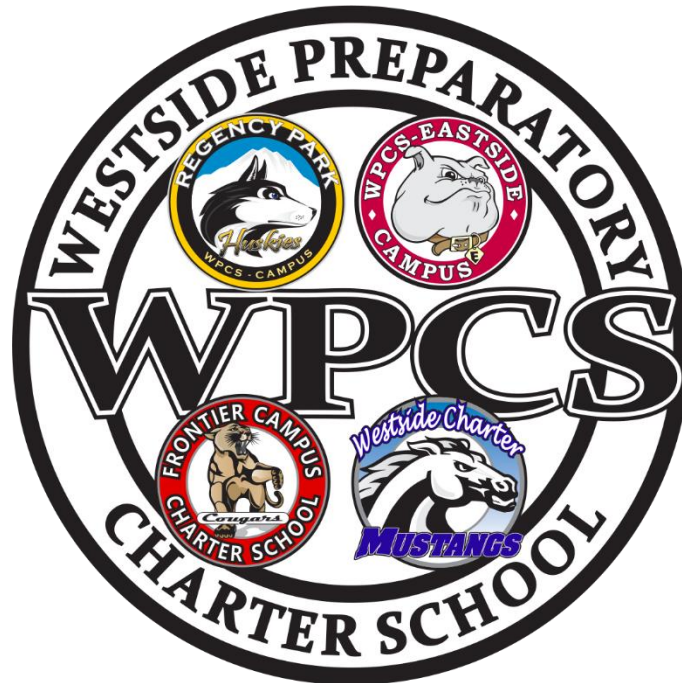


Twin Rivers Unified School District  
Westside Preparatory Charter School  
Eastside Campus, Frontier Campus, Regency Park Campus, and Westside Campus  
**MASTER 3.16.21 UPDATED**



A Middle School Charter School  
Application to Renew Charter

Renewal Charter Petition

In accordance with Education Code (Section 47600) et. seq., Westside Preparatory Charter School petitions the Twin Rivers Unified School District (hereafter referred to as “District”) for renewal of its 7-8 middle school charter for a term of five school years ending on June 30, 2026.

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## Charter Petition for Renewal

### I. INTRODUCTION

The Charter Schools Act:

In 1992, the California State Legislature passed the Charter Schools Act creating the vehicle for parent/guardians and educators to collaborate on innovative educational opportunities for children throughout the state of California. In May 2006, State Superintendent Jack O’Connell reaffirmed the significance of this legislative action by recognizing California charter schools for “the dedicated service they provide to our youth and public school system.” In this Certificate of Recognition, State Superintendent O’Connell boldly reiterated the success of California’s charter schools, as they have:

- Improved pupil learning.
- Increased learning opportunities for all pupils.
- Encouraged the use of different and innovative teaching methods.
- Created new professional opportunities for teachers.
- Provided parent/guardians and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- Shown accountability in meeting measurable pupil outcomes.
- Provided vigorous competition within the public school system to stimulate continual improvements in the Sacramento area community.

#### Background:

In 1994, in response to the wishes of the community, parent/guardians and school staff (in the former Rio Linda Union School District) teamed to form the Westside Preparatory Charter School (“WPCS” or “Charter School”),—a dependent charter school. Their vision was to create a learning environment for middle school students that maintained the safety and relatively small size of the local elementary schools. The school would provide a rigorous curriculum and promote responsible behaviors to prepare students to be college and career ready. In addition, parent/guardians would be viewed as essential, participating partners in the education of their students.

The Twin Rivers Unified School District (“District” or “TRUSD”), created from the unification of Rio Linda Union School District with North Sacramento School District, Grant Joint Unified School District, and Del Paso Elementary District on July 1, 2008, continues to support the Westside Preparatory Charter School as a part of its commitment to provide quality education and choice to students in middle school. It is WPCS’s philosophy to work in partnership with the District, our families, students, and the community to provide a rigorous core academic program with the goal of empowering students, to instill high behavioral expectations that emphasize cultural awareness, and to prepare all of our students for college and career success.

#### Overview of Philosophy and Guiding Principles:

The Westside Preparatory Charter School currently operates four separate middle school programs within the District: 1) Eastside Campus, 2) Frontier Campus, 3) Regency Park Campus, and 4) Westside Campus. The guiding philosophy of the Westside Preparatory Charter School continues to consist of the following principles:

- Students have the right to feel safe and secure. Students are valued, have a sense of belonging, and are successful.
- Academic excellence is pursued through a challenging, rigorous curriculum with support for each student to reach his/her fullest potential.
- Students are expected to be responsible, productive citizens of society with self-direction, a sense of community, and a willingness to give and share their talents and resources. Students are accountable for their actions and learn that those actions can produce positive results for themselves and the community around them.
- All adults involved with the Westside Preparatory Charter School believe that all students can develop intellectually, morally, and socially to their fullest potential.

Adherence to these principles has resulted in measurable success for Westside Preparatory Charter School. WPCS has been acknowledged in the following ways:

- California School Dashboard
- Twice the recipient of the California Distinguished School Award
- A National Blue Ribbon designation
- A Title One Academic Achievement Award
- Named Campaign for Business and Education Excellence (CBEE) Honor Roll School

More important than awards, however, are the thousands of students whose lives have been positively impacted by their experiences as WPCS students.

## **II. AFFIRMATIONS**

Westside Preparatory Charter School (WPCS) certifies that the information submitted in this petition for a California public charter school, located within the boundaries of the Twin Rivers Unified School District is true. WPCS also certifies that this application does not constitute the conversion of a private school to the status of a public charter school; and further, WPCS understands that if awarded a charter, WPCS will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- WPCS shall conduct all required pupil assessment tests pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or any other pupil assessments applicable to pupils in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- WPCS shall meet all statewide standards applicable to non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- WPCS shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- WPCS will not charge tuition. [Ref. Education Code Section 47605(e)(1)]

- WPCS will not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived race or ethnicity, national origin, gender, gender identity, gender expression, sexual orientation, religion, disability, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- WPCS will admit all pupils who wish to attend the charter school, subject only to capacity, in which case it will hold a public random drawing. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- WPCS shall comply with the Individuals with Disabilities Education Act (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- WPCS shall comply with the Public Records Act, Ralph M. Brown Act, Government Code Section 1090, *et seq.*, and the Political Reform Act. [Ref. Education Code Section 47604.1]
- WPCS shall comply with the Family Educational Rights and Privacy Act (“FERPA”).
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by Every Student Succeeds Act (“ESSA”).
- Admission to WPCS shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within California. [Ref. Education Code Section 47605(e)(1)]
- WPCS all continually strive for a healthy, collaborative, synergistic relationship with the District and surrounding Districts.
- WPCS shall offer, at a minimum, the same number of minutes of instruction per grade level as set forth in Education Code Section 47612.5(a)(1)(A)-(D).
- WPCS shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- WPCS shall maintain accurate and written contemporaneous records that document all pupil attendance and make those records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- WPCS shall comply with all laws related to the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- WPCS shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- WPCS shall ensure that educators in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document required for the educator’s certificated assignment. WPCS may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the educator’s certificated assignment. [Ref. Education Code Section 47605(1)]
- WPCS shall always maintain all necessary and appropriate insurance coverage.
- If a pupil is expelled or leaves WPCS without graduating or completing the school year for any reason, WPCS notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to WPCS within 30 days if WPCS demonstrates that the pupil had been enrolled in WPCS. [Ref. Education Code Section 47605(e)(3)]
- WPCS may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, WPCS. [Ref. Education Code Section 47605(n)]
- WPCS shall on a regular basis consult with its parents and educators regarding its education programs. [Ref. Education Code Section 47605(d)]
- WPCS shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- WPCS shall update and reissue a former student’s records to include the student’s updated name or gender if it receives government-issued documentation demonstrating that the former pupil’s legal name or gender has been changed. [Ref. Education Code Section 49062.5]

### III. CHARTER RENEWAL CRITERIA

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

Education Code Section 47607(c)(2)(B) states:

(B) ... if the two consecutive years immediately preceding the renewal decision include the 2019–20 school year, the chartering authority **shall not deny renewal** for a charter school if either of the following apply for two of the three years immediately preceding the renewal decision:

(i) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

(Emphasis added.)

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

Subgroup SBAC ELA (Exceed/Met)	2015-2016			2016-2017			2017-2018			2018-2019		
	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS
English Learners	13%	9%	N/A	12.1%	8.7%	7.4%	12.6%	9.3%	8.8%	12.7%	8.9%	29%
Student with Disabilities	13%	6%	27	13.9%	6.9%	13.3%	15%	9.2%	3.7%	16.3%	9.6%	21.7%
Socioeconomically Disadvantaged	35%	27%	62%	35.5%	28.3%	53.4%	37.7%	32.6%	47.2%	39%	35.4%	62.6%
Hispanic	37%	27%	61%	37.3%	28.5%	48.7%	39.2%	33.5%	41.5%	40.6%	35.9%	59.6%
White	64%	38%	69%	64.3%	39%	63.4%	64.9%	41.4%	60.3%	65.4%	43.6%	72.2%
African American	31%	21%	53%	31.2%	21.1%	42.1	32.3%	23.6%	56.5%	33%	26.4%	62.5%

Subgroup SBAC Math (Exceed/Met)	2015-2016			2016-2017			2017-2018			2018-2019		
	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS
English Learners	12%	10%	N/A	12.3%	10.5%	3.6%	12.6%	10.3%	8.8%	12.6%	10.4%	13.2%
Student with Disabilities	11%	6%	18%	11.1%	6.5%	6.7%	11.9%	7%	10.7%	12.6%	8.4%	8.7%
Socioeconomically Disadvantaged	23%	21%	45%	24.6%	22%	39.4%	26.2%	24.8%	41.4%	27.5%	26.5%	52.8%
Hispanic	24%	22%	42%	25.2%	22.1%	36.3%	26.6%	25.2%	36.7%	28.1%	26.8%	45.2%
White	53%	32%	60%	52.9%	32.4%	51.1%	53.6%	35.9%	58.3%	54.2%	37.9%	64.3%
African American	18%	13%	21%	19%	14.3%	21.1%	19.7	14.8	25	20.5	16.7	37.5

In accordance with Education Code Section 47607(c)(2)(B)(ii), for two of the three years immediately preceding the renewal decision (2019 and 2018), for all measurements of academic performance reported for WPCS (CAASPP ELA, CAASPP Math, and ELPAC), the Charter School has received performance levels schoolwide that are all higher than the state average, and for a majority of the subgroups served by WPCS, received performance levels that are higher than the state average, as demonstrated above.



In accordance with Section 47607(c)(2)(B), high performing charter schools must be approved if they meet either of the renewal criteria under Section 47607(c)(2)(B)(i) or (ii), and are only required to “update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter” pursuant to Section 47607(c)(2)(F).

WPCS meets the renewal criteria under Section 47607(c)(2)(B)(ii), and has updated the petition to include all applicable legal updates since the charter was last renewed and to reflect the Charter School’s current program.

#### **IV. ELEMENT 1 - EDUCATIONAL PROGRAM:**

*A description of the educational program of the School, designed, among other things, to identify those whom the School is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.  
California Education Code Section 47605(c)(5)(A)(i)*

WPCS School’s academic curriculum shall consist of the basic concepts, content goals, and skills instruction reflected in the California Common Core State Standards (CCSS), or California State Content Standards when applicable, in English/language arts, science, mathematics, and history/social science. Academic skills and concepts proposed by the California Common Core State Standards will be linked directly and specifically to concepts and themes explored in the classroom. The Charter School is dedicated to documenting student achievement of the CCSS each year through state-mandated pupil assessments.

WPCS encourages families of students to volunteer 30 hours a year of service to the school in support of their student’s education. However, parental involvement or volunteer work is not a requirement for acceptance to, or continued enrollment at, WPCS.

##### Mission:

The hard work and dedication of WPCS stakeholders create an atmosphere of educational excellence for all students.

