

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description
<p>Increase Academic Performance Outcomes for Students</p> <p>This is a focus goal as we are needing to increase academic performance on the SBAC in the areas of English, Math and Science. Our Language Arts Scores have declined post pandemic due to learning losses our students suffered. Math achieved lacks mobility in increasing proficient or advanced student outcomes. Our Science scores have begun to show some changes but the need is still evident. Currently, additional measures out side of SBAC such as locator benchmarks have shown promise.</p>

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.	Professional Development, and Technical Assistance Provider. Total 13 Professional Developments 8/24/23 9/13/23 9/27/23 10/11/23 10/25/23 11/8/23 11/29/23 12/13/23 2/13/24 3/13/24 3/18/24 4/5/24 5/11/24 Professional development for computations, EL Standards			To date in the 2024-25 school year 13 professional development sessions have been provided with 8 additional planned.	Professional Development, and Technical Assistance Provider. Total 18 Professional Developments Including additional professional development in AVID Program, 1 day LEA leadership training, Focus Area on How to Integrate College and Career Readiness Culture.
1.2	Mathematics will be monitored for incremental improvement using	SBAC 22-23			Star norms referenced Math and Reading	SBAC 26-27

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	benchmark and local assessment data.	SBAC 2022-23 Math Scores exceeding or meeting Standards was 14.9% EL: 13.04% FY: N/A LI: 14.65% HL: 9.09% SWD: 26.32%			Assessments were implemented in December to better assist teachers in identifying areas of need and growth. Teachers have participated in two professional development sessions to date that have focused on using Star data to guide and plan instruction. Two additional hours of training will be provided this school year.	SBAC 2026-27 Math Scores exceeding or meeting Standards will be: 21%
1.3	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement.	Currently we have 2 credentialed math teachers for both high school and middle school grades. We also have contracted with Edgenuity to provide students with a virtual fully credentialed teacher.			In addition to the 2 credentialed math teachers, a substitute teacher has been hired as a paraprofessional tutor in the math classrooms. Math tutoring has also been incorporated into the afterschool program for grade K-12.	Students in Grades 6-12 will receive compacted curriculum leading to college algebra. Students will receive built in tutor/coach for during independent practice.
1.4	Student with disabilities and or Special subgroups will be provided assisted technology.	Currently, 100 percent 1:1 ratio for assisted technology for all subgroups,			Assisted technology continues to be provided at a 1:1 ratio for students with disabilities. All special population groups also have access to check out technology for in school and at home use. Additional Chromebook purchases and technology upgrades have increased the availability of	Maintain 100 percent 1:1 ratio for assisted technology for all subgroups, while expanding diversified technology by 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					technology to all student groups.	
1.5	After School Program will increase by 10% of the number of students participating in After school tutorial.	Intervention and remediation courses will be taught before, after and during Saturday school to address learning losses.			At the end of the first semester of 2024, 62% of students were enrolled in the afterschool program. After increased marketing and communications, the percentage of students enrolled in January 2025 rose to 65%.	80% of student body participate in tutorials, leading towards completion of A-G courses grades 7-12.
1.6	English Language Arts will focus on Reading and Writing literacy.	Interventional Foundational English class will be provided for students who need additional practice with basic skills. Additionally, Multiple Tier Support Systems will leverage best practices will be utilize to support tiered student groups and provide Equity interventions for unduplicated pupils including EL, Homeless, Foster, Low-income students, Hispanic, African American students. SPED and 504 modification and accommodation. Currently 80% implemented			Two teachers are currently enrolled in the Reading Intervention Specialist credential program. 100% of teachers are receiving monthly professional development focused on scholastic writing.	50% of ELA and Social Studies Teachers with Reading Intervention Specialist credential. 50% of 100% Science and CTE Teachers participate in scholastic writing professional development in : 1. Research Writing (Experimental Method) 2. Review of Literature (Expository Text). 3. Literary Response to Text and Media (including film). 4. Argumentative Writing
1.7	Science teachers will increase their proficiency of the Science standards by engaging in two professional workshops that focus	Currently Science Teachers receive professional development with a total of 13 professional			Year to date, Science teachers have participated in 3 professional development sessions	Total of 18 professional developments in NGSS science standards and

