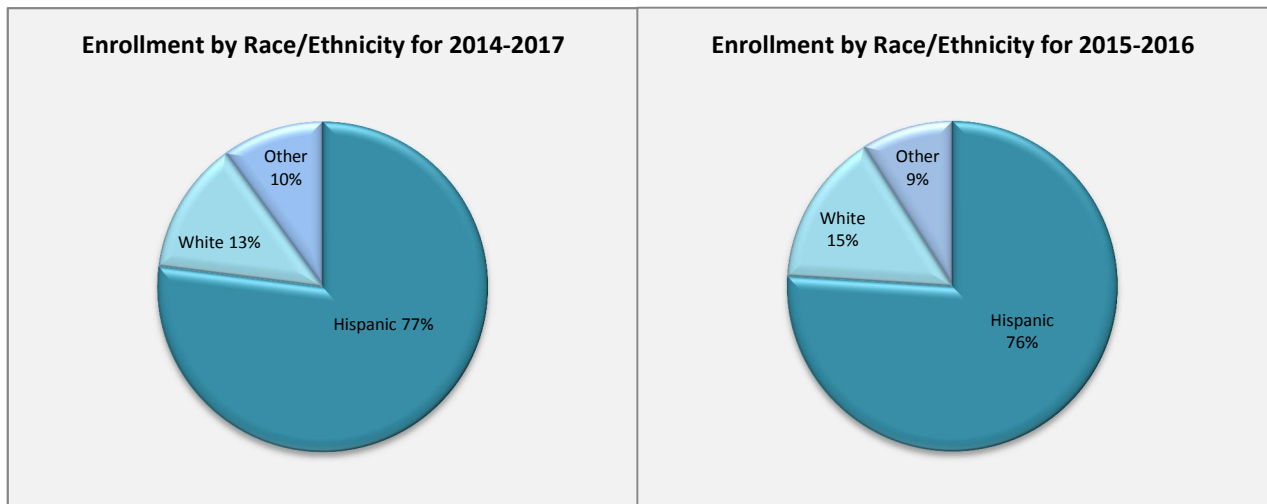
Enrollment by Gender

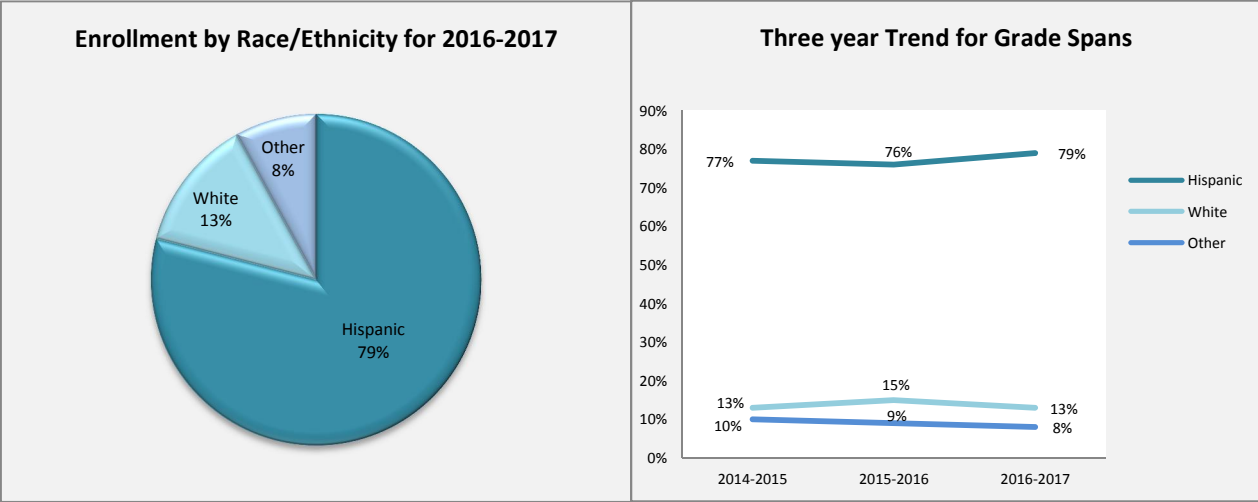




In the past three completed school years, West Park Charter Academy has not seen much change of enrollment by gender. The data shows that Females continue making up the majority of the program's enrollment; approximately sixty percent of our students are female, and forty percent are male.

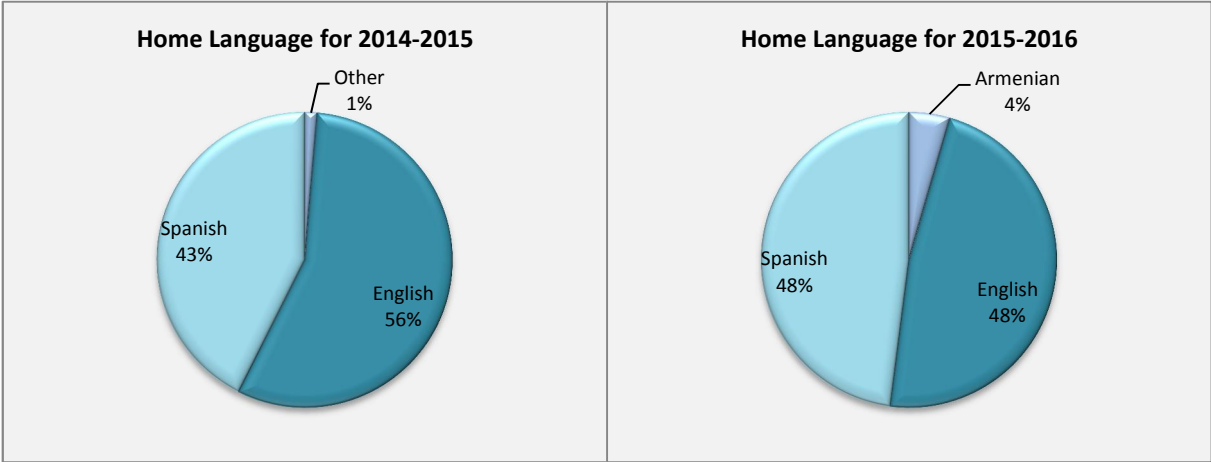
Enrollment by Ethnicity/Race

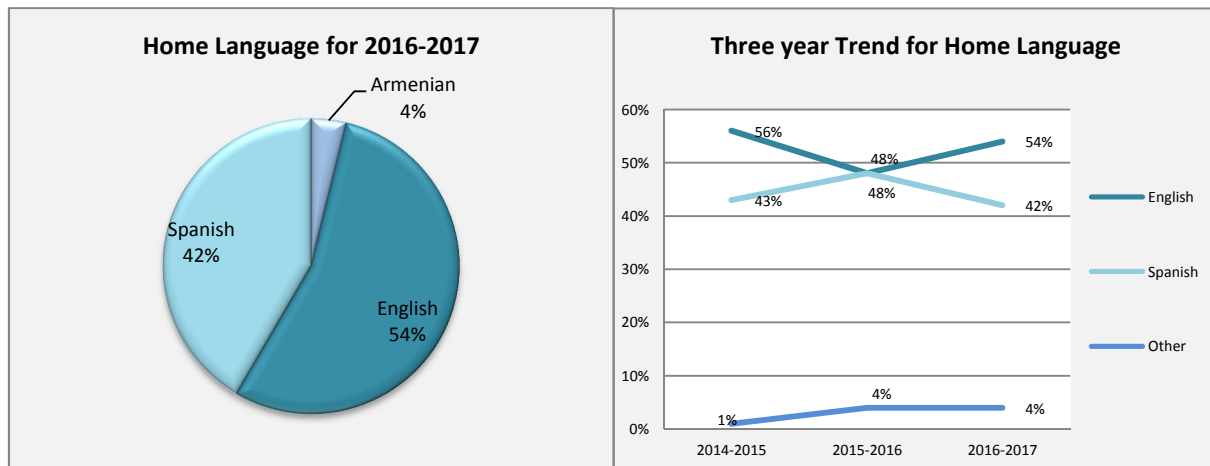




The data shows that the majority of our students are Hispanic, with the percentage at just under eighty percent for the past three years. The next largest ethnic group enrolled in the program is White, which is between 13 and 15 percent. The “Other” category is a sum of all other races that fall under five percent (which most of the time stays under one percent). The Other category is mainly, by order of percentages, African American, Multiple Races, Declined to State, and Asian.

Predominant Primary Languages other than English





With English being the Primary home language for most students, Spanish is the second highest, going anywhere from mid-forty to less than fifty percent. In 2014-2015, we had a very small percentage (one percent) of the school speaking the following languages: Arabic, Punjabi, and Armenian. In the past two years, four percent of our Home Languages spoken was Armenian.

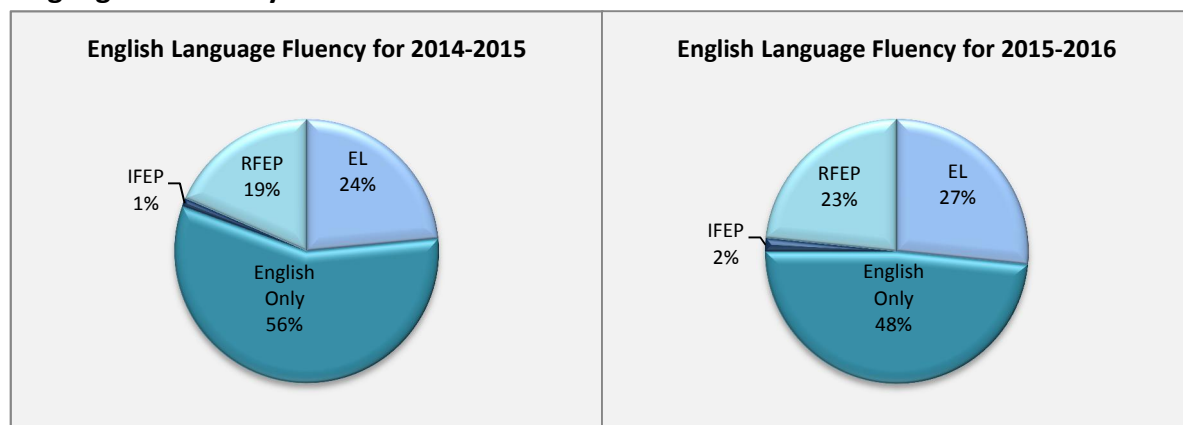
Title I

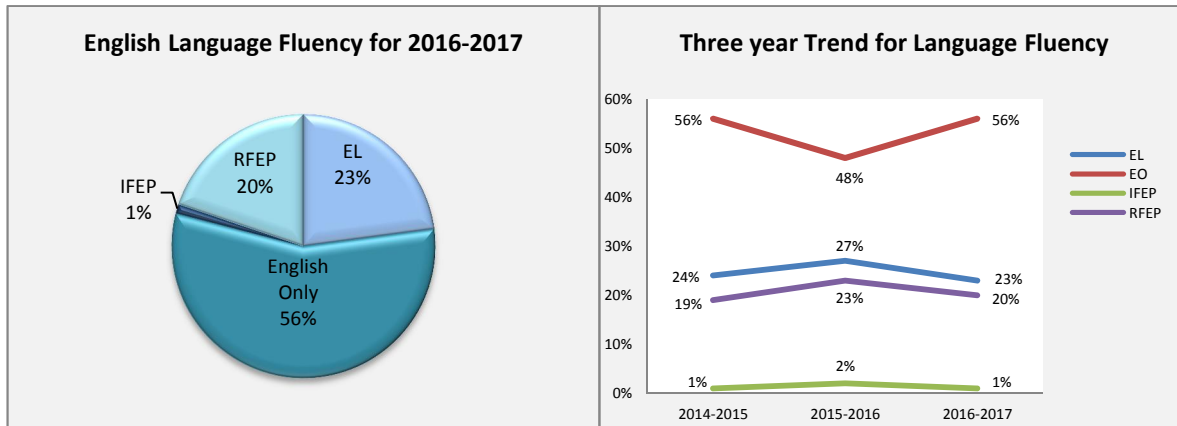
West Park Charter Academy does not receive Title I monies.

Special Needs and other Focused Programs

In January of 2017, West Park Charter Academy introduced online CTE (Plato) courses to students in grades 8-12. All of the courses are a-g aligned, and have been added to the program's course catalog. Students interested in taking online CTE courses can speak with their respective teacher and counselor to enroll in a course. Since this program is relatively new, participation in the courses has been low, but we are working on ways to encourage enrollment.

Language Proficiency





With regards to English Language Fluency at West Park Charter Academy, the percentages have not deviated much over the last three school years. There was a slight variation in the 2015-2016 school year, with the percentage of English Only dropping by eight percent. However, that number returned to the regular percentage that ranges between fifty five to sixty percent during the 2016-2017 school year.

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

2014-2015	2015-2016	2016-2017
12	13	15

Percent of Teachers Instructing Outside Credentialed Areas

2014-2015	2015-2016	2016-2017
0	0	0



Number of Teachers with STIP/PIPS

2014-2015	2015-2016	2016-2017
0	0	0

Number of Teachers Enrolled and Progressing in an Intern Program

2014-2015	2015-2016	2016-2017
0	0	0

Number with Advanced Degrees

2014-2015	2015-2016	2016-2017
1	1	1

Years of Service at the District	2014-2015	2015-2016	2016-2017
1 to 5 years	7	8	10
5 to 10 year	6	7	6
11 to 15 year	1	1	1
16 to 20 years	1	0	0
over 20 years	0	1	1

Years of Service in Education	2014-2015	2015-2016	2016-2017
1 to 5 years	3	4	3
5 to 10 year	6	4	5
11 to 15 year	4	5	4
16 to 20 years	0	1	4
over 20 years	2	3	2

Specialized Training/Intern Programs

2014-2015	2015-2016	2016-2017
0	0	0

Gender	2014-2015	2015-2016	2016-2017
Male	3	4	5
Female	12	13	13
Total	15	17	18



Race/Ethnicity	2014-2015	2015-2016	2016-2017
Asian	2	2	2
Black/African American	0	1	1
Hispanic	5	4	6
White	8	10	9
Total	15	17	18

Number and Assignment of Paraprofessionals Who Meet ESSA Requirements

2014-2015	2015-2016	2016-2017
3	4	6

PROFESSIONAL DEVELOPMENT

In recent years, the professional development/learning that teachers receive has been centered on ELA and Math. These two areas are part of the program's schoolwide critical areas for follow-up, and are focused on increasing student achievement. Teachers utilize Mondays throughout each school year and continue to receive training/support on how to best address the CCSS in their 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 2016-2017 school year, teachers had seventeen opportunities for professional development.

Some of the conferences/workshops/trainings that West Park Charter Academy teachers, counselors, and support staff attended include: School Pathways, Various School Adopted Curriculum/Program Training, Various Trainings Offered through the FCSS, Various Counselor Trainings/Workshops, CELDT, Student Assessment by IO, College Board, and Student Academic Support.

Professional Development during the 2016-17 school year

Trainer	Average Percent of Teachers in Attendance
Journeys/Holt ELA Curriculum	90%
Edmentum/Reading Plus/Lexia Online Programs	82%
FCSS ELA	77% <i>**A portion of the staff attended a School Pathways training during one of the ELA trainings</i>



FCSS Math	89%
Other-Dinah Zike's Foldable Training	92%

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 new CCSS-aligned math curriculum (Pearson) was implemented during the 2015-2016 school year, and a new CCSS-aligned ELA curriculum was implemented during the 2016-2017 school year. In addition, a number of digital programs that address the CCSS have recently been purchased. They include: IXL, Lexia, 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

Although the CCSS are in full implementation, they are continuously being addressed through the use of standards-aligned core curriculum, ongoing training/professional development (FCSS), 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 and Math programs. It is at those times where important 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, and drive what staff and students do to address/achieve our Mission, ESLRs, WASC goals, and LCAP.

LCFF Priority 3—PARENT ENGAGEMENT

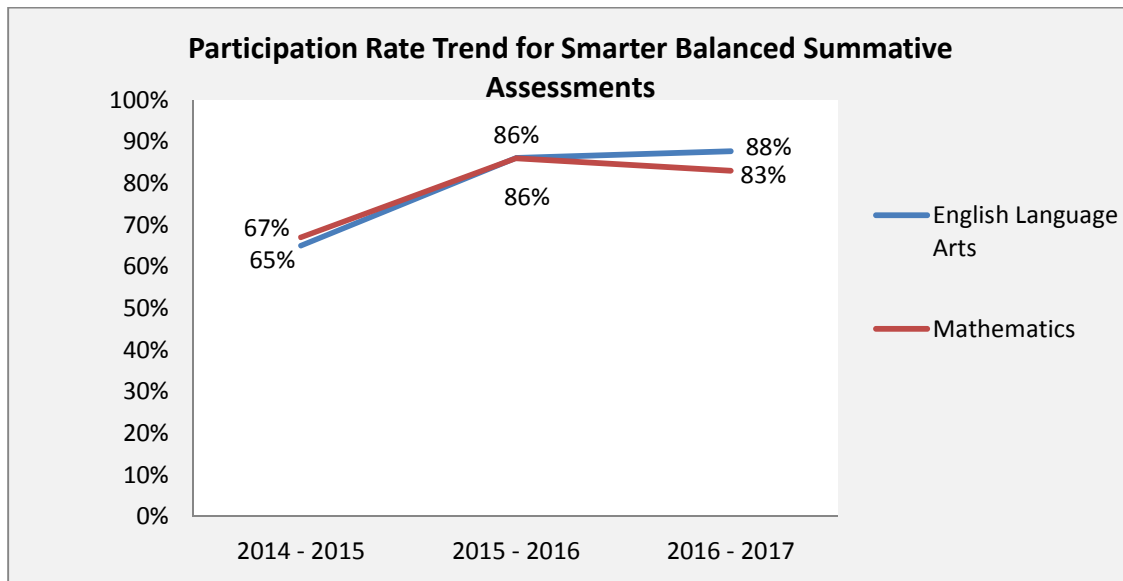
Parent engagement and involvement is a priority for West Park Charter Academy. The program's LCAP Goal #2 is "to continually improve the positive school climate..." With that said, it is vital for student achievement that parents be involved with school activities such as: college field trips, career days, Back-to-School Nights, ELAC meetings, board meetings, annual surveys, etc. In an effort to improve in this area, West Park Charter Academy has purchased 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 shared with the click of a mouse. Parents have been raving about the ease of use as well as the improved communication that this resource provides. It is our hope that parents and guardians be informed and participate in school events/functions at a greater level.