##### Vision:

Westside Preparatory Charter School implements 21<sup>st</sup> century skills and attitudes that foster student learning both within and beyond the classroom.

##### Whom the school is attempting to educate:

WPCS is a middle school providing high quality education to 7<sup>th</sup> and 8<sup>th</sup> grade students. The school serves approximately 469 students. As a public dependent charter school, WPCS offers open enrollment and charges no tuition.

WPCS is particularly interested in attracting 7-8 students who are interested in:

- a) Project based curriculum
- b) Service learning

- c) Making a commitment to realize their academic potential
- d) Meeting high behavioral expectations
- e) Cultivating self-motivation for lifelong learning
- f) Attending college and obtaining the skills to become career ready
- g) Civic duty
- h) Becoming leaders in their school and in their community
- i) A school that inspires students of diverse backgrounds and challenges to reach their full potential

WPCS seeks to educate:

- a) Our families in the conversion community
- b) Our colleagues within WPCS to ensure ongoing improvement of the educational program and to promote high professional standards

### What it means to be an “Educated Person” in the 21<sup>st</sup> Century

To be a well-educated person of the 21<sup>st</sup> century, one needs:

- To be academically capable, able to think creatively, make sound decisions, solve problems, and know how to learn.
- To have a deep understanding of the humanities, sciences, and the arts.
- To be capable of using technology as a tool in the pursuit of continued learning.
- To be an exceptional communicator; one who possesses superb skills in many forms of communication.
- To be capable of establishing and completing long and short-term goals.
- To possess the attributes of responsibility, citizenship, sociability, diligence, civility, integrity, and honesty.

### The Attributes of an Educated Person in the 21<sup>st</sup> Century

- Literate
- Ability to communicate effectively
- Understanding of the scientific process
- Knowledge of history
- Understanding of the mathematical processes
- Ability to think critically, creatively, analytically, and logically
- Ability to gather and organize information
- Ability to critically assess data
- Ability to acknowledge individual achievements, validate personal goals, recognize uniqueness

### How Learning Best Occurs:

Learning best occurs for middle school students when they are involved with issues they regard as important and that have meaning in their own lives. They commit to:

- Being engaged in exploring human differences.
- Apply such ideals as fairness, equity, and justice to their school and the larger world around them.

- Being actively involved in their learning.
- Re-do, polish, or otherwise strive to perfect their work.
- Access and process information using technology and engage in reflective thought.
- Be culturally aware and be willing to be an active and productive member of WPCS community.
- Being environmentally aware.
- Being committed to a healthy mind and body.
- Have civic duty to school and community.

Learning also best occurs when:

- Additional focus is placed on individual, personalized learning especially for those students who are performing below their abilities or below grade level
- Parents are challenged to be more deeply involved in their child’s education
- High teacher and parent expectations are prevalent
- Community service roles for learners intertwine the community and the school in partnership
- Students are engaged in meaningful lessons that incorporate experiential or project based models

### Curriculum and Instructional Design

The core curriculum includes reading/language arts, mathematics, history/social science, and science. The Common Core State Standards, along with California content standards, when applicable, define for each subject and grade level the most important knowledge that students must acquire and the skills that they must master.

All students, regardless of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, or sexual orientation as prescribed in Education Code section 220, will have equal access to the core curriculum. Each student is to be provided with his or her own textbook and/or subject core materials for use in class and for homework. WPCS may follow TRUSD curriculum approval process before materials are purchased.

Teachers will provide well designed, clear, focused lessons that will deliver their best first teaching and learning which includes strategies for differentiation, student engagement, and culturally responsive teaching. Through continued Professional Development, WPCS teachers are lifelong learners who strive to enhance their craft and incorporate scientifically based research strategies that strengthen the core academic program.

WPCS extends learning beyond the classroom through field study days and service learning. These extended learning opportunities give our students real world experiences to anchor college and career readiness. Enrichment is also offered through integrated VAPA strategies, such as plays, theater, visual art experiences.

### Basic Learning Environment:

WPCS basic learning environment consists of site-based, self-contained classrooms with blocks of instructional time.

### Unique Aspects of the Educational Program

Attributes of WPCS Instructional Program will include:

1. A program which allows students to achieve at their highest academic potential through core curriculum, electives, and extracurricular activities.
2. An approach which encourages higher-level thinking skills and communication on different levels (written, oral, mathematical, etc.).
3. An education which is student-centered and will address each student's individual learning style and developmental level.
4. A program which assists in the development of the middle school student's acquisition of knowledge in order for them to make thoughtful decisions, as well as moral and ethical choices now and in the future.
5. Block scheduling, with students remaining with the same teacher for multiple periods, gives flexibility for in-depth study for collaboration through less transitions.
6. Site based education such as team building and group projects to create a caring, involved school community.
7. A variety of successful experiences for all students will occur through rigorous active learning and extend and enhance the students' abilities to learn and become more independent learners.
8. Reinforcing the connection to the community through community service and an involvement in the business community.
9. Creating student leaders through multiple leadership opportunities throughout the school and district.
10. Providing numerous opportunities for engaging in 21<sup>st</sup> century technology to research, explore, and extend learning for all students.
11. Mobilizing community resources to create community and classroom connections, establishing bonds for our students, families, and staff with strong civic partnership.
12. Facilitating a shared vision with our families in the education of their children through active participation in parent/guardian education, tutoring, school events, projects, and service to school and community.

This instructional program will provide the basic building blocks for success in high school, college, and career as an independent, responsible life-long learner who contributes fully to our global society.

Instructional approaches include, but are not limited to:

- Project based learning.
- Critical reading strategies.
- AVID strategies including Writing, Inquiry, Collaboration, Organization, and Reading (WICOR), Socratic Circle, Philosophical Chairs, Focused Note Taking.
- Peer tutoring/teaching.
- Collaborative, cooperative learning opportunities.
- Differentiated instruction.
- Writing across the curriculum.
- Scaffolding for support.
- Technology (1:1 computers for each student).
- Planners.
- Student led goal setting.
- Student monitoring of individual's progress.
- Field trips – Academic, Cultural, and College
- Professional Learning Community (PLC) meetings to discuss data and best practices.

### Response to Student Needs:

Through data analysis and observation, WPCS will respond to the needs of students achieving above or below grade level standards by providing before and/or after school enrichment and tutoring. Differentiated instruction in the classroom will also be used to address individual student needs. The regular classroom teacher uses scaffolded materials in alignment with the standards and the curriculum. This instruction may take the form of collaborative groups, partner work or individualized instructions as needed.

### Plan for students who are academically low achieving:

In order to achieve proficiency in core subject areas, low achieving students, students below 2.0 or with one or more D or F for Progress Reports and/or Report Cards, will have access to additional learning opportunities. These can include study buddies, small groups, after school tutoring, help with study skills and organization, alternative means for assessment, and increased family communication. In addition they will benefit from using their most dominant learning styles, often visual and kinesthetic. The parent/guardian involvement component will keep families focused on the student's academic success.

The Charter School will develop and implement a Student Intervention Plan program for identification and planning for student needs, including academic, emotional, behavioral, and attendance issues. A team of teachers, a health professional, an administrator, the parent/guardians and the students (when appropriate) will assemble to discuss the history, strengths, and needs of the individual students. Once information is gathered, an action plan will be developed to remediate the student's needs. Strategies to help the student become successful at school will be implemented and monitored for progress. Academically low-achieving students are identified thru common assessments in Core Academic subject areas given throughout the Academic Year examples include: Benchmark and Formative assessments, Progress Reports and Report Cards.

### Plan for students who are academically high achieving:

High achieving students will have extended learning opportunities at school and in the community. They will be able to have learning experiences that focus on an area of interest or ability. Once students show proficiency in their grade level standards, they will have the opportunity to advance their learning through differentiated instruction in the classroom. Project-based learning approaches challenge high achieving students to show leadership, enhance research skills and cultivate ability beyond their grade level standards and after school programs such as GATE by taking the NNAT3 assessment.

### English Language Learners:

WPCS School will fully comply with all items related to the English Learner Program of the Twin Rivers Unified School District. Students will be initially identified through state/district testing, ELPAC and then retested each year for re-designation status. All core teachers will possess a CLAD certificate or be in CLAD training. Teachers will be monitored by the administration for the use of SDAIE strategies and related student achievement through classroom observation, curriculum-based assessment results and lesson plan review. EL students will be served through SDAIE instructional methods, as appropriate, during all classes. Students whose ELPAC scores are levels 1 or 2 are provided English Language Development on a regular basis. The special class is provided through intensive differentiated instruction associated with the English block.

Under the condition that there are twenty or more English Learners participating in the Charter School, an English Learner Advisory Committee (ELAC) will be formed. The ELAC will advise the school in the four legally required areas:

- Development of the school plan.
- The importance of attendance.
- On the completion of the R30 Language Census.
- Participation in the District English Learner Advisory Committee (DELAC).

WPCS is committed to helping our English Learners acquire the English language skills needed for life-long success. We acknowledge and value our students and families from various cultures and differing linguistic backgrounds.

WPCS adheres to the Twin Rivers Master Plan for compliance and educational expectations of progress on the ELPAC and achievement of Annual Measurable Objectives required by the State of California as delineated in the following goals.

#### WPCS Goals for English Language Learners:

- Allow ELL's equitable access to core curriculum which will allow them to master the English Language through designated supports including required English Language Development (ELD) instruction based on ELPAC levels and ELD standards.
- Reduce academic failure, retention, and drop outs by increasing use and understanding of the English Language.
- ELL students are expected to advance one ELPAC level a year.
- Bolster parent/guardian involvement and training to assist in their child's academic plans.
- Address intervention needs of ELL students identified by ELPAC levels through ELD instruction based on standards, SDAIE strategies, and highly qualified teachers with CLAD certification or training.
- Include ELL's in GATE (Gifted and Talented Education) and other advanced programs, classes, and enrichment activities including support for attaining the 'Seal of Bi-literacy'.
- Support ELL students' growth socially, academically, culturally, and emotionally through high expectations for achievement.
- WPCS will follow Twin Rivers Unified process for reclassifying EL students.

According to district level data for 2020-21, WPCS had an enrollment of 469 students with a total of 188 (40%) English Learners. Out of those students, 73 are Long Term English Learners (LTEL) (39%) and 115 are Re-designated FEP students (RFEP) (61%). WPCS Lead Teachers will be the lead contact for the EL program and plan. WPCS Local Control Accountability Plan (LCAP) and Master Plan for English Learners incorporate ELL student goals, programs, and resources.

WPCS recognizes the importance of parent/guardian participation in the school setting and provides interpreters for parent/guardian conferences, report card conferences, advisory committee meetings, Student Success Team (SST) meetings, Special Ed (IEP) meetings, and due process meetings at district level.

#### [Special Education Students/Section 504/ADA](#)

### Public School of the District

WPCS has not provided verifiable written assurances that WPCS will participate as a local educational agency in a special education plan approved by the State Board of Education pursuant to Education Code Section 47641. Therefore, WPCS shall be deemed a public school of the Twin Rivers Unified School District.

WPCS is deemed to be a public school of Twin Rivers Unified School District (TRUSD) for purposes of special education pursuant to Education Code section 47641(b) and shall participate in state and federal funding in the same manner as any other public school of TRUSD. Further, a child with disabilities attending WPCS shall receive special educational instruction or designated instruction and services, or both, in the same manner as a child with disabilities who attends another public school of TRUSD. The Twin Rivers Unified School District shall ensure that all children with disabilities enrolled in WPCS receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the IDEA.

### Non-Discrimination

WPCS shall not deny nor discourage any student from enrollment due to a disability or due to WPCS concerns about its ability to provide appropriate services. WPCS will comply with all provisions of federal law and implementing regulations related to the rights of disabled students and their parents (20 U.S.C. Chapter 33, the IDEA).

WPCS facility shall not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular program offered by WPCS.

