

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
W. E. B. DuBois Public Charter School	10 76778 1030774		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this Single Plan for Student Achievement is to develop goals and actions school wide that will improve and increase academic achievement. All Goals and actions were developed in connection with stakeholders (parents, students, staff and community) input including consistency and transparency with our LCAP, WASC accreditation and annual evaluation.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA shall guide the decision making of all stakeholders including ensuring ESSA requirements and alignment with the LCAP through the Federal Addendum. W.E.B. DuBois staff and parents will participate in training, and Professional Development in order to meeting the requirements of the SPSA and ESSA regulations for federal state and local programs.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students:

The following questions were areas that received overwhelming satisfaction, from Carter G Woodson's,

- Q7 Students feel prepared for college and career.
- Q9 Teachers use a variety of materials to support learning
- Q10 Instruction encourage diverse cultural perspectives
- Q11 Students are satisfied with the variety of classes at the school
- Q15 Classes are aligned to their academic goals
- Q16 Teachers provide additional support
- Q18 Students feel safe
- Q22 Feel there's are people who are available when there's a problem

Student ranked interest for career pathways:

- Health Science 1st
- Media Design Arts
- Business/Entrepreneurship

What Students Would like To See Pathway

- Criminology
- Business Management
- Game Design and Integration
- Cosmetology
- Retail (Sales and Marketing)

Parents:

The following questions were areas that received overwhelming satisfaction, from Carter G Woodson's:

- The school is parent friendly.
- Students are recognized for their successes.
- Physical facilities provide a secure, clean, and attractive setting where the emphasis is on academic achievement.
- Over 90 percent of parents indicated they are able to understand their child's report cards, test, and state assessment scores.
- Majority of parents indicated, that text, email, and phone calls were the best methods of communication.

An area of focus, is increasing parent teacher interactions. A significant number of families reported rarely engaging with their child's teacher. But the majority of families interacted with their child's teacher at least once a month, but ranged from once a month, to daily for the majority of family responses.

Teacher: 80% Teachers reported on a survey they were trained on instructional strategies for our students that promote creativity, critical thinking, collaboration and communication.
SY 2022-2023

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site level administration provided on average 90 minutes of observational feedback per week to each teacher on site. These 90 minutes were broken down into three subsection 1. Observation, 2. Coaching Meeting, 3. Planning Session. Additionally site level administration provided on average 45 minutes a week, in observational feedback to their teachers, in response to their growth between informal observations, co planning, and coaching. This has had significant impacts to the consistency in which instructional staff deliver instruction, via the workshop model. It was positively associated with positive student outcomes. While maintaining 90 minutes per teacher a week a standard practice, site level administration exceeded that time when teachers needed more support with classroom protocols and increasing student engagement. The increased support out our site level administrators provided to instructional staff, was associated with increased positive student outcomes in the areas of work completion, recovering grades, and accelerating students towards completing their high school graduation requirements.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Meeting performance goals

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Meeting performance goals

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meeting performance goals

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Meeting performance goals

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Meeting performance goals

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meeting performance goals

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Meeting performance goals

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Meeting performance goals

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Meeting performance goals

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Meeting performance goals

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meeting performance goals

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meeting performance goals

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Meeting performance goals

Evidence-based educational practices to raise student achievement

Meeting performance goals

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meeting performance goals

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meeting performance goals

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Meeting performance goals

Fiscal support (EPC)

Meeting performance goals

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Parent Advisory, School Site Council and English Learner Advisory Committee meets regularly throughout the year each month with students, teachers, staff, administration, and parents to review and update the Single Plan for Student Achievement. Planning occurs at these meetings to receive feedback and support from stakeholders. A public hearing was conducted and parents were provided an opportunity for public comments. Surveys and interviews were also gathered. Woodson's data was analyzed and reported within the annual evaluation. This evaluation was reviewed and approved by advisory boards and the Agape board of directors. The annual review was utilized to develop and modify the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A needs Assessment is conducted in August of 2020 based the past previous 3-year data and preliminary. In addition, stakeholder input was added through interviews, surveys and focus groups. A final analysis of data was reviewed and articulated within the LCAP Site plan and revised along with the SPSA Annual evaluation. Inequities identified as a result of the needs assessment and data analysis included the following:

- Building capacity space due to two (2) school site are in one location; other facilities are now needed for more classroom space.
- Math courses for high school are in need of additional instructional aides or tutors to increase differentiated instruction.
- Students identified additional interventions are needed to resolve conflicts and peer resolution.
- Parents requested additional electives be added to the master schedule.
- Increase technology though 1 to 1 access.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.86%	0.63%	2	3	2
African American	17.2%	19.83%	20.06%	58	69	64
Asian	2.1%	1.44%	0.94%	7	5	3
Filipino	%	%	0%		0	0
Hispanic/Latino	77.7%	76.44%	75.24%	262	266	240
Pacific Islander	%	%	0.31%		0	1
White	1.8%	1.44%	1.25%	6	5	4
Multiple/No Response	0.6%	%	1.57%	2	0	5
Total Enrollment				337	348	319

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	27	24	35
Grade 1	19	23	19
Grade 2	31	18	25
Grade 3	33	30	21
Grade 4	25	32	24
Grade 5	23	28	29
Grade 6	21	22	24
Grade 7	25	23	25
Grade 8	30	25	17
Grade 9	23	21	15
Grade 10	27	30	23
Grade 11	26	31	28
Grade 12	27	41	34
Total Enrollment	337	348	319

Conclusions based on this data:

1. There's been an increase in African American student enrollment

2. There's been a slight decrease in Hispanic student enrollment.
3. There's been a sharp drop in enrollment in comparison to previous years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	95	101	85	28.2%	29.0%	26.65%
Fluent English Proficient (FEP)	54	50	49	16.0%	14.4%	15.36%
Reclassified Fluent English Proficient (RFEP)	45	40	40	13.4%	11.5%	12.5%

Conclusions based on this data:

1. We've seen a decrease in performance that has increased from the following school year, in our population moving into proficiency.
2. Our EL population remains consistently over 24% and continuously approaching 30%
3. Our fluent English proficiency remains approximately the same, with a slight decline last year, but an incremental increase from last year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	33	27	19	33	26	19	33	26	19	100.0	96.3	100.0
Grade 4	26	32	25	26	32	25	26	32	25	100.0	100.0	100.0
Grade 5	25	26	27	24	26	27	24	26	27	96.0	100.0	100.0
Grade 6	22	20	22	20	20	22	20	20	22	90.9	100.0	100.0
Grade 7	27	25	24	26	25	24	26	25	24	96.3	100.0	100.0
Grade 8	30	22	16	29	22	16	29	22	16	96.7	100.0	100.0
Grade 11	37	35	29	36	32	28	36	32	28	97.3	91.4	96.6
All Grades	200	187	162	194	183	161	194	183	161	97.0	97.9	99.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2301.	2328.	2340.	0.00	0.00	5.26	9.09	15.38	0.00	6.06	19.23	21.05	84.85	65.38	73.68
Grade 4	2385.	2393.	2412.	0.00	12.50	8.00	7.69	6.25	20.00	26.92	15.63	28.00	65.38	65.63	44.00
Grade 5	2423.	2442.	2452.	4.17	3.85	7.41	8.33	19.23	22.22	29.17	30.77	25.93	58.33	46.15	44.44
Grade 6	2432.	2424.	2447.	0.00	0.00	0.00	10.00	15.00	9.09	20.00	25.00	31.82	70.00	60.00	59.09
Grade 7	2475.	2436.	2447.	3.85	0.00	8.33	0.00	0.00	8.33	42.31	36.00	8.33	53.85	64.00	75.00
Grade 8	2434.	2470.	2417.	0.00	0.00	0.00	10.34	13.64	6.25	13.79	27.27	12.50	75.86	59.09	81.25
Grade 11	2482.	2481.	2512.	0.00	6.25	0.00	19.44	12.50	32.14	25.00	15.63	21.43	55.56	65.63	46.43
All Grades	N/A	N/A	N/A	1.03	3.83	4.35	9.79	11.48	15.53	22.68	23.50	21.74	66.49	61.20	58.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	*	*	33.33	*	*	66.67	*	*
Grade 4	*	12.50	*	*	50.00	*	*	37.50	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	2.78	6.25	*	52.78	50.00	*	44.44	43.75	*
All Grades	1.56	7.65	6.83	49.48	50.27	55.28	48.96	42.08	37.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	*	*	21.21	*	*	78.79	*	*
Grade 4	*	6.25	*	*	40.63	*	*	53.13	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	2.78	3.23	*	44.44	25.81	*	52.78	70.97	*
All Grades	1.04	2.20	2.48	38.54	34.62	47.83	60.42	63.19	49.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.03	*	*	60.61	*	*	36.36	*	*
Grade 4	*	9.38	*	*	56.25	*	*	34.38	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	0.00	*	63.89	75.00	*	36.11	25.00	*
All Grades	5.73	4.92	8.07	61.98	65.57	65.84	32.29	29.51	26.09

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.06	*	*	42.42	*	*	51.52	*	*
Grade 4	*	9.38	*	*	50.00	*	*	40.63	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	5.56	18.75	*	61.11	53.13	*	33.33	28.13	*
All Grades	5.18	6.01	8.07	59.59	59.56	61.49	35.23	34.43	30.43

Conclusions based on this data:

1. In student overall achievement, we see a trend where there was a spike in learning loss due to the pandemic, and with recover efforts, less students are now scoring in the "not meeting standards" area.
2. In grades 4th, 5th, and 11th, we see a trend where there was a spike in learning loss due to the pandemic, and with recover efforts, less students are now scoring in the "not meeting standards" area.
3. 7th and 8th grade has been impacted the most due to transitioning back to school, post pandemic, as we see a decline in their ELA student achievement across the years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	33	27	19	33	27	19	33	27	19	100.0	100.0	100.0
Grade 4	26	32	25	26	32	25	26	32	25	100.0	100.0	100.0
Grade 5	25	26	27	24	26	27	24	26	27	96.0	100.0	100.0
Grade 6	22	20	22	20	20	22	20	20	22	90.9	100.0	100.0
Grade 7	27	25	24	26	25	24	25	25	24	96.3	100.0	100.0
Grade 8	30	22	16	27	22	16	27	22	16	90.0	100.0	100.0
Grade 11	37	35	29	36	31	28	36	31	28	97.3	88.6	96.6
All Grades	200	187	162	192	183	161	191	183	161	96.0	97.9	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2323.	2343.	2348.	0.00	0.00	0.00	9.09	3.70	15.79	12.12	22.22	15.79	78.79	74.07	68.42
Grade 4	2418.	2435.	2452.	7.69	15.63	20.00	11.54	15.63	12.00	34.62	25.00	32.00	46.15	43.75	36.00
Grade 5	2384.	2426.	2434.	0.00	0.00	0.00	4.17	15.38	7.41	16.67	15.38	33.33	79.17	69.23	59.26
Grade 6	2414.	2411.	2438.	0.00	5.00	9.09	10.00	10.00	13.64	15.00	20.00	9.09	75.00	65.00	68.18
Grade 7	2417.	2424.	2415.	4.00	0.00	8.33	0.00	4.00	4.17	12.00	36.00	16.67	84.00	60.00	70.83
Grade 8	2400.	2437.	2408.	0.00	4.55	0.00	0.00	0.00	6.25	18.52	13.64	12.50	81.48	81.82	81.25
Grade 11	2424.	2464.	2465.	2.78	3.23	7.14	2.78	0.00	0.00	2.78	25.81	10.71	91.67	70.97	82.14
All Grades	N/A	N/A	N/A	2.09	4.37	6.83	5.24	7.10	8.07	15.18	22.95	19.25	77.49	65.57	65.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	*	*	18.75	*	*	81.25	*	*
Grade 4	*	15.63	*	*	40.63	*	*	43.75	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	2.78	3.23	*	11.11	16.13	*	86.11	80.65	*
All Grades	2.63	6.56	4.35	18.95	28.96	32.92	78.42	64.48	62.73

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.06	*	*	21.21	*	*	72.73	*	*
Grade 4	*	6.25	*	*	50.00	*	*	43.75	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	5.56	0.00	*	61.11	58.06	*	33.33	41.94	*
All Grades	3.66	3.28	7.45	38.74	43.72	37.27	57.59	53.01	55.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.06	*	*	45.45	*	*	48.48	*	*
Grade 4	*	15.63	*	*	46.88	*	*	37.50	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	2.78	3.23	*	52.78	58.06	*	44.44	38.71	*
All Grades	3.66	4.37	6.21	53.93	49.18	55.90	42.41	46.45	37.89

Conclusions based on this data:

1. In student overall achievement, where each year we see progress across all grade 3-8 in math.
2. 11th grade student overall achievement, we see a trend where there was a spike in learning loss due to the pandemic, and with recover efforts, less students are now scoring in the "not meeting standards" area.

