

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Westside Preparatory Charter

CDS Code: 34765056112643

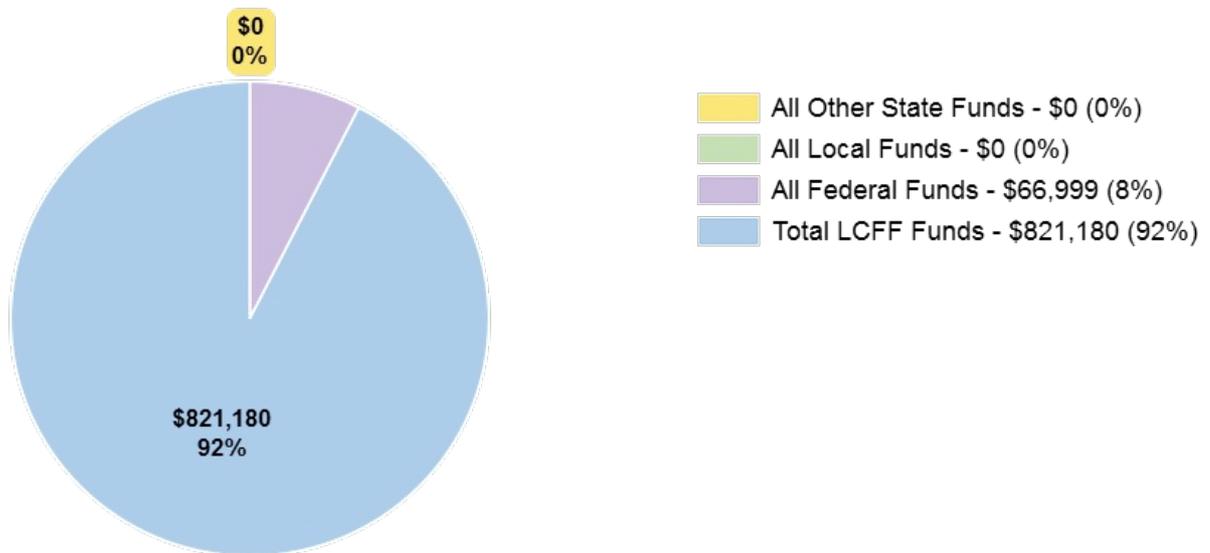
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Doug Emerson | doug.emerson@twinriversusd.org | 9165661860

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

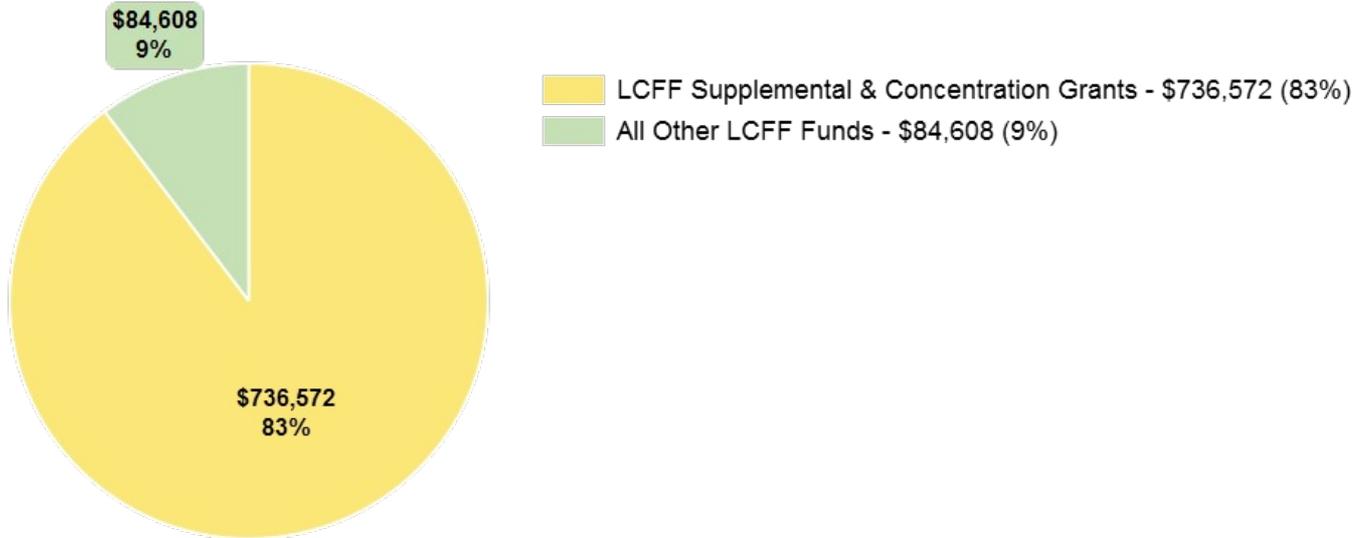
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$0	0%
All Local Funds	\$0	0%
All Federal Funds	\$66,999	8%
Total LCFF Funds	\$821,180	92%

## Breakdown of Total LCFF Funds



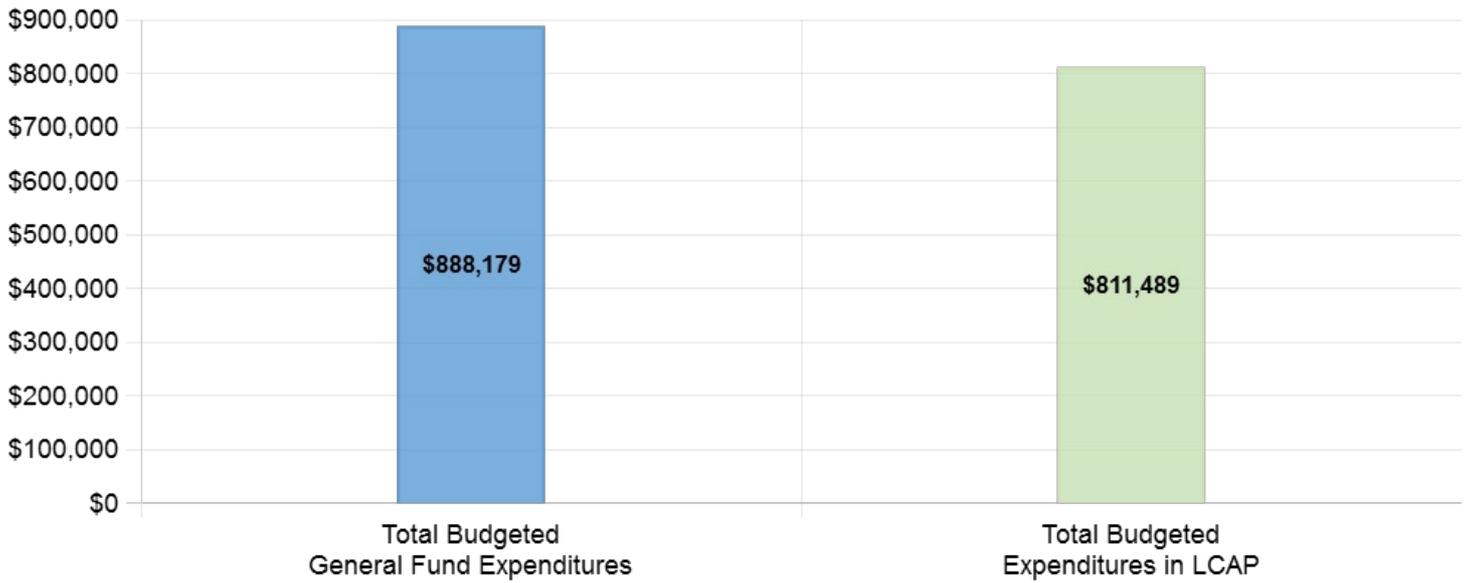
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$736,572	83%
All Other LCFF Funds	\$84,608	9%