LCFF Priority 4—PERFORMANCE ON STANDARDIZED TESTS

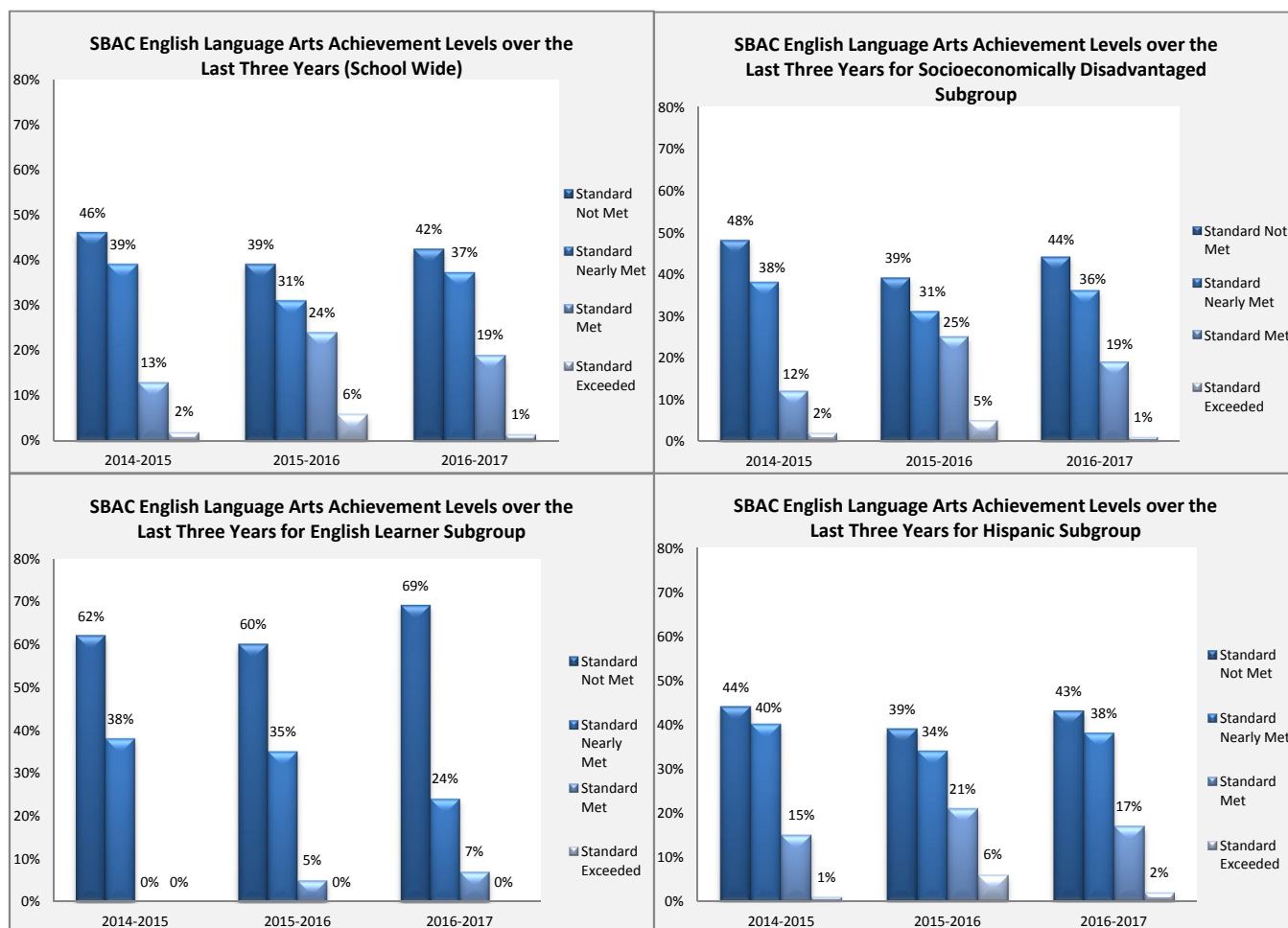
Participation Rates



The data shows that the SBAC participation rates at West Park Charter Academy have improved since the 2014-2015 school year. There was a two percent gain in English Language Arts from 2015-2016 to 2016-2017, but a drop of three percent in Math Participation during that same span. We are currently working together to come up with new ideas to raise our participation rate.



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



For our Smarter Balanced English Language Arts Summative Assessments, we included the Schoolwide scores along with our two significant subgroups—Socioeconomically Disadvantaged and Hispanic. Although they are not considered a significant subgroup according to California Dashboard criteria, the SBAC results for our English Learners have been included.

In analyzing our achievement levels as a school and for each individual subgroup for the past three years (school wide and the significant subgroups), it is apparent that there is a great need to improve student proficiency in ELA and Math. With that said, a noticeable wave-like pattern can be seen, as scores for each domain rise and fall by an average of five to ten percent.



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

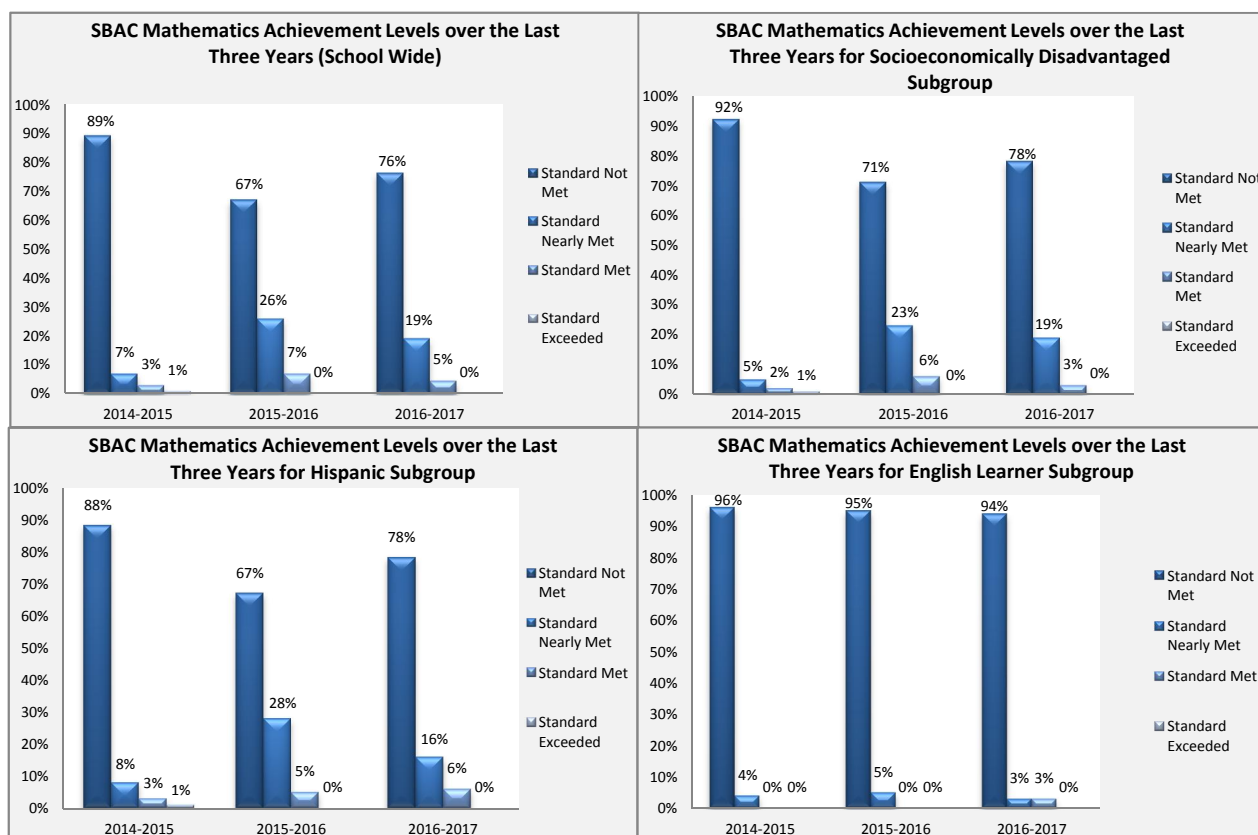


Comparing our Schoolwide and Subgroup results for the Smarter Balanced Summative English Language Arts assessments, we can see that in all three years that the Schoolwide, Socioeconomically Disadvantaged, and Hispanic subgroups perform very similarly with a maximum difference of two percent. Since these subgroups are fairly large and make up the majority of the students, they would benefit from additional support and schoolwide



interventions (i.e. tutoring, additional time at school, online intervention programs, etc.). The English Learner subgroup on the other hand, does show scores that are lower than the rest of the school, so there is a need for increased supports in ELA and/or ELD.

Individual School and Subgroup Analysis of Smarter Balanced Mathematics Performance Levels



With regards to the Smarter Balanced Mathematics Summative Assessments, we listed our Schoolwide scores along with our two significant subgroups—Socioeconomically Disadvantaged and Hispanic. Also included are the results of our English Learners (although they are not a significant subgroup according to California Dashboard criteria).

In analyzing our achievement levels schoolwide, for each subgroup (individually), and significant subgroups, it is evident that there is a need to increase students' proficiency in Math, which will in turn, reflect on our test scores. As in the ELA Smarter Balanced Assessment results, we can also see a wave-like pattern with the Math Smarter Balanced Assessment results. The data indicates that scores have risen and dropped in each domain by an average of twenty percent from 2014-2015 to 2015-2016, and about five to eight percent from 2015-2016.

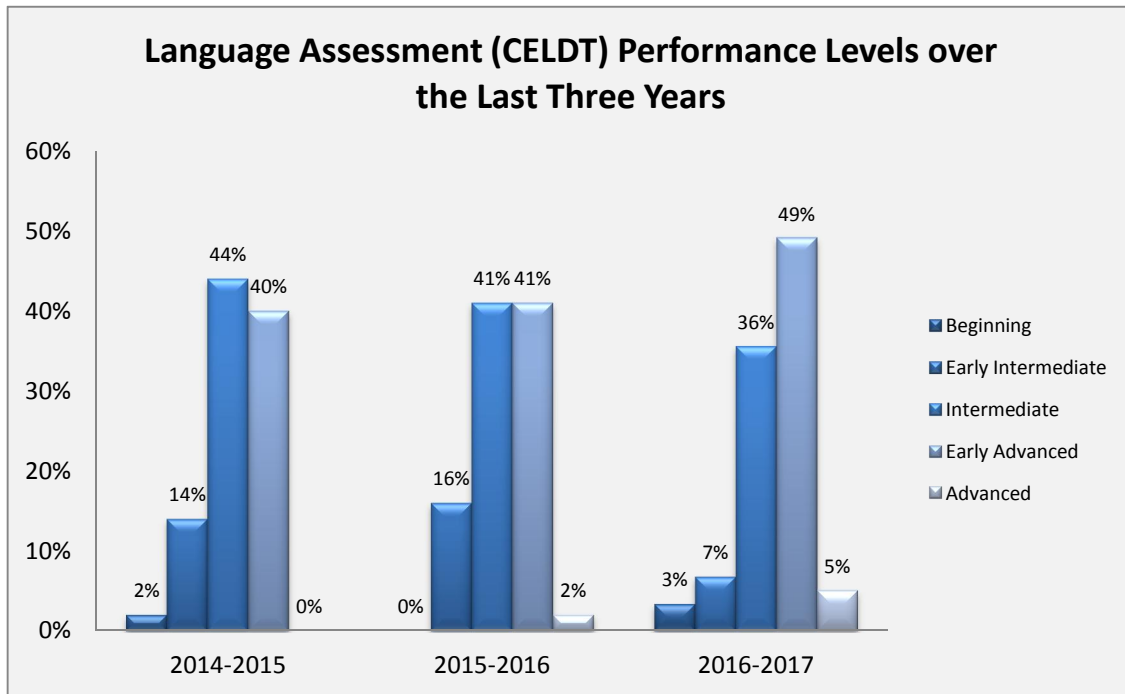


School and subgroup comparison of Smarter Balanced Mathematics Performance Levels



Comparing our Schoolwide and subgroups together for Smarter Balanced Summative Mathematics assessments, we can see that in all three years that schoolwide and all subgroups perform very similarly, with a maximum difference of eleven percent. All of these Subgroups would benefit from schoolwide interventions, since they are fairly large and make up the majority of our students. Although the English Learner subgroup is closer to the rest of the school in their achievement levels in English Language Arts, results indicate that they are slightly lower than the rest of the school.

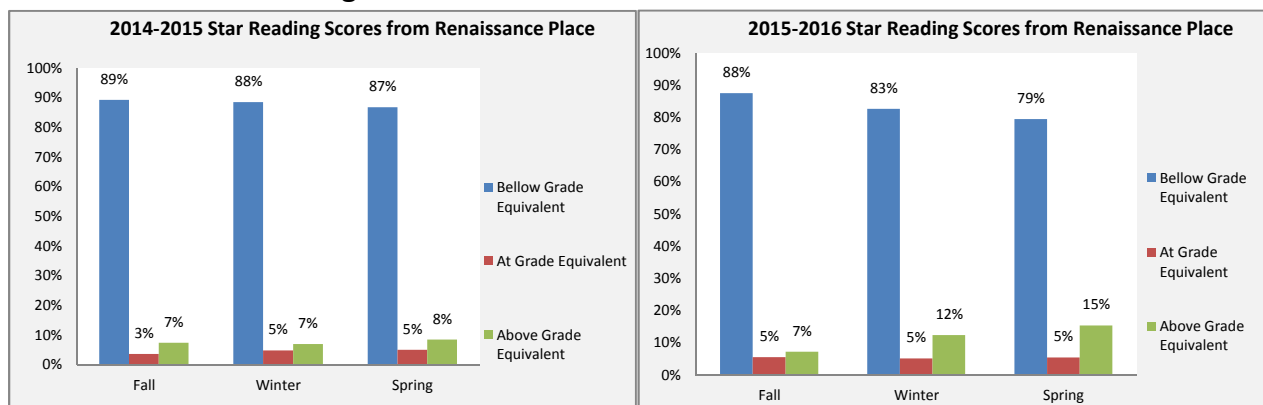
English Language Proficiency

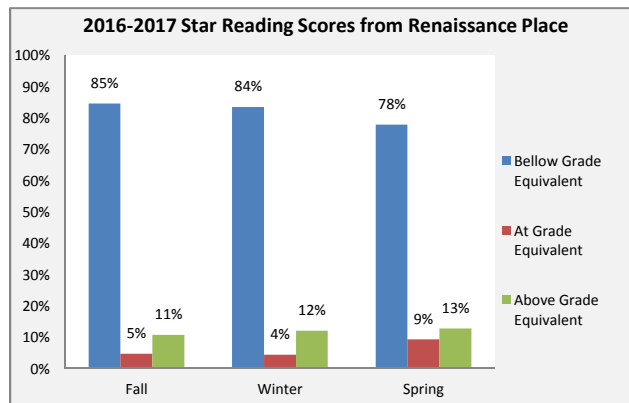


The data indicates that in the past three years CELDT Scores have reflected very similarly, with a maximum difference of less than ten percent. Because clear criteria have not been established for reclassification, the reclassification rates within the last three years have been zero. However, reclassification criteria will be established during the 2017-2018 school year, and will coincide with the launch of the ELPAC assessment.

Other Local Assessments

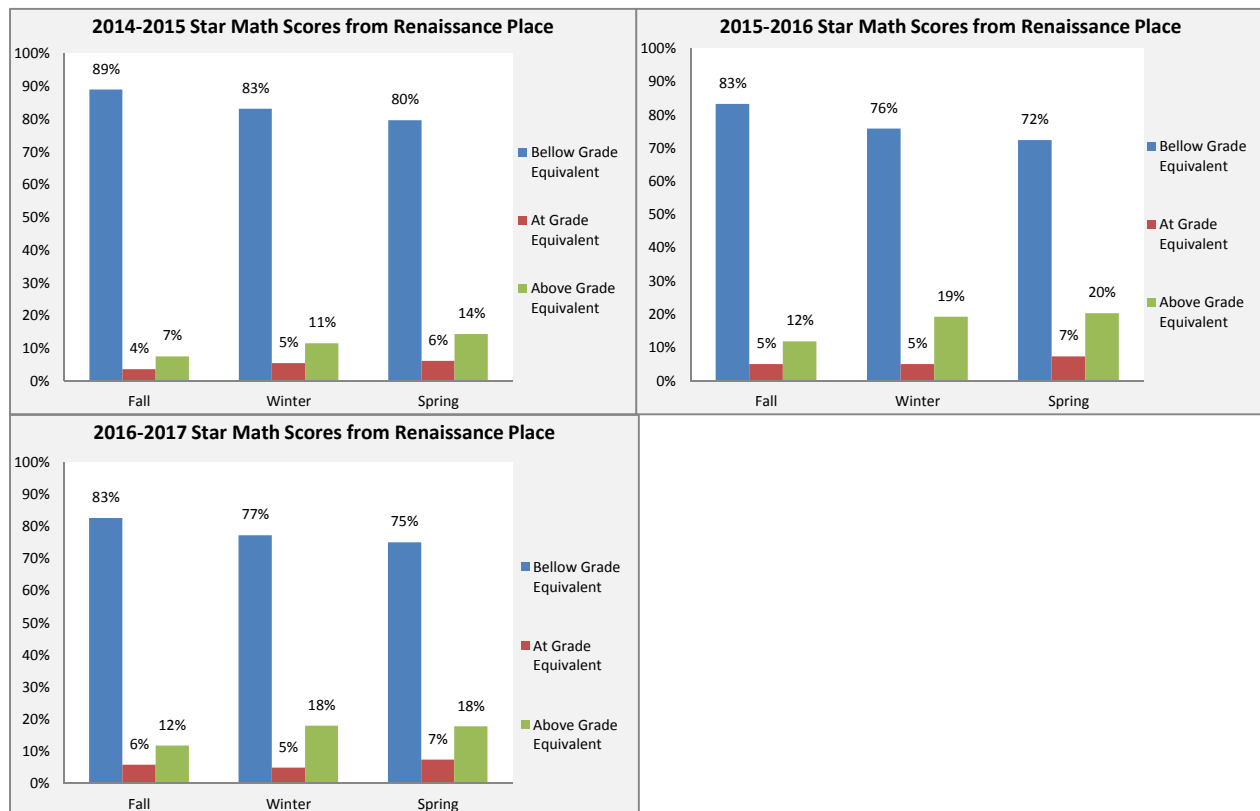
Renaissance-STAR Reading





Star Math and Star Reading products from Renaissance Place are administered to assess and determine placement in English Language Arts and Math, as well as any additional support courses or instruction the student may need. The Star Reading scores for the past three years indicate that most of our students score/place below their grade equivalent; minimal progress in students' reading levels is being made throughout each school year.