3. 1/5th of the 4th grade class exceeds standards in math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1423.1	*	*	1436.7	*	*	1391.0	7	9	11
1	*	*	*	*	*	*	*	*	*	10	*	8
2	1463.8	*	*	1468.8	*	*	1458.3	*	*	13	10	4
3	1464.1	1477.8	1469.0	1466.5	1480.3	1469.8	1461.2	1474.8	1467.8	11	12	12
4	*	1527.9	1548.5	*	1529.4	1556.3	*	1525.7	1540.3	9	11	12
5	*	*	*	*	*	*	*	*	*	5	10	5
6	*	*	*	*	*	*	*	*	*	5	4	7
7	*	*	*	*	*	*	*	*	*	5	6	4
8	*	*	*	*	*	*	*	*	*	8	5	4
9	*	*	*	*	*	*	*	*	*	5	6	*
10	*	*	*	*	*	*	*	*	*	5	6	*
11	1531.9	*	*	1533.1	*	*	1530.5	*	*	11	4	*
12	*	1554.5	*	*	1585.5	*	*	1522.9	*	5	11	*
All Grades										99	97	79

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	18.18	*	*	27.27	*	*	36.36	*	*	18.18	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	*	*	30.77	*	*	53.85	*	*	7.69	*	*	13	*	*
3	18.18	0.00	0.00	0.00	41.67	33.33	36.36	41.67	41.67	45.45	16.67	25.00	11	12	12
4	*	45.45	50.00	*	27.27	25.00	*	18.18	25.00	*	9.09	0.00	*	11	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*	*
12	*	18.18	*	*	9.09	*	*	54.55	*	*	18.18	*	*	11	*
All Grades	14.43	15.46	18.99	22.68	29.90	29.11	37.11	41.24	41.77	25.77	13.40	10.13	97	97	79

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	15.38	*	*	46.15	*	*	30.77	*	*	7.69	*	*	13	*	*
3	18.18	25.00	16.67	18.18	33.33	50.00	45.45	41.67	8.33	18.18	0.00	25.00	11	12	12
4	*	45.45	66.67	*	45.45	33.33	*	9.09	0.00	*	0.00	0.00	*	11	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	18.18	*	*	45.45	*	*	36.36	*	*	0.00	*	*	11	*	*
12	*	27.27	*	*	54.55	*	*	18.18	*	*	0.00	*	*	11	*
All Grades	24.74	30.93	37.97	35.05	35.05	40.51	30.93	28.87	12.66	9.28	5.15	8.86	97	97	79

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	9.09	*	*	9.09	*	*	36.36	*	*	45.45	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	*	*	23.08	*	*	23.08	*	*	46.15	*	*	13	*	*
3	9.09	0.00	0.00	9.09	16.67	8.33	27.27	50.00	50.00	54.55	33.33	41.67	11	12	12
4	*	18.18	33.33	*	45.45	16.67	*	9.09	41.67	*	27.27	8.33	*	11	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11	*	*
12	*	0.00	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11	*
All Grades	7.22	4.12	11.39	18.56	16.49	12.66	27.84	44.33	39.24	46.39	35.05	36.71	97	97	79

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	30.77	*	*	61.54	*	*	7.69	*	*	13	*	*
3	18.18	25.00	8.33	63.64	66.67	50.00	18.18	8.33	41.67	11	12	12
4	*	72.73	50.00	*	27.27	50.00	*	0.00	0.00	*	11	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	50.00	*	*	50.00	*	*	10	*	*
12	*	0.00	*	*	44.44	*	*	55.56	*	*	9	*
All Grades	17.71	23.91	24.05	63.54	59.78	62.03	18.75	16.30	13.92	96	92	79

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	15.38	*	*	61.54	*	*	23.08	*	*	13	*	*
3	18.18	41.67	41.67	45.45	41.67	41.67	36.36	16.67	16.67	11	12	12
4	*	27.27	66.67	*	63.64	33.33	*	9.09	0.00	*	11	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	81.82	*	*	18.18	*	*	0.00	*	*	11	*	*
12	*	90.91	*	*	9.09	*	*	0.00	*	*	11	*
All Grades	39.18	53.19	55.70	44.33	37.23	32.91	16.49	9.57	11.39	97	94	79

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	*	*	38.46	*	*	53.85	*	*	13	*	*
3	9.09	0.00	0.00	36.36	58.33	33.33	54.55	41.67	66.67	11	12	12
4	*	18.18	33.33	*	45.45	50.00	*	36.36	16.67	*	11	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
12	*	0.00	*	*	36.36	*	*	63.64	*	*	11	*
All Grades	8.25	7.29	13.92	37.11	42.71	36.71	54.64	50.00	49.37	97	96	79

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	36.36	*	*	27.27	*	*	36.36	*	*	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	7.69	*	*	53.85	*	*	38.46	*	*	13	*	*
3	0.00	8.33	0.00	54.55	83.33	83.33	45.45	8.33	16.67	11	12	12
4	*	63.64	50.00	*	9.09	33.33	*	27.27	16.67	*	11	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
12	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*
All Grades	5.21	11.34	17.72	59.38	69.07	60.76	35.42	19.59	21.52	96	97	79

Conclusions based on this data:

1. There's been a steady increase in the number of students performing at a level 4. Well Developed
2. There's been a steady increase in the number of students performing at a level 3. Moderately Developed
3. And a decrease in the number of students performing at a level of 1. Not Developed.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
348	96.3	29.0	2.0
Total Number of Students enrolled in W. E. B. DuBois Public Charter School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	101	29.0
Foster Youth	7	2.0
Homeless	23	6.6
Socioeconomically Disadvantaged	335	96.3
Students with Disabilities	42	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	69	19.8
American Indian	3	0.9
Asian	5	1.4
Filipino		
Hispanic	266	76.4
Two or More Races		
Pacific Islander		
White	5	1.4

Conclusions based on this data:

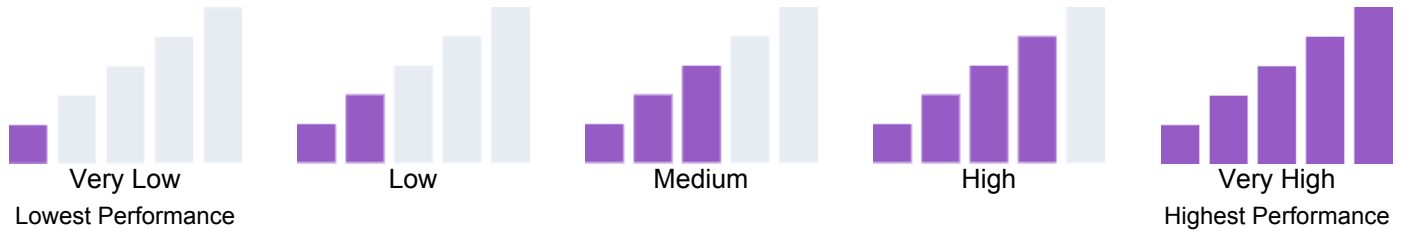
1. 1/8th approximately of our student population are students with disabilities.
2. Approximately 1/5th of our student population is African American.
3. Our Hispanic student population is our largest population.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very Low	Graduation Rate Medium	Suspension Rate Very Low
Mathematics Very Low	Chronic Absenteeism Very High	
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

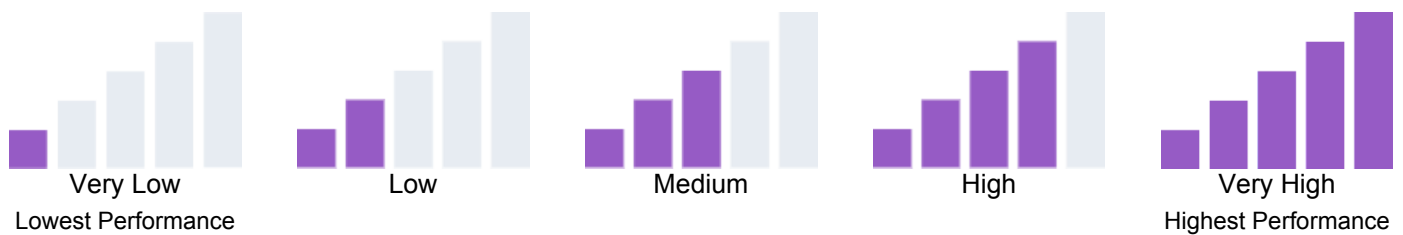
1. Suspension rate is low. This is a trend we will like to continue in the years to come.
2. We have a medium graduation rate. This area will remain an area of focus, and we look forward to increasing our graduation rate with out credit recovery efforts.
3. Our English Learners are progressing towards proficiency. We are at a medium, but will continue to mobilize our efforts to continue their growth and progress.

School and Student Performance Data

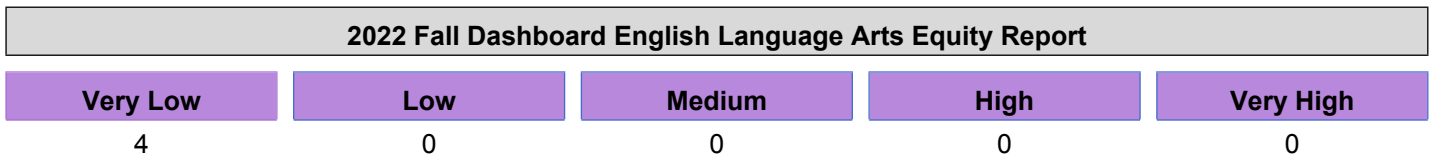
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

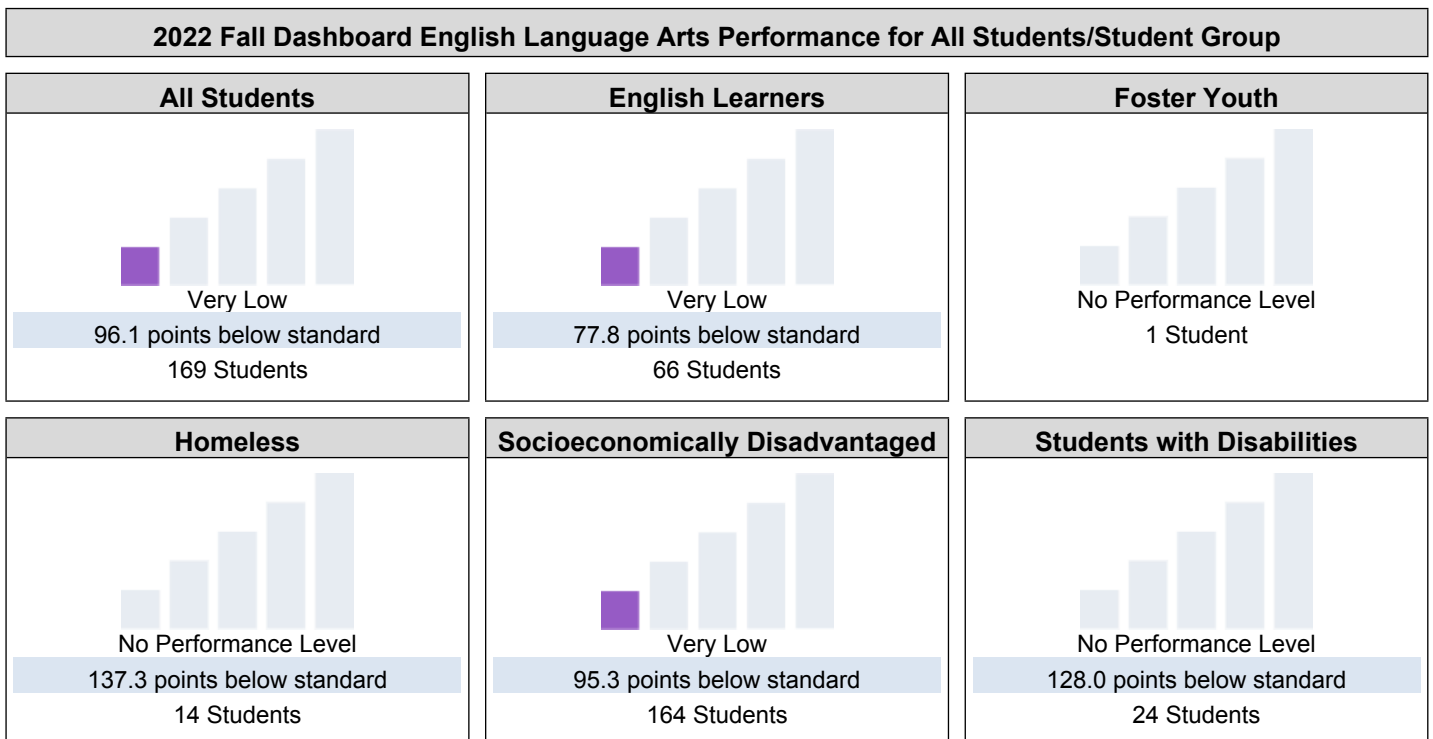
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