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	on interactive labs and embedded standards.	developments a year.			<p>focused on NGSS science standards and creating interactive lab activities. One additional science focused session is scheduled in February.</p> <p>Science teachers have also participated in all content area writing PD sessions.</p>	<p>engagement strategies. Including computer science courses, and AP science instructional framework and implementation strategies.</p>
1.8	Highly Qualified and credentialed Teachers				<p>The most recent CTE data (2022-23) indicates that out of 19.5 FTE teachers 60.6% were both fully credentialed and teaching in their credentialed area, 20% were interns, and 19.4% were either teaching out of their content area, held an emergency credential, or not fully credentialed.</p> <p>This is projected to improve due to increased recruitment and a commitment to mentoring and supporting aspiring teachers</p> <p>Evidence includes 2 of the former intern teachers completed their programs in 2024 and now hold a teaching credential in the area in which they are teaching.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.	Yes	Partially Implemented	Total 13 Professional Developments Year to Date 8/5/24 8/14/24 9/5/24 9/17/24 9/18/24 9/19/24 9/20/24 10/04/24 10/11/24 10/08/24 11/06/24 11/07/24 11/08/24 12/12/24 1/21/25	Professional Development Calendar, Sign In Sheets, Provider Summary Reports, Agape PD SharePoint Materials	\$898,345.00	\$459211
1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data. Student will increase Mathematic scores by at least one band.	Yes	Partially Implemented	Initial Star Math Assessment Results K-12 2025: Exceeded Standard: 3% Met Standard: 7% Nearly Met: 16% Below Standard: 74%	Star Assessment Reports	\$561,651.00	\$269910
1.3	Mathematic courses will have a credentialed teacher and a tutor to increase student engagement. Qualified Substitutes will be utilized for tutorial supports in each course.	No	Partially Implemented	Math tutoring provided after school by teachers.	After school tutoring sign in sheets.	\$207,500.00	\$102490

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	This will allow increased 1:1 attention in Mathematics .				Teacher tutoring schedule.		
1.4	Student with disabilities and or Special subgroups will be provided assisted technology. Each Student that qualifies with disabilities are being provided a laptop or Chromebook to be utilized at home with additional tutorial apps.	No	Partially Implemented	Additional Chromebooks purchased. Internet Upgrades Tutorial App Subscriptions (ST Math, Achieve 3000)	Purchase orders, technology tracking/checkout documentation	\$976,248.00	\$440134
1.5	After School Program will increase by 10% of the number of students participating in After school tutorial. After School program will increase Academic enrichment services including student engagement incentives and increase student activities.	Yes	Partially Implemented			\$117,408.00	\$65498
1.6	English Language Arts will focus on Reading and Writing literacy. Upon review of State and local Assessments learning losses have been experienced post Pandemic this action will address those learning losses by focusing on identified gaps. Instructional Staff will support vocabulary development, increased reading and writing activities by 20%. The	Yes	Partially Implemented	Two teachers are currently enrolled in the Reading Intervention Specialist credential program. Professional development focused on scholastic writing across all content areas: 9/20/24	Teacher transcripts, Professional Development Calendar, Sign In Sheets, Provider Summary Reports, Agape PD SharePoint Materials.	\$128,835.00	\$64398

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	workshop model will be used as a focus of delivery to students. Individualized support will be provided through personalized tutorials . Professional Development will also focus on School wide Reading and Writing literacy. Increased Student engagement activities including family reading night, incentives for students moving reading levels and incremental achievement acknowledgments of our students will be incorporated.			10/11/24 11/15/24			
1.7	<p>Science teachers will increase their proficiency of the Science standards by engaging in two professional workshops that focus on interactive labs and embedded standards.</p> <p>Teachers will participate in interactive Science Professional Developments in order to increase Student Engagement in Science and increase the number of Science labs by additional 10 labs per year.</p>	No	Partially Implemented	<p>NGSS Science Professional Development Sessions YTD: 9/6/25 10/4/25 10/14/25</p> <p>Professional development focused on scholastic writing across all content areas YTD: 9/20/24 10/11/24 11/15/24</p>	Professional Development Calendar, Sign In Sheets, Provider Summary Reports, Agape PD SharePoint Materials.	\$105,600.00	\$54897
1.8	<p>Highly Qualified and credentialed Teachers</p> <p>The number of Highly qualified teachers will increase through hiring incentives in supporting Credential completion and Development. Title II will assist in the financial</p>	Yes	Partially Implemented	<p>Most Recent Available Published CDE Data 2022-2023: Total Teaching FTE: 19.5 Fully Credentialed: 60.6% Out-of-Field: 5.2%</p>	Data Quest, CTC records	\$125,000.00	\$62597

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	apportionment toward highly qualified credentials and beginning Teachers Induction program. The number of Misassigned teachers will decrease by 5% each year.			Intern: 20% Ineffective/Unknown: 14.3% 2 teachers completed their internships and are now teaching in their credentialed areas.			

