

# Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 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

### Increase Academic Performance Outcomes for Students

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.

## 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	Professional Development, and Technical Assistance Provider completed sessions:  Total 19 Professional Developments  9/6/24 ELA/Science/Math 9/12/24 EdTech 9/20/24 Cross-Curricular Writing 10/4/24 Science 10/8/24 All Subjects District PD 10/11/24 Cross-Curricular Writing 10/18/24 Science 11/8/24 Leadership 11/12/24 Ed Tech 11/15/24 8-12 Math 12/12/24 Leadership 1/15/25 Ed Tech		Professional Development, and Technical Assistance Provider completed sessions:  Total 17 Professional Development Sessions  8/12/25 Workshop Model 8/13/25 Workshop Model 8/15/25 NGSS Aligned Science Instruction 8/26/25 Special Education 9/5/25 Differentiation/UDL 9/12/25 2 Sessions Differentiation/UDL, Sci Labs 9/19/25 Workshop Model 9/22/25 Special Education	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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			1/24/25 Cross-Curricular Writing 2/14/25 Science/Math 3/12/25 Ed Tech 3/21/25 Cross-Curricular Writing 4/9/25 Leadership 5/2/25 Math 5/9/25 Leadership		10/3/25 Science Labs 10/6/25 3 sessions: Engaging Stations, Math Fluency, UDL/Differentiation 10/30/25 ELD 11/6/25 Workshop Model 1/16/26 ELD in Math 1/23/26 Differentiation/UDL	
1.2	Mathematics will be monitored for incremental improvement using benchmark and local assessment data.	SBAC 2022-23  CA Dashboard Distance From Standard: 113.2 Points Below Increase of 2.8 Points Red Dashboard Indicator  Math Scores exceeding or meeting Standards was 14.9% EL: 13.04% SED: 14.65% HL: 9.09% SWD: 26.32%	SBAC 2023-24  CA Dashboard Distance From Standard: 104.1 Points Below Increase of 9.1 Points Orange Dashboard Indicator  Math Scores exceeding or meeting Standards was 15.9% EL: 17.50% SED: 15.37% HL: 8.33% SWD: 27.27%		SBAC 2024-25  CA Dashboard Distance From Standard: 102.9 Points Below Increase of 1.1 Points Red Dashboard Indicator  Math Scores exceeding or meeting Standards was 20.71% EL: 25.72% SED: 20.36% HL: Too Few to Display% SWD: 44.82%	SBAC 26-27  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.	Maintained 2 credentialed math teachers.  Added paraprofessional tutor in Math Classes.  Incorporated tutoring into the afterschool program for grade K-12.		Maintained 2 credentialed math teachers, paraprofessional tutor in math classes, and tutoring in the afterschool program.	Students in Grades 6-12 will receive compacted curriculum leading to college algebra. Students will receive built in tutor/coach for during independent practice.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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.	Maintained 1:1 ratio for all subgroups.  Expanded diversified technology from 200 devices to 275.		Maintained 1:1 ratio for all special subgroups.	Maintain 100 percent 1:1 ratio for assisted technology for all subgroups, while expanding diversified technology by 15%
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.	65% of students are currently enrolled in afterschool tutorial.		68% of students are currently enrolled in afterschool tutorial.	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 to be utilized 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.	2 ELA teachers have received Reading Intervention Specialist credential.  100% Science and CTE Teachers have participated in cross-curricular writing professional development sessions and received instructional coaching.		100% of Science and CTE teachers have participated in cross-curricular PD this school year that included planning for writing stations within the workshop model.  All teachers have participated in at least 2 Professional Development sessions focused specifically on planning reading and writing stations in the workshop model.	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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Currently 80% implemented				(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 on interactive labs and embedded standards.	Currently Science Teachers receive professional development with a total of 13 professional developments a year.	In addition to all-teacher professional development sessions, science teachers participated in the NGSS aligned professional workshops on planning for standards aligned, hands on instruction:  9/6/24 10/4/24 10/8/24 10/18/24 2/14/25 3/21/25		Science Specific Professional Learning to date this year:  8/15/25 Science PLC focused on planning/pacing NGSS aligned units  9/12/25 Science PLC focused on planning for NGSS Aligned Hands on Labs  10/3/25 Science PD Choosing and Implementing Virtual Labs with Gizmos	Total of 18 professional developments in NGSS science standards and engagement strategies. Including computer science courses, and AP science instructional framework and implementation strategies.
1.8	Highly Qualified and Credentialed Teachers	2021-22 Teaching Assignment Monitoring Outcomes  20.5 Total Teaching Staff FTE  58.4% Clear 2.4% Out of Field 4.2% Intern 12.5% Ineffective 22.6% Incomplete 0.9% Unknown	2022-23 Teaching Assignment Monitoring Outcomes  19.5 Total Teaching Staff FTE  60.6% Clear 5.2% Out of Field 20.0% Intern 10.8% Ineffective 2.6% Incomplete 0.9% Unknown		2023-24 Teaching Assignment Monitoring Outcomes  21.90 Total Teaching Staff FTE  64.39% Clear 8.32% Out of Field 9.10% Intern 0.0% Ineffective 18.14% Incomplete/Unknown	The number of misassigned teachers will decrease by 5% each year.