### Services

WPCS and the Twin Rivers Unified School District intend that the School will be treated as any other public school in the District with respect to the provision of special education services, including the allocation of duties between on-site staff and resources and the District staff and resources. All individuals providing services to WPCS shall be appropriately credentialed under California and Federal law.

The District and the School agree to allocate responsibility for the provision of services (including but not limited to identification, evaluation, I.E.P. development and modification, and educational services) in a manner consistent with their allocation between TRUSD and its local traditional public school sites. Where particular services are generally provided by staff at the local school site level, WPCS will be responsible for providing said staff and programming; where particular services are provided to the school by the central district office, those services will be made available to WPCS in a similar fashion.

WPCS and TRUSD intend that they will jointly ensure that all students entitled to services under the IDEA and California Education Code Section 56000, et seq., will receive those services.

TRUSD shall be responsible for providing all services under this Agreement to all students of WPCS regardless of their school district of residence.

If needed due to limited special education staff, TRUSD may seek out contracts with other school districts, or companies, or organizations to serve WPCS students.

### Identification and Renewal

WPCS shall have the same responsibility as any other public school in the District to work cooperatively with the District in identifying and referring students who have or may have exceptional needs that qualify them to receive special education services. WPCS will develop, maintain, and implement policies and procedures to ensure identification and referral of students who have, or may have, such exceptional needs. These policies and procedures will be in accordance with California law and District policy. As between WPCS and the District, WPCS is solely responsible for obtaining the cumulative files, prior and/or current Individualized

Education Plan (“IEP”) and other special education information on any student enrolling from a non-District school. A pupil shall be referred for special education instruction and services only after the resources of the regular education program have been considered and where appropriate utilized.

The District shall provide WPCS with any assistance that it generally provides its other public schools in the identification and referral processes. The District will ensure that WPCS is provided with notification and relevant files of all students transferring to WPCS from a District school, who have an existing IEP, in the same manner that it ensures the forwarding of such information between other District schools. All records and files will be released with the signed permission of the parent/guardian.

#### Assessment

Twin Rivers Unified School District and WPCS shall make the determination as to what assessments is necessary, including assessments for all referred students, annual assessments and tri-annual assessments, in accordance with the District’s general practice and procedure and applicable law. WPCS shall not conduct unilateral independent assessments.

#### Individualized Education Plan (“IEP”)

Responsibility for arranging necessary IEP meetings shall be allocated in accordance with the District’s general practice and procedure and applicable law. WPCS shall be responsible for having the designated representative of WPCS in attendance at the IEP meetings in addition to representatives who are knowledgeable about the regular education program at WPCS.

Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include the designated representative of WPCS (or designee) and the designated representative of the District (or designee). Services and placements shall be provided to all eligible WPCS students in accordance with the policies, procedures and requirements of the District and of the Local Plan for Special Education.

To the extent that the agreed upon IEP requires educational or related services to be delivered by staff other than WPCS staff, the District shall provide and/or arrange for such services in the same manner that it would be legally obligated to provide to the students at its other TRUSD schools. District services shall include consultative services by District staff to WPCS staff in the same manner that District staff consults with staff at other District schools.

#### Concerns/Complaints

WPCS shall instruct Parents/Guardians to raise concerns regarding special education services, related services and rights to WPCS Staff. The WPCS staff shall then in turn promptly notify and consult with the designated representative of the District regarding such concerns. The District representative, in consultation with WPCS designated representative, shall respond to and address the parent/guardian concerns in accordance with District policies and complaint procedures.

In consultation with WPCS, the District shall address/respond/investigate all complaints received under the District’s Uniform Complaint procedure involving special education.

In consultation with WPCS, the District may initiate a due process hearing on behalf of a student enrolled in WPCS as the District determines is legally necessary to meet a school agency’s responsibilities under federal and state law. The District and WPCS shall work together to defend any due process hearing brought by a



student enrolled in WPCS. In the event that the District determines that legal counsel representation is needed, the District/WPCS shall be jointly represented by legal counsel. The cost of a due process hearing or other legal proceeding that results from special education issues shall be the responsibility of the District as it would with legal proceedings involving other District schools. WPCS shall not initiate a due process hearing or other legal proceeding related to special education without the written consent of the District Superintendent or their designee.

#### SELPA Representation

The District Superintendent or designee shall represent WPCS at all SELPA meetings as it represents the needs of all schools in the District. Reports to WPCS regarding SELPA decisions, policies, etc. shall be communicated to WPCS as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to WPCS staff. To the extent that District site staff has the opportunity to participate in committee meetings of the SELPA as representatives of their district, such opportunities shall be made available to WPCS staff. To the extent services are offered SELPA-wide, such services will also be available to students at WPCS.

WPCS agrees to adhere to the policies, procedures, and requirements of the Local Plan for Special Education and to District policies.

#### Funding

The parties agree that, pursuant to the division of responsibilities set forth in this Charter, the Charter School has elected the status of any other public school in the District for the purposes of special education services and funding, and the District has agreed to provide special education services for the Charter School, consistent with the services it provides at its public schools. Consistent with this division of responsibility, the District shall retain all state and federal special education funding allocated for WPCS students through the SELPA.

The District shall be responsible for all costs related to the service of WPCS students in the same manner as it is responsible for the cost of serving other students of the District.

#### Discipline

WPCS shall follow the requirements of State and Federal law in regard to the suspension or expulsion of special education students, including, but not limited to, the requirement that a manifestation determination be made prior to any change of placement.

#### Dispute Resolution

WPCS and the District agree to follow the dispute resolution procedure outlined by Element 14 of this Charter in the case of a dispute regarding special education services or funding. The SELPA Director shall be included as applicable and necessary in the dispute resolution process.

#### Section 504/Americans with Disabilities Act

The District shall be responsible for WPCS compliance with Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities Act (“ADA”) with respect to eligible students.

#### [Annual Goals and Pupil Outcomes for all Groups Served](#)

Pursuant to Education Code section 47605(c)(5)(A)(ii), and no later than July 1, 2021, and by July 1 of each subsequent school year during the term of this Charter, the Charter School shall provide to the District a description of the Charter School’s annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the Charter School, and specific annual actions to achieve those goals. The following shall apply for the 2021-22 school year.  
Specific Annual Actions:

<b>WPCS ANNUAL GOALS AND ACTIONS TO ACHIEVE STATE PRIORITIES</b>	
<b>State Priority #1</b> Basic Services. The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #1</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>- WPCS will ensure all teachers possess appropriate credentials as defined by law.</li> <li>- WPCS will use District-adopted curriculum.</li> <li>- WPCS will ensure facilities provide an environment that facilitates learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-employment qualification reviews</li> <li>- Recruitment Strategies</li> <li>- Develop and approve master schedule</li> <li>- WPCS will adhere to all codes, regulations and District policies.</li> <li>- WPCS will adopt and implement a School Safety and Emergency Preparedness Plan.</li> </ul>
<b>State Priority #2</b> Refine implementation of Common Core State Standards to help all students gain academic content knowledge and to help English Learners be redesignated as fluent English Proficient.	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #2</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>- English language arts and Mathematics courses will be aligned to CCSS.</li> <li>- History/Social Science, Science and Technical courses will be aligned to CCSS ELA and Literacy in History/Social Science, Science and Technical subjects.</li> </ul>	<ul style="list-style-type: none"> <li>- All students, including EL students, will be enrolled in a broad course of study that is aligned to CCSS.</li> <li>- Teachers may be trained and given time to ensure curriculum and lesson plans are aligned to CCSS.</li> <li>- Teachers may submit unit plans, aligned to CCSS.</li> <li>- Teacher evaluations may include assessment for alignment of course curriculum to the CCSS.</li> </ul>
<b>State Priority #3</b> Parent/guardian Involvement. Efforts to seek parent/guardian input and how the school will promote parent/guardian participation.	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #3</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>- 90% of the WPCS’s parent/guardians will complete annual District Stakeholder Survey (Thought Exchange) and 40% participate in the WPCS LCAP feedback nights.</li> </ul>	<ul style="list-style-type: none"> <li>- Disseminate information regarding District Stakeholder Survey (Thought Exchange) and WPCS LCAP Feedback nights.</li> <li>- Send reminders to parent/guardians to complete the survey via multiple modes of home-to-school communication.</li> <li>- WPCS will implement effective modes of home-to-school communication to inform</li> </ul>

<ul style="list-style-type: none"> <li>- Parent groups will be established and meet regularly. Examples include: Parent club, School Site Council, ELAC, etc.</li> <li>- WPCS will conduct events to solicit parent/guardian and community input regarding WPCS, LCAP, School Plan and related strategies including annual updates.</li> <li>- Parent/guardians will be notified of opportunities to get involved in WPCS and their students' education.</li> <li>- Parent/Guardians/Families will be encouraged to complete 30 hours of volunteer service.</li> </ul>	<ul style="list-style-type: none"> <li>parent/guardians of events, School Site Council, ELAC and opportunities for involvement (ie: webpage, parent/guardian portal message board, automated phone calls, flyers home, email list serves, newsletter, Orientation, etc)</li> <li>- Opportunities for Parent/guardian/Family volunteer service will be included in enrollment documents, student/parent/guardian handbooks, and Orientation information.</li> <li>- WPCS will maintain a list of current volunteer opportunities which may be published on the school webpage, email list serves and hard copy.</li> </ul>
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**State Priority #4** Student Achievement. WPCS will measure student achievement by all of the following, as applicable:

- A. Statewide assessments (SBAC or any subsequent assessment as certified by SBE)
- B. The California School Dashboard established by the State of California
- C. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC
- D. EL reclassification rate

<b>ANNUAL GOALS TO ACHIEVE PRIORITY #4</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>- WPCS will administer all required statewide assessments (ie: SBAC, Smarter Balanced Assessment, ELPAC, etc.)</li> <li>- WPCS students, and subgroups of students, will exceed average performance levels of students, and subgroups of students, statewide on statewide assessments.</li> <li>- WPCS's ELs will make progress toward English language proficiency at a rate that exceeds average English language proficiency progress of students statewide.</li> <li>- WPCS will achieve an EL reclassification rate that appropriately exceeds average statewide reclassification rates.</li> </ul>	<ul style="list-style-type: none"> <li>- Create and implement a school wide assessment calendar to ensure all assessment timelines (ie: ordering, pre-id files, communication to parent/guardians, etc) are met.</li> <li>- Train staff and teachers on administration and proctoring of statewide assessments.</li> <li>- Data-driven Professional development for staff to reflect and refine on instructional strategies to improve student achievement.</li> <li>- Data-driven intervention for students who are performing below grade level.</li> <li>- Ensure teachers serving EL students meet or exceed credentialing requirements.</li> </ul>

**State Priority #5** Student Engagement. To be measured by all of the following, as applicable:

- A. School attendance rates

B. Chronic absenteeism rates C. Middle school dropout rates	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #5</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>- WPCS students will meet or exceed the 97% attendance rate expectation of the District.</li> <li>- WPCS will have a middle school dropout rate equal to 0%.</li> </ul>	<ul style="list-style-type: none"> <li>- Attendance expectations will be articulated in the Student Handbook and at Orientations, prior to students enrolling at WPCS.</li> <li>- Attendance protocols will be clearly articulated and communicated to parents in multiple ways.</li> <li>- Students who are struggling with attendance will develop an Intervention Action plan with the Principal or designee to resolve the attendance issue.</li> <li>- Implement an MTSS/PBIS model that promotes early identification and early intervention for middle school students who are struggling, academically, behaviorally, or with attendance SART/SARB.</li> <li>- The Principal or designee will develop an Intervention Action Plan with the struggling student to address attendance issues.</li> <li>- Promote student involvement in their school community through school events, clubs, enrichment activities, etc. so students feel a sense of connectedness and community.</li> </ul>
<b>State Priority #6</b> School Climate. To be measured by all of the following, as applicable: <ul style="list-style-type: none"> <li>A. Pupil suspension rates</li> <li>B. Pupil expulsion rates</li> <li>C. Other local measures, including surveys of pupils, parent/guardians, and teachers on the sense of safety and school connectedness</li> </ul>	
<b>ANNUAL GOALS TO ACHIEVE PRIORITY #6</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>- WPCS will maintain pupil suspension rates lower than the District.</li> <li>- WPCS will maintain lower pupil expulsion rates than the District.</li> <li>- WPCS will participate with the District annual Parent/guardian Survey.</li> <li>- WPCS will participate with the District annual Staff survey.</li> </ul>	<ul style="list-style-type: none"> <li>- Articulate and communicate behavioral expectations to parent/guardians and students in Student Handbook and Orientation materials, prior to enrollment.</li> <li>- Implement an MTSS/PBIS model that promotes early identification and early intervention for middle school students (or any student) who are struggling, academically, behaviorally, or with attendance SART/SARB.</li> <li>- Implement Intervention Action plans and develop strategies to rectify behavior. Examples include COST/SIP (Student Intervention Plan).</li> <li>- Administer the annual District Survey. Share key findings with stakeholders. Use findings to refine program and goals for the following school year, as appropriate.</li> </ul>