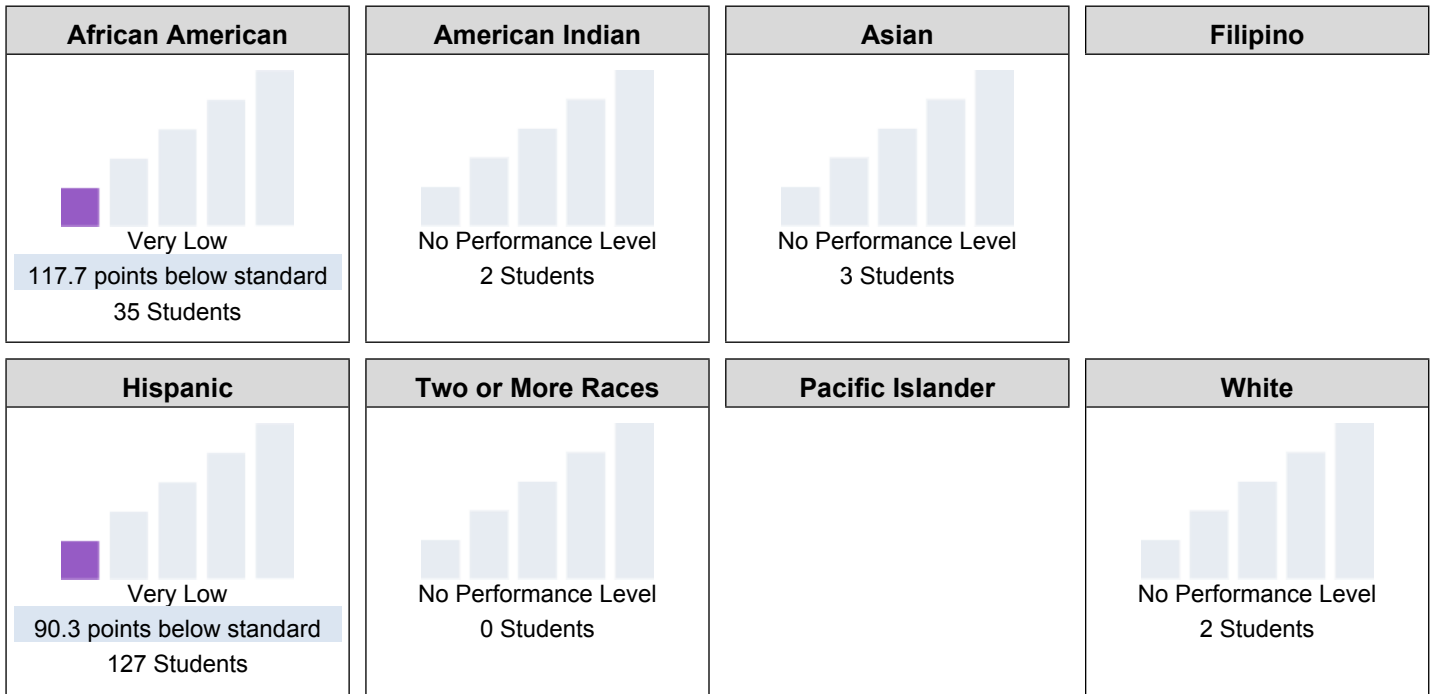
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.7 points below standard 41 Students	9.0 points below standard 25 Students	118.9 points below standard 89 Students

Conclusions based on this data:

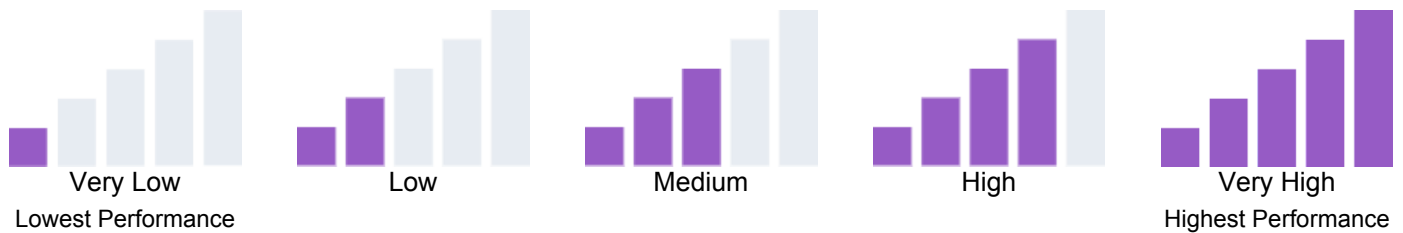
1. ELA is a a critical area, where we must devote time to , so we can increase in that area.
2. 5 of our student groups have performed very low in the areas of ELA; we look towards mobilizing our RTI ELA support, to address this issue.
3. Our English Learners are our highest performers in ELA.

School and Student Performance Data

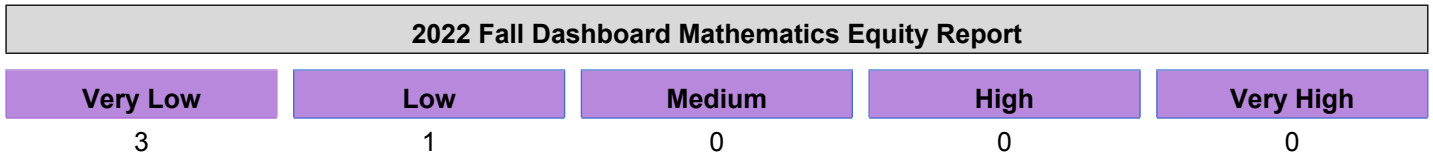
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

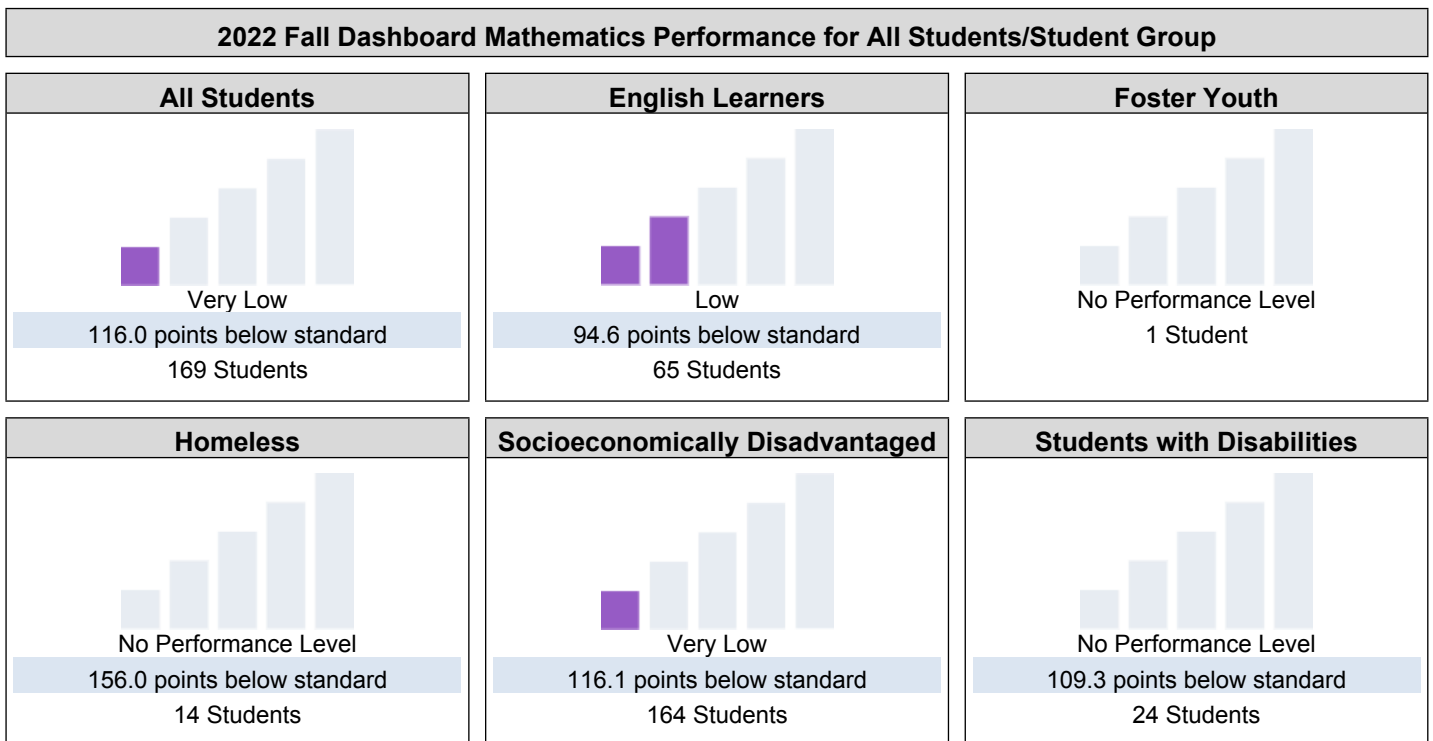
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



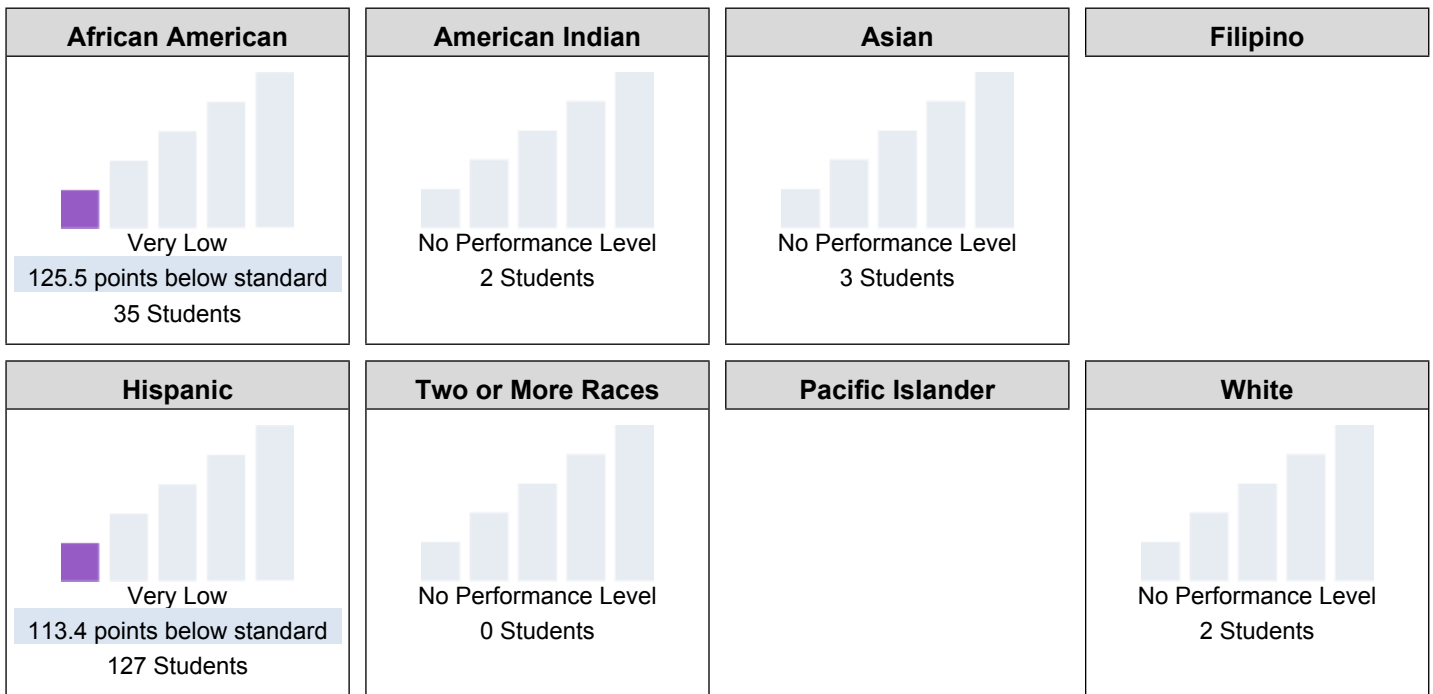
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">122.9 points below standard</p> <p>40 Students</p>	<p style="background-color: #e6f2ff;">49.3 points below standard</p> <p>25 Students</p>	<p style="background-color: #e6f2ff;">138.5 points below standard</p> <p>90 Students</p>

Conclusions based on this data:

1. Three of our subgroups perform very low in math. This is a continue critical area of need, we have sought to address.
2. One English learners are our highest performers in math.
3. Overall, we will be working toward increasing math achievement schoolwide, to increase from low performance to medium.