*These charts show the total general purpose revenue Westside Preparatory Charter expects to receive in the coming year from all sources.*

The total revenue projected for Westside Preparatory Charter is \$888,179, of which \$821,180 is Local Control Funding Formula (LCFF), \$0 is other state funds, \$0 is local funds, and \$66,999 is federal funds. Of the \$821,180 in LCFF Funds, \$736,572 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$888,179
Total Budgeted Expenditures in LCAP	\$811,489

*This chart provides a quick summary of how much Westside Preparatory Charter plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Westside Preparatory Charter plans to spend \$888,179 for the 2019-20 school year. Of that amount, \$811,489 is tied to actions/services in the LCAP and \$76,690 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base costs (teachers, office staff, paraeducators, special education, utilities, business overhead, etc) for the dependent charters are not always separately identified. The base costs are included in TRUSD’s LCAP. The supplement/concentration funds along with various school site allocations are \$888,179 and deemed to be the budget expenditures for the 2019/2020 LCAP year.

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Westside Preparatory Charter is projecting it will receive \$736,572 based on the enrollment of foster youth, English learner, and low-income students. Westside Preparatory Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Westside Preparatory Charter plans to spend \$811,489 on actions to meet this requirement.

## Update on Increased or Improved Services for

# High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



### Source

### Funds

Total Budgeted Expenditures for High Needs Students in the LCAP

\$669,439

Estimated Actual Expenditures for High Needs Students in LCAP

\$623,190

*This chart compares what Westside Preparatory Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Westside Preparatory Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Westside Preparatory Charter's LCAP budgeted \$669,439 for planned actions to increase or improve services for high needs students. Westside Preparatory Charter estimates that it will actually spend \$623,190 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$46,249 had the following impact on Westside Preparatory Charter's ability to increase or improve services for high needs students:

The estimated actual expenditures is less than the original budget due to declining enrollment of unduplicated students. Another reason was that a social worker position wasn't filled until later into the school year. The hiring of a social worker didn't impact our high needs students as we used our other social workers to support as needed. The extra money was used to create a supportive environment for students to thrive.

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Westside Preparatory Charter	Doug Emerson	doug.emerson@twinriversusd.org
	Principal- Eastside Campus	9165661860

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

The Westside Preparatory Charter School (WPCS) serves approximately 440 7th and 8th grade students at four separate campuses, 1) Eastside; 2) Frontier; 3) Westside 4) Regency Park added in the 19-20 school year and all 4 campuses work together as one school. These campuses are located in Twin Rivers Unified School District across a geographical span north of Sacramento. Current demographics show that our student population 7.6% EL students with 78.4% RFEP and 3.9% special education. We have 74% classified as socioeconomically disadvantaged. Our LCFF unduplicated count is 74.2% with a majority (27%) of our students speaking Spanish. Other languages are Russian, Ukrainian, Hmong, Arabic, Khmer, Vietnamese and Punjabi. Our student population is made up of many ethnicities, with the majority of our students, 42%, identifying as Hispanic/Latino, White 38%, Asian 6.2%, African American 6.2% and two or more races 5.1%. Our students come to our charter from our own district and surrounding communities.

### LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Through analysis of our data and input from staff and stakeholders, we will continue with the following goal areas:

Goal 1: Enable Students to Meet the High Expectations of WPCS and Common Core State Standards

Goal 2: Learning Extends Beyond the Classroom

Goal 3: Provide a Safe and Supportive Environment for Students to Thrive

Goal 4: Engage Families as an Integral Part of the Education Process.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

According to the 2018 California Dashboard, the status of Current English Learners increased 51.8 points in ELA and 36.5 in Math. Reclassified English Learners increased 17.9 points in Math.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

WPCS will need to improve in the area of ELA, as our subgroups of English Learners, Hispanics and Socioeconomically Disadvantage students have shown improvement, they are in Orange on the State Dashboard compared to all WPCS students in Yellow. Additionally, WPCS will need to improve for all students to be in Green in ELA.

WPCS will need to improve in the area of Math, as our subgroups of English Learners, Socio Economic Disadvantaged and Hispanic have maintained staying in the Orange on the State Dashboard compared to all WPCS students in Yellow. Additionally, WPCS will need to improve for all students to be in Green for Math.

In order to continue to meet the needs of our English Learners in ELA the part-time Academic Intervention Specialist to help meet our EL needs and to support our teachers in meeting the needs of our EL students. We will also be providing designated ELD enrichment class, continue after school tutoring and the use of I-Ready Common Core ELA program.

In order to improve in the area of Math for all WPCS students including EL, Socioeconomically Disadvantage and Hispanic students, we will continue to improve using SWUN Math resources along with SWUN Math coaching and after school tutoring.

In order to reduce suspensions for all students, our School Counselor and GLS will continue to provide

social emotional learning and conflict resolution strategies. In addition, Safe and Civil Skills will provide support to the classroom teachers along with Restorative Practices.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

There are no state indicators for which performance for any student groups was two or more performance levels below the "all student" performance.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

NA

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

NA

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

NA

# Annual Update

**LCAP Year Reviewed:** 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

Goal 1: Enable students to meet the high expectations of WPCS and CCSS.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 4, 5, 8

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

SBAC ELA 71% Met/Exceed

SBAC Math 55% Met/Exceeded

**Actual**

SBAC 52% for the 2017-2018 school year,

SBAC Math 45% for the 2017-2018 school year

**Expected**

District T2 Benchmark Assessments in ELA and Math

WPCS ELA Q2 78%  
WPCS Math Q2 58%

Current EL students will make one year's growth on the ELPAC. RFEP students will be monitored and maintain proficiency

**Actual**

WPCS ELA Q2 53.85%  
WPCS Math Tri 2 60.18% (Percent Correct)

To be determined when ELPAC results are made available.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

ACTION 1.1  
Professional development/Conferences, PLC Collaboration, Guidance Learning Specialist

Professional development/Conferences, PLC Collaboration, Guidance Learning Specialist

Site Based \$1,355  
S/C \$147,259  
  
Object Code 1XXX, 3XXX, 5XXX

\$117,389 S/C and Site Based

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

ACTION 1.2  
Academic Support in counseling above base staffing with academic success plans, interventions and recognition strategies.

Academic Support in counseling above base staffing with academic success plans, interventions and recognition strategies.

S/C 77,439  
  
Object Code 1XXX, 3XXX, 4XXX

\$68,443 S/C

## Action 3

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

ACTION 1.3  
Enrichment, Supplemental materials, AVID, Project Lead the Way.

Enrichment, Supplemental materials, AVID,

S/C \$23,001  
Site Based \$9,110  
  
Object Code 4XXX

\$39,967 S/C and Site Based

## Action 4

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

**ACTION 1.4**  
Technology, Equipment, Supplies, Upkeep and Licenses expanding Math and Science.

Technology, Equipment, Supplies, Upkeep and Licenses

S/C \$10,253  
Site Based \$38,262  
  
Object Code 4XXX, 5XXX

\$56,153 S/C and Site Based

## Action 5

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

**ACTION 1.5**  
Organization, monitoring, record keeping of Charter activities for teachers and administrators. Extra duty and stipends. Extra clerical support.

