

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time (Fecha & Hora) 10/08/2025 5:30 PM

Location (Ubicación) Zoom

Zoom Link (Enlace de Zoom) <https://twinriversusd-org.zoom.us/j/91985544004>

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

| Non-staff: Parents/Community Member/Students <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i> | | Present / Absent <i>Presente/ Ausente</i> |
|--|--------------------------|--|
| Parent | Jennifer Phelan-Eastside | Yes (Si) |
| Parent | Shaunita Dyer-Frontier | Yes (Si) |
| Parent | Judith Valdez-Regency | Yes (Si) |
| Parent | Debra Ramos-Westside | No |
| Student | Allison Ramirez-Eastside | No |
| Student | Aris Yang-Frontier | Yes (Si) |
| Student | Marissa Herrera-Regency | No |
| Student | Raegan Caldwell-Westside | Yes (Si) |
| Alternates (Alternativos): | | |
| <i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only) *Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).</i> | | |
| Staff: Principal or Designee/Teachers/Other Staff <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i> | | Present / Absent <i>Presente/ Ausente</i> |
| Principal/Designee: Director(a)/ Designado(a): Melissa Rossavick | | Yes (Si) |
| Teacher: Maestro(a): Katherine Yue-Eastside | | Yes (Si) |
| Teacher: Maestro(a): Jason Perry-Frontier | | Yes (Si) |
| Teacher: Maestro(a): Sloane Green-Regency | | Yes (Si) |
| Teacher: Maestro(a): Jinelle Sabir-Regency | | No |
| Teacher: Maestro(a): Jared Lesa-Westside | | Yes (Si) |
| Other Staff: Otro Personal: Terri Williams-Counselor | | Yes (Si) |
| Other Staff: Otro Personal: Corina Arizaga-Office Clerk | | Yes (Si) |
| Alternates: Alternativos: Tanya Beverly | | Yes (Si) |
| *Teachers must be the majority *Los maestros deben ser mayoría | | |

AGENDA

| ITEM ARTÍCULO | Facilitator <i>Facilitador(a)</i> | Minutes <i>Minutas</i> |
|---|---|---|
| Call to Order / Sign in sheet <i>Orden del Día/ Hoja de Firmas</i> | Chairperson <i>Presidente</i> | This meeting is called to order at: <i>Se abre la sesión a las</i> 5:30 PM |
| Quorum <i>Quórum (50% +1)</i> | | Total Members in Attendance: 12 <i>Total de Miembros Presentes:</i> Quorum: Yes (Sí) <i>Quórum:</i> |
| Public Comment (2 minutes per speaker) <i>Comentarios del Público (2 minutos cada participante)</i> | Chairperson <i>Presidente</i> | Summary of Comments (<i>Resumen de Comentarios</i>) No public comments Tara Jacobs arrived mid meeting. |
| Review Agenda <i>Repasar Agenda</i> | Chairperson <i>Presidente</i> | Summary of Comments (<i>Resumen de Comentarios</i>) Reviewed |
| Review / approve minutes from last meeting <i>Revisar/aprobar el acta de la última reunión</i> | Chairperson <i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas Person <i>Persona</i> : Sloane Green Second <i>Se secundó</i> : Judith Valdez In favor <i>A favor</i> : 12 Oppose <i>En contra</i> : 0 Abstain <i>En abstención</i> : 0 Motion: Pass or Fail: Passed <i>Moción: Aprobada o Rechazada</i> |
| 1  Previous Minutes | | |

Council Business *Asuntos del Consejo*

| New Members (Nuevos Miembros) Discuss training meeting | Chairperson <i>Presidente</i> | Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Discussed training. Question about the behavior committee. Tanya and Sloane explained the committee. |
|---|----------------------------------|--|
| Elect Officers (Elegir a Funcionarios) | Chairperson <i>Presidente</i> | Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Chairperson-Sloane Green Vice Chairperson-Kathryn Yue Secretary-Shauntia Dyer |
| N/A | Chairperson <i>Presidente</i> | Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> N/A |

Required Document Review & Approve: Revisión y Aprobación de Documentos Requeridos:

| | | |
|--|--------------------------------------|---|
| <p>Bylaws (Reglamentos)</p> <p>1  Attachment</p> | <p>Chairperson Presidente</p> | <p>I move to approve the <i>Propongo aprobar a la</i> Bylaws</p> <p>Person <i>Persona</i>: Jennifer Phelan Second <i>Se secundó</i>: Tanya Beverley In favor <i>A favor</i> : 12 Oppose <i>En contra</i>: 0 Abstain <i>En abstención</i>: 0 Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i> NA</p> |
| <p>Parent Involvement (Participación de Padres)</p> <p>1  Attachment</p> | <p>Chairperson Presidente</p> | <p>I move to approve the <i>Propongo aprobar a la</i> Parent Involvement</p> <p>Person <i>Persona</i>: Tanya Beverley Second <i>Se secundó</i>: Shauntia Dyer In favor <i>A favor</i> : 12 Oppose <i>En contra</i>: 0 Abstain <i>En abstención</i>: 0 Motion: Pass or Fail: Passed <i>Moción: Aprobada o Rechazada</i> NA</p> |
| <p>School Compact (Compacto Escolar)</p> <p>1  Attachment</p> | <p>Chairperson Presidente</p> | <p>I move to approve the <i>Propongo aprobar a la</i> Parent Compact</p> <p>Person <i>Persona</i>: Second <i>Se secundó</i>: In favor <i>A favor</i> : Oppose <i>En contra</i>: Abstain <i>En abstención</i>: Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> Table for future meeting to compare site compacts and clarify send out dates</p> |
| <p>Review LCAP (Repasar LCAP)</p> | <p>Chairperson Presidente</p> | <p>I move to approve the <i>Propongo aprobar a la</i></p> <p>NA</p> <p>Person <i>Persona</i>: Second <i>Se secundó</i>: In favor <i>A favor</i> : Oppose <i>En contra</i>: Abstain <i>En abstención</i>: Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> Skip this due to addendum for next meeting</p> |