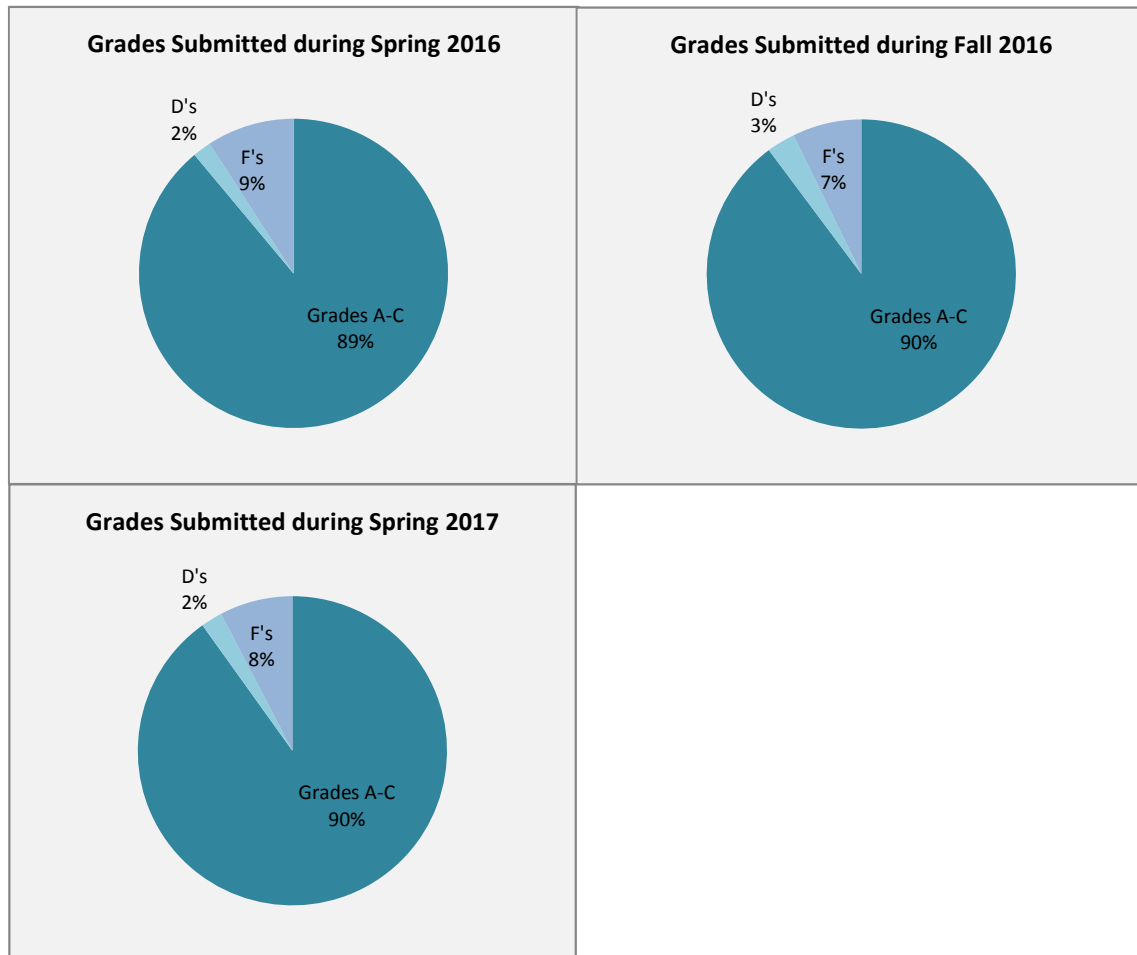
Renaissance-Star Math





The Star Math Scores from Renaissance Place also show that most of our students score/place below their grade equivalent. Students have consistently made minimal progress in their Math levels throughout the past three school years.

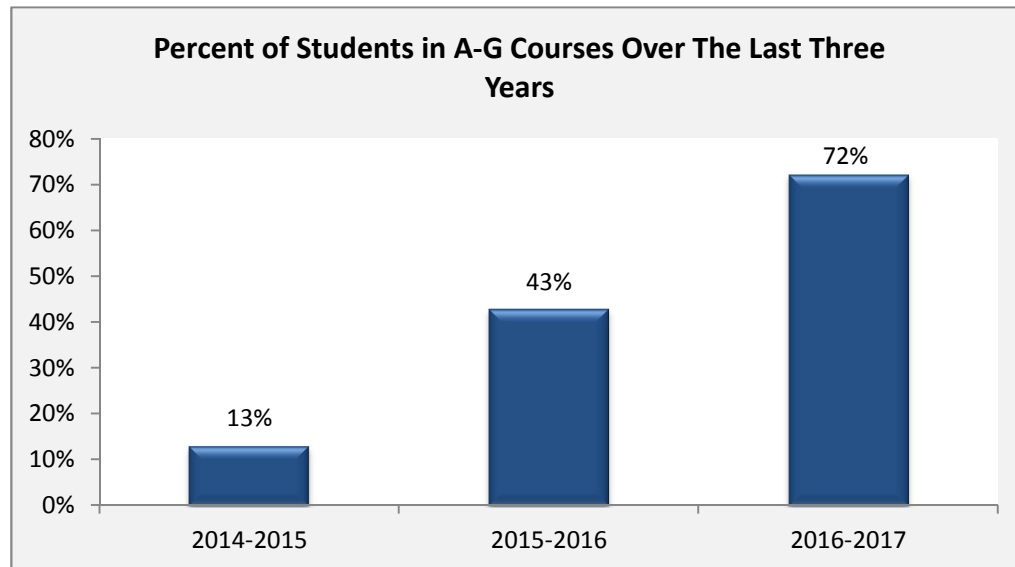
Report Card Analysis of Percentage of Ds and Fs for the Last Three Semesters



The data shows that students at West Park Charter Academy receive a high percentage of “A-C” grades, and a low percentage of D’s and F’s. With regards to grades earned and submitted, the program has seen little to no changes throughout the last three semesters.



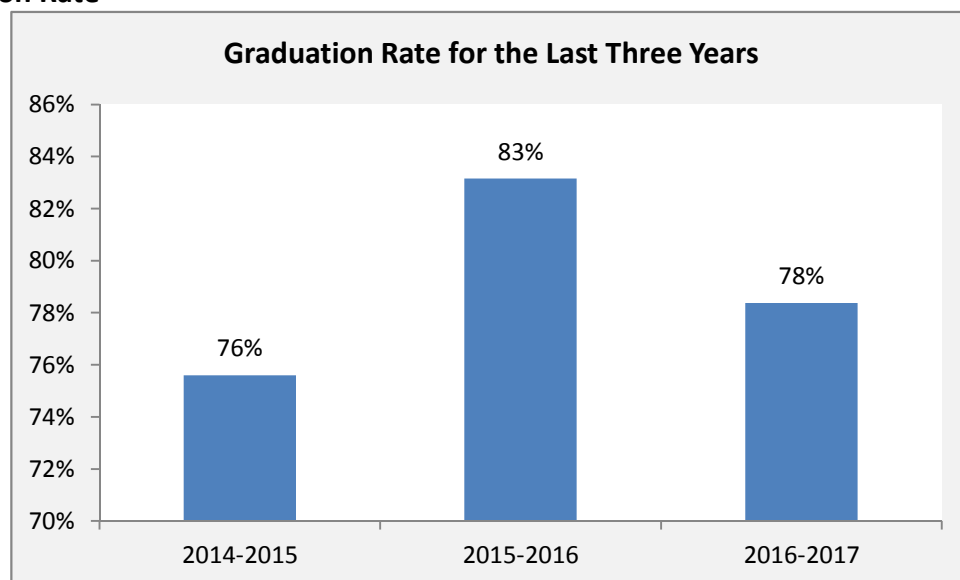
Student Enrolled in A-G courses



The enrollment of students in A-G courses has grown significantly over the last three years. The factors for this growth can be attributed to making the proper corrections/revisions to the course catalog (over the past 2 years), teacher and staff trainings to help them understand where to correctly place a student for A-G requirements, and the recent purchase of Edmentum-Plato A-G Online Courses.

LCFF Priority 5—PUPIL ENGAGEMENT

Graduation Rate





During the 2015-2016 school year, the program saw an increase of high school graduates. However, that number was dropped by five percent in the 2016-2017 school year to almost where it was in 2014-2015 school year. The high school graduation rate calculation is based on the following formula:

$$\text{Graduation Rate} = \frac{A}{(B-C)} \times 100$$

A= Total number of twelfth grade graduates

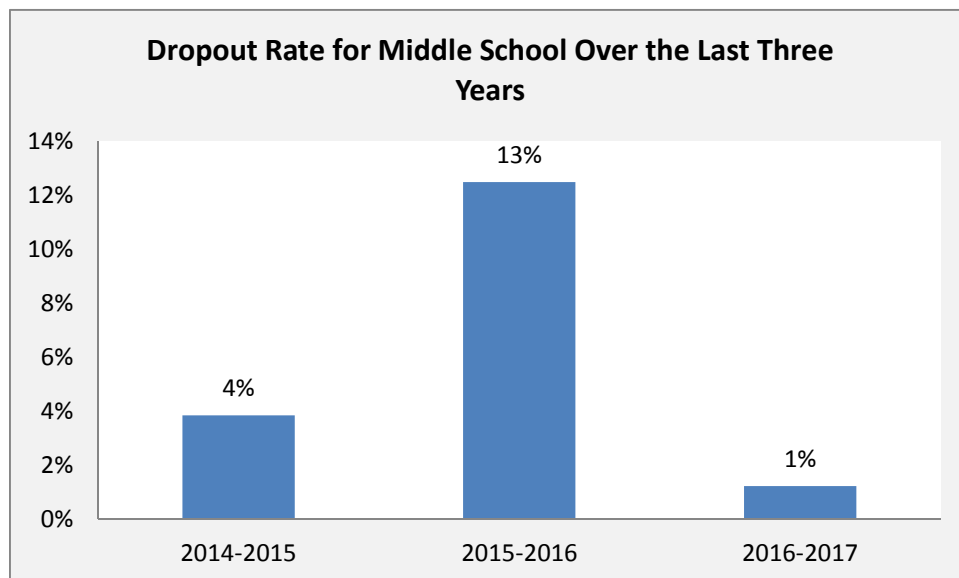
B= Total number of enrolled twelfth grade students during the school year

C= Total number of twelfth grade students that transferred to another school

Chronic Absenteeism

West Park Charter Academy uses a proactive approach in addressing Chronic Absenteeism. RMA's (Reports of Missing Assignments/Appointments) have helped address this issue in reducing the number of students missing instructional time. RMA's are 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 or counselor is made to parents/guardians. Depending on the situation, a student receiving his/her third RMA may be dropped from the program.

Dropout Rates-Middle School

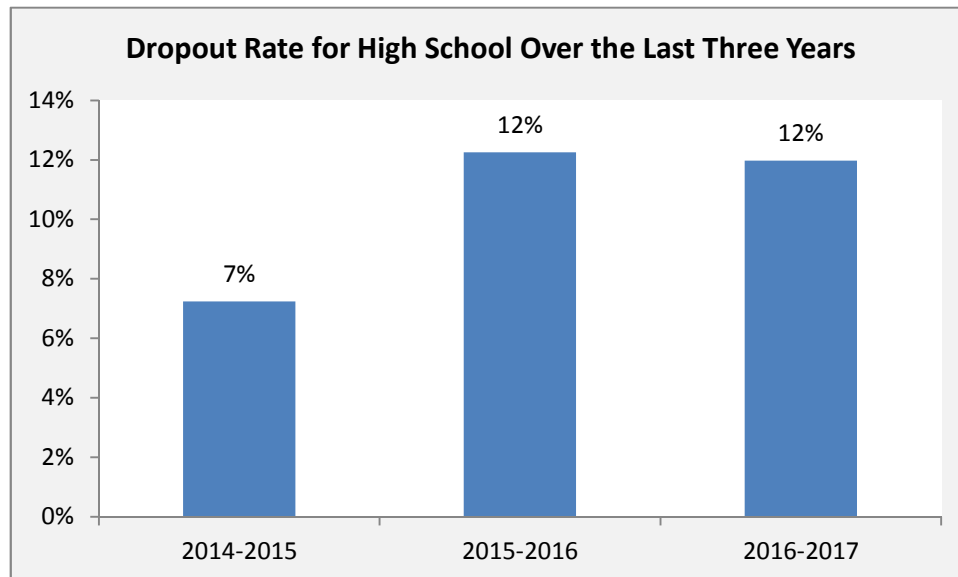


There was an increase in the dropout rate during the 2015-2016 school year, but that number was reduced to almost zero percent in the 2016-2017 school year (Calculation is based on total



number of enrolled middle school students divided by students marked as dropouts in the CALPADS Dropout-State view Report).

Dropout Rates-High School



West Park Charter Academy saw an increase in the dropout rate in the 2015-2016 school year. That percentage remained the same at twelve percent in the 2016-2017 school year (Calculation 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. However, teachers use the RMA's (Reports of Missing Assignments/Appointments) for students who do not complete work and/or fulfill their commitment by showing up for instruction.

Average Daily Rate of Attendance

Average Daily Attendance		
2014-2015	2015-2016	2016-2017
309	365	309
96.76%	99.16%	98.22%



LCFF Priority 6 – SCHOOL CLIMATE

West Park Charter Academy makes every effort to provide a safe learning environment for all of its students. 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, and demonstrating what it means to a WPCA 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 clearly outlines student behavior expectations. 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.

During the 2016-2017 school year, a book club and a multi-cultural club were formed. These groups consisted of students in various grade-levels, and were advised by two of the program’s teachers. Prior to the groups’ initial meeting, all students were invited and encouraged to participate. Those who chose to participate were from many different ethnicities, socioeconomic levels, and gained valuable experience in working with their peers. The clubs will be meeting again during the 2017-2018 school year, and we are anticipating even more students participating.

The following survey results are derived from the annual student, parent, and staff survey given each spring. 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 2015-16 and 2016-2017 school years.