Extra clerical support for organization, monitoring, record keeping of Charter activities for teachers and administrators. Extra duty and stipends.  
Continued professional development in student achievement and expanded instructional minutes (which began in 2016).

S/C \$130,311  
Site Based \$984  
Gate \$990  
  
Object Code 1XXX, 2XXX, 3XXX, 4XXX

\$90,366 S/C and Site Based

## Action 6

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Action 1.6  
Academic Intervention Specialist  
Bilingual to  
monitor progress of EL/RFEP  
students

Academic Intervention Specialist  
Bilingual to  
monitor progress of EL/RFEP  
students

S/C \$12,800  
  
Object Code 2XXX, 3XXX

\$9,594 S/C

## Action 7

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Action 1.7  
Class size reduction funds to  
increase  
student achievement

Class size reduction funds to  
increase  
student achievement

S/C \$105,00  
  
1XXX, 3XXX

\$63,000 S/C

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Professional development/Conferences, Collaboration and District TOSA to provide coaching including integrated ELD strategies. Academic Support in counseling above base staffing with academic success plans, interventions and recognition strategies, enrichment, supplemental materials, AVID, Project Lead the Way, technology, equipment, supplies, upkeep and licenses expanding Math and Science, organization, monitoring, record keeping of Charter activities for teachers and administrators, extra duty and stipends, extra clerical support, guidance learning specialist for admin support at all three campuses to become one school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We feel that the actions taken to support this goal were effective. In trimester 1 and trimester 2 - 88 academic success plan were developed by counselor and social workers. In trimester 1 and trimester 2 - 31 students were able to move off of there academic success plans. In addition, PSAT presentations and preparation were provided for 8th grade students as well as presentations for PSAT results. GPA presentations were provided for all 7th grade students. Because of the restructuring of the TOSA program their was very little coaching in the classroom rendering this program in effective and will be discontinued for the 18-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1.1 most staff didn't go to Professional Development this year and Guidance and Learning Specialist was paid for in goal 1.1 instead of 1.5. Goal 1.7 class size were not as small as originally projected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Eliminating two Social worker positions due to lack of funding; positions budget is split with Goal 3.

# Goal 2

GOAL 2  
Learning extends beyond the classroom.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 4, 5, 6, 7, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

California Model 5 X 5 Grid Report and data

PSAT  
Maintain or Increase  
Evidence based reading and writing at 65% or higher  
Increase Evidence based math to 38%  
Maintain/Increase 23% Meet both

### Actual

This outcome does not accurately reflect the services rendered in 2.1. The field trips specified under the services occurred and were expanded to include VAPA and science camp.

55% met evidence based ELA for reading and writing. 33% met Math and 28% met in both.

**Expected**

Field Study Rubrics % Meets/Exceeds and Participation  
85% Meet/Exceed on Field Study Rubrics

% of Students meeting Community Service Requirements  
Increase % of students meeting requirements by 5%

**Actual**

Field study days 100% of students participated. 81.3% met/exceeded field study rubric.

Community service requirements, in 7th-8th grade 61% had 5 or more hours in trimester 2.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

Action 2.1  
Field trips, assemblies, guest speakers, service agreements to extend/enrich academics.

**Actual Actions/Services**

Field trips, service agreements to extend/enrich academics

**Budgeted Expenditures**

S/C \$19,635  
Gate \$3,870  
Site Based \$1,585  
  
Object Code 5XXX

**Estimated Actual Expenditures**

\$21,758 S/C and Site Based

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**ACTION 2.2**

Strengthen career exploration through field trips, assemblies, guest speakers, service agreements.

Strengthen career exploration through field trips, service agreements

S/C \$13,287

Object Code 5XXX

\$5,475 S/C

**Action 3****Planned Actions/Services****ACTION 2.3**

After school intervention and enrichment through tutoring, student clubs, integrating the arts and science, study skills and Athletics.

**Actual Actions/Services**

After school intervention and enrichment through student clubs.

**Budgeted Expenditures**

S/C \$11,935

Object Code 1XXX, 3XXX, 5XXX

**Estimated Actual Expenditures**

\$3,387 S/C

**Action 4****Planned Actions/Services****ACTION 2.4**

4 Field Study Days, Admission and Transportation for school sponsored trips for all students.

**Actual Actions/Services**

4 Field Study Days, Admission & Transportation for 2 school sponsored trips for all students

**Budgeted Expenditures**

S/C \$7,286

Object Code 5XXX

**Estimated Actual Expenditures**

\$2,741 S/C

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The following services occurred: Strengthen career exploration through field trips, assemblies, guest speakers, service agreements. After school intervention and enrichment through tutoring, student clubs, integrating the arts and science, study skills and Athletics. 4 Field Study Days, Admission and Transportation for school sponsored trips for all students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on the number of students that participated in community service hours, this was an effective action. PSAT scores indicate a higher number of students passing both ELA and Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For goal 2.2 and 2.3, we over estimated how much these activities would cost. Goal 2.4 some field study day field trips were put into goal 2.1

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have realigned the expected outcomes to match the actions. In goal 2.1 and 2.2 we took out assemblies and guest speakers. In goal 2.3 we took out tutoring because this is covered in Title 1. Also, in 2.3 we are allowing flexibility in campus choices for student clubs.

# Goal 3

## GOAL 3

Provide a safe and supportive environment for students to thrive.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 6, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Participation in counseling groups  
Maintain/Increase qualitative and quantitative data

Attendance Rate  
Maintain/Exceed 97.4%

### Actual

Areas of counseling groups are stress reduction, self esteem building, communication strategies, conflict management, development of life skills, social emotional learning, restorative practices.  
We did establish qualitative data in the area of life skills, social emotional support and quantitative participation rates

YTD 97.4%

**Expected**

Suspension Rate  
Maintain/Decrease 3.4%

California Health Kids survey  
Increase school connectedness to 66%  
Increase Meaningful participation to 28%  
Increase safe school perception to 76%  
Decrease experiences of harassment/bullying to 35%  
Decrease mean rumors/lies to 35%  
Increase coping skills to decrease chronic sadness and hopelessness to less than 20%

Participation in staff restorative practices  
Increase staff participation in restorative practice of 75%

**Actual**

YTD 3.76%

Increase school connectedness 7th grade 68% 8th grade 55%  
Increase Meaningful participation 7th grade 40% 8th grade 32%  
Increase safe school perception 7th grade 63% 8th grade 52%  
Decrease experiences of harassment/bullying 7th grade 49% 8th grade 42%  
Decrease mean rumors/lies 7th grade 53% 8th grade 43%  
Increase coping skills to decrease chronic sadness and hopelessness 7th grade 34% 8th grade 34%

Training in restorative practices for staff  
Restorative practice activities done by counselor in classrooms

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**ACTION 3.1**

Student support for life skills, anti-bullying, community resources, crisis intervention through additional pupil personnel services staff.

Student support for life skills, anti-bullying, community resources, crisis intervention through additional pupil personnel services staff.

S/C \$154,877

Object Code 1XXX, 3XXX

\$138,540 S/C

**Action 2**

**Planned Actions/Services**

**ACTION 3.2**

Student support for life skills, anti-bullying, community resources, crisis intervention through assemblies, guest speakers and recognition.

**Actual Actions/Services**

Student support for life skills, anti-bullying, and recognition.