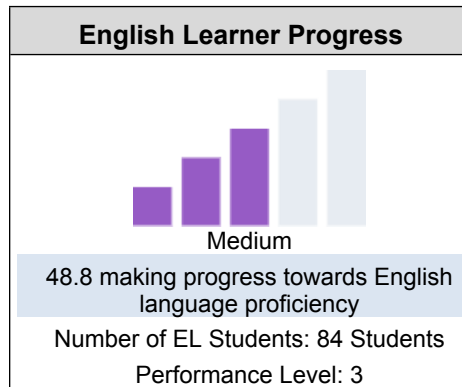
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.7%	34.5%	9.5%	39.3%

Conclusions based on this data:

- Over seventy percent of our EL students maintained or their ELPI level or increased by 1.
- Less than twenty percent of our EL population decreased by a level.
- Overall, our EL population are progressing and we seek to support with our EL workshop model, to continue to make increases and growth.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

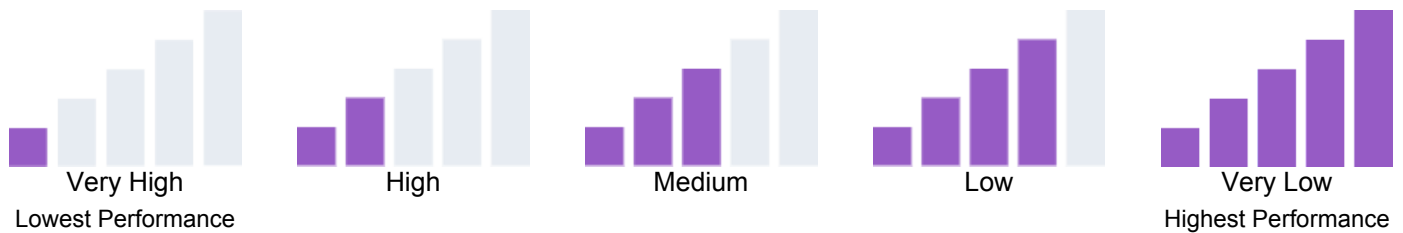
1. This data wasn't reported.

School and Student Performance Data

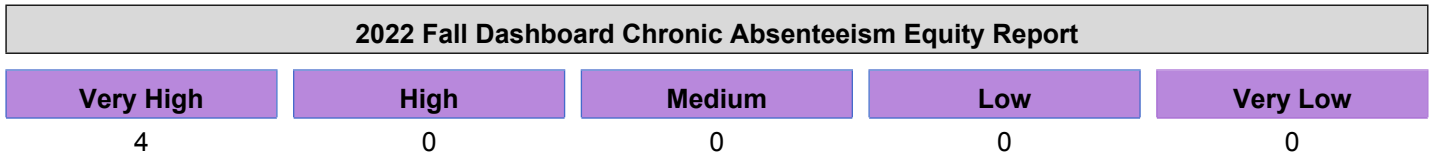
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

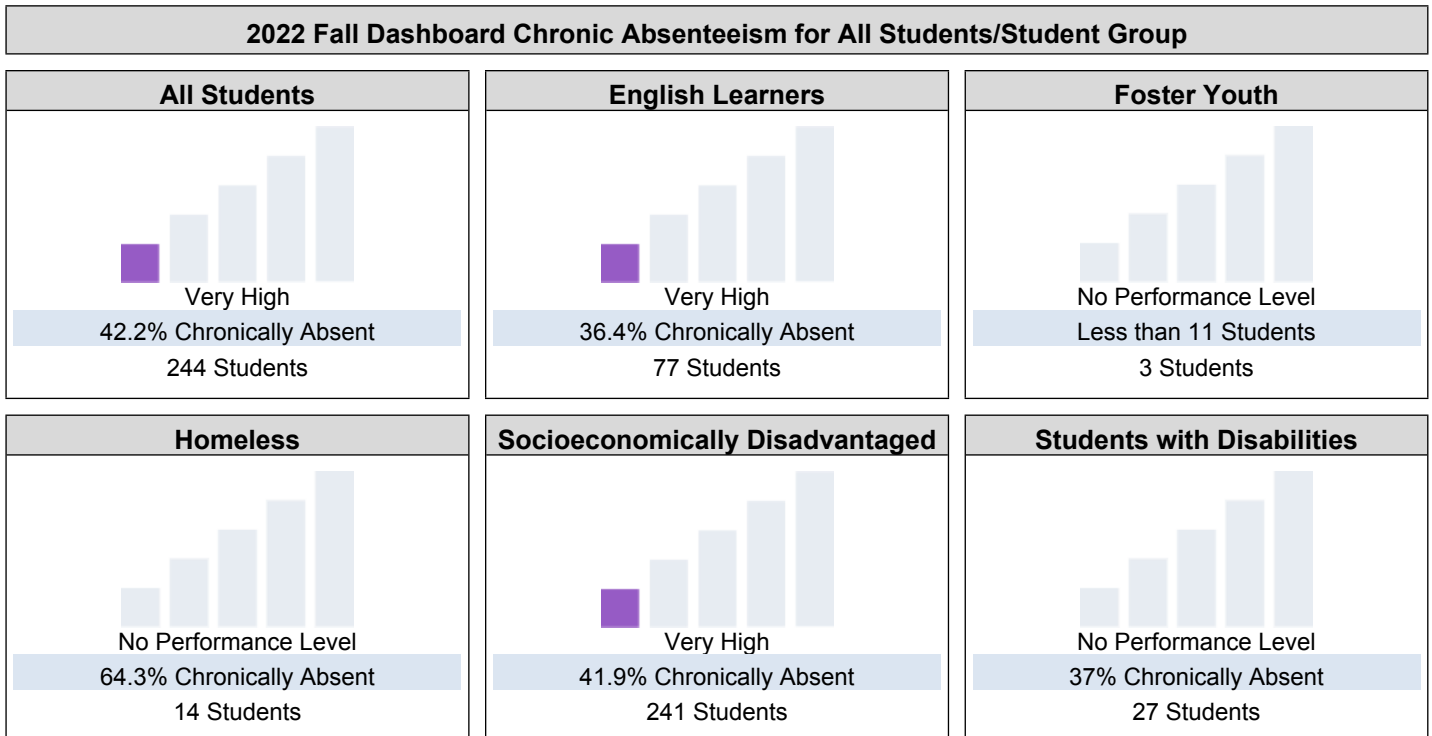
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



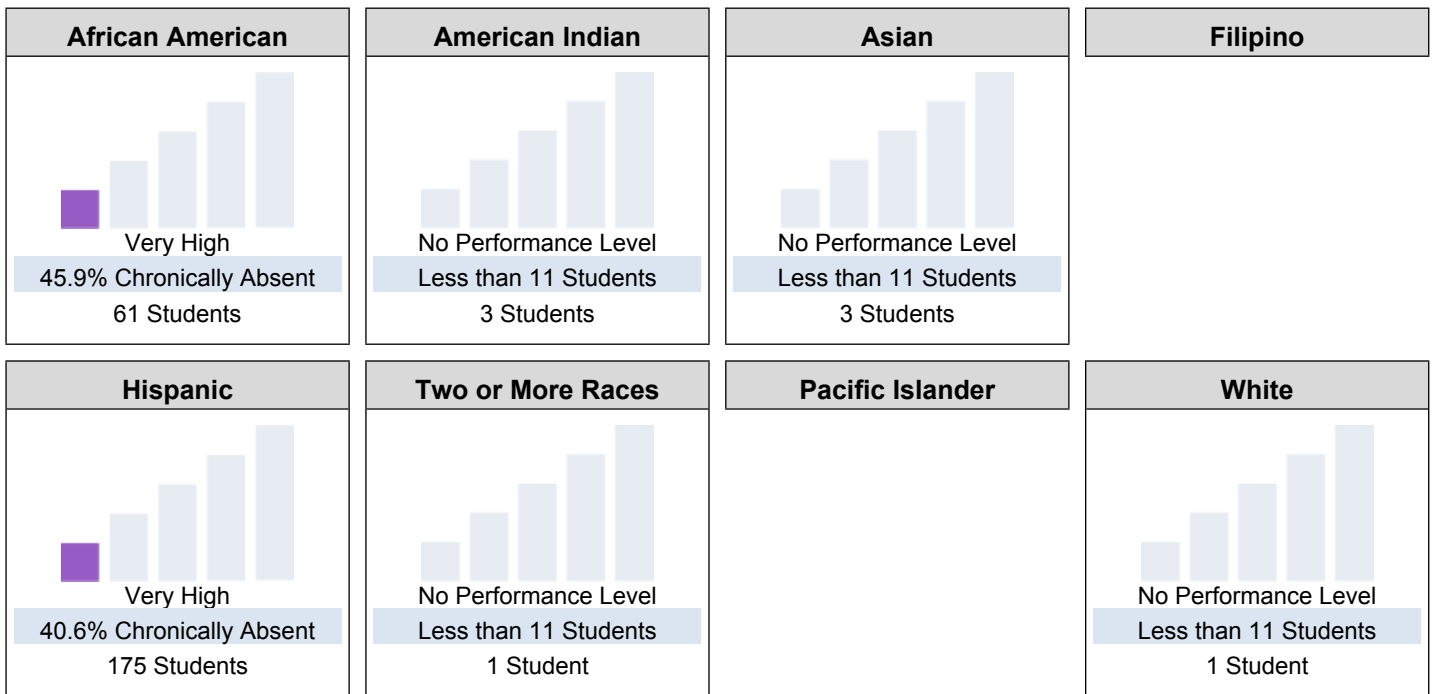
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



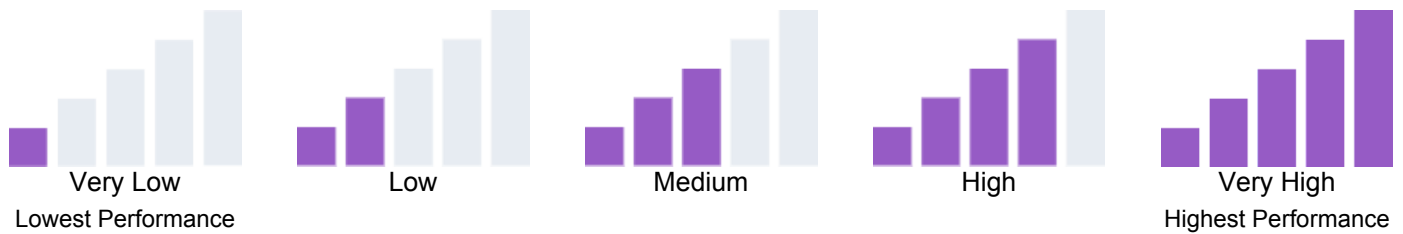
Conclusions based on this data:

1. We have 4 subgroups that are experiencing chronic absenteeism.
2. EL students have the lowest chronic absenteeism rate.
3. Across all 4 subgroups and overall, we are working towards reducing our very high chronic absenteeism rate.

