2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	**[Insert Contact Name and Title here]**	**[Insert Email and Phone here]**
Westside Preparatory Charter School	Kristina Jordan Principal- WPCS/Westside Campus	kristina.jordan@trusd.net 9165661990

Goals and Actions

Goal

Goal #	Description
1	Enable students to meet high academic expectations of WPCS and CCSS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA %Met/Exceed	2018-2019 WPCS 66% 2019-2020 - No CAASPP data due to COVID-19	2020-2021 No CAASPP Data due to COVID-19	2021-2022 Results ELA 50.39%	Not available until Fall 2024 WPCS %	SBAC ELA Increase/Maintain 65%
SBAC Math % Met/Exceed	2018-2019 WPCS 54% 2019-2020 - No CAASPP data due to COVID-19	2020-2021 No CAASPP Data due to COVID-19	2021-2022 Results 34.79%	Not available until Fall 2024 WPCS %	SBAC Math Increase/Maintain 55%
District Benchmark Assessments in ELA Q2 and Math T2	2019-2020 WPCS ELA Q2 48% WPCS Math T2 50% 2020-2021 Data WPCS ELA Q2 40% WPCS Math T2 49%	2021-2022 WPCS ELA Q2 54.33% WPCS Math T2 55.75%	2022-2023 WPCS ELA Q2: 46% WPCS ELA Q3 49.59 WPCS Math T2: 55%	2023-2024 WPCS ELA Q2 41% WPCS Math T2 41% WPCS ELA Q3 39%	ELA Q2 49% Math T2 58%
Current EL students will make one year's growth on the ELPAC. RFEP students will be	2018-2019 35.5% making progress to EL proficiency.	2020-2021 Levels and Number of students	2022-2023 Levels ad Numbers of students	2023-2024 33% making progress to EL proficiency.	39% of students making progress to EL proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
monitored and maintain proficiency.		7th grade: "Level 1" - 2; "Level 2" - 4; "Level 3" - 6; and "Level 4" - 2. 8th grade: "Level 1" - 2; "Level 2" - 4; "Level 3" - 7; and "Level 4" - 1	EL- 38% making progress to EL proficiency. Eastside Campus 22 EL Students "Level 1": 6 "Level 2": 6 "Level 3": 10 "Level 4": 0 Frontier Campus 13 EL Students "Level 1": 4 "Level 2": 3 "Level 3": 5 "Level 4": 1 Regency Campus 18 EL Students "Level 1": 5 "Level 2": 3 "Level 3": 10 "Level 4": 0 Westside Campus 13 EL Students "Level 1": 2 "Level 2": 4 "Level 3": 1 "Level 4": 2	Eastside Campus 45 EL students Level 1: 4 students Level 2: 9 students Level 3: 11 students Level 4: 21 students Frontier Campus 35 EL students Level 1: 4 students Level 2: 3 students Level 3: 6 students Level 4: 22 students Regency Campus 32 EL students Level 1: 7 students Level 2: 7 students Level 3: 7students Level 4: 11 students Westside Campus 21 EL students Level 1: 2 students Level 2: 7 students Level 3: 7 students Level 4: 5 student	
Tutoring - Students receiving tutoring reach Typical/Stretch	2019-2020 Reading 30% Math 43%	2021-2022 Reading 41.2%	2022-2023 Student attending tutoring typical stretch growth in reading is 40%	2023-2024 Reading 41% Math 41%	Reading 45% Math 58%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Growth by T2 Assessment.		Math 56 students participating in tutoring Trimester 2.	Math: 66 students participated in math tutoring Trimester 2.		