Goal 2

Goal Description

Increase Academic Performance Among EL students

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Long-term Students completing ELPAC will make progress in Reading, Listening, writing, and speaking. In addition, They will increase participation rate.	Data year :2024~2025 Data Source: ELPAC DuBois had 14.43% students score a Level 4, and 22.68% scored a Level 3. EL: 1, 2, 3, 4 LI: 1, 2, 3, 4			The California Dashboard for 2023-24 indicates that 44.4% of long term English Learners made progress (grew at least 1 performance band). Interim and benchmarks indicate that 35 of 75 (46.7%) English Learners are currently on track for redesignation in 2025.	10% of overall EL students that qualify as Long-term EL will increase 1 performance Band toward Level 3 or 4 from 1 or 2.
2.2	All instructional Activities will be EL standards aligned.	100 percent of designated EL establish by deployment. Teachers receive support with Integrated ELD students.			Current ELA Curriculum CA Collections has integrated ELD imbedded. 100% of Grades 9-12 ELs are enrolled in designated ELD course. All teachers indicated ELD strategies planned as part of their daily instruction. Classroom engagement focused observations confirm that at least one ELD strategy is being implemented in all classes. Additional professional learning	100% fully implemented with expanded EL aligned activities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					is planned to increase the variety and number of strategies in use.	
2.3	English Language Learners Instructional Strategies will translate to increased student engagement.	Through our educational partnership with Fresno County Superintendent of Schools, they will provide virtual PD on the ELA/ELD Framework as well as ELD standards. Partnering with our PLCs, focusing on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc			<p>All teachers have participated in a minimum of 4 professional development sessions focused on integrated ELD strategies and at least 2 PLCs have focused entirely on integrating ELD strategies in all classes.</p> <p>In addition, ELA and Social Studies teachers are being coached by English language specialists from our technical partner, FCSS.</p>	100 percent of teachers to receive PD on how implement integrated ELD with fidelity.
2.4	Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclassification monitoring EL students will be mandated.				<p>EL progress for the 23-24 school year was a level of orange with 44.6% of students making progress (a decline from the prior year).</p> <p>Currently 46.7% of students are on track for reclassification. If at least 45% are reclassified, this would increase the color band to yellow which</p>	EL Progress at a Level of Green or Blue on the California Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					is only one step away from the goal.	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Ensure Stakeholders have increased knowledge and training of the schools' EL program.</p> <p>Parents and Community will be invited to participate in trainings for the schools' English Learner program. This is a need expressed on our surveys as Parents, Students and Community needs to be aware of the resources it provides. By being aware of the resources parents, students and community can take advantage of its opportunities additionally input from stakeholders would be considered when formulating what type of trainings that will be provided starting 2024-2025.</p>	No	Ongoing Implementation	<p>ELPAC Presentation to parents 1/29/25 SSC/DELAC Meetings Dates 9/9/24, 1/30/25</p> <p>Student ELD data Chats held 1/31/25-2/6/25</p>	School Calendar, sign in sheets, meeting agenda and minutes, call logs	\$764,530.00	\$365890
2.2	<p>All instructional Activities will be EL standards aligned.</p> <p>Through stakeholder input the EL action program plan would be revised and readopted, to focus on program quality. The EL program that Teachers will follow guide instructional minutes and supports.</p>	Yes	Ongoing Implementation	Teacher lesson plans and engagement observation forms indicate all teachers are implementing a minimum of one integrated ELD strategy per class period.	Teacher lesson plans, Classroom engagement walk through forms.	\$47,181.00	\$24391