**Budgeted Expenditures**

S/C \$0

Object Code 4XXX, 5XXX

**Estimated Actual Expenditures**

\$2,204 S/C and Site Based

**Action 3**

**Planned Actions/Services**

**ACTION 3.3**

Improve safety through services, training, materials and/or equipment.

**Actual Actions/Services**

Improve safety through services, training, materials and/or equipment.

**Budgeted Expenditures**

S/C \$0

Object Code 1XXX, 2XXX, 3XXX, 4XXX, 5XXX

**Estimated Actual Expenditures**

\$2,575 S/C and Site Based

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Student support for life skills, anti-bullying, community resources, crisis intervention through assemblies, guest speakers and recognition. Improve safety through services, training, materials and/or equipment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Pupil personnel services staff provided student support in social emotional learning, life skills, restorative practices and conflict resolutions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3.1 Social worker wasn't hired at the start of the school year at the Westside Campus. Goal 3.2 and 3.3 used unspent budgets from other action/services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Eliminating two Social workers due to lack of funding; positions' budget split with Goal 1

# Goal 4

GOAL 4  
Engage Families as an integral part of the educational process.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 6

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Number of Parent hours completed by trimester 2  
Trimester 2 Parent Hours 28% complete 11 to 20 hours

### Actual

16% of parent hours were complete with 11 to 20 hours.

**Expected**

Family Participation in Family events and/or classes

Increase family participation in family events and/or classes to 55%

**Actual**

Social Media In service for parents

Family Science Night

Talent Show

Family Craft Night

LCAP Community Input

Family Game Night

These were family events held on campuses. We did not track attendance at all of the events. We will establish a baseline for next year with signins

from Information Night, Back to School Night, Open House with percentage of parents in attendance.

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**ACTION 4.1**

Communication through face-to-face meetings, newsletters, web, phone, email and other to include translation for EL/RFEP student families.

Communication through face-to-face meetings, phone, email and other to include translation for EL/RFEP student families.

S/C \$2,350  
 Site Based \$2,650  
  
 Object Code 4XXX, 5XXX

\$1,598 S/C and Site Based

**Action 2**

**Planned Actions/Services**

**ACTION 4.2**

Family events, parenting classes, volunteer opportunities to participate in school sponsored events, recognition.

**Actual Actions/Services**

Family events are listed in other goals/actions.

**Budgeted Expenditures**

Site Based \$200  
  
 Object Code 1XXX, 2XXX, 3XXX, 4XXX, 5XXX

**Estimated Actual Expenditures**

\$0

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Communication through face-to-face meetings, newsletters, web, phone, email and other to include translation for EL/RFEP student families. Family events, volunteer opportunities to participate in school sponsored events, recognition.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We didn't meet the goal of parent participation hours and will expand to participation in family events next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.1 Some parent resources were paid for through other goals.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to measure parent hours.

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# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Westside Preparatory Charter School (WPCS) is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such, the WPCS used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services.

The following groups were actively involved in the development of the LCAP and annual update: School Site Council, English Learner Advisory Council, Student Leadership, teachers, parents and students

Met with Governance Team:

12/4/18

1/8/19

3/12/19

4/9/19

5/7/19

Met with WPCS Staff:

8/29/18 – LCAP and Goals

10/17/18 – Data review

1/30/19 – Teacher Thought Exchange

3/6/19 – LCAP, Budget and Data Review

3/25/19 – Email request for LCAP feedback

Met with WPCS ELAC:

2/11/19 – SPSA/LCAP/Needs Assessment

4/8/19 – LCAP Feedback from parents

Met with SSC:

10/15/18 – Review Goals

12/3/18 – SBAC data

3/5/19 – Needs Assessment

4/29/19 - SPSA

Leadership Team:

12/19/18 – Dashboard Data review

1/23/19 – PLC presentation and the “WHY?”

2/27/19 – Discussion of Supplementary materials used for 2018-2019.

3/27/19 – Discussion of Greatest Needs

General Parent Meetings

3/6/19

LCAP notification timeline

Thought Exchange

Staff January 30, 2019

Students February 4th – Westside

February 5th – Eastside

February 6th – Frontier

Posted on WPCS Website – January 26th

Monday, March 25th – Email sent to staff for more feedback regarding Thought Exchange and LCAP goals.

LCAP Parent Information night

Posted on WPCS Website February 12th – March 7th  
LCAP – Blackboard Connect All-call - February 26th

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

### Goal 1:

After discussion with parents, teachers and students, one priority is the availability of interventions for struggling students. Another priority is focusing on our English language learners. WPCS teachers will continue with the practice of providing after school interventions for each grade level to improve student achievement with all students with focused listening, speaking, reading and writing instructions. Students who are at risk of not meeting the high expectations are supported with an Academic Success Plan in addition to communication with parents. We will continue this practice and strengthen plans to include more positive student recognition. Enrichment activities, materials and other student recognition opportunities are viewed positively by stakeholders, as well as professional development for teachers. Respondents felt the professional development was important to help teachers stay up to date on the most current teaching practices. Lastly, supplemental resources, technology, and licenses were validated as important by stakeholders with a continued need to update technology.

### Goal 2:

Based on the feedback, most parents, staff and students think we did a great job with this goal. Students were appreciative in the number of field trips. Staff feels that exposing students to learning outside the classroom through field trips and community service encourage enhanced academic learning as well as college and career exploration. Parents appreciated the field trips and requested more exposure for students to make the connection for the pathway from High School to College.

### Goal 3:

Stakeholders reported great appreciation for the counseling/social worker services being provided. The parents like having the parent conferences so they can learn about how their students are doing both academically and in the area of social/emotional support. All stakeholders would like to continued support in the area of anti-bullying, life skills, and conflict resolution and crisis intervention. Drug and violence prevention will address significant needs of at-risk students. We will continue our Restorative Practices implementation and continue attendance support as a focus.

### Goal 4:

Families value communication especially keeping them abreast of student progress and school events. Parents/Guardians enjoy participating in their child's education. Parents/Guardians would like more opportunities to be involved in the classroom and the school. Parents/Guardians participation will continue to be encouraged by collaborating and offering more structured and detailed volunteer opportunities. There is a need to promote more consistent involvement with ELAC and SSC.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 1

GOAL 1

Enable students to meet high expectations of WPCS and CCSS

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 4, 5, 8

**Local Priorities:**

**Identified Need:**

Improved CAASPP and district benchmark assessments for students in ELA and Math assessments for all students are essential to measure progress for all groups.

**Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
SBAC ELA % Met/Exceed	2015-16 WPCS 65%	WPCS SBAC 68%	WPCS SBAC 71%	WPCS SBAC 74%
SBAC Math % Met/Exceed	2015-16 WPCS 48%	WPCS SBAC 51%	WPCS SBAC 55%	WPCS SBAC 60%
District T2 Benchmark Assessments in ELA and Math	2016-17 WPCS ELA Q2 72% WPCS Math Q2 52%	WPCS ELA Q2 75% WPCS Math Q2 55%	WPCS ELA Q2 78% WPCS Math Q2 58%	WPCS ELA Q2 80% WPCS Math Q2 60%

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

Current EL students will make one year's growth on the ELPAC. RFEP students will be monitored and maintain proficiency.

Baseline will be developed in 2018-19 with new ELPAC proficiencies.

This is a new goal for 201819.