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The differences in goals 1.2, 1.3, 1.5, 1.8 and 1.9 are as follows:
1.2: Professional Development was not secured/needed during this school year.
1.3: This money was decreased and put toward field trips.
1.5: Not enough staff were interested in extra duty opportunities.
1.8: District purchased all licenses needed.
1.9: Tutoring was paid for by the district (Student Services) this school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1.3   School activities and needs were higher than expected at adopted
Goal 1.4   There was an increase in technology use in classrooms plus the addition of a school-wide sound system
Goal 1.5   School activities required the increase in extra duty support and stipends
Goal 1.8   Funds were not spent on licenses and money reallocated to other Goals/Actions with higher needs

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions to meet our our measurable outcomes are being met for Benchmarks for both ELA and Math. ELPAC testing that occurred in the 2022-2023 school year show that our EL students are growing in proficiency. We went from 36% to 40%. The ELPAC results for the 2023 - 2034 school year will be availbale over the summer and will provide information regarfding the focus for EL students for the 2024-2025 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Ensure college and career readiness exposure with learning beyond the classroom experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PSAT	2019-2020 Meet Evidence Based Reading and Writing - 56% Meet Evidence Based Math - 28% Meet Both - 25% 2020-2021 - No Testing	2021-2022 - No Testing	2022-2023- NO PSAT testing	2023-2024: No PSAT Testing	Meet Evidence Based Reading and Writing - Increases/Maintain 55% Meet Evidence Based Math - Increase/Maintain 30% Meet Both - Increase/Maintain 25%
Field Study Rubrics % Meets/Exceeds And Participation 3 Field Study Dates	2019-2020 Field study Participation Increase/Maintain 95% Meets/Exceed baseline 72% 2020-2021 No Field Study Days due to Covid-19.	Participation - 86.2% Meet/Exceed - 67.1%	Field Study Day Participation - Trimester 1: 82% participation Met/Exceed - Trimester 2: 88%% participation Met/Exceed Rubric (Goal 90%)	2023-2024: Current Enrollment: 436 Field Study Participation Trimester 1 (FSD 1): Participation: 99% Met/ Exceed: 78% Trimester 2 (FSD 3): Participation: 92% Met/ Exceed: 80%	Field Study Participation Increase/Maintain 95% Meets/Exceed Increase/Maintain 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of Students meeting Community Service Requirements	2019-2020 Tri 2 Baseline 34% of Students meet Community Service Requirements of 10hrs or more by Trimester 2. 2020-2021 No Community Service hours due to Covid-19.	29.8% of Students met Community Service Requirements of 10hrs of more by Trimester 2.	Community Service 53.8%% of students meet requirements by T2	2023-2024 Community Service 12 % of students meet requirements by T2 of 10 hours or more.	43% of Students meet Community Service Requirements by Trimester 2.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All four campuses actively participated in field trips. These trips enhanced the opportunity for extended learning beyond the classroom. Students chosen for Superintendent's Leadership Committee were transported to the district office to enhance leadership skills. All students were offered tutoring to provide more enrichment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2.1 Field trip opportunities opened up as Post-COVID restrictions lifted so more funding was allocated into this goal from other goal and action areas.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Field Study Day/Field Trip opportunites increased as more of our students could explore a variety of colleges and possible future careers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
No planned changes at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in counseling groups - # of student being supported by School Counselor/School Social Worker by Tri 2	2019-2020 by Trimester 2 # of students in groups = 165 # of student in individual = 36 # group sessions = 349 # individual meetings = 375 2020-2021 by Trimester 2 # of students in groups = 166 # of student in individual = 24 # group sessions = 461 # individual meetings = 393	2021-2022 by Trimester 2 # total number of participants = 237 # of students in groups = 181 # of students in individual = 37 # group sessions = 554 # individual meetings = 520	2022-2023 by Trimester 2 # of students being supported by School Counselor/School Social Worker by T2, Maintain/Exceed # of students in groups = 187 total # of student in individual = 38 total # group sessions = 195 sessions # individual meetings = 244 individual meetings	2023-2024 by Trimester 2 # of students in groups = 96 # of student in individual = 19 # group sessions = 328 # individual meetings = 131	Maintain/Increase the following numbers: # of students in groups = 165 # of student in individual = 36 # group sessions = 349 # individual sessions = 375
Attendance rate	2019-2020 Baseline 97.12%	2021-2022 92.24% (April 18, 2022)	2022-2023 94.53 % April 19, 2023	2023-2024 Baseline 93.65%	Maintain/Exceed 97.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension rate	2019-2020 Baseline - 5.2%	2021-2022 8.53% (April 18, 2022)	2022-2023 10.02% April 19, 2023	2023-2034 Baseline 8.4%	Decrease/Maintain 3.4%
California Healthy Kids Survey	2019-2020 6 Key Indicators Baseline School connectedness – 58% Meaningful participation – 30% Safe school perception – 58% Decrease harassment/bullying – 41% Decrease mean rumors/lies – 48% Increase coping skills to decrease chronic sadness and hopelessness – 38% 2020-2021 One Key Indicator result due to Covid-19 and Distance Learning. Increase coping skills to decrease chronic sadness and hopelessness - 43%	2021-2022 School Connectedness = 58% Meaningful participation = 26.5% Safe School Perception = 57.5% Decrease experiences of harassment/bullying = 37% Decrease mean rumors/lies = 36.5% Increase Coping skills to decrease chronic sadness and hopelessness = 38%	2022-2023 School connectedness – 80% Try Hard on school work (Meaningful Participation)- 80% Safe school perception – 57% Decrease harassment/bullying – 40% Decrease mean rumors/lies – 40% Increase coping skills to decrease chronic sadness and hopelessness- 29%.	2023-2024 5 Key Indicators Baseline School connectedness – 59% Meaningful participation – 34% Safe school perception – 64% Decrease harassment/bullying – 56% Decrease mean rumors/lies – 60%	Increase/Maintain School connectedness – 64% Increase/Maintain Meaningful participation – 36% Increase/Maintain Safe school perception – 64% Decrease harassment/bullying – 36% Decrease mean rumors/lies – 42% Increase coping skills to decrease chronic sadness and hopelessness – 37%
Participation in staff restorative practices skills	2020-2021 Baseline	Community Meetings September 2021 - April 2022 = 99	Restorative Practices Baseline '22 - '23	2023-2024 Baseline	From 20-21 Baseline growth in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	# of Community Meetings held in the classrooms. # of restorative meetings.	Restorative Meetings September 2021-April 2022 = 60	# of Community Meetings held in the classrooms. = 55 # of restorative meetings = 43	# of Community Meetings held in the classrooms = 8 # of restorative meetings = 33	implementation by 3% yearly.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