# 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	<b>Professional Development will increase by 2 additional workshops increased to 10 to focus on the Workshop Model.</b>	Yes	Ongoing Implementation	Total of 17 Professional Development Session attended by teachers August 2025 - Jan 2026	Professional Development Calendar, Sign In Sheets, Provider Summary Reports, Agape PD SharePoint Materials	\$697,175.00	\$399,291.13
1.2	<b>Mathematics will be monitored for incremental improvement using benchmark and local assessment data.</b> Student will increase Mathematic scores by at least one band.	Yes	Ongoing Implementation	STAR MATH - WINTER Benchmark  Standard exceeded: 0% Standard Met: 1% Standard Nearly Met: 8% Standard Not Met: 5%  60% of Students met or exceeded Fall to Winter Math Growth Target	Star Assessment Reports, CA Dashboard, Dataquest	\$501,416.00	\$272,132.13
1.3	<b>Mathematic courses will have a credentialed teacher and a tutor to increase student engagement.</b> Qualified Substitutes will be utilized for tutorial supports in each course. This will allow increased 1:1 attention in Mathematics .	No	Fully Implemented	All data outcomes have been maintained.	After tutor sign in sheets. Teacher tutoring schedule.	\$578,709.00	\$305,842.44

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
1.4	<p><b>Student with disabilities and or Special subgroups will be provided assisted technology.</b> Each Student that qualifies with disabilities are being provided a laptop or Chromebook to be utilized at home with additional tutorial apps.</p>	No	Ongoing Implementation	<p>Students with disabilities and in special subgroups continue to have 1:1 Chromebooks with tutorial apps installed.</p> <p>Expansion and maintenance of assisted technology is ongoing.</p>	Purchase orders, technology tracking/checkout documentation	\$848,925.00	\$478,793.72
1.5	<p><b>After School Program will increase by 10% of the number of students participating in After school tutorial.</b> After School program will increase Academic enrichment services including student engagement incentives and increase student activities.</p>	Yes	Ongoing Implementation	<p>Afterschool program enrollment grew from 65% in 2024-25 to 68% in Winter 2026</p> <p>Credentialed teachers continue to provide afterschool tutoring in core subjects in addition to the afterschool program.</p>	<p>Afterschool program enrollment forms, After school tutoring sign in sheets.</p> <p>Teacher tutoring schedules, call logs, and sign-in sheets.</p>	\$112,478.00	\$59,787.16
1.6	<p><b>English Language Arts will focus on Reading and Writing literacy.</b> 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 workshop model will be</p>	Yes	Ongoing Implementation	All teachers have participated in at least 3 Professional Development sessions focused on planning	Professional Development Calendar, Sign In Sheets, Provider Summary Reports, Agape PD	\$131,693.00	\$70,316.87