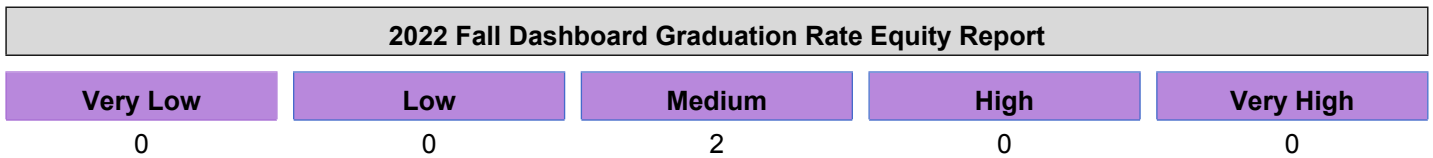
School and Student Performance Data

Academic Engagement Graduation Rate

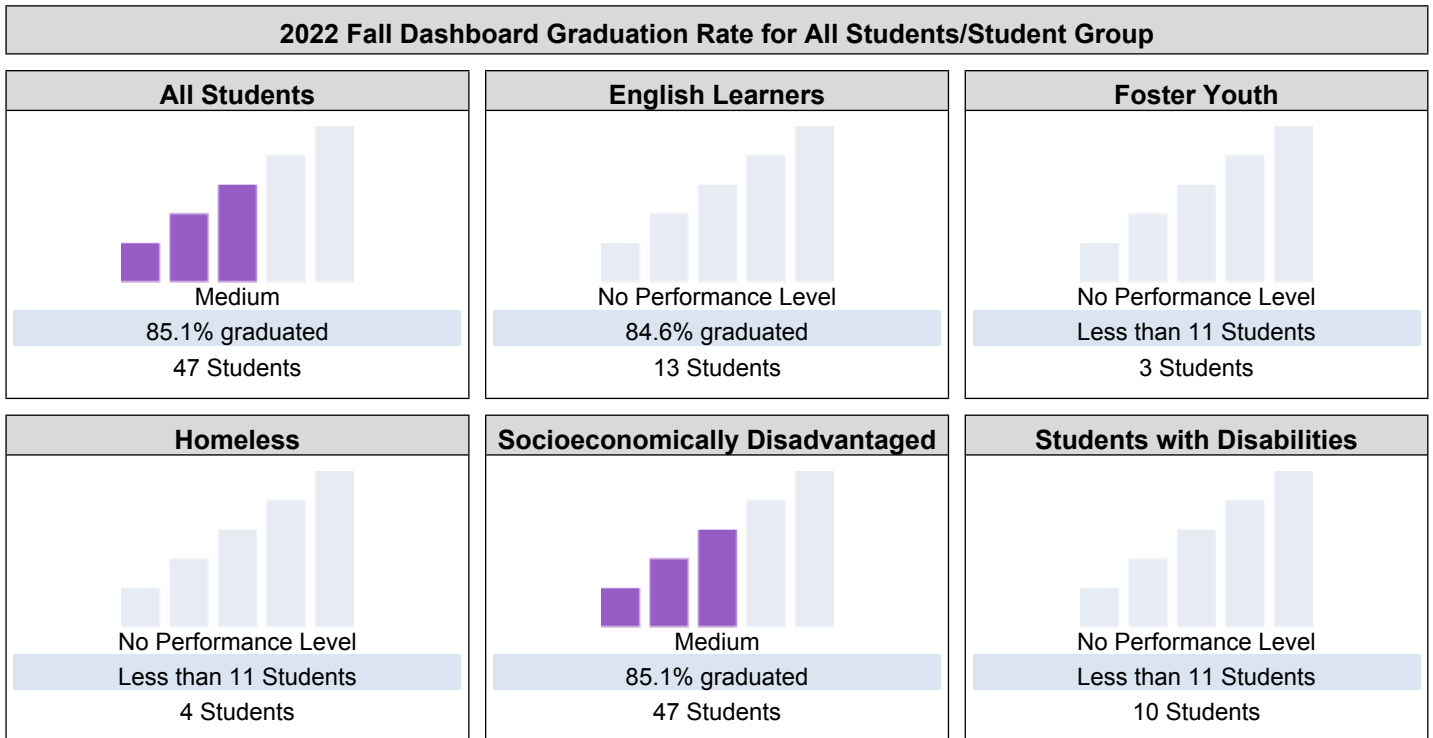
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



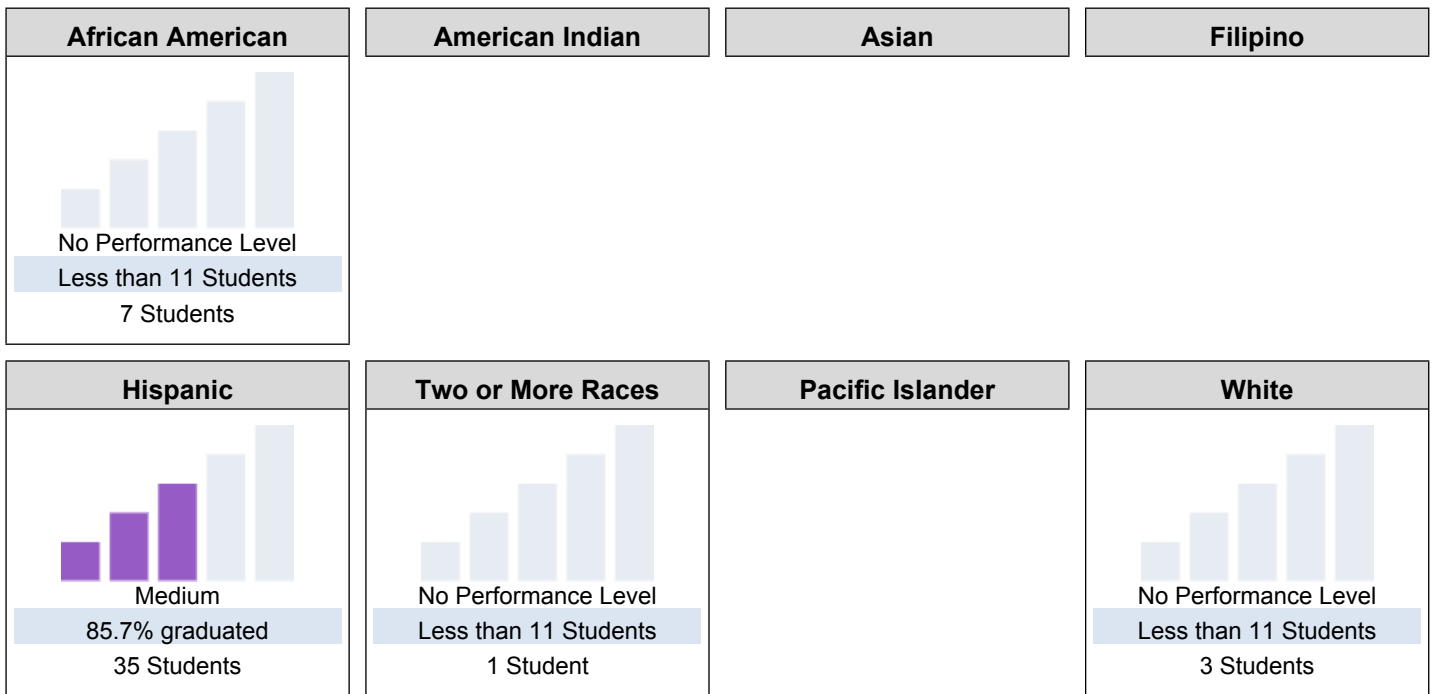
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

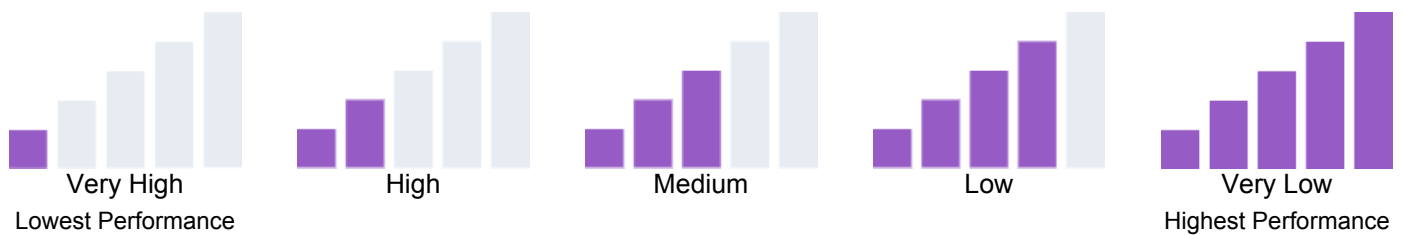
1. Our Hispanic students have the highest graduation rate.
2. Our Hispanic and Socioeconomic disadvantaged students are experiencing a medium graduation rate.
3. Overall, graduation rate is approximately 85% across all student groups.

School and Student Performance Data

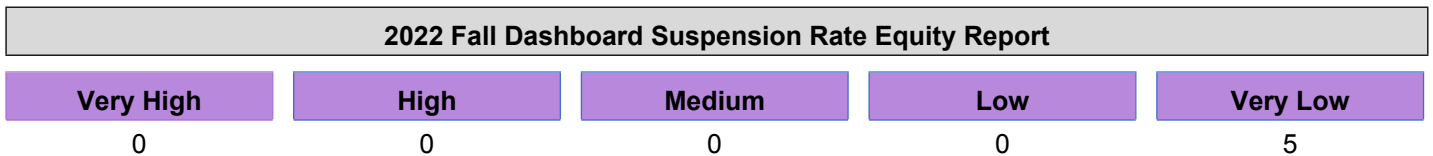
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

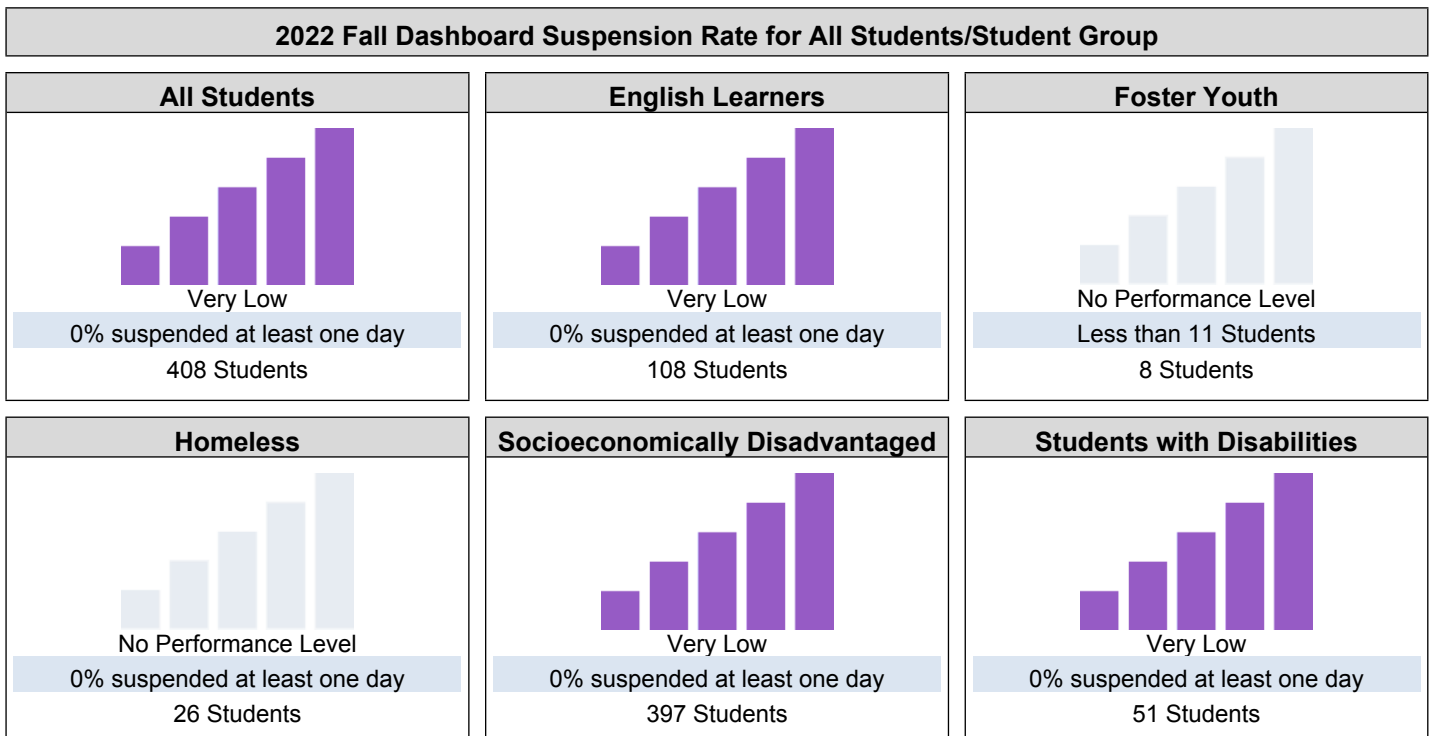
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