Student Surveys	2015-2016	2016-2017
Overall, how satisfied are you with WPCA?	79% Very Satisfied 17% Somewhat Satisfied 4% Uncertain 0% Somewhat Dissatisfied	75% Very Satisfied 22% Somewhat Satisfied 2% Uncertain 1% Somewhat Dissatisfied
I feel like I belong at WPCA.	37% Strongly Agree 42% Agree 11% Neutral 11% Disagree 0% Strongly Disagree	33% Strongly Agree 45% Agree 18% Neutral 3% Disagree 1% Strongly Disagree
WPCA is the best school/program for me.	41% Strongly Agree 46% Agree 8% Neutral 6% Disagree 0% Strongly Disagree	43% Strongly Agree 35% Agree 17% Neutral 4% Disagree 1% Strongly Disagree
WPCA’s learning centers are clean and well	42% Strongly Agree	60% Strongly Agree



maintained.	53% Agree 5% Neutral 0% Disagree 0% Strongly Disagree	35% Agree 3% Neutral 2% Disagree 0% Strongly Disagree
My teacher cares about me and my success.	63% Strongly Agree 32% Agree 5% Neutral 0% Disagree 0% Strongly Disagree	70% Strongly Agree 27% Agree 2% Neutral 1% Disagree 0% Strongly Disagree
I feel safe at WPCA.	54% Strongly Agree 38% Agree 8% Neutral 0% Disagree 0% Strongly Disagree	46% Strongly Agree 45% Agree 7% Neutral 1% Disagree 1% Strongly Disagree
The rules at WPCA are fair.	46% Strongly Agree 40% Agree 12% Neutral 0% Disagree 2% Strongly Disagree	39% Strongly Agree 49% Agree 9% Neutral 2% Disagree 1% Strongly Disagree
My teacher helps me succeed at high levels.	29% Strongly Agree 47% Agree 24% Neutral 0% Disagree 0% Strongly Disagree	52% Strongly Agree 42% Agree 5% Neutral 1% Disagree 0% Strongly Disagree
Help is available from counselors for selecting classes based on my interests, needs, and abilities.	32% Strongly Agree 47% Agree 16% Neutral 0% Disagree 5% Strongly Disagree	44% Strongly Agree 39% Agree 13% Neutral 2% Disagree 1% Strongly Disagree

Parent Surveys	2015-2016	2016-2017
Overall, how satisfied are you with WPCA?	85% Very Satisfied 15% Somewhat Satisfied 0% Uncertain 0% Somewhat Dissatisfied 0% Very Dissatisfied	87% Very Satisfied 13% Somewhat Satisfied 0% Uncertain 0% Somewhat Dissatisfied 0% Very Dissatisfied
The school effectively provides a safe, clean environment.	73% Strongly Agree 23% Agree 4% Neutral 0% Disagree 0% Strongly Disagree	81% Strongly Agree 18% Agree 1% Neutral 0% Disagree 0% Strongly Disagree



The school effectively deals with student safety issues.	59% Strongly Agree 37% Agree 4% Neutral 0% Disagree 0% Strongly Disagree	50% Strongly Agree 42% Agree 8% Neutral 0% Disagree 0% Strongly Disagree
The school effectively enforces the dress code.	47% Strongly Agree 43% Agree 10% Neutral 0% Disagree 0% Strongly Disagree	25% Strongly Agree 46% Agree 21% Neutral 8% Disagree 0% Strongly Disagree
The school effectively provides fair discipline.	57% Strongly Agree 33% Agree 10% Neutral 0% Disagree 0% Strongly Disagree	42% Strongly Agree 46% Agree 12% Neutral 0% Disagree 0% Strongly Disagree
The school makes me feel welcome.	66% Strongly Agree 34% Agree 0% Neutral 0% Disagree 0% Strongly Disagree	71% Strongly Agree 25% Agree 4% Neutral 0% Disagree 0% Strongly Disagree
The school effectively responds to my inquiries and concerns when I phone the office.	54% Strongly Agree 37% Agree 9% Neutral 0% Disagree 0% Strongly Disagree	38% Strongly Agree 54% Agree 8% Neutral 0% Disagree 0% Strongly Disagree
Teachers effectively communicate with parents about students' progress.	51% Strongly Agree 31% Agree 18% Neutral 0% Disagree 0% Strongly Disagree	32% Strongly Agree 50% Agree 13% Neutral 0% Disagree 5% Strongly Disagree
The school effectively provides me with the opportunity to become actively involved in the activities and programs at WPCA.	37% Strongly Agree 42% Agree 21% Neutral 0% Disagree 0% Strongly Disagree	21% Strongly Agree 42% Agree 25% Neutral 12% Disagree 0% Strongly Disagree
I feel acknowledged and respected by WPCA staff.	64% Strongly Agree 36% Agree 0% Neutral 0% Disagree 0% Strongly Disagree	54% Strongly Agree 46% Agree 0% Neutral 0% Disagree 0% Strongly Disagree



Staff Surveys	2015-2016	2016-2017
WPCA effectively provides opportunities for the staff to address their concerns.	40% Strongly Agree 40% Agree 13% Neutral 7% Disagree 0% Strongly Disagree 0% I Don't Know	25% Strongly Agree 63% Agree 6% Neutral 6% Disagree 0% Strongly Disagree 0% I Don't Know
Staff concerns are effectively addressed and responded to.	33% Strongly Agree 40% Agree 13% Neutral 13% Disagree 0% Strongly Disagree 0% I Don't Know	19% Strongly Agree 56% Agree 13% Neutral 12% Disagree 0% Strongly Disagree 0% I Don't Know
Administration and staff effectively work as a team to support the best interests of the students.	40% Strongly Agree 40% Agree 13% Neutral 0% Disagree 0% Strongly Disagree 7% I Don't Know	25% Strongly Agree 63% Agree 6% Neutral 6% Disagree 0% Strongly Disagree 0% I Don't Know
Administration treats students and staff fairly.	29% Strongly Agree 57% Agree 14% Neutral 0% Disagree 0% Strongly Disagree 0% I Don't Know	31% Strongly Agree 50% Agree 13% Neutral 6% Disagree 0% Strongly Disagree 0% I Don't Know
Teachers and staff feel comfortable discussing issues with administration.	40% Strongly Agree 40% Agree 13% Neutral 0% Disagree 7% Strongly Disagree 0% I Don't Know	19% Strongly Agree 50% Agree 31% Neutral 0% Disagree 0% Strongly Disagree 0% I Don't Know
Teachers feel appreciated by administration.	40% Strongly Agree 40% Agree 7% Neutral 13% Disagree 0% Strongly Disagree 0% I Don't Know	31% Strongly Agree 50% Agree 19% Neutral 0% Disagree 0% Strongly Disagree 0% I Don't Know
Teachers effectively enforce school rules.	29% Strongly Agree 43% Agree 14% Neutral 7% Disagree 0% Strongly Disagree	25% Strongly Agree 63% Agree 6% Neutral 6% Disagree 0% Strongly Disagree



	7% I Don't Know	0% I Don't Know
WPCA learning centers are well maintained.	15% Strongly Agree 62% Agree 15% Neutral 7% Disagree 0% Strongly Disagree 0% I Don't Know	38% Strongly Agree 62% Agree 0% Neutral 0% Disagree 0% Strongly Disagree 0% I Don't Know
WPCA effectively provides a safe and orderly environment.	36% Strongly Agree 64% Agree 0% Neutral 0% Disagree 0% Strongly Disagree 0% I Don't Know	56% Strongly Agree 44% Agree 0% Neutral 0% Disagree 0% Strongly Disagree 0% I Don't Know
WPCA learning centers are conducive to learning.	29% Strongly Agree 64% Agree 0% Neutral 7% Disagree 0% Strongly Disagree 0% I Don't Know	44% Strongly Agree 50% Agree 6% Neutral 0% Disagree 0% Strongly Disagree 0% I Don't Know
WPCA is a safe place to work.	57% Strongly Agree 36% Agree 7% Neutral 0% Disagree 0% Strongly Disagree 0% I Don't Know	63% Strongly Agree 31% Agree 6% Neutral 0% Disagree 0% Strongly Disagree 0% I Don't Know

LCFF Priority 7

Although students at West Park Charter Academy have access to certain components that lead to college and career preparedness, the program needs to work towards aligning its efforts with a CCI indicator. Moving forward, this will be a point of emphasis, as this will part of the program's Action Plan that is outlined in Chapter 5.

With regards to students taking and completing a-g courses, West Park Charter Academy is making steady progress. As stated earlier under LCFF Priority 4, the program has seen increased participation in the percentage of students taking a-g courses. With that said, there are currently no students meeting all of the a-g requirements. This is because the program's Earth Science course/lab has not been approved by UC Doorways. To remedy this, the science teacher, counselor, and director have worked to ensure that the course outline has been drafted and published, and will be re-submitted in February of 2018. The re-submittal will be taken care of by our Hanford Center counselor who maintains course approval with UC Doorways.



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), 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

	2014-2015	2015-2016	2016-2017
Amount	\$1,412,961.28	\$1,621,495.56	\$1,728,568.52
Number of Students	309	365	309
Amount Per Pupil	\$4,572.69	\$4,442.45	\$5,594.07

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 ESLR's. Doing so would provide each student with valuable experiences to build knowledge, and better support them in their future endeavors.
- **Lack of Post-Secondary Preparedness**
Not all students enrolled at West Park Charter Academy are progressing at the same rate. Because of this, the program must work to provide all students with opportunities for additional academic support, access to a-g courses, access to CTE/ROP opportunities, and create/define CTE Pathways.



- **Reclassification of English Learners**

Reclassification of English Learners has not taken place for a number of years. With that said, the program will work to define Reclassification criteria during the 2017-2018 school year.

- **Socioeconomic Status of Students and Families**

The program has seen the percentage of socioeconomic disadvantaged students increase over the past three years. This indicates that students and their families will need additional resources and support to guide them through their academic/post-secondary careers.

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

Students need higher ELA and Math proficiency in order to think critically, comprehend a wide variety of print materials, and communicate effectively. Access to CCSS-aligned textbooks/supplemental programs and instructional strategies must 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 improve in preparing students for post-secondary education and career. In addition to solid literacy and comprehension, students must be equipped with the necessary skills and knowledge in 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 Rate –
- High School Enrichment Program Participation Rate –

Follow-Up Questions

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

- What can we do to improve student's proficiency on ELA and Math assessments?
- What additional supports can be provided to students and families who have never attended a non-classroom based 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 other services/supports are needed to meet the needs of our students?



Schoolwide Learner Outcomes

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 gain employment when they leave our program, and must be equipped with skills that will make them competitive to employers. Regardless of a student’s post-secondary goal, the ESLRs identify four areas that will help prepare them for life after high school. The ESLRs are reviewed and explained during new student orientations. They are also included in the Parent/Student Handbook and the District’s website. The ESLRs 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 ESLRs.

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. The feedback from annual surveys, meetings, and conversations with parents is telling us that West Park Charter Academy is a feasible option to traditional schools. With virtually no advertising, our program and its benefits are shared from family to family, and friend to friend. Teachers and support staff work hard each day to be student-focused, striving to achieve/realize the school's Mission and Vision.

Being that parent engagement is one area of focus during the 2017-18 school year, it is important to carefully analyze their responses in this area. The data from survey results indicates that the majority of parents at both learning centers are "Very Satisfied" with our program (85% in 2015-16 and 87% in 2016-17). Parents feel welcome when they visit their student's respective learning center, as 100% "Strongly Agree" or "Agree" in 2015-16, and 96% "Strongly Agree" or "Agree" in 2016-17. In addition, parents feel that the learning centers are safe and clean environments for their students (73% Strongly Agree in 2015-16 and 81% Strongly Agree in 2016-17). With that said, one area that needs to be improved upon is providing opportunities for parents to be involved in various activities and programs. In 2015-16, 37% "Strongly Agreed" and 42% "Agreed" that the program was addressing this area. In 2016-17, the percentage of "Strongly Agree" responses dropped from 37% to 21%, and the "Agree" responses remained the same at 42% (as in 2015-16).

Increasing the number of meaningful and engaging opportunities for parents is a priority and focus for our school. We understand that in order for students to reach their potential, a partnership with parents must be fostered. Moving forward, West Park Charter Academy will continue to add opportunities for parents to be involved/engaged.

With regards to enrollment, there is no doubt that our school is in high demand. 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. Local schools understand that West Park Charter Academy meets the needs and positively impacts many students.



CHAPTER III

Self-Study Findings



Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
West Park Charter Academy's goals can be summarized as follows: prepare all students for college and career and prepare students to be productive citizens. Naturally, this means being successful academically as well as being a responsible citizen. This is reflected in the school's vision and mission statements, and is supported through its LCAP and ESLRs.	<ul style="list-style-type: none">• Vision Statement• Mission Statement• ESLRs
Stakeholder input was crucial in the vision and mission statements being revised during the 2016-2017 school year. Their input will continue to play a major role in the program moving in a positive direction. Additionally, the results of the annual parent, student, and staff surveys are reviewed and continue to support our vision and mission. The data generated from these surveys is invaluable, as it greatly	<ul style="list-style-type: none">• Board Meetings• ELAC Meetings• Surveys



impacts the direction of the program.	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>West Park Charter Academy's board meetings are held once per month, and allow stakeholders the opportunity to provide input/share concerns regarding the program. In addition, staff meetings, ELAC meetings, and annual surveys provide opportunities for stakeholders to be involved as well.</p> <p>Using these avenues to refine the school's vision, mission, and ESLRs has helped the program better-meet the needs of our 21st Century learners.</p>	<ul style="list-style-type: none">• Board Meeting Agendas/Minutes• Staff Meeting Agendas• ELAC Meeting Agendas/Minutes

Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
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<p>During the enrollment process, students and parents/guardians are required to attend an orientation. At the orientation, students and parents/guardians are provided with information such as the school’s expectations, vision, mission, and ESLRs.</p> <p>During new student orientations, students in grades 9-12 are given two initial assignments—an autobiography (serves as a writing sample) and a study skills packet. The questions in the orientation packet derive from the Student/Parent Handbook and the Course Catalog, which include the school’s vision, mission, and ESLRs.</p> <p>Students are required to complete and submit these assignments at their first meeting with their teacher. In doing so, students receive 2.5 credits.</p> <p>The school’s revised vision, mission, and ESLRs are available to all stakeholders and the community through the district website.</p>	<ul style="list-style-type: none"> • Orientation Presentation • Student/Parent Handbook • Student/Parent Handbook • Orientation Packet • Course Catalog • District Website
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A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.



A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school’s vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings	Supporting Evidence
<p>Since the program’s inception, the West Park Elementary School District board and superintendent have supported West Park Charter Academy. They approved the original charter petition, and have approved all subsequent petitions. It is their priority to provide students enrolled in the program with a rigorous, high-quality education—one that will prepare them for college and career.</p> <p>During the 2016-2017 school year, administrators and managers from the West Park Elementary School District worked with an ACSA representative to closely examine the board policies. It had been some time since the last board policy was updated, so it was important to work cohesively in order to develop a common understanding that reflects the school’s:</p> <ul style="list-style-type: none">• Vision and mission• ESLRs• Parent/community engagement• Complaint procedures• District LCAP requirements	<ul style="list-style-type: none">• District Website• Updated Board Policies

Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*



Findings	Supporting Evidence
The West Park Elementary School District board and professional staff are committed to ensuring that all students enrolled in the district are supported in their learning and provided with the necessary resources. Most of their professional relationship is spent together at board meetings, but it is not uncommon for board members to visit the various campuses, attend school functions, and/or participate in hiring interviews. Doing these things allows board members and professional staff to work cooperatively in order to make it possible for the school's vision, mission, and ESLRs to be realized.	<ul style="list-style-type: none"> • Updated Board Policies • Certificated Handbook

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Each year, West Park Charter Academy strives to increase parent engagement and involvement. The program makes a contrived effort to inform parents/guardians regarding school governance. They are encouraged and informed about monthly board meetings, ELAC, WASC, and the annual parent survey.	<ul style="list-style-type: none"> • Newsletters/Flyers • Parent Square Notifications • School Calendar • School Website

Board's Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the*



annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.

Findings	Supporting Evidence
The superintendent and director of West Park Charter Academy provide the board with a monthly oral report consisting of an agenda of items, informational items, and items up for approval. It is at this time that the program's LCAP goals, student performance data, college and career readiness performance, and the program's overall assessment takes place. In addition, the West Park Elementary School District management team meets twice per month to discuss the state of the program, issues, concerns, etc.	<ul style="list-style-type: none"> • Board Meeting Agendas/Minutes • Management Meeting Agendas • Instructional Cabinet Meeting Agendas

Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings	Supporting Evidence
<p>Communication is vital when it comes to resolving conflict. Face-to-face meetings, phone calls, emails, text messages, and/or standard mail are all effective methods of relaying important information to parent/guardians and students. West Park Charter Academy staff understands this, and strives to make themselves available for questions, concerns, etc.</p> <p>The director is also available and approachable as well. Parents, students, and visitors are welcome to speak with the director at any time. All efforts are made to resolve any issues through a collaborative and cooperative process.</p>	<ul style="list-style-type: none"> • Board Policies • Parent/Student Handbook • Certificated/Classified Staff Handbooks



West Park Elementary School District makes every effort to handle concerns, issues, and/or complaints carefully, respectfully, and in a timely manner. When situations do arise, administration works together to resolve the issue(s). In some cases, the complaints are taken to the school board. It is at these times where they work together to review/consider facts and come to a resolution.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Continuous school improvement that leads to student achievement is paramount at West Park Charter Academy. This is what drives the decision-making process. To achieve this end, stakeholders are asked (and expected) to share their input and participate in various committees/meetings throughout each school year. This input helps in decision-making and in determining the direction of the program.	<ul style="list-style-type: none"> WASC Committee Staff Meeting Agendas Instructional Cabinet Agendas/Minutes
With regards to the LCAP, stakeholders (students, parents/guardians, staff, and community members) are able	<ul style="list-style-type: none"> Board Meeting



<p>to share their input and review LCAP drafts. The LCAP is updated and/or modified based on the information that is received at meetings.</p> <p>Additional time and training is planned to help teachers analyze student data. An increased emphasis on being data-driven has begun, so proper training for analyzing and disaggregating the data will take place during the 2017-2018 school year.</p>	<p>Agendas/Minutes</p> <ul style="list-style-type: none"> • Wolf Chats • PLCs
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Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
<p>West Park Charter Academy does not have a Single Plan for Student Achievement because the program does not receive Title I funds. The school's LCAP serves as a single comprehensive plan. This plan is specific to the program, ensures students achievement, and addresses the eight state priorities. The LCAP is also aligned with the program's ESLRs and the critical learner needs.</p> <p>During the year, data is presented to staff and other stakeholders in order to evaluate the effectiveness of the school's LCAP. This information is important, as it drives the refinement and fiscal decisions. All of this is done to ensure that all students are increasing in achievement and are college and career ready.</p> <p>Because the LCAP is relatively new, additional training and support are needed to support the alignment of the</p>	<ul style="list-style-type: none"> • LCAP • ESLRs



program's goals, metrics, etc.	
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Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
Staff members at West Park Charter Academy have multiple opportunities throughout the school year to be active participants in the decision-making process. Staff meetings, curriculum committee meetings, F.A.C meetings, and PLCs are all utilized to help share the responsibility of supporting student learning. During these meetings, staff members discuss program processes, curriculum, instruction, and spend time reflecting current practices. They also review and analyze individual student progress.	<ul style="list-style-type: none">• Staff Meeting Agendas• Curriculum Committee Meeting Agendas• Faculty Advisory Committee Agendas• PLCs• Wolf Chats

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

Findings	Supporting Evidence
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Effective communication is key to the success of any organization. Staff members at West Park Charter Academy work with students each day at facilities that lend themselves to communication, collegiality, and teamwork. There is literally an “open door” policy because all staff members have a cubicle that they work out of. This undoubtedly promotes interaction and collaboration among teachers, counselors, paraprofessionals, and the director.