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
	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.			reading and writing stations for their specific subject matter.  Elementary Teachers have participated in 2 professional development sessions on ELD and have 1 additional session planned.			
1.7	<b>Science teachers will increase their proficiency of the Science standards by engaging in two professional workshops that focus on interactive labs and embedded standards.</b> 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.	No	Ongoing Implementation	Science teachers have participated in 3 professional development sessions focused on planning engaging science labs aligned to NGSS Standards.	Professional Development Calendar, Sign In Sheets, Science Lab Planning Spreadsheet, Science Material Purchase Orders	\$217,904.00	\$120,351.94
1.8	<b>Highly Qualified and credentialed Teachers</b> The number of Highly qualified teachers will increase through hiring incentives in supporting Credential completion and Development. Title II will assist in the financial apportionment toward highly qualified credentials and beginning Teachers Induction program. The number of Misassigned teachers will decrease by 5% each year.	Yes	Ongoing Implementation	2023-24 Teaching Assignment Monitoring Outcomes  21.90 Total Teaching Staff FTE  64.39% Clear 8.32% Out of Field 9.10% Intern	Data Quest, CTC records, Master Schedule	\$128,941.00	\$69,809.69

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
				0.0% Ineffective 18.14% Incomplete/Uknown			

## 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:2023~2024 Data Source: ELPAC  14.4% students score a Level 4 22.7% scored a Level 3	Data Year: 2024-2025 Data Source: ELPAC Scores  17.5% scored a Level 4 40.5% scored a Level 3		2025-26 ELPAC Tests will be administered in February.	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.	Maintained 100% deployment of designated EL and support during integrated ELD.		Maintained 100% deployment of designated EL and support during integrated ELD.  ELD Standards were added to lesson planning templates for all subjects and posted in all classes in addition to content specific standards.  ELA teachers have received instructional coaching from FCSS focused on ELD instruction.	100% fully implemented with expanded EL aligned activities.
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	Professional Development sessions provided on ELD standards, best practices, and differentiation.		100% of teachers have received at least 2 PDs this school year that specifically address ELD strategies in their content area.	100 percent of teachers to receive PD on how implement integrated ELD with fidelity.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		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.	9/6/24 TK-12 9/20/24 TK-12 10/8/24 TK-12 10/11/24 TK-12 11/15/24 TK-5 1/17/25 TK-5 1/21/25 TK-5 1/24/25 TK-12 3/21/25 TK-12		Grades 6-12 ELA/ELD teachers and TK-5 teachers have completed 3 Professional development sessions that have included strategies for small group instruction, academic discourse, and creating stations that include all 4 ELD domains: speaking, listening, reading and writing.	
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.	2023-2024 ELPAC:  Progressed at least one level: 45% Maintained: 31% Decreased: 25%  14.4% scored a Level 4 and are eligible for reclassification.	2024-25 ELPAC:  Progressed at least one level: 66% Maintained: 18% Decreased: 12%  17.5% scored a Level 4 and are eligible for reclassification.		2025-26 ELPAC Tests will be administered in February.	EL Progress at a Level of Green or Blue on the California Dashboard.

## 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	<b>Ensure Stakeholders have increased knowledge and training of the schools' EL program.</b> 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	No	Ongoing Implementation	2025-26 ELPAC Tests will be administered in February.	ELPAC Test Scores, CA Dashboard.	\$756,399.00	\$421,245.47

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
	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.						
2.2	<p><b>All instructional Activities will be EL standards aligned.</b></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	<p>Maintained 100% deployment of designated EL and support during integrated ELD.</p> <p>ELD Standards were added to lesson planning templates for all subjects and posted in all classes in addition to content specific standards.</p> <p>6-12 ELA teachers and TK-5 Teachers have received instructional coaching from FCSS focused on ELD instruction.</p>	Master Schedule, Lesson Plans, Classroom Observations, PD Calendar	\$44,959.00	\$34,424.99