To be determined

To be determined

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

### 2017-18 Actions/Services

Professional development/Conferences, Collaboration and TOSA to Provide Coaching including Integrated ELD strategies.

Select from New, Modified, or Unchanged for 2018-19

Modified

### 2018-19 Actions/Services

Professional development/Conferences, PLC Collaboration, SWUN Coaching, Guidance Learning Specialist

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2019-20 Actions/Services

Professional development/Conferences, including AVID PD & Subs, Guidance Learning Specialist.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,520 ; \$4,974	S/C \$147,259 Site Based \$1,355	S/C \$143,399
Source	S/C ; Title 1	S/C Site Based	S/C
Budget Reference	Object Code 1XXX, 3XXX, 5XXX	Object Code 1XXX, 3XXX, 5XXX	Object Code 1XXX, 3XXX, 5XXX

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Academic Support in counseling above base staffing with academic success plans, interventions and recognition strategies.

Academic Support in counseling above base staffing with academic success plans, interventions and recognition strategies.

Academic Support in counseling above base staffing with academic success plans, interventions and recognition strategies.

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$64,892	S/C \$77,439	S/C \$56,261
<b>Source</b>	S/C	S/C	S/C
<b>Budget Reference</b>	Object Code 1XXX, 3XXX, 4XXX	Object Code 1XXX, 3XXX, 4XXX	Object Code 1XXX, 3XXX, 4XXX

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

**for 2017-18**

**for 2018-19**

**for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Enrichment, Supplemental materials, AVID,  
Project Lead the Way

Enrichment, Supplemental materials, AVID,  
Project Lead the Way

Enrichment, Supplemental materials, AVID,  
Project Lead the Way

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$26,000 ; \$33,000 ; \$12,500	S/C \$23,001 Site Based \$9,110	S/C \$ 48,235 Site Based \$28,943
<b>Source</b>	S/C ; Site Base ; Title 1	S/C Site Based	S/C Site Based
<b>Budget Reference</b>	Object Code 4XXX	Object Code 4XXX	Object Code 4XXX

**Action #4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Technology, Equipment, Supplies, Upkeep and Licenses expanding Math and Science

Technology, Equipment, Supplies, Upkeep and Licenses expanding Science

Technology, Equipment, Supplies

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$42,575

S/C \$ 10,253  
Site Based \$38,262

S/C \$ 36,000  
Site Based \$31,222

Year	2017-18	2018-19	2019-20
Source	S/C	S/C Site Based	S/C Site Based
Budget Reference	Object Code 4XXX, 5XXX	Object Code 4XXX, 5XXX	Object Code 4XXX, 5XXX

## Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

**2017-18 Actions/Services**

Organization, monitoring, record keeping of Charter activities for teachers and administrators. Extra duty and stipends. Extra clerical support.

**2018-19 Actions/Services**

Organization, monitoring, record keeping of Charter activities for teachers and administrators. Extra duty and stipends. Extra clerical support ,Guidance Learning Specialist. Continued professional development in student achievement and expanded instructional minutes (which began in 2016).

**2019-20 Actions/Services**

Organization, monitoring, Extra duty and stipends, Extra clerical support.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$93,673	S/C \$130,311 Site Based \$984 Gate \$990	S/C \$58,468 Site Based \$900
<b>Source</b>	S/C	S/C Site Based	S/C Site Based
<b>Budget Reference</b>	Object Code 1XXX, 2XXX, 3XXX, 4XXX	Object Code 1XXX, 2XXX, 3XXX, 4XXX	Object Code 1XXX, 2XXX, 3XXX, 4XXX

## Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners

**Scope of Services:**

Schoolwide

**Location(s)**

Specific Schools, Frontier and Eastside

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

New

**Select from New, Modified, or Unchanged for 2018-19**

New

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

See New Action in 201819

**2018-19 Actions/Services**

Academic Intervention Specialist Bilingual to monitor progress of EL/RFEP students

**2019-20 Actions/Services**

Academic Intervention Specialist Bilingual to monitor progress of EL/RFEP students

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$0 Nothing budgeted in 1718	S/C \$12,800	S/C \$8,098
<b>Source</b>	N/A	S/C	S/C
<b>Budget Reference</b>	N/A	Object Code 2XXX, 3XXX	Object Code 2XXX, 3XXX

## Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Class size reduction funds to increase student achievement

Class size reduction funds to increase student achievement

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	\$105,000	S/C \$307,451
<b>Source</b>	N/A	S/C	S/C
<b>Budget Reference</b>	N/A	Object Code 1XXX, 3XXX	Object Code 1XXX, 3XXX

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

GOAL 2  
Learning extends beyond the classroom.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 4, 5, 6, 7, 8

**Local Priorities:**

### Identified Need:

In order to make learning relevant and engaging for our students and apply new common core knowledge to real life situations, students will have the opportunities to experience learning outside the classroom.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

California Model  
5 X 5 Grid report  
and data for ELA  
and Math TO BE  
INSERTED

Math EL Status – Low  
Declined Significantly  
(Orange) - 29.5 below  
Change -Increased by 6.5  
ELA Medium Declined  
Significantly (Yellow)  
+6.6 above  
Change -Increased by 3

Math EL Status-Medium  
Increase (Green) - 24.9  
Below  
Change Increase by 5  
points  
ELA Status- Medium  
Increase (Green) +9.9  
Above  
Change Increase by 3  
Points

Math EL Status- Medium  
Increase (Green) -21.9  
Below  
Change Increase by 3  
points  
ELA Status Medium  
Increase (Green) +12.9  
Above  
Change Increase by 3  
Points

Math EL Status- Medium  
Increase (Green)- 18.9  
Below  
Change Increase by 3  
points  
ELA Status Medium  
Increase (Green) +15.9  
Above  
Change Increase by 3  
Points

PSAT

62% Meet Evidence  
Based Reading and  
Writing  
30% Meet Evidence  
Based Math  
20% Meet Both

Maintain or Increase  
Evidence based reading  
and writing at 62% or  
higher  
Increase Evidence based  
math to 35%  
Maintain/Increase 20%  
Meet both

Increase Evidence based  
reading and writing at 65%  
or higher  
Increase Evidence based  
math to 35%  
Increase 23% Meet both

Maintain/Increase Evidence  
based reading and writing  
at 65% or higher  
Maintain/Increase Evidence  
based math to 35% or  
higher  
Maintain/Increase 23%  
Meet both or higher

Field Study Rubrics  
% Meets/Exceeds  
And Participation

Field study rubrics will be  
administered. Baseline will  
be established following 3  
Field Study experiences.