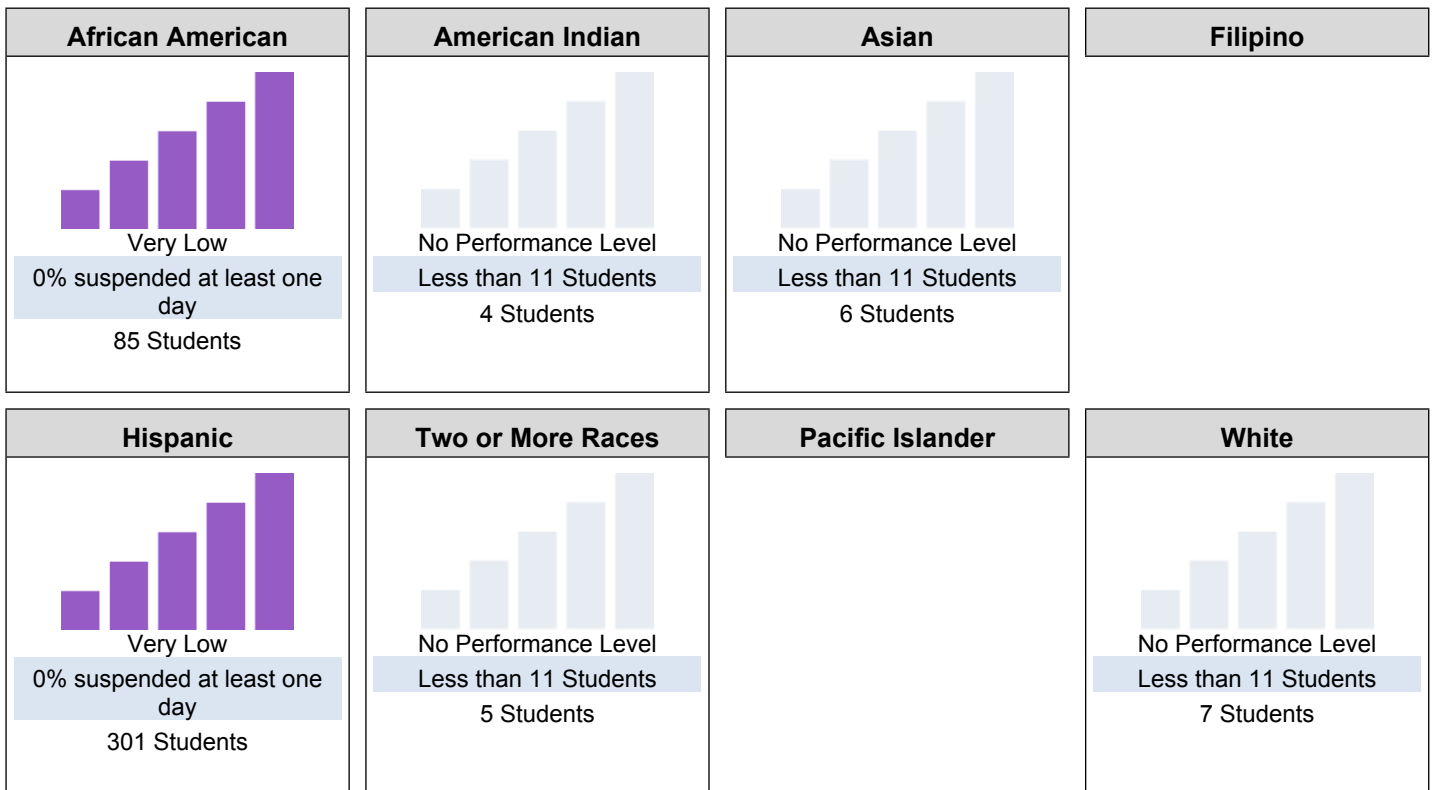
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We have 5 student groups that has a very low suspension rate.
2. Each subgroup has 0 percent suspended across all student groups.
3. Overall, we have a very low suspension rate school wide.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 1

ELA, Mathematics, Science: All Students will demonstrate academic proficiency in English Language Arts, Math and Science.

Our school's proficiency levels will increase school wide by 5% which will be displayed by Benchmark testing; in addition to, 10% gains for students moving from Below Standard to Basic. SBAC percentages will increase for ELA and Mathematics by 3% for Proficiency and 2% gains moving to advanced proficiency.

Identified Need

Historical Data and current data used include:

- CAASPP -SBAC (ELA and Math, Science)
- District/Charter Baseline and Benchmark exams
- Local Assessments-Illuminate
- Site Plans that monitor student quarterly progress
- Needs Assessment

Historical data has revealed gains for W.E.B. DuBois; this data is used during the annual Needs Assessment completed by site. Goals from the needs assessment are monitored and reassessed on an ongoing basis (weekly, by learning period, and annually) based on measurable outcomes.

Students demonstrated significant gains in the preview data analysis for 16-17 to 18-19 in English-Language Arts proficiency in essential written, oral, and listening communication skills. Our students also made gains in the preview data analysis for 16-17 to 18-19 in the mathematics on SBAC. Data analysis is on-going through the academic year during PLC's and Principal Leadership meetings to guide Professional Development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA District Benchmark	10% meet/exceed standards	12% meet/exceed standards
Math District Benchmark	1% increased	6% meet/exceed standards
ELA SBAC	14% meet/exceed standards	16% meet/exceed standards
Math SBAC	1% meet/exceed standards	6% meet/exceed standards

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support ELA and EL instruction through Reading Literacy: All Students

Strategy/Activity

W. E. B. DuBois will continue to provide support to increase academic achievement, student engagement and monitoring of student performance. In addition, W. E. B. DuBois will place high priority with providing teachers and staff with the tools to teach Common Core Standards, EL Standards and intervention alignment with progress monitoring and feedback. The school continues to focus on improving SBAC results by analyzing formative and summative assessments to drive instruction to increase student achievement and performance with targeted interventions and supports. Rigor and DOK professional development and coaching will enhance the development of daily instruction and maximizing time of task within the lesson cycle. Support is provided with content and interdisciplinary knowledge, higher order thinking skills and awareness of misconceptions with planning lessons aligned to Common Core Standards. In addition, coaching and mentoring for flexible grouping and readiness, using formative and summative data, by identifying deficiencies and adjusting lessons based on checks for understandings throughout lessons.

Areas of implementation:

- Support diverse learners
- Achievement analysis
- High quality resources
- Critical thinking
- Lesson reflection
- Scaffolding
- Essential questioning

People Assigned:

- Assistant Superintendent
- Education Coordinator
- Principal
- Lead Teachers
- ELA teachers
- ELD Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,614

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

4,017	Title II Part A: Improving Teacher Quality
34,414	LCFF - Supplemental
9,649	Title I Part A: Basic Grants Low-Income and Neglected

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support ELA, EL and Math instruction through high quality instructional practices and data analysis:
All Students

Strategy/Activity

Teachers will provide targeted best practices in SEL and data-driven decisions will enhance the effectiveness in pedagogy and content mastery. Assessment data and blended learning with Achieve3000, Go Math, Edgenuity and other interactive platforms will provide additional support, increase academic rigor, differentiate instruction, and allow for progress monitoring. Teacher are provided with coaching and support with vocabulary building, inferencing, evidence-based responses (primary and supporting claims), research and text analysis. With these efforts, teachers provided support to students through instructional strategies improving student skills and mastery. This also enables students to think critically, synthesize data and timelines and apply real-world applications to support responses.

People Assigned:

- Assistant Superintendent
- Education Coordinator
- Principal
- Lead Teachers
- ELA teachers
- ELD Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

71,684

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

83,595	LCFF - Supplemental
9,482	LCFF - Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support ELA and math instruction through high quality instructional practices and data analysis: All Students

Strategy/Activity

To monitor quality instructional practices and data-driven decisions, teachers will be provided with professional development in effective use of visuals, graphic organizers and digital resources to support literacy, comprehension, computations and real-world application in Math and ELA. On-going achievement gap progress monitoring of students from teachers, coordinators and administrators from formative and summative assessments will streamline PLC professional development for interventions and coaching. Each student will work with teachers and counselors to develop initial goals for success, measuring achievement and performances measurement indicators within SBAC targets. Increased professional development in higher order thinking skills will provide resources for interventions and initial instruction. Evidence based practices will be exemplified within lesson plans, questioning types and data analysis. Administration will provide needed tools to staff and teachers ensuring SEL needs are met, elevating student confidence and achievement. With the use of formative and summative data, scaffolding targeted Common Core into lesson plans and more explicitly within the 25-day intervention plan for state assessments. Teachers will also be incorporating additional writing (essays and open responses) support within daily lessons to increase student knowledge and performance with SBAC rubrics and exemplars. In addition, students' skills with interpreting word problems and math concepts support will be provided to reduce achievement gaps with interpretation, comprehension, and computation.

People Assigned:

- Superintendent
- Education Coordinators
- Principal
- Lead Teachers
- All Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

27,810

Source(s)

LCFF - Concentration

20,053

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support Innovative instructional models to increase academic achievement: All Students

Strategy/Activity

Professional development is conducted to teachers and staff regarding post-secondary indicators. Students participate with courses that increase exposure to state-of-the-art simulations, project-based learning, top technological software, and equipment to build upon work-based learning. These experiences guide students to apprenticeships, internships, and real-world applications to promote student interest and perspectives of small business, sole proprietorship, LLCs and entrepreneurship. Professional development will be provided to teachers regarding PBL, GATE, scope and sequence, achievement gap and equity to address improving instruction and outcomes. In addition, teachers receive coaching in SEL to meet the needs of student and to increase student engagement and Common Core intervention alignment. All core teachers will plan and implement PBL Projects at minimum two-times per school year using technology, uniform outlines and rubric formats across the curriculum. Career Pathway and CTE Instruction shall be included with core subject instruction to promote work base learning on 50% of the PBL projects.

People Assigned:

- Superintendent
- Education Coordinator
- Principal
- Lead Teachers
- All teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,690

Source(s)

LCFF - Supplemental

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support Math and ELA instruction through high quality instructional practices for disadvantaged socio. economic sub groups: All Students

Strategy/Activity

Consistent professional development and follow through in lesson design, lesson cycle, scaffolding, rigor, and DOK provided an innovative learning environment, targeted interventions and built

student interest and engagement. Teachers integrate technology into daily lessons such as Google Doc, Google Classroom and Edgenuity to enhance creativity and evidence-based instructional strategies for College and Career Readiness along with supporting Math and ELA supplements. In-class coaching will provide explicit and targeted support to teachers with text-dependent analysis, essential questioning, lesson cycle and guided practice. In addition, coaching and PLC's provided teachers with support with data disaggregation, interventions and aligning support with scaffolded low performing standards through learning stations, small group and differentiated instruction.

Students performing Far Below, Below and Nearly Met performance bands will be assigned mandatory remediation and/or targeted instruction reviewing basic skills and grade level standards that includes tutoring either before, during, and after school, and/or Foundational Prep courses. Students performing at Basic, or Nearly Met will participate in intensive targeted instruction according to Tier Cohorts in order to move toward proficient and advanced.

People Assigned:

- Superintendent
- Education Coordinators
- Principal
- Lead Teachers
- Math Teachers
- English Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

59,574

After School and Education Safety (ASES)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support ELA and Math instruction through Career Pathways and CTE courses high quality instructional practices and data analysis: All Students

Strategy/Activity

Career Technical Education is incorporated in each student's graduation sequence in Multimedia, Business Administration, Business Accounting, Cosmetology, Entrepreneurship and Patient Care (Medical) pathways. Students are in the Medical and Business pathway are also enrolled in dual credit course offered by Agape College of Business & Science and Fresno City College to increase college and career readiness. Students are enrolled in prerequisites for the medical and business programs increasing opportunities to obtain a diploma and A.S. Degree congruently as well as to increase dual credit options. In addition, dual credit partnerships with local and online colleges, trade schools and universities are established to communicate information about the Career Pathways and CTE Courses with our parents/ community.

Highly qualified teachers will be hired along with promoting and funding teachers to become highly qualified including core and CTE credentials enhancing the implementation of career and work based learning activities, including Career Days, field trips, specific to their career pathway to support learning.

People Assigned:

- Superintendent
- Education Coordinator
- Principal
- Lead Teachers
- Math/ELA Teacher
- CTE Credentialed Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
70,000	CTEIG Grant
245,803	ESSER III

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Improve EL proficiency rates through high quality instructional practices and data analysis: All Students

Strategy/Activity

Teachers will continue to incorporate Sheltered Instruction Observation Protocol (SIOP) and SDAIE strategies into daily lesson to increase the achievement of our EL population. ELD/Intervention Foundational courses will be incorporated into the master schedule to meet the needs of the EL population providing additional opportunities to meet with teachers in a small learning environment to obtain personalized learning based on Lexile levels obtained from Achieve3000 and from previous data from ELPAC assessments. Students will be provided with one on one, small group intervention and technology support using various interactive learning platforms. In addition, students participated in multiple intensive instructional boot camps focused on the four domains of ELPAC (speaking, listening, writing and reading) for skill development to surpass the targeted 12% growth indicator.