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><b>English Language Learners Instructional Strategies will translate to increased student engagement.</b> 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>100% of teachers incorporated EL strategies for all 4 domains into their Workshop stations: Speaking, Listening, Reading and Writing.</p> <p>100% of teachers have received content-specific ELD Professional Development.</p>	Lesson Plans, Classroom Observations, PD Calendar, PD Materials, Sign-in Sheets	\$131,498.00	\$68,212.75
2.4	<p><b>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.</b> 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		2025-26 ELPAC Tests will be administered in February.	ELPAC Test Scores, SBAC Scores, Star Assessment Scores, Teacher Observations, and Reclassification Documentation	\$83,789.00	\$35,656.79

### 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%.	2022-2023 Chronic absenteeism:  Source CA Dashboard (K-8): 35.1%  Source DataQuest (K-12): 25.4%	2023-2024 Chronic absenteeism:  Source CA Dashboard (K-8): 35.3%  Source DataQuest (K-12): 24.7%  Dashboard Color Red		2025-2025 Chronic absenteeism:  Source CA Dashboard (K-8): 36.7%  Source DataQuest (K-12): 23.7%  Dashboard Color Red	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  Broadcasts for grades 6-12: School messenger reaches 63% of parents(phone).  Email reaches 25% of parents.	Currently, we have increased our parent engagement by 4% with parent attendance at our SSC/DELAC and Community Resource meetings.  Broadcasts for TK-12: School messenger reaches 88% of families.		Communication Aug 2025 - January 2026  Broadcasts for TK-12: School messenger reaches 87% of families.  Parent Square reaches 89.3% of families. Type of connection: 31% email, 69% text, 14% app	All education partner meetings will have a total of 12 members from parent and student educational partners.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		71 parents completed the LCAP survey 23-24	*NEW* Parent Square reaches 92% of families. Type of connection: 30% email, 69% text, 14% app  TK-5th Grade Connect  115 parents completed the LCAP survey 24-25		49 Messages Posted  100% of TK-5th Grade Communicate with parents through Class Dojo  An average of 1 printed Flyer is sent home per week.  51 home visits have been conducted since the beginning of the school year.  LCAP surveys will be administered in March.	

## 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	<b>Increase student attendance by 5% each year and decrease habitual truancy by 10%.</b> Increase the number of student interventions to combat truancy including Mental Health Services, Free Expanded Bus Transportation, Decreased Bullying and incentives to attend school.	No	Ongoing Implementation	2025-2025 Chronic absenteeism:  Source CA Dashboard (K-8): 36.7%  Source DataQuest (K-12): 23.7%  Dashboard Color Red	CA Dashboard, Dataquest	\$132,725.00	\$72,395.45

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
3.2	<p><b>Increased Parent, Student and Stake holder Communications to increase attendance</b>            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	49 School Messenger and Parent Square Posts  51 Home Visits  Mailings: 4 Newsletters 1 Progress Report 1 Report Card  Printed Flyers Sent home with students: Avg 1 per week	School Messenger Reports, Aeries Parent Square and call logs, meeting notes, Monthly Student Support Reports, Flyers	\$26,409.00	\$13589.18

# Goal 4

<b>Goal Description</b>
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 of 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.  77% percent of students enrolled in a CTE course sequence in the Fall 2024 earned a grade of C or higher.		83.8% percent of students enrolled in a CTE course sequence in the Fall 2025 earned a grade of B or higher.  97.8% percent of students enrolled in a CTE course sequence in the Fall 2025 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.	In progress for 24-25 Graduates		Industry Certifications were added for CTE Completers of the Business and Medical Pathways effective the 24-25 School Year.	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	Allied health certificate program to be offered in the 25-26 school year.		In Planning Phase	Dual enrollment courses will include 5 sequenced courses within student major, and 3 general education courses, towards degree completion by 2026-2027 school year. For