Document Review: *Revisión y de Documentos*

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|---|---|--|
| Other Title 1 Meeting https://docs.google.com/presentation/d/1h6rIL58M4W99KPSv0Ek6JvbDiy0FOF_-rjc7R3RCWY/edit?usp=drive_link | Chairperson <i>Presidente</i> | Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Question for training. What does parent training look like, how are parents notified, etc...whose involved in the training. |
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| N/A | Chairperson <i>Presidente</i> | Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> NA |
|-----|---|---|

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

| | | |
|---------------|---|--|
| SPSA Addendum | Chairperson <i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i> NA Person <i>Persona</i> : Second <i>Se secundó</i> : In favor <i>A favor</i> : Oppose <i>En contra</i> : Abstain <i>En abstención</i> : Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i> Moved this to the next meeting. |
|---------------|---|--|

Other Business: Otros Asuntos:

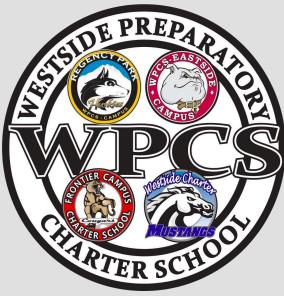
| | | |
|--|---|--|
| <p>ELAC Reporting <i>Informes ELAC</i></p> | <p>Chairperson <i>Presidente</i></p> | <p>Summary of Reporting (Resumen de Informes) DELAC on October 30-information typed by Tara Jacobs in the chat ELAC had district wide training last week.</p> |
| <p>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i></p> | <p>Chairperson <i>Presidente</i></p> | <p>Summary of Presentation (Resumen de Presentación) Reagan-westside interested in bullying training prevention for students.</p> |
| <p>Additional Information/New Business/Discussion <i>Información Adicional/Asuntos Nuevos/Conversación</i></p> | <p>Chairperson <i>Presidente</i></p> | <p>Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Tomorrow is Mental Health day. Wear Green</p> |
| <p>Adjournment: Aplazamiento:</p> | <p>Chairperson <i>Presidente</i></p> | <p>Time: Hora: 6:14 PM</p> |

Next meeting date:

11/19/2025

5:30 PM

Fecha de próxima reunión:



WPCS - School Site Council Minutes



Date & Time: May 27, 2025 5:00 PM

Location: Zoom

[WPCS Meeting #5 Link](#)

Meeting ID: 959 5268 7132

Passcode: 381204

2024- 2025, Elected SSC Members

| Non-staff: Parents/Community Member/Students | Present |
|--|---------|
| Parent : Maria Manzanares (Frontier) (Y1) | Absent |
| Parent : Donna Dobbins (Eastside) (Y2) | Present |
| Parent : Penny Saiyarat (Westside) (Y2) | Present |
| Parent : Shaleah Newman (Regency) (Y1) | Present |
| Secondary Student : Yaretzi Cruz (Westside Campus) (Y1) | Present |
| Secondary Student : Cherish Wright (Frontier Campus) (Y2) | Present |
| Secondary Student : Janelle Silva (Eastside Campus) (Y1) | Absent |
| Secondary Student : Kayla Nyamadzawo (Regency Campus) (Y1) | Present |
| <i>*Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)</i> | |
| Staff: Principal or Designee/Teachers/Other Staff | Present |
| Principal/Designee: Timothy Hammons (Designee) | Present |
| Teacher: Melissa Deis (Y2) | Absent |
| Teacher: Alexis Cooper (Y2) | Present |
| Teacher: Sloane Green (Y2) | Present |
| Teacher: Kristina Planting (Y2) | Present |
| Teacher: Amber Kranz (Y2) | Present |
| Other Staff : Tanya Beverley (Y1) | Present |
| Other Staff : Rowena Figuracion (Y1) | Absent |
| <i>*Teachers must be the majority</i> | |

AGENDA

| ITEM | Facilitator | Minutes |
|---|-------------|---|
| Call to Order / Sign in sheet | Chairperson | This meeting is called to order at May 27, 2025 5:30 pm Total Members in Attendance: 12 Quorum: Yes |
| Quorum (50% +1) | | |
| Public Comment (2 minutes per speaker) | Chairperson | Summary of Discussion None |
| Review Agenda | Chairperson | Summary of Comments/Questions |
| Review / approve minutes from last meeting <u>Minutes Meeting #4</u> | Chairperson | I move to approve the minutes: <input checked="" type="checkbox"/> Person Shaleah Newman Second: <input checked="" type="checkbox"/> Person Tanya Beverley In favor: 12 Oppose: 0 Abstain: 0 Motion: Passed |
| • Required Document Review & Approve: | | |
| Review & Approve: <ul style="list-style-type: none"> • 2025-2026 LCAP • 25-26 LCAP Summary Title 1 • 25-26 LCFF Budget Overview | Chairperson | I move to approve the 2025-2026 LCAP: <input checked="" type="checkbox"/> Person Shaleah Newman Second: <input checked="" type="checkbox"/> Person Kristina Planting In favor: 12 Oppose: 0 Abstain: 0 Motion: Passed |
| • Other Business: | | |
| • <input checked="" type="checkbox"/> Not Combined | Chairperson | Summary of Discussion |
| • Additional Information/New Business/Discussion • ELAC Meeting Review | Chairperson | Summary of Comments/Questions |
| • Committee Reports or Guest Presenters (PTA, DELAC, Student Reports, Other outside presenters) | Chairperson | Summary of Presentations: Cherish: Reported on anything but a backpack day (saw pots/pans, suitcases....) 7th graders had fun at the bowling alley. Mrs. Brusca came back! Students tried hard on the SBAC 8th graders getting ready for graduation and Sun Splash; and promoting 9am June 5th. 7th graders did a great job on the Wax Museum at Open House. She shared that she is grateful to be a part of this. Kayla: Talked about AVID trip to Chico. Last dance and skate night was really fun. Tri. 1 & 2 awards. 7th grade field trip was great. This week is Open House. 7th grade is doing convergent/divergent boundaries. Promotion and picnic up and coming. Yaretzi: Reported that 7th grade went to B street theatre to see "Hardy Boys" and enjoyed it. |

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|-------------------------------------|-------------|---|
| | | Everyone finished state testing. AVID group was reviewed with good comments from SCOE. 8th graders are excited for promotion. 8th graders are excited about the roller coaster project. |
| • Adjournment | Chairperson | Time: May 27, 2025 at 6:01 pm |
| Next meeting date: Fall 2025 | | |

WESTSIDE PREPARATORY CHARTER SCHOOL

| Eastside Campus | Frontier Campus | Regency Park Campus | Westside Campus |
|---|--|--|---|
| 6469 Guthrie Way North Highlands, CA 95660 916- 566-1860 | 6691 Silverthorne Circle Sacramento, CA 95842 916-566-1840 | 5901 Bridgecross Drive, Sacramento, CA 95835 (916) 566-1660 | 6537 West 2 nd Street Rio Linda, CA 95673 916-566-1990 |

BYLAWS

ARTICLE 1 NAME

1.1 The name of this school shall be the Westside Preparatory Charter School.

ARTICLE 2 PURPOSE

2.1 The purpose of Westside Preparatory Charter School is to provide an environment of high academic and behavior expectations, which gives parents/guardians an alternative to the traditional Junior High School Program.