80% Meet/Exceed on Field  
Study Rubrics

85% Meet/Exceed on Field  
Study Rubrics

90% Meet/Exceed on Field  
Study Rubrics

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of Students meeting Community Service Requirements	2016-17 Trimester 1 82.5% Community Service logs meeting requirements	Increase % of students meeting requirements by 5%	36.6% of students meet requirements by the end of trimester 2	Increase to 46.6% of students meeting requirements by the end of trimester 2

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Modified

**2017-18 Actions/Services**

Field trips, assemblies, guest speakers, service agreements to extend/enrich academics

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**2018-19 Actions/Services**

Field trips, assemblies, guest speakers, service agreements to extend/enrich academics

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2019-20 Actions/Services**

Field trips, assemblies, guest speakers, service agreements to extend/enrich academics.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$32,500 ; \$2,787	S/C \$19,635 Site Based \$1585 Gate \$ 3,870	S/C \$14,350
<b>Source</b>	S/C ; GATE	S/C Site Based Gate	S/C
<b>Budget Reference</b>	Object Code 5XXX	Object Code 5XXX	Object Code 5XXX

**Action #2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Strengthen career exploration through field trips, assemblies, guest speakers, service agreements

Strengthen career exploration through field trips, assemblies, guest speakers, service agreements

Strengthen career exploration through field trips, assemblies, guest speakers, service agreements.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$15,900	S/C \$13,287	S/C \$13,300
<b>Source</b>	S/C	S/C	S/C
<b>Budget Reference</b>	Object code 5XXX	Object Code 5XXX	Object Code 5XXX

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Location(s)</b>
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	Schoolwide	All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

After school intervention and enrichment through tutoring, student clubs, integrating the arts and science, study skills, athletics

After school intervention and enrichment through student clubs, integrating the arts and science, study skills, athletics, VAPA

After school enrichment through student clubs, integrating the arts, science, PLTW Club and Leadership.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$19,400 ; \$5,507 ; \$8,417 ; \$8,000	S/C \$ 11,935	S/C \$ 21,000
Source	S/C ; GATE ; Athletics ; Title 1	S/C	S/C
Budget Reference	Object Code 1XXX, 3XXX, 5XXX	Object Code 1XXX, 3XXX, 5XXX	Object Code 1XXX, 3XXX, 5XXX

**Action #4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

Schoolwide

**Location(s)**

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18**

Modified

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

4 Field Study Days, Admission &amp; Transportation for school sponsored trips for all students

**2018-19 Actions/Services**

4 Field Study Days, Admission &amp; Transportation for 2 school sponsored trips for all students

**2019-20 Actions/Services**

4 Field Study Days, Admission &amp; Transportation for 2 school sponsored trips for all students

**Budgeted Expenditures****Year****2017-18****2018-19****2019-20****Amount**

\$12,200

S/C \$7,286

S/C \$6,800

**Source**

S/C

S/C

S/C

**Year**

**2017-18**

**2018-19**

**2019-20**

**Budget  
Reference**

Object Code 5XXX

Object Code 5XXX

Object Code 5XXX

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 3

GOAL 3

Provide a safe and supportive environment for students to thrive.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 6, 8

**Local Priorities:**

### Identified Need:

WPCS must improve student engagement as measured by participation in social emotional learning activities such as restorative practices, mentoring, counseling and conflict resolution. This will reduce citations/ suspension and increase attendance rates.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Participation in counseling groups	Develop baseline indicators for qualitative and quantitative data related to counseling support	Establish baseline qualitative and quantitative data	Maintain/increase qualitative and quantitative data	Maintain/increase qualitative and quantitative data
Attendance rate	201617 97.3%	Maintain/exceed 97.3%	Maintain/exceed 97.3%	Maintain/exceed 97.3%
Suspension rate	201617 3.4%	Maintain/decrease 3.4%	Maintain/decrease 3.4%	Maintain/decrease 3.4%

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

California Healthy Kids Survey

201617  
 Key Indicators  
 School connectedness 60%  
 Meaningful participation 22%  
 School perceived as safe 70%  
 Experienced harassment/bullying 42.5%  
 Mean rumors/lies 45%  
 Experienced chronic sadness and hopelessness 29.5%

Increase school connectedness to 63%  
 Increase Meaningful participation to 25%  
 Increase safe school perception to 73%  
 Decrease experiences of harassment/bullying to 39%  
 Decrease mean rumors/lies to 40%  
 Increase coping skills to decrease chronic sadness and hopelessness to less than 25%

Increase school connectedness to 66%  
 Increase Meaningful participation 28%  
 Increase safe school perception to 76%  
 Decrease experiences of harassment/bullying to 35%  
 Decrease mean rumors/lies to 35%  
 Increase coping skills to decrease chronic sadness and hopelessness to less than 20%

Increase school connectedness to 70%  
 Increase Meaningful participation 33%  
 Increase safe school perception to 80%  
 Decrease experiences of harassment/bullying to 30%  
 Decrease mean rumors/lies to 30%  
 Increase coping skills to decrease chronic sadness and hopelessness to less than 15%

Participation in staff restorative practices

Develop baseline indicators

Increase staff participation in restorative practices to 50%

Increase staff participation in restorative practices to 75%

Increase staff participation in restorative practices to 100%

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

# Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Student support for life skills, anti-bullying, community resources, crisis intervention through additional pupil personnel services staff.

Student support for life skills, anti-bullying, community resources, crisis intervention through additional pupil personnel services staff.

Student support for life skills, anti-bullying, community resources, crisis intervention through additional pupil personnel services staff.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$126,785	S/C \$154,877	S/C \$16,383
Source	S/C	S/C	S/C
Budget Reference	Object Code 1XXX, 3XXX	Object Code 1XXX, 3XXX	Object Code 1XXX, 3XXX

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Location(s)

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

Student support for life skills, anti-bullying, community resources, crisis intervention through assemblies, guest speakers and recognition.

**2018-19 Actions/Services**

Student support for life skills, anti-bullying, community resources, crisis intervention through assemblies, guest speakers and recognition.

**2019-20 Actions/Services**

Extra yard duty/supervision and PBIS incentives

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	S/C \$ 0	S/C \$1,839 Site Based \$8,840
Source	S/C	S/C	S/C Site Based
Budget Reference	Object Code 4XXX, 5XXX	Object Code 4XXX, 5XXX	Object Code 4XXX, 5XXX

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Improve safety through services, training, materials and/or equipment.

Improve safety through services, training, materials and/or equipment.

Improve safety through services, training, materials and/or equipment

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$4,000	S/C \$0	S/C \$4,100 Site Based \$3,000
<b>Source</b>	S/C	S/C	S/C Site Based
<b>Budget Reference</b>	Object Code 1XXX, 2XXX, 3XXX, 4XXX, 5XXX	Object Code 1XXX, 2XXX, 3XXX, 4XXX, 5XXX	Object Code 1XXX, 2XXX, 3XXX, 4XXX, 5XXX

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 4

GOAL 4  
Engage Families as an integral part of the educational process.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 6

**Local Priorities:**

### Identified Need:

Family support is a critical component of our program and successful partnership requires twoway communication, resources and opportunities.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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# of Parent hours completed by trimester 2	Trimester 2 Parent hours 21% 11 to 20 hours-see school plan	Trimester 2 Parent Hours 25% complete 11 to 20 hours	Trimester 2 Parent Hours 28% complete 11 to 20 hours	Trimester 2 Parent Hours 30% complete 11 to 20 hours
Family Participation in family events and/or classes	Establish a baseline of family events and/or classes	Increase family participation in family events and/or classes to 50%	Increase family participation in family events and/or classes to 55%	Increase family participation in family events and/or classes to 60%

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

### 2017-18 Actions/Services

Communication through face-to-face meetings, newsletters, web, phone, email and other to include translation for EL/RFEP student families.

Select from New, Modified, or Unchanged for 2018-19

Modified

### 2018-19 Actions/Services

Communication through face-to-face meetings, newsletters, web, phone, email and other to include translation for EL/RFEP student families.