Professional development will be provided to teachers reinforcing specific teaching and assessment strategies for meeting the needs of the school’s EI Population. Teachers will use assessment data within PLCs to drive instruction with scaffolding, questioning and student engagement for academic support and progress monitoring student achievement and goals. EL standards will be tightly aligned with the Scope and Sequence across multiple contents and CTE

pathway courses to increase student engagement, interest and academic support

People Assigned:

- Superintendent
- Education Coordinator
- Principal
- All Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,190	Title II Part A: Improving Teacher Quality
42,210	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All services will be provided to students through multiple platforms such as hybrid, in-person and interactive platforms to reduce loss of learning. The school's English Learner program was designed to provide targeted interventions based on assessment data (previous ELPAC/SBAC scores) and student engagement within class sessions. Teachers participated in professional development focusing on supports for EL students to increase language fluency and comprehension. Through DOK, differentiated instruction and guided practice strategies; teachers provided opportunities for speaking, listening, reading, and writing interventions. Through the ELD courses, teachers maximized time on task by providing additional support to students in small group, differentiated instruction and targeted interventions to build skills and stamina with literacy. Teachers will be provided vocabulary support with targeted visuals and graphic organizers to focus learning on Common Core Standards and interventions to increase Lexile levels and reading comprehension.

Site administration is responsible for ensuring implementation goals are met by analyzing student work products, classroom observation, informal assessment results, formal assessments, usage and performance reports, and ELPAC results. EL students in grades 9-12 who need extra support

are enrolled in ELD/Intervention Foundational English class in addition to their core English class. The school will enhance instruction to increase rigor and depth of knowledge to strive for DOK 3 and 4 rigor and further development of rigor in daily instruction to meet the needs of the individual student and expectations of administration

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences to implement the strategies/activities to meet the articulated goal. The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that the school provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There were no changes made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 2

Our school goal will increase parent participation in School Site Council, Parent Advisory Council, ELAC, parent training and Feedback Collection Initiatives.

Identified Need

Historical Data and current data used include:

- Parent Meeting Attendance
- ELAC Feedback
- Surveys
- Parent Involvement Activities

Historical data shows that parent attendance has decreased. A need to rebuild our parent and community base is critical to improving and achieving academic goals. This goal will be monitored and reassessed on an ongoing basis (weekly, by learning period, and annually). We will evaluate through surveys and attendance by parents in activities and meeting and also phone calls. We will increase our parent participation through our School Site Council, Parent Advisory Council, and English Learner Advisory Council, and Parent Club to reach all demographics of our school. Preliminary Alternative Budgets for Charter Interim Charter Budget Reports of Actual. LEA Plan and Single Plan for Student Achievement Local Control & Accountability Plan (LCAP)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Meeting Attendance	12% parent participation	15% parent participation
ELAC Meeting Attendance	12% parent participation	15% parent participation
Parent Survey Completion	30% parent participation	40% parent participation
PAC Attendance	Total parent council meeting attendance rate for PAC (average for both schools combined) was 19%, goal met.	PAC Attendance 12%
DELAC/ELAC Meeting Attendance	Total parent council meeting attendance rate for DELAC/ELAC (average for both schools combined) was 10%, goal met.	DELAC/ELAC Meeting Attendance 12%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey Completion	DuBois- 252 of 360 households (70%) Parent Survey Completion, Goal met for the campus.	LCAP Parent Survey Completion - 30%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase the percentages of parents involved in school activities, and meetings such as parent council/ELAC, School Site Council membership: All Students

Strategy/Activity

1. Family Communication for outreach, PBIS and MTSS
 - a. Supported staff hours to make phone calls.
 - b. Home-visit
 - c. Social Emotional Learning (SEL)
 - i. MTSS (Multi-Tiered System of Support)
 - d. Newsletters
2. School Messenger Subscription to increase parent/guardian communication
 - a. School Messenger
 - b. Auto dialer and email
3. Student/Parent Recognition for all students
 - a. Student Incentive (School Attendance)
 - b. Parent forums (Virtual)
 - c. School Survey
 - d. Monitor student progress
 - e. Student award ceremonies
4. Use of social media platforms such as the school's Facebook.

People Assigned:

- Superintendent
- Education Coordinator
- Principal
- Lead Teachers
- All teachers
- Student Support Counselors

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

62,946

ESSER III

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Increase Academic Achievement in ELA and Math by keeping parents informed through about data and how data guides instruction. Introduce literacy training on supplemental programs and college and career readiness programs: All Students

Strategy/Activity

Ensure parents are informed of all school activities through Student Support Counselors, Career Services Coordinators, Guidance Counselors, and Administration. Teacher’s weekly personal calls will increase personal connections with families during check-ins. Check-ins will be conducted to verify the health and wellness and SEL of our students and parents enabling the school to provide intervention and services. During the weekly phone calls, we also remind parents of upcoming meetings, activities and events for students. Our School Messenger system and Parent Portal is also utilized to send verbal and electronic messages in English and Spanish. Electronic flyers were distributed via email and hardcopies by the US postal mail. Parents are encouraged to participate in Assemblies, Career Days, Literacy/ Math Night, Art Hop, Project Based Learning Exhibition, and job fairs. Families needing additional service such as food and clothing will be assisted with referral services and donations from staff and community partners.

People Assigned:

- Superintendent
- Education Coordinator
- Principal
- Student Support Counselors
- Lead Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

185,089

Source(s)

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions/services are being implemented for goal 2. To increased parental involvement establishing 1:1 device to students enable parents' flexibility, convenience and accessibility to attend parent meetings and receive notifications of upcoming events. Parent input is readily accepted and infused into board-level decision making in forms of surveys, personal calls, and emails. Along with the Board of Directors, governance and oversight is also provided by the School Site Council (SSC) and the District English Learner Advisory Council (DELAC) which consists of parents, teachers, students, community members, the Superintendent, and the Chief Executive Officer. With a collaborative and inclusive climate and culture, staff in a professional and respectful manner listen and honor all voices in the school community, especially voices that have traditionally been underrepresented.

Personal calls are made to stakeholders and community members to enhance communication and purpose. In addition to the school's home visit procedure for student successes and to meet the social emotional needs. All efforts are to increase stakeholder participation, communication and to model a family-like feel to increase trust, accountability, and retention. Communication with stakeholders is in multiple languages, professional and on-going. Overall goal is to ensure underrepresented voices are heard and measures are taken to increase awareness and participation. Through school messenger and parent portal, parents receive notifications of meetings, recognition, and outreach opportunities to benefit the entire family.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences to implement the strategies/activities to meet the articulated goal. The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that the school provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 3

Our school will maintain a minimum of 90% attendance rate for DASS students over a 3 period

Identified Need

Our school will effectively use restorative practices and interventions to promote safety, positive culture and increase student attendance for all ASAM students at a minimum of 90%. Student expulsions will continue to decrease by 1% along with suspensions by 5% decrease yearly.

Historical Data and current data used include:

- Truancy Rates
- Suspension, Expulsions
- Parent Surveys
- Teacher Feedback
- Counseling Training Model
- Increasing Cultural Activities
- Increase Student incentives

Chronic absenteeism has decreased significantly at W.E.B Dubois Charter School. Student attendance for grades 9-12 are based on their work completion, as regulated by education code for independent studies program. Chronic absenteeism has decreased by 11% over the past 3 years. Absenteeism continues to decline during the 2019-2020 school year due to the mobilizing resources that provide ample opportunities for students to attend school on a frequent basis in order to receive support and one on one tutoring, complete assignments and to continue the decrease in chronic absenteeism. This goal will be monitored and reassessed on an ongoing Dailey Basis (weekly, by learning period, and annually).

Currently, the chronic absenteeism rate is estimated to increase by 1.2% for the 2019-2020 school year.

Preliminary Alternative Budgets for Charter Interim Charter Budget Reports of Actual.
LEA Plan and Single Plan for Student Achievement
Local Control & Accountability Plan (LCAP)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate of students enrolled 90 days or more	92%	94%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate of students enrolled 90 days or more	1.2%	1%
Expulsion Rate of students enrolled 90 days or more	0.0%	0.0%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Improve student attendance: All Students

Strategy/Activity

1. Qualified dropout prevention and Attendance support staff to reduce loss of learning.
 - a. Social Emotional Support PD
 - b. Academic Support Monitoring PD
 - c. Positive Culture and Environment PD
2. Parent Involvement and Resources for community outreach and support.
 - a. Personal phone calls (truancy prevention)
 - b. Home visits (chronic absenteeism)
 - c. School messenger (Automatic phone calls and email)
 - d. Mental Health contractors
3. Provide attendance incentives.
 - a. Students with positive attendance were entered into raffles and highlighted at break and in monthly newsletters.
 - b. Attendance Incentives Plan
 - Daily, weekly, monthly, individual student incentives raffles
 - Weekly school-wide incentives for meeting (90% or above attendance rate)
- c. MTSS/PBIS
- d. Transportation (bussing) provided to all students
- d. Increase student engagement
- e. Monitor chronic absenteeism
4. New methods were utilized to recruit students.
 - a. Website and social media Facebook page is utilized to expand presence and connect with potential enrollees. The Facebook has 134 followers and 5-star reviews.

People Assigned:

- Principal
- Student Support Counselors
- All teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

31,596

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions/services are being implemented for goal 3. All support staff, teachers and administration are responsible to follow the policies and procedures in the Board Adopted Student Support Manual and 5 step attendance policy in addition to the Attendance Monitoring Plan designed by the Superintendent. Interventions are in place to reduce chronic truancy. Goal 3 is to ensure all students achieve the 90% attendance goals. Daily automatic and personal communication and home visits are made to students who are absent and/or have not contacted the school.

Community outreach is providing to families with unforeseen circumstance. Within the community outreach, Generational Counseling Incorporated receives a referral for students struggling with issues that may be preventing them from attending school and meeting their social emotional needs to increase daily attendance and support. Students' grades are also monitored by our counselors, teachers, and administration and our guidance counselor periodically regarding credits, interventions and needed support for dropout prevention. Additional transportation routes will be created for students to arrive and depart from school.

Incentives for perfect attendance, student engagement and afterschool program participation incentives are available to students to increase student participation and attendance. Daily, weekly bi-weekly and monthly attendance raffles and recognition to promote good attendance and consistent student engagement and participation. School messenger sent weekly with updates for school initiatives and upcoming events in English and Spanish. Afterschool program promotes increase student achievement, participation and performance with weekly incentives and recognition.

Staff members promote and recognize student achievement through monthly newsletters and online recognition with Facebook and Instagram. Fliers are also distributed to the neighborhoods and community business to promote campus initiatives, support, and interventions.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences to implement the strategies/activities to meet the articulated goal. The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that the school

provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 4

Professional Development, Pupil Achievement, Student engagement

100% of teachers, classified staff and administrators will be required to participate in professional develop to enhance student academic achievement and higher quality instruction. Administrators (CEO, Superintendent, Principals and Vice Principals or Education Coordinators) will participate in a leadership institute including a formal professional retreat in order build capacity to increase academic achievement, student engagement, classroom observation, monitoring and evaluation.

Historical Data and current data used include:

- Student Performance Data
- Teacher Surveys and Input
- Administrator Evaluations
- Needs Assessment
- Increase number of projects and hands-on activities in Classroom

Administrators need foundational practices skill development along with Instructional methodology and student climate building and modeling. Administrator evaluations reflect lack of capacity in working with at risk students. Teachers evaluations and student data reflect more Professional Development is needed to build instruction around data analysis and ongoing monitoring.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher PD Survey	68% Teachers reported that they are trained on instructional strategies for our students that promote creativity, critical thinking, collaboration, and communication.	78% teachers will report that they are trained on instructional strategies for our students that promote creativity, critical thinking, collaboration, and communication.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Improve teacher performance by building capacity to analysis data and modify targeted Instruction:
All Students

Strategy/Activity

Professional Development focused on academic rigor, language, student engagement and the use of supplemental materials to support expected outcomes within Common Core Standards. Student receive personalized instruction and are encouraged to excel by pursuing challenging educational activities. Teachers are trained to design appropriate learning and performance modifications for equivalent GATE students that enhance creativity, select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of equivalent GATE students and advanced learners. We will continue training on ELPAC, ELA and ELL plans for student success with speaking, writing, and reading including language development. The principal is responsible for ensuring implementation and goal indicators are met and new technology upgrades are being utilized to maximize student learning. The school will provide opportunities for students to advance and obtain additional credits through the online platform Edgenuity.

Ensure highly qualified teachers through Induction programs and University internships.