	<ul style="list-style-type: none"> <li>- Administer the annual District Staff Survey. Share key findings with stakeholders. Use findings to refine program and goals for the following school year, as appropriate.</li> </ul>
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**State Priority #7 Course Access.** The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:

Grades 7-8: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(k))

<b>ANNUAL GOALS TO ACHIEVE PRIORITY #7</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>- Develop and adopt Middle School Course catalogs containing course descriptions for a broad course of study.</li> <li>- Create and staff a master schedule that allows all students appropriate access to a broad course of study.</li> <li>- Develop supplemental instructional supports for EL and SpEd students, as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Draft course catalog each spring and submit to the WPCS’s Management Team for approval.</li> <li>- Master schedule planning to begin early each spring, to ensure adequate time and resources to accommodate for facilities, staffing and curriculum needs.</li> <li>- Offer intervention and supplemental supports to EL students and SpEd students (ie: speech therapist, resource specialist, assisted technology, etc.).</li> </ul>

**State Priority #8 Other Student Outcomes.** Other indicators of student performance in required areas of study will be measured and may include performance on other exams.

<b>ANNUAL GOALS TO ACHIEVE PRIORITY #8</b>	<b>ACTIONS TO ACHIEVE ANNUAL GOALS</b>
<ul style="list-style-type: none"> <li>• Goal 1 - Enable Students to Meet the High Expectation of WPCS and CCSS.</li> <li>• Goal 2 - Learning Extends Beyond the Classroom.</li> <li>• Goal 3 - Provide a Safe and Supportive Environment for Students to Thrive.</li> <li>• Goal 4 - Families are an Integral Part of the Educational Process.</li> </ul>	<ul style="list-style-type: none"> <li>• After school intervention, in-school intervention through SST, TRUSD summer school, academic support and counseling, and professional development.</li> <li>• Field trips, assemblies, guest speakers, career exploration, Field Study days and Community Service.</li> <li>• Student support for Life Skills, Anti-bullying, community resources, crisis intervention through PPSC staff, facilities upgrades for needed improvements</li> <li>• Events, communication in person, written, phone and other.</li> </ul>

Field Study:

The intent of Field Study Days is to give our students opportunities to extend their learning outside of the classroom and to help the students understand that what they are learning in school can be applied in the real world. They are given a chance to be independent and take charge of their own education for the day as they expand their horizons. Two Field Study Days are planned by the teachers at the site.

The students have an advanced preparation form that they fill out to help them plan for the day. The students have the responsibility of turning in their forms and reports by the assigned due dates. Students, with parents/guardians input, come up with a plan and turn in the paperwork to get approval by their homeroom teacher. If the student is doing a job shadow on that day, they also have a questionnaire to fill in as they go through the day. There are 8 questions that must be answered. Once the Field Study Day is done, the students are then required to write a three paragraph paper that tells about their Field Study Day experiences, their learning experiences, and their college and career ready experiences. The report the students turn in is graded using a rubric. California common core standards in listening and speaking are applied to presentations. Grades are incorporated into their literacy grades.

The students can participate in a variety of activities for their Field Study Days. A partial list would be:

- Visit a museum-Crocker Art Museum, Railroad Museum, Discovery Museum, etc.
- Job shadow someone in order to learn about that profession
- Visit the courthouse or state capitol
- Work in a classroom or library
- Visit and learn about historical sites: guided tours of Folsom Dam, Nimbus Fish Hatchery, Coloma, Sutter's Fort, Davis Arboretum, etc.
- Visit a college or university: arrange a guided tour of American River College, Sierra College, Sacramento State University, etc.
- Attend a cultural activity such as a play or symphony
- Volunteer at a non-profit organization, such as: Senior Gleaners, Rio Linda Food Bank, Ruby's Baskets, KCRA Can Food Drive
- Shadow a college student

Teachers are working on Field Study Days. The partial list includes:

- Go observe other teachers
- Additional PLC time to create assessments or look at student data
- Articulation with campus staff to look at students individually
- Book study group
- Technology training
- Planning/Implementing Community service/Field Study Day opportunities with students
- More professional development opportunities
- Continue to enrich the core academic units with resources

#### Other Annual Goals:

In addition, WPCS updates a School Plan on an annual basis, with academic and school climate goals written to coordinate with the LCAP, including ethnic subgroups, socio-economic disadvantaged youth, pupils with disabilities, foster youth, and homeless youth as referenced in Education Code 47607.

#### School Calendar, Schedules and Attendance Reporting:

WPCS follows the Twin Rivers Student Calendar, with the addition of designated field study days, as outlined in the Bylaws. There are 180 student instructional days. This calendar is approved by the Twin Rivers governing board. There are 367 instructional minutes offered on Monday, Tuesday, Thursday and Friday with 247 instructional minutes on Wednesdays Early Out. This aligns with 7<sup>th</sup>/8<sup>th</sup> grade requirements for instructional minutes within Twin Rivers. WPCS follows a block schedule where core content, (ELA, History/Social

Science, Math, Science), is taught within four periods with an additional block for enrichment/remediation and physical education. This totals six periods in a school day.

WPCS's academic calendar, bell schedule, number of school days, and instructional minutes for each grade served is attached.

WPCS shall establish and maintain an attendance reporting system to record and account for the Charter's ADA as defined in Title V California Code of Regulations Section 11960. WPCS will report in a timely manner ADA figures to the District as necessary.

Curriculum, Materials, and Technology:

WPCS offers:

English Language Arts Curriculum

Mathematics Curriculum

History/Social Science Curriculum

Science Curriculum

EL Curriculum

AVID Curriculum

PE Curriculum

WPCS uses a variety of instructional materials that align with the California Common Core State Standards.

WPCS staff continues to reevaluate and adopt materials that will meet the needs of all students in attainment of mastery of Common Core skills. WPCS materials list includes, but is not limited to:

- SWUN Math.
- Houghton Mifflin-Collections ELA.
- Khan Academy.
- iReady Math and ELA
- Kami
- Amplify Science
- Newspaper In Education
- Kahoot
- Zoom
- Nearpod
- Pair Deck
- Writable
- Brain Pop
- TCI History Alive materials.
- Turn-It-In student research and critical thinking technology.
- NEWSELA leveled critical reading materials.
- AVID library, instructional strategy and student materials.
- Project Lead the Way technology.
- Novel sets.
- 1:1 student computers/laptops.
- SMARTboard technology.
- AHHA, Greek/Latin roots materials.
- Junior Scholastic.

### College and Career Readiness Program:

Westside Preparatory Charter School offers college and career readiness classes to motivate all students to be career and college ready. WPCS teachers attend AVID training and use a variety of AVID methods in the classroom.

### Community Service Learning:

Students at Westside Preparatory Charter School will be expected to complete 15 hours of community service. This experience will not only provide a way for students to give back to their community, but will also provide a way for students to practice good citizenship and to link the outside world with their academic world.

## **V. ELEMENT 2: MEASURABLE STUDENT OUTCOMES**

*The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.*

- *California Education Code Section 47605 (c) (5) (B)*

### Charter Outcomes

It is the goal of WPCS that students achieve the following school wide outcomes:

- Actual student attendance will meet or exceed at 97% or better as measured by state-defined average daily attendance procedures
- Meet all State and Federal academic goals

It is the general goal that Students at WPCS will demonstrate the following upon promotion:

- Progress on the Smarter Balanced Assessment Consortium tests
- Competency in state grade-level content and performance standards

The Westside Preparatory Charter School student is held to a high standard of academic success and personal behavior/ethics. Academic outcomes of all students are based on adopted California Common Core State Standards. We believe that a strong community spirit, healthy support from an involved family, and a meaningful, personal goal-setting process establishes a character that is well-prepared to meet the challenges of high school and beyond.

Assessments are aligned with critical knowledge, skills, and dispositions to guide each learner towards mastery of agreed upon competencies.

### Specific Skills, Knowledge and Attitudes:



A variety of pupil outcomes will be used to determine whether a student has attained the skills, knowledge, and attitudes required to successfully meet state academic standards and complete middle school at Westside Preparatory Charter School.

- Multiple assessments continue to be used as indication of a student’s progress in meeting expectations.
- State assessments including California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) are given each school year following district guidelines and procedures.
- Report card grades and comments which reflect the student’s achievement and efforts in successfully completing standards based curriculum.
- Demonstrated growth from year to year as measured by the CAASPPs and curriculum-specific instruments.
- Active participation in a total of 15 hrs of community service projects and activities throughout the year.
- Attendance that reflects the student’s presence in class for a minimum of 85% of each grading period.
- Positive peer relationships and attitudes as shown by classroom community circles, restorative circles, Safe School Ambassador participation and PBIS implementation.
- Students with an active IEP (Individual Education Plan) will strive to meet their grade level if they have met their IEP goals as developed by parent/guardians and teachers.

Outcomes in Pupil Academic Achievement:

The Smarter Balance Assessment Consortium (SBAC) is the new state-wide assessment designed to assess proficiency in the areas of English Language Arts and Mathematics. The results of these assessments, including claims, provide summary information to determine whether students have made sufficient progress to meet state content standards and performance standards in core academics.