ARTICLE 3 EDUCATIONAL PURPOSE

3.1 The educational program will consist of a broad based core curriculum, as stated in the state standards for each academic area. Students will be held to high academic standards, which provide the basic building blocks for success in high school, college, and life as an independent and responsible adult. The program will provide enrichment, career planning and community service opportunities. Off campus field studies and off campus experiences, directly supported by familial involvement will extend the academic opportunities.

ARTICLE 4 PUPIL OUTCOMES

4.1 Pupil outcomes are designed to showcase the students' talents and the progress the students have made in reaching the expectations of the Charter School and California grade level standards. These expectations are set with the goal of all students successfully working to their potential, ideally at or above grade level. The student testing program results will meet or exceed the achievement of the local, traditional junior high. The Twin Rivers Unified School District Board of Trustees will review pupil results annually.

ARTICLE 5 MEASURING PUPIL PROGRESS

- 5.1 Pupil progress will be measured in several ways beginning with assessments during each grading period. During the first grading period, a student/parent/guardian/teacher conference will be held and goals will be developed for each student if necessary. Careful evaluation of student work will continue on an on-going basis.
- 5.2 Pupil progress will be reviewed mid-way through the grading period on a progress report (at the teacher's discretion) and report cards at the end of the grading period (all grades). Students performing below a 2.0 grade point average or below their ability level may not be invited to any and all extra curricular activities at WPCS until their GPA is improved.
- 5.3 If established behavior expectations are met, no further action will be necessary. If these behavior expectations are not met after documented interventions in the SSP process and/or sustained improvement is not seen by staff, the student may be recommended to the behavior committee for involuntary transfer.

ARTICLE 6 GOVERNANCE STRUCTURE

- 6.1 WPCS will be governed by the **Governance Committee** consisting of:
 - 6.1.1 Principal from each site (four principals)
 - 6.1.2 Vice Principal/Guidance and Learning Specialists
 - 6.1.3 Lead Teachers from each site (four lead teachers)
- 6.2 WPCS will be governed by an **Behavior Committee** consisting of:
 - 6.2.1 The Lead teachers from each site
 - 6.2.2 Four parent/guardian members, including at least one parent/guardian from each site, of School Site Council (one of whom will serve as secretary)
 - 6.2.3 One other WPCS staff member that may classified or certificated to break a tie
 - 6.2.4 The Behavior committee meets on an as needed basis
- 6.3 WPCS is also governed by a **School Site Council (SSC)** consisting of:
 - 6.3.1 Four teachers (one per site), plus one additional teacher from the site with highest enrollment.
 - 6.3.2 Two other staff
 - 6.3.3 Four parents/guardians (one per site) elected by parents/guardians from his/her own site
 - 6.3.4 One alternate parent/guardian member (non-voting) from each site
 - 6.3.5 The principal/principal designee.
 - 6.3.6 One student from each site elected by students from his/her own site
- 6.4 A quorum will be one more than one half of the entire voting membership. The quorum is necessary to conduct business of the SSC.
- 6.5 Its members on an annual basis shall elect a chairperson, vice-chair, secretary, and PAC representative for the WPCS SSC.
- 6.6 WPCS Governance Committee and SSC will meet a minimum of six times per year. Executive Behavior Committees and SSC decisions (including bylaw revisions) will be made by a simple majority vote.
- 6.7 Amendments to the WPCS Charter can only be made:
 - 6.7.1 By a two thirds majority vote of WPCS SSC and must be approved by the majority vote of the TRUSD Board of Trustees
 - 6.7.2 SSC members cannot miss three meetings per year. If a member misses three meetings or resigns, the alternate member from that site shall assume the full responsibility as a regular parent/guardian member for the remaining term of the school year.

ARTICLE 7 DUTIES AND RESPONSIBILITIES

7.1 The duties and responsibilities of the Governance Committee, Behavior Committee, School Site Council, Lead Teacher, WPCS administrator and/or site principal from each site, and faculty include, but are not limited to, the following:

7.2 Governance Committee

- 7.2.1 Advise in the development of the charter budget, with District business officials, to be ratified by the TRUSD Board.
- 7.2.2 Oversight of other WPCS committees, formed as needed, and ensure that committee goals, responsibilities and objectives are met.
- 7.2.3 Annual review of the goals and objectives for 7th and 8th grades within the terms of the Charter and annual report to the TRUSD Board as necessary.
- 7.2.4 On-going review of assessment standards for grades 7th and 8th within the terms of the Charter and report to the TRUSD Board as necessary.
- 7.2.5 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
- 7.2.6 Advise the TRUSD Board through the Superintendent on any matter affecting WPCS.
- 7.2.7 Ensure creation of an annual Westside Preparatory Charter School Accountability Report Card.
- 7.2.8 Approval of policies and procedures related to WPCS.
- 7.2.9 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.