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>English Language Learners Instructional Strategies will translate to increased student engagement. Teachers will receive Professional Development on how to effectively use EL strategies and also how to incorporate the EL strategies within the workshop model. The workshop model for EL learners will promote groups focused on reading, listening, speaking and writing.</p>	Yes	Ongoing Implementation	<p>FCSS ELA/ELD PD Meeting Dates held: 09/12/24 (At-site Coaching), 10/08/24, 01/17/25.</p> <p>Writing Professional Developments Held: 08/16/24, 09/20/24, 10/08/24 & 11/08/24.</p> <p>ELD focused PLCs held 1/15/25, 2/6/25</p>	Professional development calendar, sign-in sheets, professional development summaries.	\$129,410.00	\$62398
2.4	<p>Students will be reclassified that score at level 4 and meet all qualifying factors for reclassification. EL focused reclassification monitoring EL students will be mandated. Students will meet all the factors associated with reclassification including scoring level 4 on the ELPAC. SBAC must be at Basic or above in ELA. Or Students will meet the local assessment factor within the EL Plan. Students will be provided tutoring to increase ELPAC and SBAC scores to meet the additional criteria. From our internal EL needs assessments the process of reclassification and monitoring or reclassified students will need to be revised and implemented by beginning of the school year 2024.</p>	Yes	Ongoing Implementation	Interim and benchmarks indicate that 35 of 75 (46.7%) English Learners are currently on track for redesignation in 2025.	ELPAC interim assessment scores and Star assessment scores.	\$82,509.00	\$41295

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description

Decrease Chronic Absenteeism and Truancy to increase student learning.

This goal is a Broad Goal as the goal is asking for a decrease in truancy and specific measurable outcomes will be defined in the action items including increase number of days present on campus and after school programs.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Increase student attendance by 5% each year and decrease habitual truancy by 10%.	35.1 percent chronically absent.			DuBois currently has 25% percent chronically absent in 2024-2025 year to date which is an improvement of 10.1% from baseline.	Chronic Absenteeism will decrease with an indicator of Green on the California Dashboard by the 2026-2027 School Year
3.2	Increased Parent, Student and Stake holder Communications to increase attendance	Currently, we have increased our parent engagement by 2 percent, in relationship to parents participating on SSC/DELAC advisory committees Here is the breakdown of broadcasts for grades 6-12. School messenger reaches 63% of parents. (phone). Email reaches 25% of parents. 71 parents completed the LCAP survey 23-24			Currently, we have increased our parent engagement by 4% with parent attendance at our SSC/DELAC and Community Resource meetings. Breakdown of broadcasts for TK-12: School messenger reaches 85.1% and Class dojo reaches 61% of parents.	All education partner meetings will have a total of 12 members from parent and student educational partners.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Increase student attendance by 5% each year and decrease habitual truancy by 10%. Increase the number of student interventions to combat truancy including Mental Health Services, Free Expanded Bus Transportation, Decreased Bullying and incentives to attend school.</p>	No	Ongoing Implementation	DuBois currently has 25% percent chronically absent in 2024-2025 year to date which is an improvement of 10.1% from baseline.	ADA reports, Student Information system.	\$168,900.00	\$87194
3.2	<p>Increased Parent, Student and Stake holder Communications to increase attendance Parent Surveys and Parent input have mandated the school to add text messaging and virtual meetings as an additional form of communication. Parent have also requested training on how to increase the number of days how their child/ren attend school. We will leverage our parent involvement and resources for community outreach and support to decreased Chronic absenteeism.</p>	No	Ongoing Implementation	<p>The 2025 1st quarter SSC/DELAC meeting 8 parents attended, The Community Resource Meeting 12 parents attended.</p> <p>85.1% school messenger delivery rate K-12</p> <p>61% of K-8 parents connected to Class Dojo</p>	<p>Meeting agendas, minutes, and sign in sheets</p> <p>School Messenger Reports.</p> <p>Class Dojo Reports.</p>	\$23,500.00	\$11982

Goal 4

Goal Description

Students will be prepared for College and Career Readiness by enrolling in Dual Enrollment Courses along with completing a CTE or Career pathway course sequence as a graduation requirement.