In addition to face-to-face communication, staff members utilize the district phone system and/or e-mail for internal communication. Staff meeting agendas and daily notices also provide teachers and other staff with news, updates, etc.

The director provides staff with news and updates throughout each week via e-mail and/or by phone. A partnership with Parent Square has recently been created, and is primarily used to communicate with parents. However, this resource can (and is) also used to communicate with individual and groups of staff members.

Although there are many solid lines/methods of communication, the district office, administration, and staff are always looking for ways to improve in this area.

- Learning Centers
- Staff Meeting Agendas
- Daily Notices
- E-mail
- Phone System
- Parent Square

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.



A4.1. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings	Supporting Evidence
<p>The Human Resource department at West Park Elementary School District is the primary source for reviewing the qualifications of potential hires.</p> <p>Teachers at West Park Charter Academy need to be NCLB compliant, fingerprinted, properly credentialed, and demonstrate content knowledge. In addition, all new teachers are paired with an experienced “mentor” teacher who trains them in the program’s processes, procedures, student information system, etc.</p>	<ul style="list-style-type: none"> • WPESD Policy • EDJOIN • Mentor Teacher Assignments

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

A4.2. Prompt: *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
<p>Once hired, all new hires receive a formal orientation provided by the Human Resource department and other district office personnel. Certificated staff receives a WPCA employee binder, which contains the certificated handbook, calendars, and various forms that the program utilizes. At the site level, newly-hired staff receives continuous training from an assigned “mentor” teacher as well as other colleagues.</p> <p>Staff/Teacher assignment depends on which position is being filled. There are two options which include a “Core” teacher</p>	<ul style="list-style-type: none"> • Human Resource Packet/Information • Certificated Handbook • WPCA Employee Binder



<p>or general teacher. The program employs five “Core” teachers, who in addition to teaching their caseload of students, hold Single-Subject Credentials and are responsible for overseeing their respective subject (Math, ELA, Science, Social Science, or ELD). In addition, the “Core” teachers oversee and sign-off on student work samples submitted by each teacher at the end of every Learning Period. The program also employs eight general teachers who may hold either a Single-Subject or Multiple-Subject Credential.</p> <p>West Park Charter Academy works to provide each staff member with the resources, supplies, training, and professional development needed to ensure student achievement and success.</p> <p>Naturally, there are areas that can (and will) continue to be improved upon to ensure that all staff members have a smooth transition into our program.</p>	
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Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
<p>The West Park Elementary School District maintains and issues any written material or guidelines in regards to WPESD policy. All other materials related to the school, curriculum, and instruction are provided by the director and/or Machado Office. West Park Charter Academy manages program-specific policies/information through the Certificated handbook and Parent/Student Handbook.</p> <p>The district office, administration, and staff communicate</p>	<ul style="list-style-type: none"> • Board Policies • Certificated Handbook • Parent/Student Handbook



regularly regarding the processes and practices followed by the school. Staff members have the opportunity to share their ideas/concerns during staff meetings and/or Faculty Advisory Committee meetings. The program director takes the items that are brought up during F.A.C. meetings to the district's management meetings.

The staff at West Park Charter Academy understands that through positive communication and teamwork, student achievement continue to progress.

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college-and career-readiness standards, and the schoolwide learner outcomes.

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
<p>With the ultimate goal of increasing student achievement and each staff member's capacity at the forefront, the district superintendent and program director strive to provide staff with the necessary training/professional development. Teachers, counselors, and paraprofessionals are provided with information during staff meetings on upcoming conferences/workshops/trainings. On many occasions staff members bring us the conference information, and if deemed relevant to our goals (and fits within the budget), they are registered.</p> <p>Most of the program's professional development needs are met by contracting with the Fresno County Superintendent of Schools. For the past two years, staff has been able to receive focused training in ELA and Math. In addition, staff has received training in the newly-adopted ELA curriculum. All of this training has led to</p>	<ul style="list-style-type: none"> • Staff Meeting Agendas • FCSS Professional Development Plan • Conference/Workshop Attendance Forms • Conference/Workshop/ Trainings Flyers



teachers being more comfortable and knowledgeable with the program resources.	
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Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Each year, the Human Resources department provides the program director with a list of certificated and classified staff that are needing a formal evaluation. The certificated evaluation process includes a pre-observation meeting, the actual observation, and a post-observation meeting.</p> <p>During the pre-observation meeting, the CSTPs are reviewed and discussed. It is also at this time that teachers provide the director with all pertinent information regarding the actual observation: subject, grade-level, date, time, etc.</p> <p>In the days following the observation, the director meets with each teacher to review what was observed, strengths of the lesson, areas of growth, and next steps. The director lists ways in which the teacher will be supported, and provides follow-up information.</p> <p>West Park Charter Academy's supervision and evaluation process is effective in that its aim is to support each staff member, not be punitive. Employees that are adequately and consistently supported will be more successful in the long run. This will in turn, lead to student success.</p>	<ul style="list-style-type: none">• Evaluation List• WPCA Pre/Post/Observation Forms

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support



students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district's LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
With regards to resource allocation, West Park Charter Academy looks carefully at the LCAP's goals and actions. Resources are allocated based on student performance on assessments, grades, and other areas of need. Reviewing this data provides the necessary insight as to where the areas of growth are, and where the fiscal resources need to be allocated.	<ul style="list-style-type: none">• LCAP• Assessment Data• Demographic Data• Transcripts• Student Grades

Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*



Findings	Supporting Evidence
<p>West Park Charter Academy is a dependent charter school and relies on the oversight/assistance of the West Park Elementary School District office. The district’s Chief Business Officer provides the district superintendent and program director with the necessary budgetary information. This information is used to make informed decisions, and is used to allocate fiscal resources in the LCAP.</p> <p>All program expenditures go through a process that involves a number of people. First, a purchase request form must be submitted. Next, the form is coded and sent to the director for review. This is also when the LCAP goal is noted on the purchase request. Then, the form is sent to the district office for superintendent and CBO review. If there are any questions/concerns, they are taken care of during this step. If there are no questions/concerns, the purchase request is processed. The program’s administrative assistant is kept abreast of all purchase requests during the entire process.</p>	<ul style="list-style-type: none"> • P-2 Apportionment • Board Policies • Purchase Request Form

Facilities

A5.3. Indicator: The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>West Park Charter Academy serves students at two learning centers—one in Fresno and one in Hanford. Both centers are conducive to student learning in that there is adequate space for teacher/student appointments, classes and labs, tutoring, and independent work areas. They are both safe and well-maintained, with district maintenance personnel taking care of the necessities. In addition, the district does contract</p>	<ul style="list-style-type: none"> • Fresno and Hanford Learning Centers • My Tech Desk • Management Meeting Agendas



<p>janitorial and pest control services.</p> <p>All issues/needs/concerns are brought-up and addressed at management meetings.</p>	
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Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
<p>West Park Elementary School District makes every effort to ensure that all students are successful. This means providing them with CCSS-aligned core curriculum, software, and other supplemental resources. Curricular expenditures are budgeted for in the program's LCAP.</p> <p>Communication is important when it comes to curriculum. That is why all curricular and material needs/concerns are discussed during staff meetings as well as curriculum committee meetings.</p> <p>As stated earlier, all material purchases follow the WPESD purchasing process.</p>	<ul style="list-style-type: none"> • Board Policies • Certificated Handbook • WPCA Employee Binder • Curriculum Committee Meeting Agendas • Staff Meeting Agendas

Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.



A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings	Supporting Evidence
<p>The hiring of staff at West Park Charter Academy derives from enrollment and program need. This is an LCAP action, as the program strives to provide students with highly-qualified, credentialed teachers. All general and core teachers (except for the science teacher) can carry up to 25 students on their rosters. Once enrollment spikes and teachers start to carry overage (over 25), an additional teacher may be needed. Careful attention is paid during the most popular times of program interest (August, December, and March).</p> <p>Staff is always encouraged to attend and participate in learning opportunities that will help them to remain current on growing trends in education. Through a collaborative effort with WPESD's district office, well-qualified staff can be hired, nurtured, and developed.</p>	<ul style="list-style-type: none">• ADA/Enrollment• LCAP• Certificated Handbook• Board Policies

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>Program and district administration work cohesively in the decision-making process of aligning the LCAP with critical learning needs, academic standards, college and career readiness standards, and the ESLRs. It is essential to keep these at the forefront when making decisions.</p>	<ul style="list-style-type: none">• LCAP• ADA/Enrollment Projections• ESLRs• Critical Learning Needs



District and program administrators are always looking to improve upon the effectiveness of these processes. The program director works to provide the staff with the “why” when rolling out a new program or resource. This has helped in tying everything back to our school’s Mission and Vision.

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
<p>The effectiveness of the charter long-range plans and decision-making can be tracked through board presentations, monthly Management meetings, weekly executive meetings, and at staff meetings. The Charter Director also holds “Wolf” chats with individual teachers. Each teacher is given \$1,000 annually for program expenditures for students, expenditure plans are set forth each year between March and June for approval, in December an interim report is made to adjust the budgeted and expenditure amounts, and mid-April ends the current year expenditures (except for emergencies).</p> <p>Other support meetings that take place in support of the charter are monthly Curriculum and Instruction, weekly</p>	<ul style="list-style-type: none"> • LCAP • Board Meetings • Management Meetings • Wolf Chats • Budget Interim Report



Facilities and personnel meetings. This allows for staff to address program direction and issues. These meetings serve as monitoring measures by the District Office.

Overall, there is a positive outlook and engaged support for the West Park Charter Academy. The demonstrated enthusiasm huddles around the Charter Director and his practices.

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<p>The charter meets all the expectations of fiscal expenditures. The purchase request process identifies the related LCAP goal. All rendered services requiring contracts is signed by the Superintendent.</p> <p>When purchase requests are submitted, back-up information has been reviewed by an administrator and approved to move forward and the site level, then the district level. Delays may occur when clarification is needed. Accounts payable acquires the shipping receipts and payments are made on invoices.</p>	<ul style="list-style-type: none"> • WPESD Fiscal Policies/Procedures • LCAP

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*



Findings	Supporting Evidence
<p>Approvals for expenditures are initiated by the Charter Director and approved through the Superintendent as a matter of review and support. The district business manager has the duty of payroll and provides all employees information regarding payroll. All payroll is coordinated through the Fresno County Office of Education for coordination for payroll deductions, payroll bank deposits, and coordination with accounts and funds balances.</p> <p>Program expenditures are reconciled through the district's accounts receivable technician, and payroll reconciliations are done through the district business manager.</p> <p>The purchase request process entails a request with back-up information and leads to an issued purchase order that is then used for the purchase of items. The purchase order is issued for program expenditures. When unconventional or short-term expenditures are required, the district office assists with making the necessary purchase through a district Cal Card (Government credit card).</p>	<ul style="list-style-type: none">• WPESD Fiscal Policies/Procedures

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
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<p>The West Park Elementary School District, along with the West Park Charter Academy take great pride in its ability to be audited for fiscal and program accountability. Reports are made to the sponsoring Board of Trustees and the district management team on a regular basis. Board agendas and minutes reflect the reporting out to public.</p> <p>Information is posted where required and communicated through ELAC and DELAC meetings. Opportunities for parent input is provided through surveys and/or meeting attendance.</p>	<ul style="list-style-type: none"> • Board Agendas • Audit Reports • ELAC Meetings
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Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school's governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
<p>All revenues derived through the charter school program are applied to the charter school operations and programs. The apportionment revenues and expenditures are reported monthly to the Board of Trustees at an open board meeting as an independent report. The report is made available through board minutes. Salary conditions and tables are coordinated through the West Park Elementary School District utilizing the payroll schedules made available to the teachers, and support staff throughout the district. The fund reserves meet the state program requirements for charter schools. If allocations from the state are delayed or fall short, the district internally loans the necessary funds for operations until apportionment for the charter is released to transfer back the allocated funds. This practice safeguards the operations of the program.</p>	<ul style="list-style-type: none"> • Board Meetings • Certificated Handbook



<p>“At-Will” provisions for the certificated staff are the only certificated employment terms applied to the West Park Charter Academy Program that differ from the rest of the West Park Elementary School District.</p>	
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Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
There are minimal expenditures in marketing the West Park Charter Academy. The majority of the marketing occurs through “word-of-mouth” which is an indicator of program performance and student support. The student retention rate is high, and we find many students with temporary enrollment intentions to continue or return to the West Park Charter Academy program. The facilities are well-kept and provide a professional business office appeal that students and families like. The small incentives provide students with acknowledgement and a sense of achievement. The personalization through one-to-one instruction, regular parent contacts, and flexible scheduling, allows a student to have their needs met and encourages them to communicate the conditions to peers with similar needs as those students already enrolled. Some of the provisions made available to students are bus tokens for transportation, college cost support (books and materials), t-shirts, dry snack meals, social-counseling connections, academic counseling (including college visits and college workshops), access to social services, computer lab access, and incentive and curricular field trips.	<ul style="list-style-type: none">• Surveys• Well-Maintained Facilities• Enrollment• Student Opportunities/Incentives/Support



Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>The LCAP (Local Control Accountability Plan) is developed through the site leadership (Charter Director) through a process of meetings and surveys. Students, staff, and parents have an opportunity to express their views on the program process, resources, and services. The West Park Charter Academy has received positive reviews and continues to respond to concerns communicated through this process. The input is then embedded into goals and objectives that are aligned with the state LCAP priorities:</p> <ol style="list-style-type: none">1. Conditions of learning2. Academic/State Standards3. Parental Engagement4. Pupil Achievement5. Pupil Engagement6. School Climate7. Access to a Broad Course of Study8. Other Pupil Outcomes	<ul style="list-style-type: none">• LCAP• Survey Results



ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Summary (including comments about the critical student learning needs)

West Park Charter Academy is built on the foundation that all students can succeed in a personalized learning environment. From the Board of Education, Superintendent, and Director to teachers and support staff, we feel that all students can and will succeed given the proper support, resources, and services. Both of the program's learning centers are conducive to student learning, and our highly-qualified teachers deliver a rigorous, relevant, and standards-based education. Through the years, West Park Charter Academy has been able to thrive because of the fiscal prudence by the District Office. Parent/Community engagement is an area of growth for the program, so continual efforts are made for ways to get parents, students, and community members more involved with the school. As we move into a new school year, we will continue to place a high priority on program improvement—all with student achievement at the forefront.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- A student-centered Vision and Mission
- Fiscally Sound
- Strong Support by the District Office
- Facilities Conducive to Student Learning
- NCLB Compliant Staff
- Staff Participation in Professional Learning/Development
- Staff Participation in Program Committees

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

- Greater Communication with all Stakeholders



- Additional Professional Learning/Development Specifically for Independent Study
- Additional Professional Learning/Development in CCSS and Formative Assessment



**Category B:
Standards-based Student Learning:
Curriculum**



B : Standards - based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>West Park Charter Academy has made recent curriculum adoptions in ELA and Math. During the Fall of 2015, Pearson Math was implemented, and teachers received program training during that school year. In the Fall of 2016, Houghton-Mifflin (Journeys) for grades K-6 and Holt Literature for grades 7-12 was implemented. Teachers received program training during the 2016-2017 school year, as well as in the Fall of 2017. Teachers were involved in the curriculum adoption process, as their input is important in selecting programs.</p> <p>In addition to the curriculum trainings in ELA and Math, teachers/staff receive ongoing professional development/training from the County Office of Education (Fresno County Superintendent of Schools). Some of the recent topics of focus include: Close Reading, vocabulary development, Interactive Notebooks, Math Practices, performance tasks/rubrics, and assessment item selection. Teachers have also received ongoing training in our two online reading programs—Lexia and Reading Plus. Because this is an independent study program, teachers are asking for trainings/professional development that is specific to</p>	<ul style="list-style-type: none">• Curriculum Adoptions• Trainings and Professional Development



<p>independent study.</p> <p>Halfway through the 2016-2017 school year, the decision was made to purchase/partner with Edmentum (Plato). This partnership has opened the door to our students being able to take online CTE courses that are a-g aligned. These courses are opened-up to students in grades 9-12, but 8th graders demonstrating the ability to be successful in these courses can enroll. Teachers have received an initial training at the beginning of the Spring 2017 semester, but more is needed.</p> <p>In order to expose and prepare students to college and career, students at West Park Charter Academy are encouraged to attend college/university visits, academic field trips (some are mandatory), college nights, and career days. West Park Charter Academy has also partnered with CCGI (California College Guidance Initiative) for the 2017-2018 school year and beyond to help students keep track and find resources for college/career. Students will be able to create goals, take career interest inventories, research careers and schools, and submit applications for financial aid and college.</p>	<ul style="list-style-type: none"> • Online CTE Courses • Student Support for College and Career
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings	Supporting Evidence
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<p>Students are exposed to college and career standards through some of the local courses that are in the elective, technological/vocational, and/or online course list.</p> <p>West Park Charter Academy counselors and teachers encourage student (and parents/guardians) to attend career days, college nights, etc. Phone calls, flyers, and now Parent Square reminders go out to all households in an effort to ensure that our students are in attendance.</p>	<ul style="list-style-type: none"> • Local and Online Curriculum • College Nights • Career Days
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B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
The entire online curriculum that is used meets state academic requirements in that it addresses the Common Core State Standards as well as the College and Career Readiness Standards. As stated earlier, the Edmentum (Plato) online CTE courses are a-g aligned.	<ul style="list-style-type: none"> • Online CTE Courses • Reading Plus

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
All College and Career Readiness Standards are integrated into the program's courses, assignments, projects, and ESLRs. Students are exposed to a rigorous, standards-based education, and are expected to read, write, listen, and speak at their weekly appointments, labs, and classes.	<ul style="list-style-type: none"> • ESLRs • Student Assignments/Projects



Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
<p>Students at West Park Charter Academy are expected to utilize their reading, writing, listening, and speaking skills across the curriculum. These are foundational skills that are needed in the majority of courses that are offered. With regards to math skills, students are expected to (and need to) use them during science labs/classes in order to be successful. Also, students rely heavily on word processing/typing skills while writing essays, conducting research, creating PowerPoint presentations, and using online curriculum/programs.</p> <p>As stated earlier, West Park Charter Academy contracts with the Fresno County Superintendent of Schools for its ELA and Math training needs. The program also supports teachers with trainings in the online/supplemental programs so that they are used correctly and with fidelity.</p>	<ul style="list-style-type: none">• Curriculum-Embedded and Supplemental Resources• Trainings and Professional Development

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*



Findings	Supporting Evidence
<p>The program's registrar and two guidance counselors work to ensure that the credits students have earned at feeder schools and/or local colleges are incorporated into our own transcripts. The credits that students earn at ROP programs are also incorporated into their transcripts.</p> <p>Follow-up surveys and informal communications are conducted after students graduate from our program. We are working towards tracking post-secondary accomplishments in an effort to ensure the program's effectiveness.</p>	<ul style="list-style-type: none"> • Conversion of Credits • Student Transcripts

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>All high school students enrolled at West Park Charter Academy work closely with their assigned guidance counselor throughout their academic careers in the program. At minimum, each student is to meet with their counselor</p>	<ul style="list-style-type: none"> • CCGI • College Nights • Career Days



once per semester. During those meetings, students and counselors work on discussing courses, conducting career research, filling-out and applying for financial aid/college, etc. The counselors also provide students with information on Senior workshops, college campus visits, career days, and college nights.	<ul style="list-style-type: none"> College Campus Visits
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Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that include real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Students enrolled at West Park Charter Academy have access to an equitable, rigorous, and relevant curriculum that includes real-world applications. With the ELA and Math curriculum being recently adopted, students are challenged and are exposed to higher-order thinking questions, activities, and projects.</p> <p>In addition to students learning while at the centers, they are also exposed to outdoor learning. The program's science teacher (along with chaperones) makes it a point to schedule outdoor experiences and learning opportunities for students. They are able to conduct observations and experiments in outdoor environments such as the California coastline, San Joaquin River, Yosemite National Park, and Sequoia National Park—memories and experiences that they will never forget!</p>	<ul style="list-style-type: none"> Board Presentations Course Catalog Student Projects/Activities Field Trips/Outdoor Classes

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
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Currently, we have contracted with Edmentum (Plato) to meet our CTE coursework needs. This large array of courses is all a-g aligned.	<ul style="list-style-type: none"> • Online CTE Courses
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Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>With regards to a student’s personal learning plan, the counselors and teachers at West Park Charter Academy place a high importance on collaboration. This occurs with both new and returning students. Each counselor and the student’s assigned teacher sit down with them to discuss transcripts, assessment data, and student goals. Once this information has been discussed, the counselor works closely with each teacher to create a student’s schedule. Any revisions that need to be made during the first meeting with the student and parent/guardian are then addressed.</p> <p>Teachers and counselors also collaborate with parents/guardians via the student portal in School Pathways (program’s SIS), Parent Square, progress reports, learning logs, and report cards. Also, the current partnership with CCGI allows for students to determine learning goals that teachers, counselors, and the program director can keep track of.</p>	<ul style="list-style-type: none"> • Meetings/Collaboration • School-to-Parent Reporting Methods • CCGI



Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>The program's two guidance counselors support students' transition to college, career, and other postsecondary options by ensuring that they have:</p> <ul style="list-style-type: none">• Met with students at least once per semester• Completed career interest inventories• Researched a career• Applied for financial aid (FAFSA)• Applied for college/vocational programs• Attended college nights/career days• Completed a Senior Portfolio <p>As stated earlier, the program's newly-formed partnership with CCGI should support this.</p>	<ul style="list-style-type: none">• Student/Counselor Meetings• CCGI



**ACS WASC Category B. Standards-based Student Learning:
Curriculum:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Summary (including comments about the critical student learning needs)

Students at West Park Charter Academy have access to a wide variety of courses and digital programs/resources that prepare them for college and career. Our courses address the ESLRs and the critical student learning needs by integrating the skills necessary to be competitive in the 21st Century workforce. Administration and staff realize that there must be a continued effort to implement technology during instruction. With that being said, staff will continue to receive technology training from the district's IT Director, County Office Technology staff, and supplemental resource/curriculum trainers. In addition, students will continue to be encouraged to take college courses at local community colleges by participating in the High School Enrichment Program.

Prioritize the areas of strength and growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- Rigorous and Relevant Curriculum
- Common Core-Aligned Core Curriculum
- Recently Adopted ELA and Math Curriculum
- Algebra Labs
- Collaboration with Local Community Colleges
- Tutoring
- Teacher Collegiality/Collaboration
- Course Catalog that Includes a-g Offerings
- Regular Staff Collaboration on Curriculum
- Academic Counseling
- Partnership with CCGI

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Update Elective Textbooks



- Adopt an NGSS-Aligned Science Curriculum
- Additional Intervention Programs/Resources
- Greater Use of Technology Used for Instruction
- Increase the Number of Electives
- Increase the Number of CTE Courses
- Added Participation in ROP



Category C:
Standards-based Student Learning:
Instruction



C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence
<p>Students at West Park Charter Academy are exposed to challenging, rigorous curriculum that addresses the CCSS, career-readiness standards, and the ESLRs. It is our mission to provide all students with an individualized curriculum based on their respective assessment results and evaluations. To achieve this end, teachers and support staff utilize programs such as: Reading Plus, Lexia, IXL, graphic organizers, and practice SBAC assessments.</p> <p>During the 2017-2018 school year, Pre and Post benchmark assessments in ELA and Math will be implemented.</p>	<ul style="list-style-type: none">• Pre and Post Assessments• Oral Assessments• Renaissance Test Scores• Digital Programs• SBAC Practice Assessments

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
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It is important to note that overarching pacing guides would not be effective in the independent study setting because students accomplish a set number of modules at their individual learning pace.

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
<p>The learning standards and objectives are stated at the beginning of each section in textbooks. Teachers review these standards with students prior to each lesson, chapter, and unit.</p> <p>In addition, the school's ESLRs are posted at both learning centers, and are reviewed/discussed during new student orientations. They are also included in the Parent/Student Handbook.</p>	<ul style="list-style-type: none">• Core and Elective Textbooks• Parent/Student Handbook• ESLRs Posted at Centers• District Website

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>Teachers differentiate instruction for every student, as they enroll with our program with various strengths and areas of growth. Doing this positively impacts students' learning, as they are able to focus and grow in specific areas, and have an educational program that is tailored to their needs. In</p>	<ul style="list-style-type: none">• Pre and Post Assessments• ELD Pre and Post Assessments• ELD Labs



addition, there is online support in Math and Reading available to all students. Those students needing ELD or Special Education support are assigned to an ELD lab or resource specialist.	<ul style="list-style-type: none"> • Online Support Programs • Students Practicing Skills
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C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>The teachers at West Park Charter Academy make every effort to engage students through a variety of ways: technology, discussion, formal/informal assessments, etc. In the past two years, a number of digital programs/resources/aids have been purchased to support student achievement in ELA and Math.</p> <p>Teachers and support staff will continue to receive training from the district as well as from the Fresno County Superintendent of Schools.</p>	<ul style="list-style-type: none"> • Purchase and Implementation of Digital Programs/Resources/Aids • Use of Video Trailers/Clips

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
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With regards to teacher competencies for online instruction, teachers at West Park Charter Academy receive ongoing training/support in the online instructional and support programs. In addition, the district's IT Director provides with digital resources to use during instruction.	<ul style="list-style-type: none"> • Online CTE Program Training • Reading Plus/Lexia Training • Journeys/Holt Literature Training
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Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>District and/or County Office-led trainings provide teachers with the needed instructional strategies that support student achievement. Since teachers meet with students independently, these strategies can be implemented very quickly and efficiently. Teachers understand that it is an expectation that they use the strategies, activities, and knowledge gained from these professional learning opportunities. In addition, formal and informal observations are used to ensure that the strategies are used, as well as to provide feedback to teachers.</p> <p>We will continue to work together to implement additional projects/activities across the curriculum.</p>	<ul style="list-style-type: none"> • Scaffolding Activities • Graphic Organizers/KWL Charts • Checking for Understanding (i.e. Exit Tickets) • Interactive Notebooks • Tutoring

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*



Findings	Supporting Evidence
As stated earlier, students at West Park Charter Academy are exposed to a rigorous curriculum—and one that addresses the ESLRs. Through their coursework, students utilize technology to conduct research, complete research papers, create presentations and projects, respond to literature, and write poetry. Students demonstrate their ability to gather and apply knowledge in the writing of research papers.	<ul style="list-style-type: none"> • Student Research Papers/Essays • Student Presentations • Creation of Timelines • Research Paper Outlines • Writing Process (drafts, edits, revisions, publishing) • Anchor Papers/Rubrics

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Although most teachers use Google Apps/Docs, more training and support are needed in this area. In addition, more training is needed in the writing components in the digital/online programs.	<ul style="list-style-type: none"> • Staff Meetings/Trainings • Digital/Online Programs

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Students at West Park Charter Academy are taught with a rigorous curriculum that addresses the CCSS and the ESLRs. Teachers assign work, problems, and projects/activities that promote higher-level thinking and a deeper understanding of subject matter. The ultimate goal is for all students to become independent problem solvers that can conduct	<ul style="list-style-type: none"> • One-on-one Instruction • Science Labs • Algebra Labs • Spanish Labs • Target Meetings



research and present it to different types of audiences.

Teachers and support staff will continue to work together and also receive training on how to differentiate rigor for each student.

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students at West Park Charter Academy utilize technology to meet the CCSS, conduct research, and complete essays. Students' work is confirmed by their works cited page and other work samples. In addition, teachers often review and analyze student results, progress, and usage with online resources.	<ul style="list-style-type: none">• Student Research and Essays (typed)• Reading Plus• IXL• Lexia• Pearson Realize (Math)• ThinkCentral and My.HRW (ELA)

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
A concerted effort is made to ensure that students have meaningful educational experiences beyond the textbook. In addition to labs and digital programs, students have opportunities to visit local community colleges, 4-year universities (CSU's & UC's), and attend college nights and career days.	<ul style="list-style-type: none">• Student Work Samples• Digital Resources/Programs• Read Works• E-Reading Worksheets• College Campus Visits• Field Trips



	<ul style="list-style-type: none"> • Science & Algebra Labs • Career Days • College Nights • Senior Workshop
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
<p>Students at West Park Charter Academy have many opportunities to gain real-world experience while enrolled in the program. In addition to the aforementioned career days, college nights, college campus tours, and Senior workshops, they can also participate in the High School Enrichment Program (dual-enrollment). This allows students to gain valuable college experience while earning college credits and certificates that will be there when they graduate from high school.</p> <p>In recent years, students have participated in Candy Striper programs at local hospitals, as well as work experience opportunities. As stated earlier, West Park Charter Academy has partnered with CCGI, and the resource is planned to be implemented during the Fall 2017 semester.</p>	<ul style="list-style-type: none"> • Work Experience Opportunities • Candy Striper Volunteers • Support Students in Completing College Applications/FAFSA • Support Students Throughout the Job Application Process (Applications, Interview Prep, Resumes, etc.)

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
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Currently, our students have access to a wide variety of online CTE courses (a-g aligned). We are excited about providing students with the CCGI resources, as they will be able to take career interest inventories, set personal and academic goals, complete grade-level activities, research careers/schools, and complete college applications.

- Online CTE
- CCGI



**ACS WASC Category C. Standards-based Student Learning:
Instruction:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Summary (including comments about the critical student learning needs)

West Park Charter Academy strives to provide each student with a personalized, rigorous education that addresses the CCSS and the ESLRs. Our teachers are highly-qualified and are very caring. They work to develop strong rapport and build strong relationships with each of their students. Their commitment to student success is evident during the one-on-one appointments—this commitment encourages and motivates our students. Teachers have the “lifelong” learner mentality, and this enables them to implement best practices, as well as meaningful activities/assignments that target learner needs. We will continue to work to increase opportunities for students to demonstrate their knowledge and utilize more application-based activities/projects. There is also a need to increase the way in which we use technology to engage students.

Prioritize the areas of strength and growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Strong Relationships with Students
- Personalized (differentiated) Instruction
- Science and Algebra Labs
- Variety of Digital Support Programs
- Tutoring (grade-level, subject matter, and specialized programs)
- Use of a Variety of Instructional Strategies
- Knowledgeable, Caring Teachers/Paraprofessionals

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Increased use of CCSS Instructional Strategies
- Increased use of Technology in Instruction
- Increased Supports for Intervention
- Wider Variety of Project-Based and Inquiry-Based Assignments



**Category D:
Standards-based Student Learning:
Assessment and Accountability**



D. Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>With regards to state-mandated testing, West Park Charter Academy adheres to the testing “window” and provides a testing schedule for teachers and students to follow. Teachers receive training in testing protocols, safeguards, and are asked to sign an affidavit. The SBAC assessment results are used during staff meetings and PLCs to determine and address areas of growth for students.</p> <p>Students also take the Renaissance ELA and Math assessments three times per year. These assessment results provide an additional data measure in determining course placement. Local benchmarks will be launched this year in ELA and Math and will help teachers guide their instruction. The benchmarks will also provide teachers with valuable information on those grades that do not take the SBAC.</p>	<ul style="list-style-type: none">• SBAC Assessments• Language Assessment (CELDT)• Renaissance ELA and Math Assessments• Currently Developing ELA and Math Benchmarks (Pre and Post)



Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
West Park Elementary School District ensures that all stakeholders receive information regarding test results throughout each school year. Parents, teachers, and community members are exposed to school assessment results during board presentations, ELAC committee meetings, Back-to-School Nights, and individual parent meetings. In addition, teachers provide parents with a progress report at least once per semester, and all state assessment results are mailed out to parents. The school district also provides all state and local reports (i.e. LCAP, SARC, etc.) on its website.	<ul style="list-style-type: none">• Board Meeting Presentations• Parent Meetings/ Committees• Progress Reports• Staff Meetings• District Website

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
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<p>West Park Charter Academy uses a variety of tools to measure growth and monitor progress in all students. As stated earlier, Renaissance ELA and Math assessments are given three times per year to measure growth. In addition, the program has purchased software (Student Assessment iO) to assist with measuring growth and determining students' areas of growth. Teachers also utilize the local student information system (School Pathways) which shows real-time data on the students' current grade on ongoing subjects.</p> <p>Target Meetings will be implemented during the Fall of 2017. The goal of these meetings is to help with pinpointing students' areas of growth and addressing them on a weekly basis.</p>	<ul style="list-style-type: none"> • Student Study Teams (SSTs) • Renaissance and Reading Plus • Grade/Progress Monitoring in Local SIS • Student Meetings • Target Meetings
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrate. Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.*

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
<p>The program's online CTE courses (Plato) each have a number of assessments (unit tests) that check for mastery. Additional online programs (Lexia, Reading Plus, and IXL) for ELA and Math are adaptive, show student mastery, and will not advance them unless they pass the current level.</p>	<ul style="list-style-type: none"> • Online CTE Courses • Digital Programs (Lexia, Reading Plus, and IXL)

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion



Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement*

Findings	Supporting Evidence
Teachers at West Park Charter Academy utilize a number of formative and summative assessments and strategies to measure student progress. Some of these include: interactive notebooks, white boards, exit tickets, chapter tests and quizzes, guided reading, and quick-writes. Teachers and support staff will receive ongoing training/support in formative and summative assessment/strategies.	<ul style="list-style-type: none">• Formative Assessment Activities/Strategies• Summative Assessment Activities/Strategies• Professional Development

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
With regards to the program's online learning opportunities, the resources that we utilize provide teachers with coursework and assessment results to monitor student progress. The online CTE (Plato) courses, Lexia, and Reading Plus give teachers up-to-date information as far as how each student is progressing and areas of growth. The Renaissance ELA and Math assessments are summative,	<ul style="list-style-type: none">• Online CTE Courses• Digital Programs (Lexia and Reading Plus)• Renaissance



in that they allow teachers to measure growth throughout the school year.

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
During weekly appointments, teachers work with students in addressing any areas of need. They are able to target those areas by reteaching and/or scheduling the student with a paraprofessional (tutor). Teachers also utilize a number of supplemental resources to help students with the area(s) of need.	<ul style="list-style-type: none"> • Student Appointments • Guided Reading • Interactive Notebooks • White Boards • Exit Tickets • Chapter Tests/Quizzes

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
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Students meet with teachers once per week for at least one hour. Those who are two or more grade-levels below in ELA and/or Math must attend for an additional thirty minutes. The weekly appointments provide teachers with valuable insight, as students express feedback on academic, social, and personal issues.	<ul style="list-style-type: none"> Weekly Appointments
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D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college-and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Indicators with Prompts

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
Board meetings and staff meetings are vital to the success of the program in that they provide stakeholders with information pertaining to local and state assessments/results. These meetings also allow for stakeholders to be informed on the annual survey, which includes information regarding academics, school processes, school climate, and areas of improvement/concerns.	<ul style="list-style-type: none"> Board Meetings Staff Meetings

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*



Findings	Supporting Evidence
<p>Meetings with District test coordinators and the IT department determine if there are any additional devices and resources are needed.</p> <p>Local and state assessment results are posted on our school website through the SARC.</p>	<ul style="list-style-type: none"> • Meetings with Local IT Department • District Website • SARC

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
<p>State assessment in ELA and Math will provide results that can be used to monitor these results; this information is available in the local SIS and assessment/disaggregation resource (Student Assessment by IO).</p> <p>As stated earlier, we are also implementing local benchmarks for ELA and Math during the Fall 2017 semester that will provide additional information to teachers.</p> <p>Chapter tests are also a good way to assess the students' level. Teachers use these results to help drive instruction.</p> <p>The state language assessment (CELDT) results help determine if the student needs to attend an ELD class.</p>	<ul style="list-style-type: none"> • Local and State Assessments • Student Assessment by IO • CELDT Results • Chapter Tests



Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Program changes are driven by local and state assessment results, and are tied directly to student need. All of our professional development topics/areas of focus and resource allocations are results-driven, and are monitored by district administration and the program director. Over the years, the program has had to change based on these assessment results.	<ul style="list-style-type: none">• FCSS Professional Development Opportunities for ELA and Math• Support Staff• Support Classes

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
During staff, curriculum, and Faculty Advisory Committee meetings, areas of concern (academic and program) are discussed/reviewed. These items are then taken to the district management meetings, where the concerns are addressed and resolved.	<ul style="list-style-type: none">• Staff Meetings• Curriculum Committee Meetings• F.A.C. Meetings• Assignment Review
Our program's "Core" teachers establish and review	



assignments, as well as develop student expectations in their respective subject area.	
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D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process.