The Smarter Balance Assessment Consortium (SBAC) is administered in the spring to WPCS students. The results from school year 2014-2015 until 2018-2019 are as follows:

School Years	WPCS - English Language Arts Proficiency	WPCS – Math Proficiency
2014-2015	56%	38%
2015-2016	65%	48%
2016-2017	57%	44%
2017-2018	52%	45%
2018-2019	65%	54%
2019-2020	No Testing due to COVID-19	

According to spring 2016-2020 data, the WPCS demographics/subgroups were made up as follows:

Subgroup	2015-16	2016-17	2017-18	2018-19	2019-20
English Learners	10.6%	7.6%	9.9%	13.8%	13.4%
Foster Youth	0.6%	0.0%	0.0%	0.3%	0.4%
Homeless Youth	2.3%	2.2%	0.0%	1.5%	2.4%
Migrant Education	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	4.0%	3.9%	8.8%	7.4%	9.5%

Socioeconomically Disadvantaged	75.3%	74.4%	77.4%	71.3%	78.4%
All Students	348	356	385	390	454

	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2015-16	348	6.0%	0.3%	4.9%	1.4%	41.1%	1.7%	39.1%	4.3%	1.1%
2016-17	356	6.2%	1.1%	4.8%	1.4%	42.1%	0.8%	38.5%	3.9%	1.1%
2017-18	385	6.0%	0.5%	4.9%	1.6%	46.8%	0.5%	35.3%	4.2%	0.3%
2018-19	390	4.6%	1.5%	4.9%	1.3%	49.2%	1.0%	34.1%	3.3%	0.0%
2019-20	454	8.1%	0.7%	5.7%	1.3%	47.1%	1.5%	28.0%	7.0%	0.4%

Based on this data, the numerically significant subgroups are English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White and African American. Their spring 2016-2019 SBAC academic achievement is as follows:

Subgroup SBAC ELA (Exceed/Met)	2015-2016			2016-2017			2017-2018			2018-2019		
	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS
English Learners	13%	9%	N/A	12.1%	8.7%	7.4%	12.6%	9.3%	8.8%	12.7%	8.9%	29%
Student with Disabilities	13%	6%	27	13.9%	6.9%	13.3%	15%	9.2%	3.7%	16.3%	9.6%	21.7%
Socioeconomically Disadvantaged	35%	27%	62%	35.5%	28.3%	53.4%	37.7%	32.6%	47.2%	39%	35.4%	62.6%
Hispanic	37%	27%	61%	37.3%	28.5%	48.7%	39.2%	33.5%	41.5%	40.6%	35.9%	59.6%
White	64%	38%	69%	64.3%	39%	63.4%	64.9%	41.4%	60.3%	65.4%	43.6%	72.2%
African American	31%	21%	53%	31.2%	21.1%	42.1	32.3%	23.6%	56.5%	33%	26.4%	62.5%

Subgroup SBAC Math (Exceed/Met)	2015-2016			2016-2017			2017-2018			2018-2019		
	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS	State	Twin Rivers	WPCS
English Learners	12%	10%	N/A	12.3%	10.5%	3.6%	12.6%	10.3%	8.8%	12.6%	10.4%	13.2%
Student with Disabilities	11%	6%	18%	11.1%	6.5%	6.7%	11.9%	7%	10.7%	12.6%	8.4%	8.7%
Socioeconomically Disadvantaged	23%	21%	45%	24.6%	22%	39.4%	26.2%	24.8%	41.4%	27.5%	26.5%	52.8%
Hispanic	24%	22%	42%	25.2%	22.1%	36.3%	26.6%	25.2%	36.7%	28.1%	26.8%	45.2%
White	53%	32%	60%	52.9%	32.4%	51.1%	53.6%	35.9%	58.3%	54.2%	37.9%	64.3%
African American	18%	13%	21%	19%	14.3%	21.1%	19.7	14.8	25	20.5	16.7	37.5

This data will be used, along with benchmark and formative assessments, to evaluate the effectiveness of academic programs for groups of students. Individual student reports in SBAC, report cards, benchmark assessments and formative assessments will be used to evaluate student progress and to modify instruction for individual students.

Outcomes of Standards in Core Academics:

To measure the progress of WPCS grade level students, a comparison of WPCS proficiency with 7<sup>th</sup>/8<sup>th</sup> grades in other Twin Rivers schools and the State is as follows:

SBAC Scores Spring 2015 – 2020

ELA Proficiency	2014-2015		2015 – 2016		2016-2017		2017-2018		2018-2019		2019-2020	
	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
WPCS	51%	61%	63%	67%	46.8%	70.3%	53.3%	50%	65.1%	66.3%	No testing COVID-19	
Other Twin Rivers 7 <sup>th</sup> /8 <sup>th</sup> Schools	24%	27%	29%	30%	31.5%	30.6%	33.7%	30.0%	35.5%	35.5%		
State of California	44%	45%	48%	48%	49.4%	48.6%	50.2%	49.1%	51.4%	49.4%		

Math Proficiency	2014-2015		2015 – 2016		2016-2017		2017-2018		2018-2019		2019-2020	
	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
WPCS	39%	36%	54%	44%	29.6%	61.3%	48.0%	41.0%	53.6%	54.4%	No testing COVID-19	
Other Twin Rivers 7 <sup>th</sup> /8 <sup>th</sup> Schools	20%	19%	23%	22%	21.7%	22.6%	24.7%	24.1%	23.9%	25.1%		
State of California	34%	33%	36%	36%	36.9%	36.3%	37.3%	36.9%	37.8%	36.6%		

The above charts demonstrate that WPCS has a significant percentage of students scoring proficient or higher in both language arts and math than the same grade level students in other schools within Twin Rivers and the statewide average for both ELA and Math.

The following 2019-2020 chart Q2/Trimester 2 Performance Summary Comparison affirms that benchmark skills and specific classroom level skills are being developed and assessed:

ELA Performance Summary Benchmark Q2	# Tested	% Met or Exceeded	% Exceeded	% Met	% Nearly Met	% Not Met
Twin Rivers 7 <sup>th</sup> Grade	1822	31%	4%	27%	26%	43%
WPCS 7 <sup>th</sup> Grade	234	35.5%	2.75%	32.75%	29%	35.25%
Twin Rivers 8 <sup>th</sup> Grade	1872	44%	9%	35%	27%	29%
WPCS 8 <sup>th</sup> Grade	179	71%	17.3%	53.67%	20.67%	8.3%

Math Performance Summary Trimester 2	# Tested	Average % Correct
Twin Rivers 7 <sup>th</sup> Grade	1717	41%
WPCS 7 <sup>th</sup> Grade	240	43.75%
Twin Rivers 8 <sup>th</sup> Grade	1790	44%

WPCS 8 <sup>th</sup> Grade	190	58.3%
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The above charts demonstrate that WPCS has a significant percentage of students scoring at mastery in both language arts and math than the same grade level students when compared with Twin Rivers.

School-wide Performance Goals:

The following goals establish the outcomes as written in the 2020-2021 LCAP and are used as benchmarks for exit outcomes:

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

1. SBAC Math and ELA Growth 5% from previous year
2. Benchmark Growth for Math T2 and ELA Q2 3% growth each year
3. Current EL students will make one year's growth on the ELPAC. RFEP students will be monitored and maintain proficiency.
4. Tutor Assessment using iReady, students receiving tutoring reach Typical/Stretch Growth by Tri 2 assessment growth by 5% per year.

Goal 2: Learning extends beyond the classroom.

1. California School Dashboard
  - a. '18-'19: 5x5 Grid ELA Status – Blue 21.8pts above standard (Increase 24.5pts from '17/'18)
  - b. '18-'19: 5x5 Grid Math Status – Blue 2pts above standard (Increase 23.8pts from '17/'18)
2. PSAT results
  - a. Reading and Writing - Increase/maintain 55%
  - b. Math - Increase/maintain 30%
  - c. Both - Increase/maintain 25%
3. Field Study Day
  - a. Participation baseline 95% Increase/maintain 95% participation
  - b. Met/Exceed Baseline, Increase/maintain 90% Met/Exceed
4. Community Service - Students meet requirements by T2 grow by 3% each year to 43%.

Goal 3: Provide a safe and supportive environment for students to thrive.

1. # of student being supported by School Counselor/School Social Worker by T2 2019-2020 Numbers.
  - a. # of students in groups = 165 Total
  - b. # of students in individual = 36 Total
  - c. # of group session (as of 3/17/2020) = 349 sessions
  - d. # individual meetings (as of 3/17/2020) = 375 individual meetings.
2. Attendance Rate - Maintain/Exceed 97.3%
3. Suspension Rate - Maintain/Exceed 3.4%
4. Healthy Kids Survey increase by 2% each year Baseline data from 2019-2020
  - a. School Connectedness – **58%**
  - b. Meaningful participation – **30%**
  - c. School connectedness – **58%**
  - d. Meaningful participation – **30%**
  - e. Safe school perception – **58%**
  - f. Decrease harassment/bullying – **41%**
  - g. Decrease mean rumors/lies – **48%**
  - h. Increase coping skills to decrease chronic sadness and hopelessness – **38%**
5. Restorative Practices Baseline '20 - '21

- a. # of Community Meetings held in the classrooms.
- b. # of restorative meetings.

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

1. Parents complete 20% of 11 - 20 hours by Trimester 2, grow by 2% each year until 13%.
2. Family Participation
  - a. Back to School Night 75% Increase/maintain.
  - b. LCAP night 7.5% Baseline Increase 10% every year until 40%.
  - c. Open house - Need baseline data.

Schoolwide Programs / Events:

- AVID.
- Project Lead the Way.
- STAR NOVA.
- Math Support.
- After School Tutoring.
- TRUSD Summer School.
- After School electives.
- Speech Contest.
- Career Readiness.
- Community Service.
- Field Study Days.
- Job Shadow.
- Field Trips – Academic, Cultural and College.

**VI. ELEMENT 3 – METHODS BY WHICH PUPIL PROGRESS TOWARDS MEETING OUTCOMES**

*The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.*

*- California Education Code Section 47605 (c)(5)(C)*

Student progress will be based on how well students have met the measurable student outcomes outlined by the Charter. The Charter School affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. WPCS shall utilize the following methods of measurement to assess the achievement of student outcomes.

**Performance Based Assessment**

The performance assessments will require students to structure and apply information learned by actively constructing, organizing and producing/exhibiting a specific product.

Performance based assessments will be used to measure higher levels of student thinking and creative problem solving. Written products, both draft and final, and oral presentations students do as a part of their class WPCS assignments should be scored and used to determine progress toward mastery of standards.

### **Mandated State Assessments**

WPCS complies with all applicable state requirements for participation and administration of all state-mandated standardized tests, including computer-based assessments. The Charter School shall submit and maintain up-to-date and accurate CALPADS data. The Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

### **Local Assessments**

SWUN Trimester Assessments

TRUSD ELA Quarterly Benchmark Assessments

DBQ Assessments

iReady Math and ELA Diagnostics

### **Summative Assessments**

The Smarter Balanced Assessment Consortium will be used for used for program analysis and public accountability. It will provide trend data about general performance that will guide the school program.

Assessments of school wide outcomes may include:

- District Annual Stakeholder survey and WPCS LCAP nights
- Attendance reports
- State testing results
- District Assessments
- Classroom embedded assessments
- Parent volunteer logs.

Assessments guide instruction and are the foundation to address individualized educational needs. Assessments must be ongoing, comprehensive, across multiple time periods and use multiple sources. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives. Assessments should be aligned to the prioritized CCSS and student objectives.

WPCS will develop an annual School Accountability Report Card (“SARC”), administer report cards, hold parent-educator conferences and hold LCAP meetings as methods to inform all stakeholders on the Charter School’s performance. Parents can participate and provide input in the Charter School’s educational program.

## **VII. ELEMENT 4 – GOVERNANCE STRUCTURE:**

*The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.*

*- California Education Code Section 47605 (c)(5)(D)*

WPCS will comply with all applicable federal, state, and local laws that are applicable to public charter schools, including Government Code section 1090 et seq., the Political Reform Act of 1974 (Gov. Code section 87100,

et seq., the “PRA”) and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California charter schools. WPCS will be governed by the requirements of the Charter Schools Act of 1992, as amended in 2003 (California Education Code, Section 47600, et seq.), and subsequently, and the terms and conditions of this Charter.

The governance of WPCS was designed to reflect the desires and aspirations of parents and family members, teachers and the community, to draw on the expertise of school personnel, and to utilize the services, resources, and perspectives of the community at large. The success of the charter outcomes depends on interagency partnerships, commitment, collaboration and creativity of all stakeholders. As such, WPCS will establish committees as key decision making entities of the school.

#### Twin Rivers Unified School District Board of Trustees

All duties and operations regarding WPCS not specifically listed as a duty of the Charter School’s Management Team shall be considered a duty of the Board of the District unless otherwise delegated by the Board to the Management Team or other WPCS standing committee as allowed by this Charter. These duties include but are not limited to:

- 1) Adoption of policies and procedures related to WPCS and appropriate WPCS advisory committees
- 2) All business and educational services including, but not limited to, payroll, budget development, cash flow, retirement, risk management, benefits procurement categorical funding procurement, assessment, curriculum development, and technology.
- 3) Ratification of WPCS budget.
- 4) Management of WPCS personnel including, but not limited to evaluation, discipline, hiring, collective bargaining and grievances
- 5) All special education services as described in this Charter.
- 6) Provision and management of WPCS facilities.
- 7) Transportation of WPCS students.
- 8) Food services for WPCS students.
- 9) Maintenance and operations for WPCS.