This goal is a focus goal due to it is a new goal and it is a focus goals to improve DASS outcomes. We are currently in the Red on the DASS indicators of College and Career Readiness which is measured by this go

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school.	80 percent of students earned a grade of b or higher in CTE sequence courses.			60% percent of students enrolled in a CTE course sequence in the Fall 2024 earned a grade of B or higher. Additionally, 77% percent of students enrolled in a CTE course sequence in the Fall 2024 earned a grade of C or higher.	All graduating credit eligible seniors will have completed 2 CTE sequenced courses , earning a C- or higher by the 2026-2027 school year.
4.2	CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.	This is in the planning phase and will be implemented in the 24-25 school year.			CTE student completers and/or students enrolled in the Patient Care or Business Management Pathways are scheduled to take the certification exam aligned to the sequence in Spring 2025.	All graduating credit eligible seniors will receive an industry related certificate or certification, by the 2026-2027 school year.
4.3	Dual enrollment courses leading to certificated or degree will increase 1 program per year.	Currently this is in the planning phase and will be fully implemented with the addition of a CTE course, in the 24-25 school year			Currently, the school is the process of developing an additional allied health certificate program to be offered in the 25-26 school year.	Dual enrollment courses will include 5 sequenced courses within student major, and 3 general education courses, towards degree completion by 2026-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						2027 school year. For 1 college credit earned, students will receive 5 H.S credits.
4.4	Student with disabilities and Students that fall within the special population including English learners, Low income, Foster youth will be provided additional Counseling and resources in order to successfully transition in College or Career readiness	This is currently in the planning phase, as all students participate in an individual learning plan, that includes planning for CTE courses. However with this new goal, we will be rolling out resources throughout the year, as partnerships are leverage, and new partnerships are established.			Currently, all students participate in an individual learning plan that includes support in academics, CTE courses, supportive services, and post-secondary transition. Additionally, students in special populations are offered Tier 2 support services; targeted assistance in academics, and college and career planning.	COST system for intervention will be sustainable by 2026-2027 school year, that identifies needs and provides wrap around support to students in special population. Will have 1 devoted student support staff towards college counseling, and 1 devoted towards career readiness and planning.
4.5	All Students will have access to paid and unpaid job shadowing and work experience opportunities before graduation.	This is in the planning phase and will be fully implemented in the 24-25 school year.			Currently, the school will provide job shadowing, internships and work-based learning opportunities in Spring 2025 for students that have completed their CTE concentrator course with a C or better.	All graduating seniors will have 120 hours of paid/unpaid job shadowing experience by the 2026-2027 school year. This will be translated into 10 elective credits.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	All Graduating students will complete a CTE sequence before or upon graduation from high school. Students will be enrolled in CTE courses as early as 9th grade.	No	Partially Implemented	29% of 2024-2025 seniors have completed or will complete a CTE course sequence by June 2025.	Aeries, Enrollment Reports, Career Pathway Course Enrollment	\$177,957.00	\$97237

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Students will be evaluated and monitored to ensure all classes leading up to the capstone are completed with a C or better.						
4.2	<p>CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.</p> <p>All CTE course sequences will provide students with a certification to increase career options and to foster high skilled workers and increased wages. Student will be required to pass each course with a C or better.</p>	No	Partially Implemented	CTE student completers and/or students enrolled in the Patient Care or Business Management Pathways are scheduled to take the certification exam aligned to the sequence in Spring 2025. Additionally, we are currently in the planning phase of implementing a certification exam for the Agriscience Pathway in the 25-26 school year.	Aeries, Career Pathway Course Enrollment and Completion, and certification exam vendors.	\$373,352.00	\$193810
4.3	<p>Dual enrollment courses leading to certificated or degree will increase 1 program per year.</p> <p>Our data from DASS shows a need to increase College and Career readiness for our students. This Goal will work in partnership with Agape College of Business and Science which is an accredited College which provides multiple career pathways within the Charters. Students may also attend another dual enrolled program that has an articulation agreement with the Charter. The Partnership will ensure the expansion at which each charter site at at least 1 program each year. Our DASS Graph will move one color each year.</p>	No	Partially Implemented	Currently, the school is the process of developing an additional allied health certificate program to be offered in the 25-26 school year. According to the 2024 Dashboard, W.E.B. Dubois increased 7.6% in College and Career Readiness, which is 72.7% prepared.	Dashboard	\$190,000.00	\$105789