7.3 Behavior Committee-

- 7.3.1 Approve and enforce school policy
- 7.3.2 Acts on appeals (involuntary transfer). Make recommendations to the administrator/principal regarding involuntary transfers due to behavior, and of students not meeting requirements of the bylaws (8th grade promotion standards for example)

7.4 WPCS School Site Council

- 7.4.1 Develop annual goals for the school with input from the TRUSD Board of Trustees, the Governance Committee, and all stakeholders
- 7.4.2 Receive information from and provide recommendations to the Governance Committee
- 7.4.3 Assess goals, objectives, achievements, financial status, and any need for redirection
- 7.4.4 Approve the yearly Title One budget operated by the SSC
- 7.4.5 Advise on the annual assessment of the educational program and extra-curricular activities of WPCS
- 7.4.6 Review and approve changes in the WPCS bylaws annually or as needed
- 7.4.7 Recommend amendments to the Charter as needed

7.5 Lead Teacher

- 7.5.1 Assisting in coordinating professional development
- 7.5.2 Assist in coordinating community service/learning projects
- 7.5.3 Provide parents/guardians with information regarding parent/guardian participation opportunities
- 7.5.4 Make recommendation to the SSC regarding goals, objectives, achievements, financial status, and any need for redirection

- 7.5.5 Work with WPCS administrators to ensure the well-being of WPCS
- 7.5.6 Assist in coordinating field trips
- 7.5.7 Oversee after school enrichment program

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

- 7.6.1 Supervise the day to day operation and administration of the school including all staff members
- 7.6.2 Work closely with the Lead Teacher to ensure the wellbeing of WPCS staffs and students
- 7.6.3 Evaluate all certificated and classified personnel at WPCS
- 7.6.4 Take action as necessary on all confidential matters with input from the Lead Teacher and/or Behavior Committee
- 7.6.5 Work with Lead Teacher to monitor Tier 2 students at Step 2 in the SSP process and work with parents/guardians to remind them of their obligation to involve themselves in school activities
- 7.6.6 Approve all expenditures for the yearly budget

7.7 Staff

- 7.7.1 Make recommendations and suggestions on policy and fiscal expenditures to the Lead Teacher, SSC, and Behavior Committee
- 7.7.2 Identify areas of concern and suggest solutions to the Lead Teacher, SSC, and Governance Committee
- 7.7.3 Act as liaison for parent/guardian led committees
- 7.7.4 Participate and assist with after-school activities, professional development, and adjunct duties throughout the school year
- 7.7.5 Classified Faculty/School Office Assistant will follow district guidelines and site-specific job description

ARTICLE 8 ADMISSION REQUIREMENTS/PROCEDURES

8.1 New Students

- 8.1.1 The following admission requirements and procedures shall be observed:
 - 8.1.1.1 At least one announcement will be distributed to all potential sixth graders no later than January providing information on WPCS, the date(s) of parent/guardian information meetings, and the admission requirements and procedures.
 - 8.1.1.2 All students wishing enrollment at any site must submit the required forms by the district deadline in order to be considered for placement. Applications must be submitted to the designated preferred site for processing.
 - 8.1.1.3 The application form will indicate the preferred site.
 - 8.1.1.4 If twins are applying for the seventh grade class, they shall have the option of having their applications treated as one or separately.
 - 8.1.1.5 Following the district deadline, students will be placed in sites/classes in the following manner. If his/her preferred site is full and he/she has indicated he/she would accept an alternate site, which still has room, he/she shall be placed at the alternate site. If at a later time he/she wishes to be placed at another site, he/she will be placed at the end of the current waiting list for that site.
 - 8.1.1.6 If students apply for admission after the district deadline or move into the area after the deadline, they will be placed at the end of the current waiting list and assigned a number.

8.1.1.7 Following the enrollment of students, if vacancies occur, openings will be filled for his/her preferred site based on waiting list number.

Conditions of Enrollment:

- 9.1.1 Noncompliance of the following conditions may result in an involuntary transfer from WPCS
- 9.1.2 Incoming student enrollment is considered to be conditional until all of the following are met by the given timeline:
 - 9.1.2.1 Documentation of all immunizations required by law must be turned in prior to the first day of enrollment.
 - 9.1.2.2 A parent/guardian is expected to attend a BackToSchool meeting at the site in which their student(s) is/are enrolled.
 - 9.1.2.3 A parent/guardian is expected to attend a parent/guardian, student and teacher conference when desired or requested.

9.1.3 Reduction of Classes

- 9.1.4 If student enrollment falls below the acceptable minimum at seventh or eighth grade and the staffing must be reduced by one or more classes, continued enrollment will be based on the following criteria:
 - 9.1.4.1 One seventh grade class will be formed based on original lottery numbers or enrollment date/time.
 - 9.1.4.2 One eighth grade class will be formed.
 - 9.1.4.3 A combination class will be formed to include 8th grade students who completed 7th grade at WPCS and 7th grade students next in line based on lottery numbers or enrollment date/time.
- 9.1.5 If the reduction in grade seven occurs prior to school or within the first register month of the beginning of school, the original lottery number or enrollment date/time of the student will be used to determine continued enrollment.
- 9.1.6 If the reduction occurs in grade eight or in grade seven after the completion of the first register month of school, the following criteria will be used to determine continued enrollment: Students who completed 7th grade at WPCS maintaining acceptable academic (2.0 and above) and behavior expectations (No suspensions). Students who have completed their community service hours and field study reports.
- 9.1.7 After criteria has been applied, a lottery will be used if necessary.

Admittance to the Eighth Grade

- 9.1.8 WPCS seventh grade students will be automatically accepted to the eighth grade.

ARTICLE 10 – PARENT/GUARDIAN PARTICIPATION

- 10.1 All parents/guardians are highly encouraged to contribute 30 hours a school year, per household. These hours can be acquired by volunteering at school, at school functions, or at home doing school related work (phone tree, grading papers, fund raising, etc.) The donation of instructional supplies, food items, or decorations for a school function can fulfill some suggested parent/guardian hours. Receipts must be attached to the Parent/Guardian Participation Hour Report form.
- 10.2 Parents/Guardians are highly encouraged to submit a detailed list of hours/activities to the home room teacher prior to the end of each grading period.

- 10.3 The homeroom teacher will be in charge of tracking the parents'/guardians' hours. A general report will be made to School Site Council after each trimester.
- 10.4 Hours can be accumulated through the school year, but not held over to the following year.
- 10.5 Late Enrollment: Parent/Guardian Participation Hours for students who enroll after the start of school may be adjusted on a case by case basis.

Article 11- Student Attendance

- 11.1 Parents/Guardians should take the initiative to inform the school regarding prolonged illnesses, family emergencies, and anticipated prolonged absences. Independent Study or Home Hospital Instruction may be an available option if the absence meets the district guidelines.
- 11.2 WPCS also follows the Twin Rivers Unified School District attendance policy.