The District shall have supervisory oversight of WPCS. Such duties may include, but are not necessarily limited to, review and renewal of the charter, review and approval of amendments, revocation, and review of annual audits.

WPCS will submit a list of the members of the committees to the TRUSD district office annually and as changes occur. All proposed committees are advisory in nature with the final determination of most issues, unless specifically stated and agreed upon in advance, residing with the TRUSD Board of Trustees. WPCS may initiate new committees as additional needs arise.

#### Key Features:

WPCS governance is based on a shared leadership concept as follows:

#### Governance Committee

The Governance Committee functions to provide oversight of the charter school program in the following areas:

- Budget.

- Academic Program.
- Extra-Curricular Activities.
- Professional Development.
- Student Interests.
- Parent/Guardian and Community Involvement.

The Governance Committee is composed of the lead teachers from all campuses and site administrators or WPCS administrator. Their duties include administration of WPCS in alignment with the vision of the Charter with input from parent/guardians, community members, staff and students.

The Governance Committee shall have the following duties:

1. Advise in the development of the charter budget, with District business officials, to be ratified by the TRUSD Board.
2. Oversight of other WPCS committees, formed as needed, and ensure that committee goals, responsibilities and objectives are met.
3. Annual review of the goals and objectives for 7<sup>th</sup> and 8<sup>th</sup> grades within the terms of the Charter and annual report to the TRUSD Board as necessary.
4. On-going review of assessment standards for grades 7<sup>th</sup> and 8<sup>th</sup> within the terms of the Charter and report to the TRUSD Board as necessary.
5. Annual review of curriculum and supporting materials within the terms of the Charter as proposed by the WPCS Instructional Leadership and Professional Learning Community Teams.
6. Oversight of annual assessment of the WPCS program based on multiple measures including, but not limited to, parent/guardian/family and teacher satisfaction surveys and test scores and report to the TRUSD Board as necessary
7. Advise the TRUSD Board through the Superintendent on any matter affecting WPCS.
8. Ensure creation of an annual Westside Preparatory Charter School Accountability Report Card.
9. Approval of policies and procedures related to WPCS.
10. Serve as a mechanism to resolve disputes as they arise within the WPCS community if the internal dispute policies, as they are described in this Charter, are unable to resolve the issue to the satisfaction of the parties involved, and if collective bargaining unit dispute resolution process conditions are not met.

### School Site Council

WPCS may establish a School Site Council if it participates in a program or receives funding for a program requiring the development of a Single Plan for Student Achievement (SPSA) and/or the development of a School Site Council. Education Code 52852 et. Esq. requires that a school site council be established only for those schools who participate in "...school-based categorical programs pursuant to this article..." Charter schools receive much of their categorical funding through a block grant and the legal requirement for local oversight by a specific council does not exist for the categorical monies rolled into the block grant. The WPCS school site council will need to evaluate their roles and responsibilities in light of the governance changes of the school and the legal requirements for this committee. Additionally, as the charter document serves as the performance contract for WPCS with the TRUSD Board of Trustees, the school site council shall not override provisions of the document in fulfilling its responsibilities.

In relation to school site council's Education Code 52852 et. Esq. reads:



A school site council shall be established combining both schools, who participates in school-based program coordination. If the Charter School establishes a School Site Council, it shall be composed of the Principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

The school site council shall be constituted to ensure parity between (a) the Principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level, classroom teachers shall comprise the majority of persons represented under category a).

Existing school wide advisory groups or school support groups may be utilized as the school site council if those groups conform to this section.

An employee of a school who is also a parent or guardian of a pupil who attends a school other than the school of the parent's or guardian's employment, is not disqualified by virtue of this employment from serving as a parent representative on the school site council established for the school that his or her child or ward attends.

- a) The school site council shall develop a school plan which shall include all of the following:
  1. Curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil.
  2. Instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking pupils, including instruction in a language these pupils understand; educationally disadvantaged pupils; gifted and talented pupils; and pupils with exceptional needs.
  3. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs. Staff development programs may include the use of program guidelines that have been developed by the superintendent for specific learning disabilities, including dyslexia, and other related disorders. The strategies included in the guidelines and instructional materials that focus on successful approaches for working with pupils who have been prenatally substance exposed, as well as other at-risk pupils, may also be provided to teachers.
  4. Ongoing evaluation of the educational program of the school.
  5. Other activities and objectives as established by the council.
  6. The proposed expenditures of funds available to the school through the programs described in Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school through the programs described in Section 52851 shall include, but not be limited to, salaries and staff benefits for persons providing services for those programs.
  7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 (IASA) (20 U.S.C. Sec. 6301 et seq) and its amendments. If the school operates a state-approved school wide program pursuant to Section 6314 of Title 20 of the United States Code in a manner consistent with the expenditure of funds available to the school pursuant to Section 52851, employees of the school wide program may be deemed funded by a single cost objective.
- b) The school site council shall annually review the school plan, establish a new budget, and if necessary, make other modifications in the plan to reflect changing needs and priorities.

- c) The school site council shall provide input in alignment with the vision/mission of the Charter by:
  1. On-going review and input of the LCAP goals and objectives for 7th and 8th grades within the terms of the charter.
  2. On-going review and input of assessment data for grades 7th and 8th within the terms of the charter.
  3. Annual review of curriculum and supporting materials within the terms of the charter as proposed by the WPCS Instructional Leadership Team and Professional Learning Community Teams.
  4. Review and provide input of the WPCS Bylaws.
  5. Resolve internal charter disputes related to discipline and involuntary transfers (without the WPCS administrators).

Other supporting committees, (ie, ELAC) will be formed to meeting the specific needs of the charter.

#### WPCS Bylaws:

The WPCS Bylaws provide the overall Charter governance structure related to advisory groups as based on Education Code requirements and input from stakeholders, as approved by the Twin Rivers Board of Trustees. The Bylaws reflect the active and effective representation of interested parties, the role parent/guardians have in governance and operation of school, the key features of governing structure and board functions and policies necessary for operation the school. Bylaws are reviewed on a regular basis and revised as needed with approval from parent/guardians and staff. Should the provisions of this Charter conflict with the Bylaws, policies, or practices of the Charter School, the provisions of this Charter shall prevail. WPCS shall provide written notice to the District Superintendent of any proposed revisions to the Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the WPCS Governance Committee. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to WPCS's governance structure or Charter, WPCS may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should WPCS adopt revision(s) to its Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three (3) business days of the adoption of such revision(s).

### **VIII. ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

*The qualifications to be met by individuals to be employed by the school.  
California Education Code Section 47605 (c) (5) (E)*

WPCS will retain or employ faculty who hold appropriate California teaching certificates, permits, or other document equivalent to that which a teacher in other schools would be required to hold in accordance with the credentialing requirements outlined in the Charter Schools Act. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions.

WPCS may also employ full-time, part-time, temporary or short-term non-credentialed instructional and/or non-instructional employees, who shall meet all applicable requirements and qualifications for their respective positions. All individuals to be employed by WPCS must possess the characteristics, knowledge, and qualifications identified in posted job descriptions.

### Chief Financial Officer

The Chief Financial Officer of the District shall also serve as the Chief Financial Officer of the Charter School.

### Administrative Services

WPCS shall use all centralized services of the District, unless otherwise approved by the District Board.

The WPCS Bylaws provide a description of duties for additional certificated /classified positions as follows:

### Educators

Candidates interested in teaching at WPCS must possess the following:

- Bachelor's Degree;
- A valid California teaching credential;
- Meet any applicable ESSA requirements;
- CLAD Certificate;
- Special Education Credential, if appropriate;
- Single Subject Credential may be required for elective courses.

In addition, educators who desire a position with WPCS must:

- Have background, knowledge, experience, and/or expertise in serving a student population similar to that which WPCS will serve;
- Be willing to work collaboratively with parents in classroom and community; open to the concept of community as classroom;
- Show enthusiasm for collaboration with other educators at classroom and school levels;
- Be willing to participate in professional development opportunities, and to engage in continuous reflection on the goals and methods of education; and
- Be willing to work beyond the parameters of a regular school day to assure the success of the program.

### Lead Teacher

- Facilitate curriculum and instruction plans with the Instructional Leadership Team and Professional Learning Community Teams.
- Act as liaison between staff and administrators, performing designated teacher in charge duties as specified.
- Coordinate professional development, field trips, and after-school enrichment with staff.
- Coordinate community projects.
- Organize a variety of parent/guardian involvement projects or activities.
- Work closely with the site principal or WPCS Administrator to ensure the well-being of the campus(es), staff, and students.
- Participate in the preparation of annual reports to the TRUSD Board of Trustees and assist in any interim reports as requested by the Board of Trustees such as changes in WPCS bylaws.

### 4 Middle School Site Principals

Candidates for this position will possess:

- Preference will be given to candidates with experience working for educational or human service agencies;
- A valid Administrative Services Credential is required;
- Collaborative group process skills;
- Demonstration of leadership skills;
- Knowledge of curriculum development;
- Knowledge of project-based learning and differentiated instruction; and
- Preference will be given to candidates with school finance, budget and/or business operations.

The Principal's duties include, but are not limited to:

- Direct the day to day operation and administration of the campus, including supervision of all staff members.
- Work closely with the Lead Teacher to ensure the well-being of each campus, their staffs, and students.
- Evaluate all certificated and classified personnel at the campus.
- Take action as necessary on all confidential matters, with input from Lead Teacher and/or a WPCS Behavioral Committee.
- Work with Lead Teacher to monitor student behavior.
- Approve all expenditures for yearly budget.
- Encourage parent/guardian to be involved with school activities.
- Coordinate professional development with staff.

WPCS Charter Administrator (Vice Principal/Guidance Learning Specialist, or Principal)

- Supervise the day to day operation and administration of the school including all staff members
- Work closely with the lead teacher to ensure the well-being of WPCS staffs and students
- Evaluate all certificated and classified personal at WPCS
- Take action as necessary on all confidential matters with input from the Lead Teacher and Governance Committee.
- Work with the Lead Teacher to monitor student behavior.
- Approve all expenditures for the yearly budget
- Encourage parent/guardian to be involved with school activities.
- Coordinate professional development with staff
- Guidance Learning Specialist required to have Pupil Personnel Service Credential

**IX. ELEMENT 6 – HEALTH AND SAFETY PROCEDURES**

*The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following: (1) That each employee of the school furnish the school with a criminal record summary as described in Section 44237; (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a)*

*of Section 32282; and (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*

*- California Education Code Section 47605 (c) (5) (F)*

### **Procedures for Background Checks**

The Charter School will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of WPCS. The District shall review Department of Justice reports on prospective employees, contractors and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237 or 45125.1. The Principals or designee shall monitor compliance with this policy and report to the TRUSD Board on an annual basis.

### **Role of Staff as Mandated Child Abuse Reporters**

All classified and certificated staff are designated as mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Staff will receive training on mandated reporting annually in accordance with Education Code Section 44691.

### **TB Testing**

WPCS will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees and volunteers working in direct contact with students.

### **Immunizations**

WPCS will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. This includes immunizations for polio, diphtheria, tetanus, pertussis, measles, mumps, rubella, and hepatitis B as describe in Department of Health Services Document IMM-231.

### **Medication in School**

WPCS will adhere to Education Code Section 49423 regarding administration of medication in school. WPCS will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. WPCS's health aide will monitor any medicine procedures and logs, medication storage, answer basic medical questions as needed, and otherwise support WPCS and its students. For any services that are beyond the scope of the health aide's duties and/or licensing requirements, the Charter School shall obtain the necessary services from an independent nurse upon District approval.

### **Vision/Hearing/Scoliosis**

WPCS shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the School. WPCS will provide health screening of students' vision, hearing, and scoliosis to the same extent as would be required if the students attended a traditional public school.

WPCS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.

### **Mental Health Services**

WPCS shall notify students and parents/guardians at least twice during the school year of how to initiate access to available student mental health services on campus or in the community in the manner required by Education Code Section 49428.