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						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 leveraged, and new partnerships are established.	Maintained 100% of students participating in an individualized learning plan.  Additionally, students in special populations are offered Tier 2 support services; targeted assistance in academics, and college and career planning.		Maintained 100% of students participating in an individualized learning plan  Maintained Tier 2 Support Services for special populations, targeted academic support, 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.	Students who completed their CTE concentrator course with a C or better have been provide job shadowing, internships and work-based learning opportunities.  Additional opportunities are still planned.			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	<b>All Graduating students will complete a CTE sequence before or upon graduation from high school.</b> Students will be enrolled in CTE courses as early as 9th grade. Students will be evaluated and monitored to ensure all classes leading up	No	Ongoing Implementation	Fall 2025  83.8% earned a B or higher.	Aries Student Information System	\$181,592.00	\$96,920.60

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
	to the capstone are completed with a C or better.			97.8% earned a C or higher.			
4.2	<p><b>CTE Student completers will receive a certificate or certification upon completion of CTE or Career Pathway course.</b></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	Ongoing Implementation	<p>2025 CTE Completers of the Business and Medical Pathways earned industry certifications.</p> <p>Additional certifications are in the planning phase</p>	Aeries, Career Pathway Course Enrollment and Completion, and certification exam vendors.	\$374,272.00	\$194,880.02
4.3	<p><b>Dual enrollment courses leading to certificated or degree will increase 1 program per year.</b></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	Planned			\$191,000.00	\$102,389.16
4.4	<p><b>Student with disabilities and Students that fall within the special population including English learners, Low income, Foster youth will be provided additional Counseling and</b></p>	No	Ongoing Implementation	Maintained 100% of students participating in an	Aeries, Career Pathway Course Enrollment Report, SEIS	\$86,234.00	\$39,251.48

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><b>resources in order to successfully transition in College or Career readiness</b> 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>			<p>individualized learning plan</p> <p>Maintained Tier 2 Support Services for special populations, targeted academic support, and college and career planning.</p>			
4.5	<p><b>All Students will have access to paid and unpaid job shadowing and work experience opportunities before graduation.</b> 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 charter to expanded work base opportunities.</p>	No	Ongoing Implementation	Will take place in Spring Semester	Industry Partnerships Spreadsheet	\$42,952.00	\$23,187.55

## 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	<p>SCHOOL MESSANGER: Broadcast Numbers for Dubois TK - 5 is 135 messages: (2 languages) 98% messages and 2% emails.</p> <p>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.</p>	<p>SCHOOL MESSANGER: 106 Messages (2 languages) 98% phone messages, 2% emails 88% read/delivered</p> <p>PARENT SQUARE (New Sept 24): 92% of families connected Type of connection: 30% email, 69% text, 14% app Activity: 34 Posts</p> <p>CLASS DOJO: 100% of TK-5 Classes are connected to parents via parent square.</p>		<p>Communication Aug 2025 - January 2026</p> <p>SCHOOL MESSANGER: (2 languages) 98% phone messages, 2% emails 88% read/delivered</p> <p>PARENT SQUARE (2 Languages) Type of connection: 31% email, 69% text, 14% app Activity: 49 Posted</p> <p>CLASS DOJO: 100% of TK-5 Classes are connected to parents via parent square.</p> <p>An average of 1 printed Flyer is sent home per week.</p> <p>51 home visits have been conducted since the beginning of the school year.</p>	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	Currently, 13 parent training opportunities with parent meetings	13 parent training opportunities with parent meetings			15% of parent participation in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	community trainings, and career pathways.					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	<p><b>Will increase parent communication through multiple modalities including text messaging, video conferencing In person meeting home visits, and phone calls</b></p> <p>Parents surveys have requested new and innovative ways of communications including utilizing texting, emails, newsletters, and information on multiple languages.</p>	No	Ongoing Implementation			\$24,759.00	\$15,868.84
5.2	<p><b>Increase the number of parent training opportunities by 10% each year. Offering access to community trainings, and career pathways.</b></p> <p>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	Ongoing Implementation			\$35,493.00	\$15,702.48