ARTICLE 12 STUDENT BEHAVIOR-

- 12.1 WPCS will follow all TRUSD Discipline Policies including District-wide discipline guidelines regarding suspension and expulsion procedures and due process.
- 12.2 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.
- 12.3 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.
- 12.4 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.

ARTICLE 13 MINIMUM STANDARDS TO PARTICIPATE IN THE 8TH GRADE PROMOTION CEREMONY

13.1 A student must meet the following criteria in order to participate in the 8th grade promotion ceremony:

- 13.1.1 The student must achieve a minimum GPA of 2.0 or be working at ability level
- 13.1.2 The student may not have an F in the last trimester. Appeals process exists and is determined at the school site.
- 13.1.3 Students on IEPs need to meet or be working towards the goals of their IEP
- 13.1.4 The student must have completed all 15 community service hours by promotion. Community Hours may be rolled over from one Trimester to another.
- 13.1.5 The student must have submitted every Field Study Day Report
- 13.1.6 Students may not have any suspensions in the last trimester and no more than 5 days unexcused absences in the 3rd trimester.
- 13.1.7 Student may not have any unpaid fines
- 13.1.8 All appeals may be sent to the behavior committee for review no later than 2 weeks before the promotion ceremony.

ARTICLE 14 DOCUMENTATION/FILES

- 14.1 Field Study Day reports are kept on file for 5 years
- 14.2 School Site Council agenda and reports are kept on file for 3 years

Addendum

Westside Preparatory Charter School

STUDENT CONTRACT

Dear Families,

Throughout the school year, we will have several fun events. These events are privileges that students must earn in order to attend. Many behaviors, including respect, responsibility, following rules, truthfulness, and concern for safety procedures are important for these activities to be successful. We also feel that a student's effort to perform academically to his/her ability is another factor that we must consider in order for a student to attend these functions. The teachers, counselor, and principal have met on this matter, and have consulted with our Charter School Site Council. After careful deliberation, we have decided to implement this contract.

In order to provide the best educational experience possible and to participate in the privilege of special activities, every student must:

- ~Respect the learning environment by not shouting out, interrupting, playing with peers during class time**
- ~Display respectful behavior toward peer and staff**
- ~Follow all school rules**
- ~Must be in school the day of the activity**
- ~Must maintain a 2.0 GPA or be working at his/her ability level**
- ~Must have fulfilled all Field Study Day and Community Service requirements to date**
- ~Participate in bullying of any kind**
- Must not have any citations/suspensions in the trimester of the event**
- ~Refrain from gossip, or do anything that may make a current bad situation worse**

By signing this, you agree to adhere to this contract. Every student MUST have this signed & returned in order to participate in any of the activities. We invite parents/guardians to contact your child's teacher if you have any questions or concerns.

Thank you for your support.

Westside Preparatory Charter School Staff

Student Signature

Date

Parent/Guardian Signature

Date

WPCS

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

WPCS School

2024-2025

WPCS has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parent and staff. It was distributed to parents in AERIES Communicator. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at WPCS, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

The parents at WPCS are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first weeks of school. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a PowerPoint presentation presented virtually on Zoom.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Flexible parent meetings are offered during Weekly Principal Coffee Talks. Some Title 1 parents are a part of School Site Council, Parent Teacher Association (PTA) and English Learner Advisory Committee. Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title 1 students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title 1 programs at meetings, Family Nights, and written correspondence sent home with Weekly School Newsletters sent through AERIES communicator.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Wednesday Folders, Parent Conferences, Report Cards,

and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings with the Principal, Vice Principal, Student Study Team, and or meetings with the Academic and Behavior Intervention Assistant, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

WPCS engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights- such as Family Tech Night Family Literacy Night. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Mid-Trimester Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community bi-weekly collaboration meetings.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Family Tech night, and Family Literacy Night, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Parent Involvement is a primary focus at WPCS. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child's education.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of School Site Council, Parent Teacher Association and English Language Advisory Committee. Most of the school activities, events, resources and support are for all parents of students on campus or virtually.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational

vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, Parent Teacher Organization, English Language Advisory Committee parents, such as Family Tech Night, Family PBIS Meetings, Family Movie Night, Family Literacy Night, Multicultural Night, Harvest Festival, and daytime students assemblies that parents are invited to come to.

ACCESSIBILITY

WPCS provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. All flyers are sent home in both English and Spanish. WPCS is a family-friendly school, where parent involvement, input and access is highly valued.



Westside Preparatory Charter School

SCHOOL-PARENT-STUDENT COMPACT

Regency Park 7-8 School Staff Pledge:

To help each student meet or exceed the state's high academic standards, WPCS Staff agrees to carry out the following responsibilities to the best of their ability:

- Provide high-quality curriculum and instruction
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Provide meaningful homework assignments to reinforce and extend learning
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Student Pledge:

To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my phone and device time and instead study or read every day after school
- Respect the school, classmates, staff and families
- (Phones in backpacks or away during the school day - Board Policy)

Family/Parent Pledge:

To help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child's phone and device usage

- Read to my child or encourage my child to read every day
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
 - Regularly monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
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Student

Teacher

Parent/Guardian

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Westside Preparatory Charter School

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- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
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- Monitor my child's phone and device usage

- Read to my child or encourage my child to read every day
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
 - Regularly monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
 - Communicate the importance of education and learning to my child
 - Respect the school, staff, students, and families

Student

Teacher

Parent/Guardian

WESTSIDE PREPARATORY CHARTER SCHOOL

| Eastside Campus | Frontier Campus | Regency Park Campus | Westside Campus |
|---|--|--|---|
| 6469 Guthrie Way North Highlands, CA 95660 916- 566-1860 | 6691 Silverthorne Circle Sacramento, CA 95842 916-566-1840 | 5901 Bridgecross Drive, Sacramento, CA 95835 (916) 566-1660 | 6537 West 2 nd Street Rio Linda, CA 95673 916-566-1990 |

BYLAWS

ARTICLE 1 NAME

1.1 The name of this school shall be the Westside Preparatory Charter School.

ARTICLE 2 PURPOSE

2.1 The purpose of Westside Preparatory Charter School is to provide an environment of high academic and behavior expectations, which gives parents/guardians an alternative to the traditional Junior High School Program.