For Goal 3.2 extra yard duty was hired.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3.2   Position Control increased due to site needs of Yard & Duty positions

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 School Counselor addresses the social emotional needs of students. This position consists of analysing data, specifically climate, California Health Kids survey and delivers evidence-based curriculum on bullying prevention.
3.2 Utililzing PBIS strategies and more restorative practices while encouraging positive behaviors, the goal is to decrease major behaviors and suspensions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Increase WPCS Parent Engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# of Parent hours completed by trimester 2	2019-2020 By Trimester 2, 7% of Parents completed 11-20+ hours. 2020-2021 No Parent hours completed due to Covid-19	By Trimester 2, .5% of Parents completed 11-20+ hours	51% of parents completed 11 - 20 hours by Trimester 1 Trimester 2 Goal is 60%.	2023-2024 By Trimester 2, 1% of Parents completed 11 - 20+ hours.	By Trimester 2, 13% of parents complete 11 to 20+ hours.
Family Participation in family events and/or classes	2019-2020 Back to School Night 75% Increase/Maintain LCAP night 7.5% Baseline Open house - Need baseline data. 2020-2021 Back to School Night 31% LCAP Night 1 parent	Back to School Night - 39.4% of parents participated. (Zoom and Live attendance) LCAP Night - 1.03% of parents participated. Open house - 62.1%	Back to School Night - 40% of parents participated in person WPCS Educational Partner Night - 0% of parents participated. Open house - happening in late May (No data at this time) Baseline + 10%	2023-2024 Back to School Night: LCAP Night: 0% Parents did not attend. Open House: No data. Collected after LCAP submitted	Back to School Night 75% Increase/Maintain LCAP night 40% Increase/Maintain. Open house - increase baseline by 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Open House - No data collected date after LCAP submitted.				

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Most school meetings were conducted online, thus limiting the need to purchase items.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The costs were used for family communication materials when needed.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

There were opportunties for parent involvement whether on Zoom or in person. Back to School Night had a high percentage of parent attendance. Parents did not attend the LCAP meeting. Parents did answer survey questions through Thought Exchange due to it being disseminated through parent portal communication.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No planned changes at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
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