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2019-20 Actions/Services

Communication through face-to-face meetings, newsletters, web, phone, email and other to include translation for EL/RFEP student families.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500 ; \$693	S/C \$2,350 Site Based \$2,650	S/C \$2,000
Source	S/C ; Title 1	S/C Site Based	S/C
Budget Reference	Object Code 4XXX, 5XXX	Object Code 4XXX, 5XXX	Object Code 4XXX, 5XXX

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

N/A

### Location(s)

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served

English Learners, Foster Youth, Low Income

### Scope of Services:

Schoolwide

### Location(s)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

Family events, parenting classes, volunteer opportunities to participate in school sponsored events, recognition.

### 2018-19 Actions/Services

Family events, parenting classes, volunteer opportunities to participate in school sponsored events, recognition.

### 2019-20 Actions/Services

Family events, parenting classes, volunteer opportunities to participate in school sponsored events, recognition.

## Budgeted Expenditures

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$3,500 ; \$693	S/C \$0 Site Based \$200	S/C \$ 900
<b>Source</b>	S/C : Title 1	S/C Site Based	S/C
<b>Budget Reference</b>	Budget 1XXX, 2XXX,3XXX,4XXX, 5XXX	Budget 1XXX, 2XXX,3XXX,4XXX, 5XXX	Budget 1XXX, 2XXX,3XXX,4XXX, 5XXX

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$543,350

21.36%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEAwide basis. Include the required descriptions supporting each school-wide or LEAwide use of funds (see instructions).

2017-2018

Westside Preparatory Charter School's estimated S/C grant funding is calculated on the number of unduplicated low income, foster youth, and English learner pupils and is \$543,350. WPCS's unduplicated pupil count is projected at 74.2%. There are specific services principally directed towards low income students, foster youth and English Learners, however, because WPCS has such a high percentage of unduplicated pupils, many of the

services described will affect other students.

Westside Preparatory Charter School is providing more than 21.36% of increased or improved services above the base program.

Specific attention has been given to the equity of outcomes for students with overlapping significant subgroups including English Learners, students with disabilities, foster youth, students from low income families, and racial and ethnic subgroups. Westside Preparatory Charter School is expending their funds based upon clear goals as established in the LCAP process.

Goal 1: Enable Students to Meet the High Expectations of Westside Preparatory Charter School and Common Core State Standards. Professional development is provided on key initiatives through Professional Learning Communities (PLC's), CCSS Based Assessments, Instructional Best Practices, High Quality First Instruction, and other means to ensure increased academic performance for all students, with an emphasis on unduplicated students. WPCS will continue implementation of Professional Learning Communities (PLCs) and subsequent professional development, as well as the collaboration, and data analysis that results from the system. For low-income pupils and specific unduplicated student groups, training and services will be provided to improve student access, enrollment and success in rigorous courses, and other indicators of academic success. Funds will continue to be expended on an instructional support team to improve instruction across WPCS. With the demands of Common Core, and the need to increase student achievement school-wide, the instructional support team will continue to model lessons, provide feedback to teachers, co-teach, and support professional development to improve the learning of unduplicated students.

WPCS provides academic support in counseling through academic success plans, interventions and recognition strategies to all students, with an emphasis on unduplicated students. They have access to Pupil Personnel Staff, with one at each campus, when they are experiencing difficulties meeting the rigorous standards. This provides support above the base staffing. Consultation and collaboration between student, staff and families creates a plan with specific goals to enable success. Interventions are available for students before, during and after school. These are provided by certificated staff to help students achieve their goals. Student recognition motivates and reinforces effort and achievement. In order to increase the college going atmosphere at our school through actual, meaningful activities, WPCS will continue to provide and expand services with an emphasis on unduplicated pupils. Students are provided with opportunities to participate in a variety of enrichment activities such as Project Lead the Way, AVID, and other related academic areas. Funds are used to purchase supplemental materials and supplies, along with professional development described above. Twenty first century learning strategies improve academics through programs such iReady ELA and Math licenses. Technology supports digital learning endeavors and upkeep of equipment is critical to this learning. WPCS strengthens middle school students through our charter program experiences. Staff receive stipends to organize, coordinate and lead these additional opportunities as well as monitor student progress, growth and needs in academics, behavior and attendance. Extra clerical support enables our records to be kept current to monitor impact. Research shows that students that are engaged in school have an increased attendance rate and thus have an increased opportunity to learn. This leads to higher achievement.

Goal 2: Learning Extends Beyond the Classroom. We recognize that many of students have had minimal opportunities to cultivate experiential knowledge. Our charter school provides field study days and community exploration connections as part of our program. In the past, families were responsible to provide the field study experience. With a high amount of unduplicated students unable to receive family support for this, we have added School-wide field study trips and funded admission as well as transportation. We also fund additional school wide opportunities through field trips, assemblies, guest speakers to enhance exposure and increase learning. We supplement both academics and career exploration with these additional experiences. There will be after school enrichment through clubs, integrating the arts, science and study skills. All activities are open to every student but will be dedicated to giving our unduplicated students access to language enriched opportunities and increased experiential knowledge. Research shows that students who are more active and involved in school perform better academically.

Goal 3: Provide a Safe and Supportive Environment for Students to Thrive

Stakeholders continued to reinforce the need for each campus to have a Pupil Personnel Services Credentialed staff such as a school counselor or social worker in order to strengthen areas of need such as life skills, anti-bullying, conflict resolution, community resources, crisis intervention and social emotional learning. Support will be heightened through assemblies, guest speakers and recognition strategies in these areas. Restorative practices provide a foundation of social emotional learning strategies. Additional training, supervision, materials and equipment ensure the maintenance of safe school environments. Research shows that students who feel safe at school show higher rates of academic achievement.

Goal 4: Engage Families as an Integral Part of the Educational Process.

WPCS provides involvement opportunities for parents. Communication is a key part of creating effective partnerships between families and school. Our stakeholders prioritized a variety of improved strategies to reach all families such as our website, face to face meetings, phone calls, newsletters, parenting classes and family events. While communication and participation in events is open to all, an emphasis will be made to reach out to include families who might not be able to access due to language and/or financial barriers. Volunteer opportunities are accessible to our families including funding admission, transportation or other related fees for families of unduplicated students. Translation services are made available to our EL and RFEP student's families. Parents are encouraged to be actively involved in all aspects of their child's education. They have numerous opportunities to volunteer in a variety of ways. Research by Epstein confirms the need to strengthen family connections and include parents as decision makers, support for parenting and academic achievement.

## LCAP Year: 2018-19

## Estimated Supplemental and Concentration Grant Funds

## Percentage to Increase or Improve Services

\$715,433

25.29%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEAwide basis. Include the required descriptions supporting each school-wide or LEAwide use of funds (see instructions).

2018-2019

Westside Preparatory Charter School's estimated S/C grant funding is calculated on the number of unduplicated low income, foster youth, and English learner pupils and is \$715,433. WPCS's unduplicated pupil count is projected at 75.42%. There are specific services principally directed towards low income students, foster youth and English Learners, however, because WPCS has such a high percentage of unduplicated pupils, many of the services described will affect other students. Westside Preparatory Charter School is providing more than 25.29% of increased or improved services above the base program.

Specific attention has been given to the equity of outcomes for students with overlapping significant subgroups including English Learners, students with disabilities, foster youth, students from low income families, and racial and ethnic subgroups. Westside Preparatory Charter School is expending their funds based upon clear goals as established in the LCAP process.