ARTICLE 3 EDUCATIONAL PURPOSE

3.1 The educational program will consist of a broad based core curriculum, as stated in the state standards for each academic area. Students will be held to high academic standards, which provide the basic building blocks for success in high school, college, and life as an independent and responsible adult. The program will provide enrichment, career planning and community service opportunities. Off campus field studies and off campus experiences, directly supported by familial involvement will extend the academic opportunities.

ARTICLE 4 PUPIL OUTCOMES

4.1 Pupil outcomes are designed to showcase the students' talents and the progress the students have made in reaching the expectations of the Charter School and California grade level standards. These expectations are set with the goal of all students successfully working to their potential, ideally at or above grade level. The student testing program results will meet or exceed the achievement of the local, traditional junior high. The Twin Rivers Unified School District Board of Trustees will review pupil results annually.

ARTICLE 5 MEASURING PUPIL PROGRESS

- 5.1 Pupil progress will be measured in several ways beginning with assessments during each grading period. During the first grading period, a student/parent/guardian/teacher conference will be held and goals will be developed for each student if necessary. Careful evaluation of student work will continue on an on-going basis.
- 5.2 Pupil progress will be reviewed mid-way through the grading period on a progress report (at the teacher's discretion) and report cards at the end of the grading period (all grades). Students performing below a 2.0 grade point average or below their ability level may not be invited to any and all extra curricular activities at WPCS until their GPA is improved.
- 5.3 If established behavior expectations are met, no further action will be necessary. If these behavior expectations are not met after documented interventions in the SSP process and/or sustained improvement is not seen by staff, the student may be recommended to the behavior committee for involuntary transfer.

ARTICLE 6 GOVERNANCE STRUCTURE

- 6.1 WPCS will be governed by the **Governance Committee** consisting of:
 - 6.1.1 Principal from each site (four principals)
 - 6.1.2 Vice Principal/Guidance and Learning Specialists
 - 6.1.3 Lead Teachers from each site (four lead teachers)
- 6.2 WPCS will be governed by an **Behavior Committee** consisting of:
 - 6.2.1 The Lead teachers from each site
 - 6.2.2 Four parent/guardian members, including at least one parent/guardian from each site, of School Site Council (one of whom will serve as secretary)
 - 6.2.3 One other WPCS staff member that may classified or certificated to break a tie
 - 6.2.4 The Behavior committee meets on an as needed basis
- 6.3 WPCS is also governed by a **School Site Council (SSC)** consisting of:
 - 6.3.1 Four teachers (one per site), plus one additional teacher from the site with highest enrollment.
 - 6.3.2 Two other staff
 - 6.3.3 Four parents/guardians (one per site) elected by parents/guardians from his/her own site
 - 6.3.4 One alternate parent/guardian member (non-voting) from each site
 - 6.3.5 The principal/principal designee.
 - 6.3.6 One student from each site elected by students from his/her own site
- 6.4 A quorum will be one more than one half of the entire voting membership. The quorum is necessary to conduct business of the SSC.
- 6.5 Its members on an annual basis shall elect a chairperson, vice-chair, secretary, and PAC representative for the WPCS SSC.
- 6.6 WPCS Governance Committee and SSC will meet a minimum of six times per year. Executive Behavior Committees and SSC decisions (including bylaw revisions) will be made by a simple majority vote.
- 6.7 Amendments to the WPCS Charter can only be made:
 - 6.7.1 By a two thirds majority vote of WPCS SSC and must be approved by the majority vote of the TRUSD Board of Trustees
 - 6.7.2 SSC members cannot miss three meetings per year. If a member misses three meetings or resigns, the alternate member from that site shall assume the full responsibility as a regular parent/guardian member for the remaining term of the school year.

ARTICLE 7 DUTIES AND RESPONSIBILITIES

7.1 The duties and responsibilities of the Governance Committee, Behavior Committee, School Site Council, Lead Teacher, WPCS administrator and/or site principal from each site, and faculty include, but are not limited to, the following:

7.2 Governance Committee

- 7.2.1 Advise in the development of the charter budget, with District business officials, to be ratified by the TRUSD Board.
- 7.2.2 Oversight of other WPCS committees, formed as needed, and ensure that committee goals, responsibilities and objectives are met.
- 7.2.3 Annual review of the goals and objectives for 7th and 8th grades within the terms of the Charter and annual report to the TRUSD Board as necessary.
- 7.2.4 On-going review of assessment standards for grades 7th and 8th within the terms of the Charter and report to the TRUSD Board as necessary.
- 7.2.5 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
- 7.2.6 Advise the TRUSD Board through the Superintendent on any matter affecting WPCS.
- 7.2.7 Ensure creation of an annual Westside Preparatory Charter School Accountability Report Card.
- 7.2.8 Approval of policies and procedures related to WPCS.
- 7.2.9 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.

7.3 Behavior Committee-

- 7.3.1 Approve and enforce school policy
- 7.3.2 Acts on appeals (involuntary transfer). Make recommendations to the administrator/principal regarding involuntary transfers due to behavior, and of students not meeting requirements of the bylaws (8th grade promotion standards for example)

7.4 WPCS School Site Council

- 7.4.1 Develop annual goals for the school with input from the TRUSD Board of Trustees, the Governance Committee, and all stakeholders
- 7.4.2 Receive information from and provide recommendations to the Governance Committee
- 7.4.3 Assess goals, objectives, achievements, financial status, and any need for redirection
- 7.4.4 Approve the yearly Title One budget operated by the SSC
- 7.4.5 Advise on the annual assessment of the educational program and extra-curricular activities of WPCS
- 7.4.6 Review and approve changes in the WPCS bylaws annually or as needed
- 7.4.7 Recommend amendments to the Charter as needed

7.5 Lead Teacher

- 7.5.1 Assisting in coordinating professional development
- 7.5.2 Assist in coordinating community service/learning projects
- 7.5.3 Provide parents/guardians with information regarding parent/guardian participation opportunities
- 7.5.4 Make recommendation to the SSC regarding goals, objectives, achievements, financial status, and any need for redirection

- 7.5.5 Work with WPCS administrators to ensure the well-being of WPCS
- 7.5.6 Assist in coordinating field trips
- 7.5.7 Oversee after school enrichment program