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
West Park Elementary School District places a high importance in maintaining a high level of integrity on state and local assessments. With that said, the district test coordinator attends the test security training every year. He is in charge of collecting security affidavits and trains proctors (teachers) on proper test security and proctoring practices. In addition, the district test coordinator takes time to explain the testing process and provides an example for teachers.	<ul style="list-style-type: none">• State Assessment Trainings



**ACS WASC Category D. Standards-based Student Learning:
Assessment and Accountability:
Summary, Strengths, and Growth Needs**

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Summary (including comments about the critical student learning needs)

Decisions and changes to the program are based on data (assessments, grades, course completion). Teachers' input based on student interviews and overall student performance is a major part of the decision-making process and helps determine areas of need. State and local assessments also play an important role, as they help determine if students need additional tutoring or supplemental classes.

Prioritize the areas of strength and growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Local Assessment Participation
- PLCs to Analyze Data
- Student-Teacher Weekly Meetings
- Follow All State Testing Protocols
- State Assessment Training for Teachers
- Communication of Importance of the State Assessments to Parents and Students
- Teachers Use Local Assessments to Parents and Students
- Teachers Use Local Assessments to Drive Instruction
- Use of Practice Tests to Prepare Students for the Rigor for State Assessments

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- State Assessment Participation
- Proficiency in ELA and Math in State Assessments
- Improved Use of Assessment Data to Drive Instruction



- Additional PLC Time to Analyze and Plan for Next Steps
- Increase the Number of Local Assessments to be Taken On-Site



Category E:
**School Culture and Support for Student Personal and
Academic Growth**



E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Parents and students are required to attend new-student orientation so they are fully aware of what is available to them in the program as well as program requirements. Parent involvement is encouraged through Parent Square, Parent Portal, monthly newsletters, parent/teacher conferences, and Back-to-School Nights. Parents and teachers openly communicate regarding students' progress on a regular basis. Businesses are involved in student work and volunteer experiences. WPCA encourages ongoing communication with non-English speaking families and families with students who have special needs through regular ELAC and IEP meetings.	<ul style="list-style-type: none">• Bilingual Documents and Communications• ELAC Committee Meetings• IEP Meetings• Work Experience Learning Log• Emails and Texts Through Parent Square

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom*



presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

Findings	Supporting Evidence
Students participate in school-sponsored Career Days and Proteus/Work Force workshops. Counselors also provide students with opportunities to attend local job fairs, college nights, Central Valley teen parent conference, and they work to connect individual students with local job resources. College field trips are provided by the school to expose students to post-secondary educational options. The school social worker provides families with community resources and connections when needed. Afterschool English-learning classes are offered by WPCA staff. Student research projects are geared to career exploration and their connections to world issues.	<ul style="list-style-type: none"> • Flyers • College Days • Career Days • Conferences • Workshops • ELAC • English classes • WPESD Social Worker • Field trips

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
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<p>West Park Charter Academy provides a safe, clean, and orderly environment by:</p> <ul style="list-style-type: none"> • Media and Technology Internet Use Agreement that the parent and student signs during Orientation and the initial meeting with teachers and other Internet Safety installations for student and staff computers. • The school personnel provides parents and students school expectations and guidelines on how to prevent conflict, bullying, discrimination, and how to be successful in the learning environment. <p>Other methods of addressing this area include the school's Red Ribbon Week Events, and the regular safety practices at the learning centers that occur twice per semester.</p>	<ul style="list-style-type: none"> • Media and Technology Internet User Agreement • Anti-Virus Software • Censorship Toward Inappropriate Websites • Dress-Up Days, Raffles, Paper Chain with Student Quotes of Inspiration • Lock Down and Fire Drills • Professional Safety Personnel Inspections Conducted by Fire Marshall and Fire Fighters • Lab Safety Study Guide, Quiz, and Contract • Parent/Student Handbook Guidelines for Appropriate Behavior, Dress, and Responsibilities • Master Agreement and Acknowledgment and Responsibilities Form
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*



Findings	Supporting Evidence
On a daily basis, West Park Charter Academy staff demonstrates care, concern, and high expectations for all students. School personnel show concern and provide specific assistance/tutoring that meets their needs. Staff members demonstrate high expectations for all students by providing opportunities of success through positive reinforcement strategies, completed assignments, attendance, and behavior. In addition, staff members honor individual differences, heritage, and ethnicity with clubs and events throughout the year. Every effort is made to treat all students fairly and consistently with enforcing disciplinary expectations.	<ul style="list-style-type: none"> • Tutoring Sessions, Labs, ELD, Resource Specialist Sessions • Raffles for Good Attendance • Luncheon Honoring the Top Three Graduates (based on GPA) • High School Graduates are Rewarded with a Paid End-of-Year Field Trip • Multi-Cultural Club • Multi-Cultural Events • RMA's

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
West Park Charter Academy strives to provide an atmosphere of trust, respect, and professionalism among staff and all stakeholders. The district provides (and encourages) communication and collaboration opportunities for all staff members through various meetings and committees. In addition, the district practices an atmosphere of trust, respect, and professionalism through proper dress and mannerisms. To further reinforce this area, the district provides online training modules to assist	<ul style="list-style-type: none"> • Weekly Staff Meetings • Trainings, Workshops, Conference Opportunities, and Mentoring for New Staff • Professional Dress Code • Parent/Student Handbook • Certificated Handbook



employees in safety precautions and professionalism in the working atmosphere.	<ul style="list-style-type: none"> • Online Safety/Workplace Modules
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's personal needs.

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
<p>In order to meet students' personal needs, West Park Charter Academy utilizes the following services:</p> <ul style="list-style-type: none"> • EL students are referred to our highly qualified ELD specialist. • Students with personal, physical, and mental health needs can be referred to the school social worker, a Fresno County psychologist, and our own school counselors. 	<ul style="list-style-type: none"> • ELD Services • Counselor, School Psychologist, and School Social Worker Services • Academic Counseling

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
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Students at West Park Charter Academy are able to use online resources such as CCGI to set goals and research options for their future.	<ul style="list-style-type: none"> • Academic Counseling Services/Meetings
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Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
West Park Charter Academy is effective in providing personalized, standards-based, and rigorous curriculum. Our program is also effective in approaching each student's education in a way that addresses the student's personalized and alternative needs.	<ul style="list-style-type: none"> • Standards-Based Curriculum • Personalized Learning for Students • Support Labs (ELD, Science, and Algebra)

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
West Park Charter Academy strives to be effective in creating an environment in which all incoming students are able to experience academic success. All new students enrolling in the program must take the Renaissance ELA and Math assessments. As stated earlier, the results of these assessments play a vital role in helping to determine a student's course schedule.	<ul style="list-style-type: none"> • Renaissance Testing During New Student Orientations



Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
West Park Charter Academy strives to identify and evaluate students' academic needs in a timely manner. During new student orientations, students are given a placement test in ELA and Math that helps teachers identify the strengths and areas of need for each student. Teachers can then tailor the curriculum to address the weaknesses and sharpen the strengths. A number of data measures are used to determine if a student is placed in a-g courses, which will prepare them for their future academic endeavors. Students with an IEP are placed with our special education teacher, where they may be given modified curriculum, textbooks, and assignments. Students needing ELD services are placed with the ELD specialist, and work with her for an extra hour of instruction (depending on their ELD level).	<ul style="list-style-type: none">• Assessment Data• Transcripts

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
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All students at West Park Charter Academy have access to online resources, curriculum, laptops/Chromebooks, and Internet access. Some of the digital programs and resources students use include: IXL, Reading Plus, Lexia, Pearson Realize, Khan Academy, Holt Literature online resources, and print/online translators.	<ul style="list-style-type: none"> • Technology/Devices for Students • Digital Programs/Resources
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Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
Teachers provide all students with a personalized, rigorous, standards-based curriculum. Although students are placed with teachers as their roster permits, there is careful consideration that goes into the decision-making process. Some of these considerations include a student's grade-level, as well as their academic and personal backgrounds. Every effort is made to place students with teachers who target specific grades, as some of our teachers primarily work with grades K-6, some with grades 7-8, and some with grades 9-12.	<ul style="list-style-type: none"> • Student/Teacher Appointments (extra time with teachers) • Student Progress • Access to Tutoring • Math and Science Labs • Access to Devices (on-site)

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities*



link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings	Supporting Evidence
School provides co-curricular activities such as Connecting Cultures Club, Outdoor Club, and Book Club. Students also participate in school-sponsored Career Days and Proteus/Work Force workshops. Counselors also provide students with opportunities to attend local job fairs, college nights, Central Valley teen parent conference, and they work to connect individual students with local job resources. Field trips are provided by the school to expose students to real-world experiences.	<ul style="list-style-type: none">• Clubs• College Nights• Career Days• Conferences• Workshops• Field Trips• School Newsletters• Parent Square

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
The online instruction that takes place within the program is supplemental, so every student meets with her/his assigned teacher(s) on a weekly-basis. Most students who are enrolled in an online CTE course and/or a digital program (i.e. Lexia, Reading Plus) complete work while at the school site.	<ul style="list-style-type: none">• Clubs• College Nights• Career Days• Conferences• Workshops• Field Trips• School Newsletters• Parent Square



ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Chapter III).

Summary (including comments about the critical student learning needs)

West Park Charter Academy provides families with opportunities for community and school involvement through activities such as: Career Day, conferences, Back-to-School Night, ELAC meetings, etc. The school also provides families with resources as needed through our school social worker, school psychologist, and counselors.

A high priority for West Park Charter Academy staff and administration is to create a safe learning environment for all those involved. There are systems in place for ensuring students are using the internet safely. West Park Charter Academy also strives to ensure the safety of all people regardless of ethnicity, socio-economic backgrounds, and/or cultural diversity. The school also promotes an atmosphere of trust, respect, and professionalism through trainings, collaboration, conferences, and high expectations for both teachers and students.

One of the most important factors in providing the best education possible to every student is understanding what their strengths and weaknesses are before we begin instruction. West Park Charter Academy has systems and procedures in place for determining the students' academic level and how to proceed in tailoring their experience with the curriculum.

Prioritize the areas of strength and growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Communication with Parents
- A High Priority is Placed on Creating a Professional Environment for Staff and Students
- Systems for Determining Student Academic Levels and Progression

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth



- Access to Hands-On Technology and Vocational Programs for Students
- Additional Opportunities to Experience Other Cultures in Our Culturally Diverse Landscape
- Additional Methods/Systems to Ensure Student Mastery in the CCSS



CHAPTER IV

Summary from Analysis of Identified Critical Student Learning Needs



Based on profile and focus group findings, students at West Park Charter Academy are receiving a standards-based, rigorous, and personalized education. Each student is assigned to a caring, highly-qualified, and credentialed teacher who utilizes his/her content knowledge and best practices during instructional time. Students have access to facilities that are conducive to learning and achievement. With all of that said, the data indicates that students are still not making the necessary gains on state-mandated assessments in ELA and Math. This means students need additional training/support to become better prepared for college and career.

Although there may be a variety of factors contributing to students' lack of preparedness for tests and/or college and career, West Park Charter Academy administration and staff are eager to address the critical student learning needs—*Student Proficiency and Post-Secondary Preparation*. It is important to note that the two critical learning needs are derived from the areas of growth in Categories A-E.

The tables below list the strengths and areas of growth in Categories A-E that the focus group identified (from Chapter 3). Moving forward, West Park Charter Academy staff will continue with its strengths, while working on building the areas of growth.

Category	Strengths
Category A: Organization: Vision and Purpose, Governance, Leadership, and Staff, and Resources	<ul style="list-style-type: none">• A student-centered Vision and Mission• Fiscally Sound• Strong Support by the District Office• Facilities Conducive to Student Learning• NCLB Compliant Staff• Staff Participation in Professional Learning/Development• Staff Participation in Program Committees
Category B: Standards-based Student Learning: Curriculum	<ul style="list-style-type: none">• Rigorous and Relevant Curriculum• Common Core-Aligned Core Curriculum• Recently Adopted ELA and Math Curriculum• Algebra Labs• Collaboration with Local Community Colleges• Tutoring• Teacher Collegiality/Collaboration• Course Catalog that Includes a-g Offerings



	<ul style="list-style-type: none"> • Regular Staff Collaboration on Curriculum • Academic Counseling Partnership with CCGI
Category C: Standards-based Student Learning: Instruction	<ul style="list-style-type: none"> • Strong Relationships with Students • Personalized (differentiated) Instruction • Science and Algebra Labs • Variety of Digital Support Programs • Tutoring (grade-level, subject matter, and specialized programs) • Use of a Variety of Instructional Strategies • Knowledgeable, Caring Teachers/Paraprofessionals
Category D: Standards-based Student Learning: Assessment and Accountability	<ul style="list-style-type: none"> • Local Assessment Participation • PLCs to Analyze Data • Student-Teacher Weekly Meetings • Follow All State Testing Protocols • State Assessment Training for Teachers • Communication of Importance of the State Assessments to Parents and Students • Teachers Use Local Assessments to Parents and Students • Teachers Use Local Assessments to Drive Instruction • Use of Practice Tests to Prepare Students for the Rigor for State Assessments
Category E: School Culture and Support for Student Personal and Academic Growth	<ul style="list-style-type: none"> • Communication with Parents • A High Priority is Placed on Creating a Professional Environment for Staff and Students • Systems for Determining Student Academic Levels and Progression



Category	Areas of Growth
Category A: Organization: Vision and Purpose, Governance, Leadership, and Staff, and Resources	<ul style="list-style-type: none"> • Greater Communication with all Stakeholders • Additional Professional Learning/Development Specifically for Independent Study • Additional Professional Learning/Development in CCSS and Formative Assessment
Category B: Standards-based Student Learning: Curriculum	<ul style="list-style-type: none"> • Update Elective Textbooks • Adopt an NGSS-Aligned Science Curriculum • Additional Intervention Programs/Resources • Greater Use of Technology Used for Instruction • Increase the Number of Electives • Increase the Number of CTE Courses • Added Participation in ROP
Category C: Standards-based Student Learning: Instruction	<ul style="list-style-type: none"> • Increased use of CCSS Instructional Strategies • Increased use of Technology in Instruction • Increased Supports for Intervention • Wider Variety of Project-Based and Inquiry-Based Assignments
Category D: Standards-based Student Learning: Assessment and Accountability	<ul style="list-style-type: none"> • State Assessment Participation • Proficiency in ELA and Math in State Assessments • Improved Use of Assessment Data to Drive Instruction • Additional PLC Time to Analyze and Plan for Next Steps • Increase the Number of Local Assessments to be Taken On-Site
Category E: School Culture and Support for Student Personal and Academic Growth	<ul style="list-style-type: none"> • Access to Hands-On Technology and Vocational Programs for Students • Additional Opportunities to Experience Other Cultures in Our Culturally Diverse



	<p>Landscape</p> <ul style="list-style-type: none">• Additional Methods/Systems to Ensure Student Mastery in the CCSS
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CHAPTER V

Schoolwide Action Plan



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

Rationale

Self-Study findings indicate that students have underperformed on state ELA and Math assessments. SBAC results and data analysis by the focus group support this finding. Local benchmark assessments in ELA and Math will be implemented in the Fall of 2017, and will assist with measuring growth in students.

Critical Learner Needs Addressed

- Student Proficiency

Growth Targets

2017-18	<ul style="list-style-type: none">• 2-3% increase in the number of students meeting proficiency from previous year.
2018-19	<ul style="list-style-type: none">• 2-3% increase in the number of students meeting proficiency from previous year.
2019-20	<ul style="list-style-type: none">• 2-3% increase in the number of students meeting proficiency from previous year.