Goal 1: Enable Students to Meet the High Expectations of Westside Preparatory Charter School and Common Core State Standards. Professional development is provided on key initiatives through Professional Learning Communities (PLC's), CCSS Based Assessments, Instructional Best Practices, High Quality First Instruction, and other means to ensure increased academic performance for all students, with an emphasis on

unduplicated students. WPCS will continue implementation of Professional Learning Communities (PLCs) and subsequent professional development, as well as the collaboration, and data analysis that results from the system. For low-income pupils and specific unduplicated student groups, training and services will be provided to improve student access, enrollment and success in rigorous courses, and other indicators of academic success. Funds will continue to be expended on an instructional support team to improve instruction across WPCS. With the demands of Common Core, and the need to increase student achievement school-wide, the instructional support team will continue to model lessons, provide feedback to teachers, co-teach, and support professional development to improve the learning of unduplicated students.

WPCS provides academic support in counseling through academic success plans, interventions and recognition strategies to all students, with an emphasis on unduplicated students. They have access to Pupil Personnel Staff, with one at each campus, when they are experiencing difficulties meeting the rigorous standards. This provides support above the base staffing. Consultation and collaboration between student, staff and families creates a plan with specific goals to enable success. Interventions are available for students before, during and after school. These are provided by certificated staff to help students achieve their goals. Student recognition motivates and reinforces effort and achievement. In order to increase the college going atmosphere at our school through actual, meaningful activities, WPCS will continue to provide and expand services with an emphasis on unduplicated pupils. Students are provided with opportunities to participate in a variety of enrichment activities such as Project Lead the Way, AVID, and other related academic areas. Funds are used to purchase supplemental materials and supplies, along with professional development described above. Twenty first century learning strategies improve academics through programs such iReady ELA and Math licenses. Technology supports digital learning endeavors and upkeep of equipment is critical to this learning. WPCS strengthens middle school students through our charter program experiences. Staff receive stipends to organize, coordinate and lead these additional opportunities as well as monitor student progress, growth and needs in academics, behavior and attendance. Extra clerical support enables our records to be kept current to monitor impact. Research shows that students that are engaged in school have an increased attendance rate and thus have an increased opportunity to learn. This leads to higher achievement. EL and RFEP students will receive additional monitoring of their progress through a part time Academic Intervention Specialist Bilingual. A Guidance and Learning Specialist will provide additional support to WPCS in the areas of organization, academics, professional development and social emotional learning.

Goal 2: Learning Extends Beyond the Classroom. We recognize that many of our students have had minimal opportunities to cultivate experiential knowledge. Our charter school provides field study days and community exploration connections as part of our program. In the past, families were responsible to provide the field study experience. With a high amount of unduplicated students unable to receive family support for this, we will continue to add School-wide field study trips and funded admission as well as transportation. We also fund additional school wide opportunities through field trips, assemblies and guest speakers to enhance exposure and increase learning. We supplement both academics and career exploration with these additional experiences. There will be after school enrichment through clubs, integrating the arts, science and study skills. All activities are open to every student but will be dedicated to giving our

unduplicated students access to language enriched opportunities and increased experiential knowledge. Research shows that students who are more active and involved in school perform better academically.

#### Goal 3: Provide a Safe and Supportive Environment for Students to Thrive

Stakeholders continued to reinforce the need for each campus to have a Pupil Personnel Services Credentialed staff such as a school counselor or social worker in order to strengthen areas of need such as life skills, anti-bullying, conflict resolution, community resources, crisis intervention and social emotional learning. Support will be heightened through assemblies, guest speakers and recognition strategies in these areas. Restorative practices provide a foundation of social emotional learning strategies. Additional training, supervision, materials and equipment ensure the maintenance of safe school environments. Research shows that students who feel safe at school show higher rates of academic achievement.

#### Goal 4: Engage Families as an Integral Part of the Educational Process.

WPCS provides involvement opportunities for parents. Communication is a key part of creating effective partnerships between families and school. Our stakeholders prioritized a variety of improved strategies to reach all families such as our website, face to face meetings, phone calls, newsletters, parenting classes and family events. While communication and participation in events is open to all, an emphasis will be made to reach out to include families who might not be able to access due to language and/or financial barriers. Volunteer opportunities are accessible to our families including funding admission, transportation or other related fees for families of unduplicated students. Translation services are made available to our EL and RFEP student's families. Parents are encouraged to be actively involved in all aspects of their child's education. They have numerous opportunities to volunteer in a variety of ways. Research by Epstein confirms the need to strengthen family connections and include parents as decision makers, support for parenting and academic achievement.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

736,572

Percentage to Increase or Improve Services

23.72%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEAwide basis. Include the required descriptions supporting each schoolwide or LEAwide use of funds (see instructions).

2019-2020

Westside Preparatory Charter School's estimated S/C grant funding is calculated on the number of unduplicated low income, foster youth, and English learner pupils and is \$736,572. WPCS's unduplicated pupil count is projected at 73.17%. There are specific services principally directed towards low income students, foster youth and English Learners, however, because WPCS has such a high percentage of unduplicated pupils, many of the services described will affect other students.

Westside Preparatory Charter School is providing more than 23.72% of increased or improved services above the base program.

Specific attention has been given to the equity of outcomes for students with overlapping significant subgroups including English Learners, students with disabilities, foster youth, students from low income families, and racial and ethnic subgroups. Westside Preparatory Charter School is expending their funds based upon clear goals as established in the LCAP process.

Goal 1: Enable Students to Meet the High Expectations of Westside Preparatory Charter School and Common Core State Standards.

Professional development is provided on key initiatives through Professional Learning Communities (PLC's), CCSS Based Assessments, Instructional Best Practices, High Quality First Instruction, and other means to ensure increased academic performance for all students, with an emphasis on unduplicated students. WPCS will continue implementation of Professional Learning Communities (PLCs) and subsequent professional development, as well as the collaboration, and data analysis that results from the system. For low income pupils and specific unduplicated student groups, training and services will be provided to improve student access, enrollment and success in rigorous courses, and other indicators of academic success. Funds will continue to be expended on an instructional support team to improve instruction across WPCS. With the demands of Common Core, and the need to increase student achievement schoolwide, the instructional support team will continue to model lessons, provide feedback to teachers, co-

teach,  
and support professional development to improve the learning of unduplicated students.

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Goal 2: Learning Extends Beyond the Classroom.

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active and involved in school perform better academically.

### Goal 3: Provide a Safe and Supportive Environment for Students to Thrive

Stakeholders continued to realize the importance in having Pupil Personnel Services Credentialed staff in order to strengthen areas of need such as life skills, anti-bullying, conflict resolution, community resources, crisis intervention and social emotional learning. Support will be heightened through assemblies, guest speakers and recognition strategies in these areas. Restorative practices provide a foundation of social emotional learning strategies. Additional training, supervision, materials and equipment ensure the maintenance of safe school environments. Research shows that students who feel safe at school show higher rates of academic achievement.

### Goal 4: Engage Families as an Integral Part of the Educational Process.

WPCS provides involvement opportunities for parents. Communication is a key part of creating effective partnerships between families and school. Our stakeholders prioritized a variety of improved strategies to reach all families such as our website, face to face meetings, phone calls, newsletters, parenting classes and family events. While communication and participation in events is open to all, an emphasis will be made to reach out to include families who might not be able to access due to language and/or financial barriers. Volunteer opportunities are accessible to our families. Translation services are made available to our EL and RFEP student's families. Parents are encouraged to be actively involved in all aspects of their child's education. They have numerous opportunities to volunteer in a variety of ways. Research by Epstein confirms the need to strengthen family connections and include parents as decision makers, support for parenting and academic achievement.