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	<p>Student with disabilities and Students that fall within the special population including English learners, Low income, Foster youth will be provided additional Counseling and resources in order to successfully transition in College or Career readiness</p> <p>Students and Parents of special population have expressed the need to expand more hands on expanded pathways additionally various support were identified as a need for student of special population including home technology, 1:1 mentoring and counseling.</p>	No	Partially Implemented	<p>The Fall 2024 CTE course enrollment for students in special populations are as follows: 40% of 9th-12th grade special education students are enrolled in one or more CTE course(s) and 100% of special education students enrolled in a CTE course earned a C or better; 57% of 9th-12th grade EL students are enrolled in one or more CTE course(s) and 83% of EL students enrolled in a CTE course earned a C or better. Additionally, students in special populations are offered Tier 2 support services; targeted assistance in academics, and college and career planning.</p>	Aeries, Career Pathway Course Enrollment Report	\$85,900.00	\$45812
4.5	<p>All Students will have access to paid and unpaid job shadowing and work experience opportunities before graduation.</p> <p>15% of all work experience internships would be paid internships or job shadowing opportunities. Expanded partnerships will be developed to Agape College of Business and Science and Partnership with the</p>	No	Partially Implemented	<p>Currently, the school will provide job shadowing, internships and work-based learning opportunities in Spring 2025 for students that have completed their CTE concentrator course with a C or better. Agape College of Business and Science has partnered with W.E.B. DuBois to</p>	Business Partnership Spreadsheet	\$68,500.00	\$34591

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	charter to expanded work base opportunities.			assist in expanding the business partnerships and work-based learning opportunities.			

Goal 5

Goal Description

Increase Parent engagement and training promoting community

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Will increase parent communication through multiple modalities including text messaging, video conferencing In person meeting home visits, and phone calls	Broadcast Numbers for Dubois TK - 5 is 135 messages: (2 languages) 98% messages and 2% emails. Broadcast Numbers for Dubois 6-12 is 88% combined for telephone and email messages that are delivered to parents. Emails are sent in two languages.			School messenger reports Dubois broadcasted 120 messages between August of 2024 through January of 2025. These broadcasts are delivered in 2 Languages. 88% of Parents also have a verified connection to Parent Square. In addition, K-8 teachers use Class Dojo.	90 percent of read/delivered text and emails to all parents.
5.2	Increase the number of parent training opportunities by 10% each year. Offering access to community trainings, and career pathways.	Currently, 13 parent training opportunities with parent meetings			Currently, 3 parent training opportunities with parent meetings are planned for 2024-2025.	15% of parent participation in program offered through ACBS and or local parent trainings.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Will increase parent communication through multiple modalities including text messaging, video conferencing	No	Ongoing Implementation	School Messenger: 120 messages between August of 2024 through January of 2025.	School messenger, Aeries, and	\$28,500.00	\$14389

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>In person meeting home visits, and phone calls Parents surveys have requested new and innovative ways of communications including utilizing texting, emails, newsletters, and information on multiple languages.</p>			<p>88% of parents connected to parent square. 61% Class Dojo</p>	<p>Class Dojo Reports</p>		
5.2	<p>Increase the number of parent training opportunities by 10% each year. Offering access to community trainings, and career pathways. Parent Surveys have expressed the need to expand parent trainings including the access to dual enrollment classes. Parents will receive through community resource grant expanded opportunities to Career pathways and trainings that expand their ability to access resources with in the community . Parent will have the opportunity to receive college and Career readiness training the same as out students this will promote family literacy and economic independence as promoted with on our mission.</p>	No	Planned			\$32,800.00	\$18739

Goal 6

Goal Description
Increasing the number of students graduating by the 4th or 5th year cohort.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
6.1	Overall High school graduation rate will increase to 85% for all 5th year Cohort Students.	Currently 75% Graduation rate on California dashboard.			According to the 2024 Dashboard, DuBois graduation rate is 100%; Increase of 25%	85% Graduation Rate for all 5th year students.
6.2	Students in Special population	Currently HIS 77.4%, SES 75%			100% of Hispanic, 100% Students with Disabilities, 100% Homeless Youth, 100% English Learners, and 75% Black or African American seniors that are enrolled this year are on track for graduation.	AA 80 percent HIS 80, SES 80, SWD 88 percent
6.3	The school will meet all the A-G requirements to be offered to all our students	College and Career Readiness: 65.1% prepared			College and Career Readiness, 72.7% Class of 2024 cohort was prepared which is an increase of 7.6%	85% of students will meet A-G requirements

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.1	Overall High school graduation rate will increase to 85% for all 5th year Cohort Students. Overall High school graduation rate for 5-year cohort will increase above our current year's goal of 85% and above 80% for the ,next	No	Fully Implemented	Currently in the 2024-2025 school year, DuBois does not have any students enrolled from the 5th year cohort students. Currently all seniors are scheduled to graduate on time.	Aeries, Enrollment Report	\$150,000.00	\$79920