Schoolwide Learner Outcomes Addressed

- Competent Users of Technology
- Academic Achievers
- Responsible Citizens
- Effective Communicators



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"> • Director • Teachers 	<p>Initial and follow-up trainings will be provided by Houghton-Mifflin (ELA) and Pearson (Math).</p> <p>Resources: Textbooks (including Teacher's Editions)</p> <p>Fund: Concentration/Supplemental, Base, and EPA</p>	<ul style="list-style-type: none"> • Improved proficiency on ELA and Math SBAC • Improved proficiency on local assessments • Improved performance in ELA and Math courses 	2016-17; ongoing	<ul style="list-style-type: none"> • Staff Meetings • Curriculum Committee Meetings • Board Meetings • LCAP • Course Catalog
1.2 Implementation of Algebra 1A and 1B Labs	<ul style="list-style-type: none"> • Director • One lab teacher at each center 	<p>Lab teachers will work with a Math trainer from FCSS.</p> <p>Resources: Math textbooks, Pearson Realize (online)</p> <p>Fund: Concentration/Supplemental, Base, and EPA</p>	<ul style="list-style-type: none"> • Student Attendance • Improved performance in Math courses/assessments • Improved proficiency on Math SBAC 	2016-17; ongoing	<ul style="list-style-type: none"> • Staff Meetings • Board Meetings • Parent Conferences • Newsletters • Parent Square



1.3 Implementation of Writing Labs	<ul style="list-style-type: none"> • Director • One lab teacher at each center 	<p>Lab teachers will work with an ELA trainer from FCSS.</p> <p>Resources: Supplemental writing materials</p> <p>Fund: Concentration/Supplemental, Base, and EPA</p>	<ul style="list-style-type: none"> • Student Attendance • Improved performance in ELA courses /assessments • Improved proficiency on ELA SBAC 	2018-2019	<ul style="list-style-type: none"> • Staff Meetings • Board Meetings • Parent Conferences • Newsletters • Parent Square
1.4 Utilize assessments/programs to determine Reading and Math levels/analyze growth	<ul style="list-style-type: none"> • Director • Teachers 	<p>Teachers will continue to use online programs</p> <p>Resources: Renaissance (ELA and Math), IXL, Reading Plus, and Lexia</p> <p>Fund: Concentration/Supplemental and Base</p>	<ul style="list-style-type: none"> • Renaissance and other program reports/results • Improved performance in ELA and Math courses 	Ongoing	<ul style="list-style-type: none"> • Staff Meetings • PLC's • Parent Conferences • Curriculum Committee
1.5 Purchase and utilize a data disaggregating and benchmark creation program	<ul style="list-style-type: none"> • Director • Teachers • Data Analyst 	<p>Student Assessment-IO has been purchased. Teachers will receive an initial training during the Fall of 2017.</p> <p>Resources: Student Assessment-IO</p> <p>Funding: Concentration/Supplemental and Base</p>	<ul style="list-style-type: none"> • Student Assessment Reports/Data • Improved performance in ELA and Math courses • Professional Development Opportunities for teachers 	2017-2018; ongoing	<ul style="list-style-type: none"> • Staff Meetings • PLC's • Curriculum Committee Meetings • Board Meetings
1.6 Provide students with the necessary technology to access	<ul style="list-style-type: none"> • IT Director • Director 	Resources: Laptops/Chromebooks	<ul style="list-style-type: none"> • Student usage • Technology- 	Ongoing	<ul style="list-style-type: none"> • Staff Meetings • Board Meetings



supplemental online programs, complete assignments/projects, etc.	<ul style="list-style-type: none"> Teachers 	Funding: Concentration/Supplemental, Base, and Technology	dependent assignments/projects		<ul style="list-style-type: none"> Management Meetings Curriculum Meetings
1.7 Standardize and use formative and summative assessments/data	<ul style="list-style-type: none"> Director Data Analyst Teachers 	<p>Teachers will receive training from the district, FCSS and outside trainers.</p> <p>Resources: Student assessment reports/data</p> <p>Funding: Concentration/Supplemental and Base</p>	<ul style="list-style-type: none"> Professional Development Attendance Improved performance in ELA and Math courses 	Ongoing	<ul style="list-style-type: none"> Staff Meetings PLC's Parent Conferences
1.8 Professional development opportunities to continue the implementation of the CCSS	<ul style="list-style-type: none"> Director Teachers 	<p>Teachers will continue to receive professional development in ELA and Math from the FCSS.</p> <p>Resources: CCSS-aligned curriculum/digital resources</p> <p>Funding: Concentration/Supplemental and Base</p>	<ul style="list-style-type: none"> Professional Development Attendance Improved performance in ELA and Math courses Improved proficiency on ELA and Math SBAC 	Ongoing	<ul style="list-style-type: none"> Staff Meetings Board Meetings PLC's Curriculum Committee Meetings
1.9 Hire paraprofessionals/tutors to provide additional support to students	<ul style="list-style-type: none"> Paraprofessionals (3 per center) 	Funding: Concentration/Supplemental, Base, and EPA	<ul style="list-style-type: none"> Students signing-up and attending tutorial sessions Improved 	Ongoing	<ul style="list-style-type: none"> Staff Meetings Board Meetings Curriculum Committee Meetings



			performance in ELA and Math courses <ul style="list-style-type: none"> Improved proficiency on ELA and Math SBAC 		
1.10 Targeted meeting time for students who are two or more grade levels behind in ELA and/or Math	<ul style="list-style-type: none"> Director Teachers 	Students who are two or more grade levels behind in ELA and/or Math will attend school for an additional ½ hour per week. Resources: CCSS-aligned curriculum, online programs, Target Meeting forms Funding: Concentration/Supplemental, Base, and EPA	<ul style="list-style-type: none"> Improved performance in ELA and Math courses Improved proficiency on ELA and Math SBAC 	2017-2018	<ul style="list-style-type: none"> Staff Meetings PLC's Curriculum Committee Meetings



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

Rationale

Self-study findings indicate that 0% of students have met the a-g requirements in the previous 3 years. West Park Charter Academy must incorporate more CTE, ROP, and other vocational classes/opportunities for students. It is important that all students have access to the classes, resources, and experiences that will prepare them for the college and career of their choice. We are in the process of re-submitting Earth Science to fulfill the Physical Science portion of the a-g requirements. This would allow us to satisfy all of the a-g requirements.

Critical Learner Needs Addressed

- Post-Secondary Preparation

Growth Targets

2017-18	<ul style="list-style-type: none">• 2-3% increase in the number of students prepared for college and career from previous year.
2018-19	<ul style="list-style-type: none">• 2-3% increase in the number of students prepared for college and career from previous year.
2019-20	<ul style="list-style-type: none">• 2-3% increase in the number of students prepared for college and career from previous year.

Schoolwide Learner Outcomes Addressed

- Competent Users of Technology
- Academic Achievers
- Responsible Citizens
- Effective Communicators



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"> • Director • Counselors • Science Teacher 	Attend trainings/workshops that provide the most current information for UC Doorways. Resources: Textbooks, Course Outlines, UC Doorways website Fund: Concentration/Supplemental, Base, and EPA	<ul style="list-style-type: none"> • Improvement in a-g completion • Increased number of students enrolling in post-secondary education/training 	2017-2018	<ul style="list-style-type: none"> • Staff Meetings • Board Meetings • LCAP • SARC • School Website • ELAC Meetings
2.2 Update a-g ELA and Math courses to CCSS	<ul style="list-style-type: none"> • Director • Counselors • Teachers 	Attend trainings/workshops that provide the most current information for UC Doorways. Resources: Textbooks, Course Outlines, UC Doorways website Fund: Concentration/Supplemental, Base, and EPA	<ul style="list-style-type: none"> • Improvement in a-g completion • Increased number of students enrolling in post-secondary education/training 	2018-2019	<ul style="list-style-type: none"> • Staff Meetings • Board Meetings • LCAP • SARC • School Website • ELAC Meetings
2.3 Expand opportunities for students to visit colleges and universities around the state	<ul style="list-style-type: none"> • Director • Counselors • Teachers • Paraprofessionals 	No professional development needed. Resources: School calendar, map/information of schools	<ul style="list-style-type: none"> • Improvement in a-g completion • Increased number of students enrolling in post- 	Ongoing	<ul style="list-style-type: none"> • Staff Meetings • Board Meetings • LCAP • SARC • School Website



		Fund: Base	secondary education/training		<ul style="list-style-type: none"> ELAC Meetings
2.4 Provide students and parents with informational workshops, Career Days, etc. to help prepare them for post-secondary education/training	<ul style="list-style-type: none"> Director Counselors Teachers College Counselors Guest Speakers 	No professional development needed. Resources: Community contact list, school calendar Fund: Base	<ul style="list-style-type: none"> Improvement in a-g completion Increased number of students enrolling in post-secondary education/training 	Ongoing	<ul style="list-style-type: none"> Staff Meetings Board Meetings LCAP SARC School Website ELAC Meetings
2.5 Increase CTE/ROP course and program participation at local high schools and/or community colleges	<ul style="list-style-type: none"> Director Counselors Teachers ROP Coordinator 	County CTE/ROP informational workshops/trainings Resources: Community contact list Fund: Concentration/Supplemental, Base, and EPA	<ul style="list-style-type: none"> Increased number of students enrolling in post-secondary education/training 	2018-2019	<ul style="list-style-type: none"> Staff Meetings Board Meetings LCAP SARC School Website ELAC Meetings
2.6 Create work experience opportunities for students on the campus of West Park Elementary	<ul style="list-style-type: none"> District Office/Management Team Director Counselors Teachers 	Training/orientation for students and on-site supervisors Resources: Course catalog, Parent/Student Handbook Fund: Concentration/Supplemental, Base, and EPA	<ul style="list-style-type: none"> Participation Increased number of students enrolling in post-secondary education/training 	2018-2019	<ul style="list-style-type: none"> Staff Meetings Board Meetings LCAP SARC School Website ELAC Meetings
2.7 Support students with CCGI (California Colleges	<ul style="list-style-type: none"> Director Counselors 	Continued training on CCGI's interface/website/	<ul style="list-style-type: none"> Participation Improvement in a-g 	2017-2018;	<ul style="list-style-type: none"> Staff Meetings Board Meetings



Guidance Initiative) accounts/resources	<ul style="list-style-type: none"> Teachers 	Accounts Resources: CCGI accounts, school calendar Fund: Concentration/Supplemental and Base	completion <ul style="list-style-type: none"> Increased number of students enrolling in post- secondary education/training 	ongoing	<ul style="list-style-type: none"> LCAP SARC School Website ELAC Meetings
2.8 Create CTE Pathways and use CCR (College and Career) Indicators more effectively	<ul style="list-style-type: none"> District Office/Manage ment Team Director Counselors Teachers 	CTE Pathway and CCR training from the FCSS. Resources: School calendar Fund: Concentration/Supplemental and Base	<ul style="list-style-type: none"> Participation Increased number of students enrolling in post- secondary education/training 	2019- 2020	<ul style="list-style-type: none"> Staff Meetings Board Meetings LCAP SARC School Website ELAC Meetings



Supporting the School's Action Plan

In order for West Park Charter Academy's Action Plan to be successful, it will need to be supported by the district office as well as all stakeholders. This can be done through transparent, consistent, and ongoing communication/meetings with stakeholders. In addition, teachers will continue to be supported with professional learning opportunities in ELA and Math; this allows students to reap the benefits of improved academic success, and be better prepared for life after high school.

Moving forward, the following strategies/activities will also be used to ensure that the Action Plan is successful:

- Continued ELA and Math professional learning opportunities for teachers (CCSS training that provides strategies that can be used across the curriculum)
- Data-driven PLC's
- Continued Algebra labs for students
- Provide a writing lab for students
- Use of staff meeting time to discuss data, growth, areas of need/growth, etc.
- Curriculum committee meetings to address issues, concerns, needs, etc.
- Improved/enhanced communication with parents
- Continue to promote parent engagement, rigor, and literacy
- Assignments/projects that directly address the ESLR's

Action Plan Alignment with LCAP

West Park Charter Academy's Action Plan directly aligns with the program's LCAP, specifically Goals 1 and 2. LCAP Goal 1 states that all students "will increase achievement and proficiency levels in ELA, Math, and ELD." LCAP Goal 2 states that there will be "continual improvement in the positive school climate at West Park Charter Academy." This directly aligns with Action Plan Goals 1 and 2, which state that students will "increase proficiency on local and state ELA and Math assessments" and "enhance, develop,



and organize programs that better prepare students for college and career.” The program will be using the following metrics/indicators to measure the success of LCAP Goals 1 and 2:

- WASC recommendations/criteria
- ESLR's
- SBAC/State Assessment Data
- A-g, CTE, ROP data
- Average Daily Attendance (maintain at 92%)
- Co/Extra-Curricular activity participation
- Increase parent involvement

Follow-Up Process for School Improvement

In order to ensure ongoing improvement, the program's teachers, support staff, and administrators will utilize staff/committee/Board meeting time to review and discuss the timeline reflected in the Action Plan. It is important that all staff members understand their role(s) in the Action Plan; any questions/concerns will be addressed at this time. At the district office level, the superintendent, director, data analyst, and other managers will review/discuss the Action Plan (and its timeline), and determine which resources need to be utilized. Other stakeholders such as board members, parents/guardians, and the community will be provided information throughout the school year regarding the school's Action Plan (and progress towards achieving the goals) at board meetings, ELAC meetings, and parent conferences. The annual stakeholder survey will also provide valuable feedback regarding the effectiveness/progress of the Action Plan.



Appendices



Appendix A –WPCA’s LCAP

The following link provides additional information regarding the program’s Local Control Accountability Plan.

- [WPCA’s LCAP](#)

Appendix B –2016-2017 Student Survey Results

The following link provides the results from the annual student survey.

- [2016-2017 Student Survey Results](#)

Appendix C –2016-2017 Parent Survey Results

The following link provides the results from the annual parent survey.

- [2016-2017 Parent Survey Results](#)

Appendix D –WPCA’s Course Catalog (includes a-g approved courses)

The following link provides a full list of courses that students can choose from.

- [WPCA’s 2017-2018 Course Catalog \(Excel Spreadsheet\)](#)

Appendix E—School Accountability Report Card

The following link directs you to WPCA’s SARC report showing data from the 2015-2016 school year.

- [WPCA’s SARC](#)

Appendix F—CBEDS/CALPADS

The following CBEDS and CALPADS forms are used/submitted by WPCA’s district office.



SIF Completed

District: West Park Elementary
School: West Park Charter Academy
CDS Code: 10625396112387
Section A. Full-Time Equivalent of Classified Staff

Description	American Indian or Alaska Native not Hispanic Male	Asian not Hispanic Male	Pacific Islander not Hispanic Male	Filipino not Hispanic Male	Hispanic or Latino of Any Race Male	African American not Hispanic Male	White not Hispanic Male	Two or More Races not Hispanic Male	American Indian or Alaska Native not Hispanic Female	Asian not Hispanic Female	Pacific Islander not Hispanic Female	Filipino not Hispanic Female	Hispanic or Latina of Any Race Female	African American not Hispanic Female	White not Hispanic Female	Two or More Races not Hispanic Female	Totals
FTE Paraprofessionals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.66	0.00	0.83	0.00	2.49
FTE Office/Clerical Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.67	0.00	0.00	0.83	1.00	0.00	0.00	2.50
FTE Other Classified Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	0.00	0.00	1.00

Section B. Kindergarten Program Type

Kindergarten Program	Full-day	True
	Part-day	
	Both full-day and part-day	
	None	
Transitional Kindergarten Program	Full-day	True
	Part-day	
	Both full-day and part-day	
	None	

**Section C. Truancy (2015-16)**

Number of truants	0
Explanation of zero truants	Independent Study Charter School. Attendance is taken by student work. If no work is turned in over a period of time, student is dropped from program.

Section D. Educational Calendar

Traditional		True
Year-round	Single-track	
	Multitrack	
Single-track or multitrack only, the year-round calendar type	60/20	
	90/30	
	Concept 6	
	Custom	
	60/15	
	45/15	
	Modified Concept	
School start date		08/10/2016
School end date		05/25/2017

Section E. Parental Exception Waiver from English-Language Classrooms

Number of waivers requested	0
Number of waivers granted	0



Academic Year:	2016-2017	LEA:	West Park Elementary	User ID:	jfimbres76.1062539
View:	SNAPSHOT	School Type:	ALL	Create Date:	12/1/2016 3:40:19 AM
		School:	West Park Charter Academy-6112387	Print Date:	9/21/2017 10:09:09 AM

1.17 - FRPM/English Learner/Foster Youth - Count

				Free/Reduced Meal Eligibility Counts Based On:							
School Code	School Name	Total Enrollment	Free & Reduced Meal Program: 181/182	Foster	Homeless (1)	Migrant Program: 135	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Total Unduplicated FRPM/EL Eligible Count (3)	
TOTAL - Selected Schools											
Charter School(s)											
				Free/Reduced Meal Eligibility Counts Based On:							
School Code	School Name	Total Enrollment	Free & Reduced Meal Program: 181/182	Foster	Homeless (1)	Migrant Program: 135	Direct Certification	Unduplicated Eligible Free/Reduced Meal Counts	EL Funding Eligible (2)	Total Unduplicated FRPM/EL Eligible Count (3)	
6112387	West Park Charter Academy	262	226	0	8	0	130	231	60	234	
TOTAL - Selected Schools		262	226	0	8	0	130	231	60	234	
TOTAL LEA		262	226	0	8	0	130	231	60	234	

Non-Charter School(s)

This report includes students with Primary and Short Term enrollment in grade levels K-12, UE and US only. Students enrolled in Adult Education Schools are not included in this report.

Students with multiple qualifying records as of Fall 1 Census Day are counted only once. A student with qualifying enrollments in more than one LEA on Census Day is counted in each LEA.

(1) Homeless counts are based on Education Program record with an Education Program Membership Code 191 (Homeless).

(2) For Funding, Eligible English Learners are students with an English Language Acquisition Status of 'EL' on Fall 1 Census Day.

(3) Total Unduplicated FRPM/EL Eligibility Count will always equal enrollment count for Juvenile Court schools

Grade:	01-First Grade,02-Second Grade,03-Third Grade,04-Fourth Grade,05-Fifth Grade,06-Sixth Grade,07-	Ethnicity/Race:	ALL	Age Eligibility:	LCFF
Gender:	ALL				



Appendix G—WPCA’s Graduation Requirements

The following link directs you to WPCA’s course catalog and provides information about the program’s graduation requirements.

- [WPCA’s Course Catalog for 2017-2018](#)

Appendix H—Other Pertinent Information

The following link directs you to the Parent/Student Handbook that every family receives during their initial orientation.

- [WPCA’s Parent/Student Handbook for 2017-2018](#)

The following link provides staff survey results for the 2016-2017 school year.

- [2016-2017 Staff Survey Results](#)