### **Nutritionally Adequate Free or Reduced Price Meal**

WPCS shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

### **School Safety Plan**

WPCS shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify educators of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- Rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- Procedures for conducting tactical responses to criminal incidents

By June 1, 2021, WPCS shall provide the District with a copy of its adopted School Safety Plan for the 2021-22 school year.

### **Bloodborne Pathogens**

WPCS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. WPCS will abide by the TRUSD's "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

### **Drug Free/Smoke Free Environment**

WPCS shall maintain a drug and alcohol and smoke-free environment.

### **Emergency Preparedness**

WPCS shall adhere to its School Safety Plan and the District's Emergency Preparedness Handbook, which contain emergency procedures. This Plan includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and biological or chemical release and shall be submitted for District receipt and review annually. This Plan shall include an evacuation plan, and general school safety, injury and illness prevention.

### **Facilities Location and Compliance:**

Westside Preparatory Charter School is currently located on four separate campuses as follows:

Eastside Campus located at Hillsdale Elementary School  
6469 Guthrie Way  
North Highlands, CA 95660

Frontier Campus located at Frontier Elementary School  
6691 Silverthorne Circle  
Sacramento, CA 95842

Regency Park Campus located at Regency Park Elementary School  
5901 Bridgecross Drive  
Sacramento, CA 95835

Westside Campus located at Westside Elementary School  
6537 West 2<sup>nd</sup> Street  
Rio Linda, CA

### **Integrated Complaint and Investigation Procedure**

WPCS will adhere to the comprehensive complaint and investigation procedures of the District to address complaints and concerns coming into the Charter School. WPCS will also adhere to the District's Uniform Complaint Procedure.

### **Comprehensive Anti-Discrimination and Harassment Policies and Procedures**

WPCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

WPCS shall maintain a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the District’s anti-discrimination and harassment policies. A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. WPCS shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

### **Suicide Prevention Policy**

WPCS shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. WPCS shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

### **Bullying Prevention**

WPCS shall adopt procedures for preventing acts of bullying, including cyberbullying. WPCS shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

### **Facility Safety**

WPCS shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. This includes both zoning and building code requirements. WPCS agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. WPCS shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

## **X. ELEMENT 7 – MEANS TO ACHIEVE A STUDENT DEMOGRAPHIC BALANCE**

*The means by which the school will achieve a balance of racial and ethnic its pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.*

*-- California Education Code Section 47605 (c) (5) (G)*



WPCS will strive to achieve a balance of racial and ethnic students, special education students, and English Learners, that is reflective of the general population residing within the territorial jurisdiction of the District.

As such, WPCS shall implement a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.
- Outreach meetings in several areas of the District to reach prospective students and parents.
- Orientation sessions for parents.
- Written advertisements in local papers, flyers, bulletins, and websites.

## **XI. ELEMENT 8 – ADMISSION REQUIREMENTS**

*Admission policies and procedures, consistent with subdivision (e).  
– California Education Code Section 47605(c)(5)(H)*

### All Pupils Who Wish to Attend:

WPCS will admit all students who wish to attend the Charter school, and who submit a timely application, unless the number of students seeking enrollment to Westside Preparatory Charter School exceeds the capacity, then a random drawing will be held. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. WPCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), WPCS shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), WPCS shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), WPCS shall post a notice developed by the CDE on the WPCS website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Mandatory Assurances regarding Non-Discriminatory Admission Procedures:

WPCS shall not discriminate as stated in the below affirmations:

- WPCS will not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation or any other characteristics listed in Education Code Section 220.
- WPCS shall not charge an application fee nor shall it charge tuition.
- WPCS shall be nonsectarian in its admission and enrollment processes, programs, and all other operations.

Admission Requirements:

As stated in the below affirmation:

- Admission to WPCS shall not be determined according to the place of residence of the pupil, or of his or her parent/guardian, within this state.

Prior to admission, parent/guardians are expected to attend an orientation night in order for their child to be enrolled. In addition, all parent/guardian shall be required to sign a letter indicating they understand and agree to follow the Westside Preparatory Charter School philosophy and bylaws:

- A commitment by the student (with parent/guardian support) to attend school every day.
- A commitment by the student to follow behavior standards of the school.
- The student's parent or guardian(s) are encouraged to give 30 hours of their time to the school and its students to create a strong academic and social community. However, in accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
- A commitment by the student to perform 15 hours of community service a year and complete the assigned field study days.
- A commitment from parent/guardians, students, and teachers to support the Westside Preparatory Charter School philosophy and implement and follow through with goals set at the parent/guardian/teacher/student conference at the end of the first grading period and as needed.

Additionally, while not all students may participate, students who enroll in WPCS are making a commitment to be willing to participate in intervention classes before and after school and in the summer, if needed, for academic success.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Release of records<sup>1</sup>

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<sup>1</sup> WPCS shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

Recruitment of Students:

WPCS will recruit at local feeder schools within the Twin Rivers Unified School District and will also recruit across a wide geographical area that includes all students, including students who are academically low-achieving, economically disadvantaged, and students with disabilities. Various methods of advertisement shall be used, such as presentations to local schools, flyers, brochures, and written advertisements including digital media.

Admission and Enrollment Process and Timelines:

The determination of school capacity shall be based on WPCS academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site(s), and the level of interest shown by students who want to attend Westside Preparatory Charter School.

Applications will be accepted during a publicly advertised open enrollment period for enrollment into the following school year. If twins and/or siblings in the same grade, are applying for the seventh grade class, they shall have the option of having their application treated as one or separately. If the number of students seeking enrollment to WPCS exceeds the capacity, then a public random drawing will be held to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. If space is available, students will be admitted on a first come/first served basis, if they complete an application, regardless of race, ethnicity, gender, or socioeconomic disadvantage.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of admitted or attending students
2. Students residing in Twin Rivers Unified School District
3. Other applicants

WPCS and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

WPCS and the District will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the

drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, applicants not admitted due to capacity may be placed on a waiting list in the order they were selected from the drawing. This waiting list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waiting list carry over to the following school year.

The family of the student offered the open position shall accept enrollment space by completing the necessary enrollment paperwork within a set number of days. If paperwork is not received by 4:00 PM PST on the due date indicated, WPCS will offer the space to the next person on the waiting list.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on WPCS's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. WPCS will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

## **XII. ELEMENT 9 – BUDGETS AND FINANCIAL AUDIT**

*The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.  
– California Education Code Section 47605(c)(5)(I).*

### Responsibility and Experience:

The finances of WPCS are within TRUSD's Adopted Budget Interim Reports and Unaudited Actuals. The Adopted Budget and Interim reports include, but are not limited to, current year budget and two subsequent years of budget projections, current year cash flow and an ending fund balance reserve of at least 3% of expenditures.

WPCS will participate in the California State Local Control Accountability Plan. Expenditure of the Local Control Funding Formula will meet state required guidelines and will be presented to the School Site Council for review prior to submission for approval by the Board of Trustees.

Allocations of any funding, grants, etc. from outside sources (public or private) intended for program operations, extended instructional time, special projects, pilot programs, including teacher incentives, etc. which can be supplemented to the contracted salary and/or compensation of the WPCS employees must be approved by Governance Committee, made up of administrators and lead teachers, (see Element 4) with input from the District's School Site Council and/or WPCS School Site Council dependent on funds used.

### Process and Timelines:

Following district procedures, purchasing will be conducted through the district purchasing office whenever possible. Prior approval will always be obtained, and district vendors will be used when feasible.

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). WPCS's audit will be conducted with the District's audit as WPCS's finances are maintained within TRUSD's budget reports. The audit will verify the accuracy of the financial statements, attendance and enrollment accounting practices, and review the internal controls. The audit will be conducted in accordance with generally accepted accounting principles within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide and financial reporting standards stipulated by the Governmental Accounting Standards Board and the California Department of Education. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

WPCS's annual audit will be completed and forwarded by the District to the County Superintendent of Schools, the State Controller and to the California Department of Education ("CDE") by December 15th each year. The District's administration will review any audit exceptions or deficiencies and report to the Twin Rivers Board of Trustees with recommendations on how to resolve them. The Board, with input from WPCS, determines the manner by which the exceptions and deficiencies will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

### **XIII. ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

*The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
  - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
  - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
  - (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder**

***initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).***

***- California Education Code Section 47605 (c) (5) (J)***

This Pupil Suspension and Expulsion policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and proposed rules and procedures are violated, it may be necessary to suspend or dismiss from our charter school.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. If any other document, handbook, or policy adopted by WPCS conflicts with the Charter, the procedures and policies set forth in the Charter shall prevail as long as they do not conflict with changes in state or federal law.

Discipline includes, but is not limited, to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, and suspension and dismissal.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to Charter School or District property.

The Principal shall ensure that students upon their enrollment and their parents/guardians are notified in writing of all discipline policies, rules, and procedures. The notice shall state that these disciplinary rules and procedures are available on request in the main office.

Suspended or dismissed students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or dismissal.

A student identified as an individual with disabilities or for whom WPCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and dismissal and is accorded the same due process procedures applicable to regular education students except to the extent where federal and state law mandates additional or different procedures. WPCS will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA) Of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom WPCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by WPCS for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student’s

parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, WPCS shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until WPCS issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## [WPCS Discipline Policies](#)

### **WPCS School Wide Management and Discipline Procedures**

It is the intent of our school wide management and discipline program to emphasize the positive behaviors exhibited by students. To that end, WPCS will implement the School-Wide Positive Behavioral Interventions & Supports (PBIS) framework to work towards improved academic and behavior outcomes for all students. In addition, WPCS invested in Restorative Practices training for staff and students. WPCS will continue to participate with Community Circles, Restorative Circles and Safe School Ambassadors (student led). By having both PBIS and Restorative Practices, staff and students will encourage positive behavior and culture at WPCS. Many opportunities exist for students to gain recognition for their superior efforts. These opportunities occur daily, as well as at each trimester, depending on which WPCS site the student attends. WPCS recognizes student accomplishments in the areas of academics, responsibility, effort, and attendance. Parents of recipients are encouraged to attend the ceremonies/assemblies when their students are receiving awards.

To provide a safe environment for all students, WPCS will continually work towards a bully-free school by complying with Twin Rivers Board Policy 5131.2 dealing with anti-bullying prevention plan and bullying investigation process.

### **WPCS School Wide Management and Discipline Procedures**

WPCS will follow all TRUSD Discipline Policies including District-wide discipline guidelines regarding suspension and expulsion procedures and due process.

In addition, WPCS will follow all TRUSD Discipline Policies to include District-Wide discipline guidelines. When chronic behaviors have exhausted all of the interventions available at the site, the Principal may refer a student for an impartial review by the Behavior Committee. During this review, the student's behavior, academic performance, and past interventions will be evaluated to determine if the student should continue to be enrolled at WPCS. If it is determined that the student will lose their Charter privileges, they must be immediately disenrolled from WPCS and enrolled into their home school.

Parents will be notified for any infraction of the rules while their students are at Smythe Academy. Notification can occur by phone, email, mail, or all of the above.

Parents will be notified for any infraction of the rules while their students are at WPCS. Notification can occur by phone, email, mail, or all of the above.

### Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

WPCS may suspend or expel a student, including a student with disabilities, for engaging in the acts described in District Board Policy and Administrative Regulation 5144.1, in accordance with Education Code 48900 *et seq.*

### Suspension Procedures

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent/guardian and, whenever practical, the educator, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency exists. An "emergency" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to the Charter School for the purpose of a conference.

At the conference, the parent/guardian shall be informed of the reason for the disciplinary action and the evidence against his or her student and shall be given the opportunity to listen to the version and evidence provided by his or her student in his or her defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to the Charter School. The student and the parent/guardian shall be informed that the student will be provided the opportunity to make up any missed assignments. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.



Upon a recommendation of placement/expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student shall be given the opportunity to complete all missing assignments during this suspension.

#### Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, an educator shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the educator by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the educator, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

#### Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial District Board of Trustees following a hearing before it or by the Board of Trustees upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board of Trustees as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student or a member of the School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Trustees shall make the final determination.

#### Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

An Administrative Panel will hear the case and determine whether to expel the student. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

*Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses*

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the

hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

### Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

The Administrative Panel makes the determination regarding the expulsion and shall include written findings of fact. The decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

#### Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the student's name and the specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(e)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the District of the pupil's last known address within 30 days, and shall, upon request, provide the District with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

#### Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

#### Right to Appeal

The pupil and parents/guardians may appeal an expulsion decision by the Administrative Panel to the County Board of Education in accordance with Education Code Section 48918.

#### Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

### Rehabilitation Plan

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

### Readmission or Admission of Previously Expelled Student

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

### Notice to Educators

The Charter School shall notify educators of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

### Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

#### 1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

#### 2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting

(which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any educator observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child

is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

#### 7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this

administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's educators, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's educator, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

#### **XIV. ELEMENT 11 – STAFF RETIREMENT SYSTEMS**

*The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.  
– California Education Code Section 47605(c)(5)(K).*

##### Coverage:

Employees will participate in STRS, PERS, or Social Security depending upon each individual's eligibility. The Fiscal Services Department of TRUSD will provide necessary administration of these programs.

##### Staff Designation:

WPCS will follow board policy and district guidelines related to all employee salary, benefit, retirement, seniority, and working condition issues, as well as calendars, holidays, work years, and vacation, etc. All procedures for labor relations, due process, and grievances or complaints will follow district policy as well as the process for ensuring due process and resolving any grievances or complaints. All WPCS employees will be represented by the same bargaining units that represent all other district employees.



## **XV. ELEMENT 12 – ATTENDANCE ALTERNATIVES**

*The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools.*

*- California Education code Section 47605 (c) (5) (L)*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies and other options to include independent study, enrollment in school of residence, other public schools and private schools. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Schools administrative office staff will inform student and parents/guardians of the above information.

## **XVI. ELEMENT 13 – EMPLOYEE RIGHTS**

*A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.*

*California Education Code Section 47605 (c) (5) (M)*

### Affirmations:

All employees of WPCS shall be considered employees of TRUSD. Any TRUSD employee who is assigned to Westside Preparatory Charter School shall retain all rights according to current collective bargaining agreements. They shall retain the right to return and gain seniority through Twin Rivers, pursuant to any applicable collective bargaining agreement or District policy.

## **XVII. ELEMENT 14 – DISPUTE RESOLUTION PROCEDURES**

*The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

*California Education Code Section 47605 (c) (5) (N)*

## **DISPUTES BETWEEN THE CHARTER SCHOOL AND DISTRICT**

Disputes between WPCS and the District will be resolved through a collaborative process facilitated by the Superintendent and WPCS. Participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

### Internal Disputes

All internal disputes involving the WPCS shall be resolved by the school according to the school's own internal policies. WPCS will adhere to the comprehensive complaint and investigation procedures of the District to address complaints and concerns coming into the Charter School. WPCS will also adhere to the District's Uniform Complaint Procedure.

This dispute resolution process provides parents, students, and volunteers who have a grievance concerning the school, with a procedure to follow to have the grievance heard by the Principal and/or a WPCS Behavioral Committee and, if it cannot be resolved at this level, to have it heard by the Superintendent and/or TRUSD Board of Trustees.

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. WPCS intends for the school environment to be a safe and supportive environment for students, teachers, staff, and parents. We are committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question will receive a timely and respectful response. It is requested that all parties conduct themselves in a congenial manner and communicate with each other with mutual respect at all times.

A grievance is defined as any feeling of dissatisfaction or injustice in connection with any matter related to the program, school, or staffing. Any grievance should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the specific site WPCS Principal to attempt further resolution.

If a parent disagrees with the established rules on conduct, policies, procedures, or practice, they can express this concern directly to the Principal or a WPCS Behavioral Committee. No parent will be penalized, formally or informally, for voicing a grievance or complaint with WPCS in a reasonable, business-like manner, or for using this dispute resolution process.

The site WPCS Principal is the official representative between parents and the staff. S/he is accessible and ready to hear suggestions, concerns, and complaints. We cannot act on any problem unless we are aware of it, so we request that grievances be brought to the appropriate party as soon as possible.

While not every problem may be resolved to all parties' complete satisfaction, effort will be made on the behalf of WPCS, and its staff, to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and management will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of WPCS and will directly benefit the students. Parents are encouraged to offer positive and constructive criticism, and to take the following steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their student is unjust or inequitable:

1. When a problem first arises, the grievant should discuss the matter with the respective party as soon as possible.
2. If they are unable to resolve the issue at this level, the grievant should then contact the WPCS Principal to make an appointment to discuss the issue as soon as possible.

3. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the Principal. The grievant should specify the problem to the fullest extent possible and any remedies sought.
4. Following any necessary investigation, the Principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
5. If the matter is still unresolved at this level, the grievant may request a meeting with a WPCS Behavioral Committee. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, the Principal, and any other related parties. The request for the meeting is to be delivered to a WPCS Behavioral Committee member and, unless there are scheduled school holidays, the committee will meet with the grievant within (10) working days of receiving the written request.
6. After the meeting, a WPCS Behavioral Committee will conduct an investigation of the matter prior to making any decisions or recommendations. A WPCS Behavioral Committee will provide the grievant with a response and outcome within a reasonable amount of time, not to exceed 30 days from the date of the meeting.
7. If the matter cannot be resolved at a WPCS Behavioral Committee level, the grievant may bring the matter to the attention of the TRUSD superintendent.

The above does not preclude an employee from utilizing the negotiated collective bargaining agreement terms for dispute resolution.

## **XVIII. ELEMENT 15 – LABOR RELATIONS**

*A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.  
- California Education Code Section 47605(c)(6)*

### Exclusive Employer and Bargaining Process:

The Twin Rivers Unified School District shall be deemed the exclusive public school employer of the employees of WPCS for the purposes of the Education Employment Relations Act. Provisions clarifying this role are in the collective bargaining process.

## **XIX. ELEMENT 16 – PROCEDURES FOR SCHOOL CLOSURE**

*The procedures to be used of the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.  
- California Education Code Section 47605(c)(5)(O).*

Closure of WPCS will be documented by official action of the District's Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. These activities will be consistent with the normally accepted practice. If WPCS Charter is revoked and WPCS closes, the Fiscal Services Department of TRUSD would be responsible for conducting a final audit of the school to determine the disposition of all assets and liabilities of the Charter School. The Fiscal Services Department would plan for, and dispose of, any net assets. The Education Services Department would be responsible for the maintenance and transfer of all pupil records.

#### Detailed Process:

If WPCS charter is revoked and WPCS closes, the Fiscal Services Department of TRUSD would be responsible for conducting the following:

- A final audit of the school completed within six months after closure to determine the disposition of assets and liabilities of the charter school.
- The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.
- The disposal of any net assets remaining after the liabilities of the charter school have been paid or otherwise addressed.
- The return of any grant funds, or restricted categorical funds to their source in accordance with the terms of the state and federal laws.
- The return of any donated materials and property in accordance with any conditions established when the donated materials and property was accepted, and the completion and filing of any annual reports required pursuant to Education Code Section 47604.33.

#### Final Audit and Plans:

The Educational Services Department in conjunction with the Communication Department of TRUSD would be responsible for the notification of the closure of the Westside Preparatory Charter School to parent/guardians and guardians of pupils, the authorizing entity, the Sacramento County Office of Education (SCOE), the Special Education Local Area Plan (SELPA), Public Employees' Retirement System (PERS) and the State Teachers' Retirement System (STRS) in which employees participate, and the California Department of Education. Information will be provided to the above entities as it pertains to each of the following:

- The effective date of the closure.
- The name and contact information of the person(s) to which reasonable inquiry may be made.
- The pupils' school districts of residence.
- The manner in which parent/guardians or guardians may obtain copies of pupil records.

The District will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the District Board's decision to close the Charter School.

As applicable, the District will provide parents and students with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act 20 U.S.C. § 1232g.

The District will store original records of WPCS students. All records of WPCS shall be transferred to the District upon the Charter School's closure. If the District will not or cannot store the records, it will work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

## **XX. IMPACT ON THE DISTRICT**

### Potential Civil Liability Effects

***Governing Law: Potential civil liability effects, if any, upon the school and upon the District.  
- California Education Code Section 47605(h)***

### Intent

This statement is intended to fulfill the terms of Education Code Section 47605(h) and provides information regarding the proposed operation and potential effects of WPCS on the Twin Rivers Unified School District.

### Civil Liability

WPCS is currently not incorporated as a California non-profit public benefit corporation within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d as it is a conversion charter school operated by the Twin Rivers Unified School District.

WPCS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including regular meetings, reporting, or other requested protocol. WPCS will institute appropriate management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

### Insurance

WPCS shall always purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the District's risk manager.

### Facilities

***Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605.6(h)***

WPCS is located in the jurisdiction of the District. WPCS is currently located on four elementary school sites:

Eastside Campus located at Hillsdale Elementary School  
6469 Guthrie Way  
North Highlands, CA 95660

Frontier Campus located at Frontier Elementary School  
6691 Silverthorne Circle  
Sacramento, CA 95842

Regency Park Campus located at Regency Park Elementary School  
5901 Bridgecross Drive  
Sacramento, CA 95835

Westside Campus located at Westside Elementary School  
6537 West 2<sup>nd</sup> Street  
Rio Linda, CA

WPCS intends to remain at its current sites.

## **XXI. MISCELLANEOUS CLAUSES AND ADDENDUMS**

### Local Control Accountability Plan

On or before July 1, 2021, and each year thereafter, the Charter School shall provide the District its Local Control Accountability Plan (“LCAP”) in accordance with Education Code sections 47606.5 and 52064. The LCAP shall include the goals and annual actions to achieve those goals as identified in the Charter pursuant to Education Code section 47605(c)(5)(A) or Section 47606.5 . The LCAP and annual update shall be developed using the template adopted pursuant to Section 52064 and shall include all of the following:

- (1) A review of the progress toward the goals included in the Charter, an assessment of the effectiveness of the specific actions described in the Charter toward achieving the goals, and a description of changes to the specific actions the Charter School will make as a result of the review and assessment.
- (2) A listing and description of the expenditures for the fiscal year implementing the specific actions included in the Charter as a result of the reviews and assessment required by paragraph (1).

The expenditures identified in the LCAP shall be classified using the California School Accounting Manual pursuant to Section 41010.

For purposes of the review required by Section 47606.5(a), the Charter School may consider qualitative information, including, but not limited to, findings that result from school quality reviews conducted pursuant to Section 52052 or any other reviews.

To the extent practicable, data reported pursuant to this requirement shall be reported in a manner consistent with how information is reported on a school accountability report card.

The Charter School shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.

### TERM

The renewal term of this charter shall begin on July 1, 2021 and expire June 30, 2026.

AMENDMENTS

Any amendments to this charter shall be made by the mutual agreement of the Charter School and the District. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

RENEWAL

WPCS may submit its charter for renewal to the District any time during the final year of its existing term, but in no case later than March 1st of that year. Renewals shall be governed by the standards and criteria in Education Code Section 47605. Any renewal shall be for a five (5) year term.

**XXII. CONCLUSION**

By renewing this charter, the Twin Rivers Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. WPCS pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for approval of a charter to continue operation throughout the renewal term of this charter, commencing on July 1, 2021 and expiring on June 30, 2026. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605 and Education 47607 as applicable.

To the Westside Preparatory Charter School:

To TRUSD: Dr. Steven Martinez  
Twin Rivers Unified School District  
5115 Dudley Avenue  
McClellan, California 95652

In witness whereof, the parties hereto have executed this Petition as of the date and year first above written.

Twin Rivers Unified School District

By: \_\_\_\_\_

Dr. Steven Martinez  
Superintendent  
Twin Rivers Unified School District