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

- 7.6.1 Supervise the day to day operation and administration of the school including all staff members
- 7.6.2 Work closely with the Lead Teacher to ensure the wellbeing of WPCS staffs and students
- 7.6.3 Evaluate all certificated and classified personnel at WPCS
- 7.6.4 Take action as necessary on all confidential matters with input from the Lead Teacher and/or Behavior Committee
- 7.6.5 Work with Lead Teacher to monitor Tier 2 students at Step 2 in the SSP process and work with parents/guardians to remind them of their obligation to involve themselves in school activities
- 7.6.6 Approve all expenditures for the yearly budget

7.7 Staff

- 7.7.1 Make recommendations and suggestions on policy and fiscal expenditures to the Lead Teacher, SSC, and Behavior Committee
- 7.7.2 Identify areas of concern and suggest solutions to the Lead Teacher, SSC, and Governance Committee
- 7.7.3 Act as liaison for parent/guardian led committees
- 7.7.4 Participate and assist with after-school activities, professional development, and adjunct duties throughout the school year
- 7.7.5 Classified Faculty/School Office Assistant will follow district guidelines and site-specific job description

ARTICLE 8 ADMISSION REQUIREMENTS/PROCEDURES

8.1 New Students

- 8.1.1 The following admission requirements and procedures shall be observed:
 - 8.1.1.1 At least one announcement will be distributed to all potential sixth graders no later than January providing information on WPCS, the date(s) of parent/guardian information meetings, and the admission requirements and procedures.
 - 8.1.1.2 All students wishing enrollment at any site must submit the required forms by the district deadline in order to be considered for placement. Applications must be submitted to the designated preferred site for processing.
 - 8.1.1.3 The application form will indicate the preferred site.
 - 8.1.1.4 If twins are applying for the seventh grade class, they shall have the option of having their applications treated as one or separately.
 - 8.1.1.5 Following the district deadline, students will be placed in sites/classes in the following manner. If his/her preferred site is full and he/she has indicated he/she would accept an alternate site, which still has room, he/she shall be placed at the alternate site. If at a later time he/she wishes to be placed at another site, he/she will be placed at the end of the current waiting list for that site.
 - 8.1.1.6 If students apply for admission after the district deadline or move into the area after the deadline, they will be placed at the end of the current waiting list and assigned a number.

8.1.1.7 Following the enrollment of students, if vacancies occur, openings will be filled for his/her preferred site based on waiting list number.

Conditions of Enrollment:

- 9.1.1 Noncompliance of the following conditions may result in an involuntary transfer from WPCS
- 9.1.2 Incoming student enrollment is considered to be conditional until all of the following are met by the given timeline:
 - 9.1.2.1 Documentation of all immunizations required by law must be turned in prior to the first day of enrollment.
 - 9.1.2.2 A parent/guardian is expected to attend a BackToSchool meeting at the site in which their student(s) is/are enrolled.
 - 9.1.2.3 A parent/guardian is expected to attend a parent/guardian, student and teacher conference when desired or requested.

9.1.3 Reduction of Classes

- 9.1.4 If student enrollment falls below the acceptable minimum at seventh or eighth grade and the staffing must be reduced by one or more classes, continued enrollment will be based on the following criteria:
 - 9.1.4.1 One seventh grade class will be formed based on original lottery numbers or enrollment date/time.
 - 9.1.4.2 One eighth grade class will be formed.
 - 9.1.4.3 A combination class will be formed to include 8th grade students who completed 7th grade at WPCS and 7th grade students next in line based on lottery numbers or enrollment date/time.
- 9.1.5 If the reduction in grade seven occurs prior to school or within the first register month of the beginning of school, the original lottery number or enrollment date/time of the student will be used to determine continued enrollment.
- 9.1.6 If the reduction occurs in grade eight or in grade seven after the completion of the first register month of school, the following criteria will be used to determine continued enrollment: Students who completed 7th grade at WPCS maintaining acceptable academic (2.0 and above) and behavior expectations (No suspensions). Students who have completed their community service hours and field study reports.
- 9.1.7 After criteria has been applied, a lottery will be used if necessary.

Admittance to the Eighth Grade

- 9.1.8 WPCS seventh grade students will be automatically accepted to the eighth grade.

ARTICLE 10 – PARENT/GUARDIAN PARTICIPATION

- 10.1 All parents/guardians are highly encouraged to contribute 30 hours a school year, per household. These hours can be acquired by volunteering at school, at school functions, or at home doing school related work (phone tree, grading papers, fund raising, etc.) The donation of instructional supplies, food items, or decorations for a school function can fulfill some suggested parent/guardian hours. Receipts must be attached to the Parent/Guardian Participation Hour Report form.
- 10.2 Parents/Guardians are highly encouraged to submit a detailed list of hours/activities to the home room teacher prior to the end of each grading period.

- 10.3 The homeroom teacher will be in charge of tracking the parents'/guardians' hours. A general report will be made to School Site Council after each trimester.
- 10.4 Hours can be accumulated through the school year, but not held over to the following year.
- 10.5 Late Enrollment: Parent/Guardian Participation Hours for students who enroll after the start of school may be adjusted on a case by case basis.

Article 11- Student Attendance

- 11.1 Parents/Guardians should take the initiative to inform the school regarding prolonged illnesses, family emergencies, and anticipated prolonged absences. Independent Study or Home Hospital Instruction may be an available option if the absence meets the district guidelines.
- 11.2 WPCS also follows the Twin Rivers Unified School District attendance policy.

ARTICLE 12 STUDENT BEHAVIOR-

- 12.1 WPCS will follow all TRUSD Discipline Policies including District-wide discipline guidelines regarding suspension and expulsion procedures and due process.
- 12.2 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.
- 12.3 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.
- 12.4 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.

ARTICLE 13 MINIMUM STANDARDS TO PARTICIPATE IN THE 8TH GRADE PROMOTION CEREMONY

13.1 A student must meet the following criteria in order to participate in the 8th grade promotion ceremony:

- 13.1.1 The student must achieve a minimum GPA of 2.0 or be working at ability level
- 13.1.2 The student may not have an F in the last trimester. Appeals process exists and is determined at the school site.
- 13.1.3 Students on IEPs need to meet or be working towards the goals of their IEP
- 13.1.4 The student must have completed all 15 community service hours by promotion. Community Hours may be rolled over from one Trimester to another.
- 13.1.5 The student must have submitted every Field Study Day Report
- 13.1.6 Students may not have any suspensions in the last trimester and no more than 5 days unexcused absences in the 3rd trimester.
- 13.1.7 Student may not have any unpaid fines
- 13.1.8 All appeals may be sent to the behavior committee for review no later than 2 weeks before the promotion ceremony.