People Assigned:

- Assistant Superintendent
- Education Coordinator
- Principal
- Lead Teachers
- All teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

24,406

Title I Part A: Basic Grants Low-Income and Neglected

15,200

Title II Part A: Improving Teacher Quality

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Improve teacher performance by building high quality instructional practices and data analysis skills: All Students

Strategy/Activity

1. Provided comprehensive professional development.
 - a. Professional Development Days
 - b. In-Class Coaching Days
2. Professional Development focused on Academic Rigor, Common Core Supplements and Social Emotional Learning (SEL)
 - a. This includes:
 - i. SDE Provided- Non-Negotiables, Look For's, Standards align, Mapping, Pacing, Differentiated Instruction, DOK 3-4 to enhance instruction to increase rigor and depth of knowledge levels and Academic Vocabulary.
 - ii. Achieve3000 program, PD
 - iii. Go Math program and PD
 - iv. Intensive focus on CCSS and instructional strategies in bi-weekly PLC's.
 - v. Blended (Hybrid and Distance) Learning
 - vi. Social Emotional Learning PD
 - vii. GATE training and coaching
3. Maintained qualified support personnel including instructional technology support staff.
4. Purchase and acquired additional technology software (staff and student devices)
 - a. Desktop computers upgrades to facilitate use of instructional technology. (Mac/Dell/HP)
 - b. Mac, Chromebooks, Tablets software updates and Hotspots
 - c. Online licenses for textbooks, supplement materials and digital software.
5. There will be Beginning Teacher Induction for 1st year core teachers

People Assigned:

- Superintendent
- Education Coordinator
- Principal
- Lead Teachers
- All teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

35,231

LCFF - Supplemental

121,099

LCFF - Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Improve teacher performance by ensuring Principals and Administrators are trained and have the capacity to lead instruction through reflective leadership, coaching, mentoring and data analysis: All Students

Strategy/Activity

Administrators will participate in Bi-weekly leadership meetings along with individual weekly meetings with the superintendent regarding achievement, climate and culture and leadership capacity. Workshops, seminars, coaching from the school's instructional partners will be tailored to leadership expectations, closing the achievement gap and to build leadership skills of the district's aspiring leaders. Weekly PLC will be held with administrators, teachers and staff streamlining professional development to strengthen teacher performances and evaluation indicators. Partnerships with universities and advance degree programs will be provided to increase leadership and instruction skills.

People Assigned:

- Superintendent
- Coordinator of Curriculum & Instruction
- Principal
- Lead Teachers
- District Math Coach
- All Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

44,162

Source(s)

LCFF - Concentration

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Consistent professional development in instructional leadership, strategic systems and climate and culture will increase leadership responsibility and accountability for decreasing the achievement gaps with students. Increased knowledge in the use of curriculum and instruction design, supplement and interventions and Common Core alignment will provide teachers with the tools to increase academic rigor, data analysis and site plan analysis. Data-based instructional strategies will increase planning efforts, pedagogy and intervention streamlining will maximize instructional

time, teacher non-negotiables and data-driven decision making supports. At least 90% of teachers participated in Professional Development trainings throughout the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences to implement the strategies/activities to meet the articulated goal. The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that the school provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

English Learner Proficiency

Increase the Number of students scoring in Level 3 and Level 4 in reading, speaking, writing, and listening.

Identified Need

Historical Data and current data used include:

- Standardized Testing Scores,
- Professional Development Evaluations
- Principal Teacher Observations
- Needs Assessment

Historically there is a need to attract and build capacity in high quality Teachers and administrators in order to increase academic performance. This school goal will be evaluated on an annual basis as part of the SPSA evaluation process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
WEB DuBois leadership team with the support of the cabinet will work with site base principals and administration along with teachers, students and parents to gather input utilized for the SPSA- Single Plan for Student Achievement.	100% of WEB DuBois Leadership will work with Agape Schools Cabinet.	100% of WEB DuBois Leadership will work with Agape Schools Cabinet.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support program performance by providing appropriate resources: All Students

Strategy/Activity

Professional development will occur throughout the year via our Agape Professional Development Calendar listing trainings, workshops, professional development genres, and meetings to increase streamlining, consistency, and monitoring. Hiring highly qualified teachers and staff is priority to ensure all staff members participate in professional development training for effective planning, support, and individual development. Highly Qualified Teachers (HQT) interview selection process will ensure that teachers are fully credentialed, have aligned goals and have the professional integrity aligned to district expectations and accountability.

People Assigned:
Chief Executive Officer,
Superintendent,
Human Resources Coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

29,478

Source(s)

LCFF - Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support program performance by providing appropriate resources: All Students

Strategy/Activity

New teacher mentoring and coaching will be supported by the Education Coordinator, Site Administrators and Lead Teachers. New teachers will also have access to Induction Planning through Fresno County Superintendent of Schools (FCSS) to ensure credentialing, professional integrity and Highly Qualified Teachers (HQT). In addition to BTSA Induction Workshops, summer session workshops and seminars, Tier Interventions, health and wellness and SEL trainings will be conducted to support student tier intervention, resources and community outreach.

People Assigned:
Chief Executive Officer,
Superintendent,
Human Resources Coordinator
Education Coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
108,444	LCFF - Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support program performance by providing appropriate resources: All Students

Strategy/Activity

Student within special populations such as students with IEPs, students with 504 plans, Homeless/Foster youth, EL Learners and high-risk students will have opportunities to reduce loss of learning with tier instruction, health and wellness and supplement support, and school and technology resources to increase student achievement and performance. As student attendance increases, teachers will participate in professional development focused on academic rigor and the use of supplemental materials and programs to support Common Core implementation. Teacher non-negotiables to improve academic rigor include, but are not limited to, standards aligned lessons and assessments, differentiated instruction, DOK levels, and mastery of academic vocabulary. The overall successes of these actions/services will help maximize instructional time, streamline teachers’ non-negotiables, and support data driven decision-making. The school continues to focus on improving SBAC results as well as consistently administers formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase student achievement. Administration and Ed. Coordinators provide professional development training for staff in blended learning practices to support literacy, math computations and CER in science to highlight interventions within contents and skills.

People Assigned:
 Chief Executive Officer,
 Superintendent,
 Human Resources Coordinator
 Administrators
 Education Coordinators
 Lead Counselors

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,613	LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support program performance by providing appropriate resources: All Students

Strategy/Activity

High quality professional development and ongoing professional support along with University partnerships will support teachers becoming high qualified including obtaining single, multiple subject, and CTE credentials. Math and Science will be given priority due to teacher shortages. New teacher mentoring and coaching will be supported by the Education Coordinator, Site Administrators and Lead Teachers. New teachers will also have access to Induction Planning to ensure credentialing, professional integrity and Highly Qualified Teachers (HQT).

People Assigned:

Chief Executive Officer,
Superintendent,
Human Resources Coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,318

Source(s)

LCFF - Concentration

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support program performance by providing appropriate resources: All Students

Strategy/Activity

WEB DuBois will ensure safety and positive school climate with the increase in attendance, and provide services to special populations including social and emotional support.

WEB DuBois will ensure Parent Involvement increases through parent activities as outlined in LCAP/Addendum

People Assigned:

Chief Executive Officer,
Superintendent,
Human Resources Coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

99,267

Source(s)

LCFF - Concentration

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Agape Schools, Inc. Executive Office works with school site administration to ensure that overall implementation and follow-through occurs with stakeholders to accomplish the purpose of the goals set forth in the SPSA- Single Plan for Student Achievement. The school site needs assessment, SBAC indicators, personalized individual learning plans for students will ensure all measurement indicators are met and support is provided to ensure effectiveness.

Through monthly leadership institute meetings, the Agape Cabinet communicates desired results, objectives, and action items necessary to increase academic performance. Information is communicated to school site administrators, which is then delivered to individual school site staff members ensuring alignment and monitoring. Through this on-going process, leadership capacity is built within high quality teachers and administrators in order to increase academic achievement and performance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences to implement the strategies/activities to meet the articulated goal. The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that the school provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Students in our special populations will make satisfactory progress towards H.S. graduation requirements.

Identified Need

Our identified need has been revealed through our needs assessment, stakeholder survey, and data from seniors needing intervention to graduate on time. To ensure students in our special needs populations have adequate academic and supportive resources to earn passing grades and credits to matriculate towards graduation.

For Tier 1: Core classroom instruction support the needs of students with disabilities. Teachers ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.

For Tier 2: Provided academic intervention (tutoring) and support services outside of instructional time.

For Tier 3: Targeted intervention through Multi-Tier Instructional support, EL strategies, After-School Intervention and Online Learning Resources. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of credit eligible students with learning disabilities who make satisfactory progress towards graduation	2019-2020: 100%	2019-2020: 100%
% of credit eligible homeless youth who make satisfactory progress towards graduation	2019-2020: 100%	2019-2020: 100%
% of credit eligible foster youth who make satisfactory progress towards graduation	2019-2020: 100%	2019-2020: 100%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Professional Development for Teacher Engagement: All Students and Individualized for seniors.

Strategy/Activity

Teachers will receive Professional development from FCSS, Toolz 4 Teacher and Agape Leadership to ensure all students graduate on-time. Students will be provided the multiple opportunities to reduce credit deficiency and loss of learning. Resources are provided to homeless, foster and pregnant and parenting students to ensure they stay on track with academics leading to a high school diploma and post-secondary initiatives. Upgrades to the CTE pathway programs enable staff to build student interest in careers, industries, and dual credit completions/certification. Each student completes a Senior portfolio upon graduation to assist with resume, interview skills and post-secondary endeavors to promote real world applications and CTE options. Student incentives are in place to promote MTSS/PBIS measures to recognize the strives and preparedness student possess to increase engagement and participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

43,050

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Work-based Learning and Career Readiness: All Students and Personalize for Seniors

Strategy/Activity

Professional development is conducted to teachers and staff regarding post-secondary indicators. Career Technical Education is incorporated in each student's graduation sequence in pathway to increase student interest and post-secondary indicators. Students are enrolled in dual credit course offered by Agape College of Business & Science and Fresno City College to increase college and career readiness. Students are enrolled in prerequisites increasing opportunities to obtain a diploma and A.S. Degree congruently. Students participate with courses that increase exposures to state-of-the-art simulations, project-based learning, top technological software, and equipment to build upon work-based learning. These experiences guide students to apprenticeships, internships, and real-world applications to promote student interest and perspectives of small business, sole proprietorship, LLCs and entrepreneurship. Primary activities will be completed through ACBS as a liaison, mentor and consultant to the school and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

120,230

Source(s)

LCFF - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

W.E.B DuBois Public Charter School staff have worked diligently to graduate more students each year and increase the percentage of students graduating in special populations such as students with disabilities, English learners, socio economically disadvantage, and students who are 18 years or older. Overall, WEB Dubois graduation rate increased from 88.9 to 90%, with EL students increasing from 91.7% graduation rate to 92.3% in the 2021-2022 school year. Thus far this is DuBois' most effective achievement in the past 2 years. We have also lowered the credit threshold for students over 18 which has assisted the school in contributing to a higher graduation rate.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Goal 6 dollars are increased by \$2,462 due to ensuring that Special Needs students are being met and are receiving the specialized care according to their IEPs including intervention and specialized education plans tailored to each student's individual needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes at this time as best practices are working.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,660,914.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$43,050.00
Title I Part A: Basic Grants Low-Income and Neglected	\$198,159.00
Title II Part A: Improving Teacher Quality	\$34,407.00

Subtotal of additional federal funds included for this school: \$275,616.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$59,574.00
CTEIG Grant	\$70,000.00
ESSER III	\$308,749.00
LCFF - Concentration	\$416,582.00
LCFF - Supplemental	\$530,393.00

Subtotal of state or local funds included for this school: \$1,385,298.00

Total of federal, state, and/or local funds for this school: \$1,660,914.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	59,574.00
Comprehensive Support and Improvement (CSI)	43,050.00
CTEIG Grant	70,000.00
ESSER III	308,749.00
LCFF - Concentration	416,582.00
LCFF - Supplemental	530,393.00
Title I Part A: Basic Grants Low-Income and Neglected	198,159.00
Title II Part A: Improving Teacher Quality	34,407.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	After School and Education Safety (ASES)	59,574.00
	Comprehensive Support and Improvement (CSI)	43,050.00
	CTEIG Grant	70,000.00
	ESSER III	308,749.00
	LCFF - Concentration	416,582.00
	LCFF - Supplemental	530,393.00

	Title I Part A: Basic Grants Low-Income and Neglected	198,159.00
	Title II Part A: Improving Teacher Quality	34,407.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	721,785.00
Goal 2	248,035.00
Goal 3	31,596.00
Goal 4	240,098.00
Goal 5	256,120.00
Goal 6	163,280.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Reba Joyner	Principal
Maria Zapien	Parent or Community Member
Maria Luna	Parent or Community Member
Felisha Sorrondo	Parent or Community Member
Michelle Walker	Classroom Teacher
Antonio Mendoza	Classroom Teacher
Paula Flores	Classroom Teacher
David Komanapalli	Classroom Teacher
Adrian Ferguson	Other School Staff
J'CoI McGhee	Parent or Community Member
Andru Balladarez	Secondary Student
Natalie Calderon	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Linda Scott on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019