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>school year, our third year for this action. We will continue to maintain partnership with sponsoring school district per Special Education Arrangement. Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained</p> <p>We will continue to provide tutoring and support services outside of instructional time. This will include tutoring and support services are available after school, referrals from our MTSS/PBIS systems, student support and supplement material for Common Core and EL standards, as well as instructional support for all teachers and staff</p> <p>Core classroom instruction will support the needs of students with disabilities. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities. This includes Ed. Coordinators providing support and coaching; monitor student performance and achievement, and CSI plan incorporation ensuring on-time graduation.</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
6.2	<p>Students in Special population Students in special populations including foster youth, students with disabilities, English Learners, and identified significant groups such as Hispanic and African American will increase toward graduation by 2% each year. With this action we will maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws. Our homeless/foster youth liaison is responsible for ensuring program compliance. To support with program compliance, we will continue to provide professional learning opportunities for support staff to ensure support for homeless and foster youth students. This will also inform our efforts to develop additional referral resources. These resources will be produce multiple languages, and information will be mailed regularly as well as placed in multiple locations throughout the campus</p>	No	Fully Implemented	100% of Hispanic, 100% Students with Disabilities, 100% Homeless Youth, 100% English Learners, and 75% Black or African American seniors that are enrolled this year are on track for graduation.	Aeries, Enrollment Report	\$146,525.00	\$72230
6.3	<p>The school will meet all the A-G requirements to be offered to all our students Student will have opportunities to meet all the A-g requirement by 2026 School year in addition, school will offer 1 AP class by 2026-2027 school year.</p>	No	Partially Implemented	Currently, the school is in the process of submitting additional courses for the A-G requirements in the area of "d and g" for approval. Additionally, we are also submitting online courses in all the A-G requirement areas for approval.	UC Doorways	\$168,503.00	\$82309

Goal 7

Goal Description

School Climate will be safe with increased activities and parent and student engagement

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
7.1	Expand and secure facilities for additional active classrooms and or for Sports activities.	This is currently in the planning phase. Currently two spaces for sports activities.			DuBois purchased modulars and has secured permits	Expand and secure facilities for additional active classrooms and or for Sports activities for Basketball, Soccer, and Baseball.
7.2	Increase student activities	This is currently in the planning phase. Implementation will begin 24-25 school year.			<p>For the Fall 2024 semester, we have added 7th – 12th grade Cross Country and Soccer. Additionally for the Spring 2025 semester, we have added 9th – 12th grade Track & Field.</p> <p>Currently, the school is in the process of developing additional clubs for the spring 2025 semester.</p> <p>We are currently completing a medical application to house our own behavioral health staff. One Community partner has a direct partnership with DuBois to provide mental health.</p>	Increase in student activities by 50%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
7.1	<p>Expand and secure facilities for additional active classrooms and or for Sports activities. Our needs assessment and LCAP, SSC and ELAC meetings have expressed the need to expand facilities to increase the number of Classrooms in addition to expanding sports activities by expanding Gym and outdoor Facilities for Students. Facilities will be expanded to meet the identified needs over the next 3 years.</p>	No	Planned	DuBois purchased modulars and has secured permits	Contracts and Permits	\$215,829.00	\$109345
7.2	<p>Increase student activities Our school will increase student activities including tutoring, Saturday school, and sports offerings by 1-2 activities per year. Health and Wellness for all students a. Summer Programs b. Afterschool and Saturday Intervention program c. Physical Education and Enrichment d. SEL: Social Emotional Learning support e. Mental health therapist and consultants for staff and students. f. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment to enhance health and wellness. Sports, fitness,</p>	No	Partially Implemented	Track and Field added SEL support planned Clubs planned	Sports Schedules, School Calendar	\$114,424.00	\$81209

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness to support health and fitness for physical education and activity.</p> <p>g. PBIS</p> <p>h. Increase the number of clubs by 1 per year.</p> <p>i. Increase the number of field trips by 2 per year.</p> <p>j. Increase students' incentives for students attending activities</p>						

Goal 8

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 9

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 10

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$4,807,862	\$4,774,614
LCFF Supplemental/Concentration Grants	\$1,414,842	\$1,392,440