ARTICLE 14 DOCUMENTATION/FILES

- 14.1 Field Study Day reports are kept on file for 5 years
- 14.2 School Site Council agenda and reports are kept on file for 3 years

Addendum

Westside Preparatory Charter School

STUDENT CONTRACT

Dear Families,

Throughout the school year, we will have several fun events. These events are privileges that students must earn in order to attend. Many behaviors, including respect, responsibility, following rules, truthfulness, and concern for safety procedures are important for these activities to be successful. We also feel that a student's effort to perform academically to his/her ability is another factor that we must consider in order for a student to attend these functions. The teachers, counselor, and principal have met on this matter, and have consulted with our Charter School Site Council. After careful deliberation, we have decided to implement this contract.

In order to provide the best educational experience possible and to participate in the privilege of special activities, every student must:

- ~Respect the learning environment by not shouting out, interrupting, playing with peers during class time**
- ~Display respectful behavior toward peer and staff**
- ~Follow all school rules**
- ~Must be in school the day of the activity**
- ~Must maintain a 2.0 GPA or be working at his/her ability level**
- ~Must have fulfilled all Field Study Day and Community Service requirements to date**
- ~Participate in bullying of any kind**
- Must not have any citations/suspensions in the trimester of the event**
- ~Refrain from gossip, or do anything that may make a current bad situation worse**

By signing this, you agree to adhere to this contract. Every student MUST have this signed & returned in order to participate in any of the activities. We invite parents/guardians to contact your child's teacher if you have any questions or concerns.

Thank you for your support.

Westside Preparatory Charter School Staff

Student Signature

Date

Parent/Guardian Signature

Date

WPCS

TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

WPCS School

2025-2026

WPCS has developed a written Title I parental involvement policy with input from Title I parents. This policy was developed with parent and staff. It was distributed to parents in AERIES Communicator. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM:

To involve parents in the Title I program at WPCS, the following practices have been established:

The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.

The parents at WPCS are informed about the school's Title I requirements and the right to be involved in the Title I program at our annual Back-to-School Night, which is held within the first weeks of school. After the classroom teachers and school staff are introduced at Back-to-School Night, the principal reviews the rights and requirements via a PowerPoint presentation presented virtually on Zoom.

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.

Flexible parent meetings are offered during Weekly Principal Coffee Talks. Some Title 1 parents are a part of School Site Council, Parent Teacher Association (PTA) and English Learner Advisory Committee. Parents provide input about the most convenient meeting times for them, and scheduling takes place to meet their needs.

The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy.

Information is gathered at parent input meetings regarding the needs of the Title 1 students. Parents are an integral part of the development of the Single Plan for Student Achievement (SPSA). The SSC and ELAC conduct formal needs assessments during each school year, and these are used to develop the goals and strategies included in the SPSA.

The school provides parents of Title I students with timely information about Title I programs.

Parents are informed about information regarding Title 1 programs at meetings, Family Nights, and written correspondence sent home with Weekly School Newsletters sent through AERIES communicator.

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Parents are informed about curriculum, assessments, and student progress and proficiency at Back-to-School Nights, Mid-Trimester Progress Reports, Wednesday Folders, Parent Conferences, Report Cards,

and Open House. Student Study Team and IEP Meetings are also held for at-risk and special needs students.

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

Parents can contribute to decisions related to the education of their child at parent-teacher conference meetings with the Principal, Vice Principal, Student Study Team, and or meetings with the Academic and Behavior Intervention Assistant, when possible.

BUILDING CAPACITY FOR INVOLVEMENT:

WPCS engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

The state academic content standards and assessments are explained to parents by the classroom teacher at Back-to-School Night and Parent Conferences and at Academic Family Nights- such as Family Tech Night Family Literacy Night. Parents are provided with assistance in how to monitor and improve the achievement of their children with assistance from the classroom teacher. Teachers provide ongoing student assessment and achievement information to parents in AERIES Communicator, Google Classroom, via Mid-Trimester Progress Reports and Report Cards. The monitoring and improvement of student achievement is also discussed in Student Study Team meetings, IEP meetings and Professional Learning Community bi-weekly collaboration meetings.

The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.

Title I parents are provided with training and materials to work with their students at Back-to-School Nights, Family Tech night, and Family Literacy Night, as well as Parent Teacher Conferences, Student Study Team meetings and informal parent meetings with the teacher.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

Parent Involvement is a primary focus at WPCS. It is a primary goal of the staff and classroom teachers to engage and involve parents in their child's education. Parents are encouraged by the principal and the staff to volunteer. Parents are informed that they are an integral part of their child's education.

The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents of Title I students are some of the same parents that are part of School Site Council, Parent Teacher Association and English Language Advisory Committee. Most of the school activities, events, resources and support are for all parents of students on campus or virtually.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Parent information is distributed in everyday common language terms. Acronyms are spelled out and educational

vernacular and academic language are rarely used. Written language flyers and correspondence is translated for parents who speak a language other than English, if it is a dominant language at the school site.

The school provides support for parental involvement activities requested by Title I parents.

The school provides many parent involvement activities requested by Title I, School Site Council, Parent Teacher Organization, English Language Advisory Committee parents, such as Family Tech Night, Family PBIS Meetings, Family Movie Night, Family Literacy Night, Multicultural Night, Harvest Festival, and daytime students assemblies that parents are invited to come to.

ACCESSIBILITY

WPCS provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

All parents are provided opportunities to participate in our many evening events, family nights, and classroom activities, field trips, and festivals. Many of the parents have students that are Title I, English Learners, and/or disabled. Translation services are available to assist parents communicate with school staff, teachers, and principal. The district office provides translators upon request. Our office and the district office is also available to translate any forms or booklets to enhance school home communications. All flyers are sent home in both English and Spanish. WPCS is a family-friendly school, where parent involvement, input and access is highly valued.