

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 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
W. E. B. DuBois Public Charter School	Linda Scott CEO	lscott@agapeschools.org 559.230.3072

Goal 1

Goal Description
W.E.B. DuBois will increase student proficiency in English Language Arts, Math and Science.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Math SBAC	Data Year 2020-2021 SBAC 2020-21 MATH Scores exceeding or meeting standards was 7.33% EL: 3.77% FY: N/A LI: 6.99% HL: 0 % SWD: 12.5%	Data Year 2020-2021 SBAC 2020-21 MATH Scores exceeding or meeting standards was 7.33% EL: 3.77% FY: N/A LI: 6.99% H L 0 % SWD: 12.5%	SBAC 21-22 SBAC 2021-22 Math Scores exceeding or meeting Standards was 11.41% EL: 9.37% FY:10.03% LI:21.23% HL:15.90% SWD:11.41%	SBAC 22-23 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%	Math will increase by 9% overall in Students scoring Proficient and Advance. EL: 5.77% LI 9% HL 5% if possible SWD 14%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Science SBAC	Data Year 2020-2021 SBAC 2020-21 Science Scores exceeding or meeting standards was 1.32% EL 1.72% LI 1.33% HL 0% SWD 0%	Data Year 2020-2021 SBAC 2020-21 Science Scores exceeding or meeting standards was 1.32% EL 1.72% LI 1.33% HL 0% SWD 0%	Data Year 2021-22 SBAC Scores exceeding or meeting standards was 29.48% EL:33.81% LI:18.50% FY:9.08% HL:13.41% SWD:8.36%	Data Year 2022-23 SBAC Scores exceeding or meeting standards was 30.18% EL: 2.32% LI:19.32% FY:8.77% HL:13.04% SWD:8.07%	3% overall increase in Students scoring Proficient and Advance. EL 2% If possible LI 3% HL 2% SWD 3%
ELA SBAC	Data Year 2020-2021 SBAC 2020-21 English Language Arts exceeding or meeting standards was 10.82% EL 13.48% LI 10.58% HL 0% SWD 0%	Data Year 2020-2021 SBAC 2020-21 English Language Arts exceeding or meeting standards was 10.82% EL 13.48% LI 10.58% HL 0% SWD 0%	Data Year 2021-22 SBAC 2021-22 English Language Arts exceeding or meeting standards was 15.73% EL:16.8% LI:15.73% FY:NA HL:14.29% SWD: 8%	Data Year 2022-22 SBAC 2022-23 English Language Arts exceeding or meeting standards was 19.88% EL:8.69% LI: 14.65% FY:NA HL:9.09% SWD: 26.32%	5% overall increase in Students scoring Proficient and Advance EL 15.4% LI 12.58% HL 2% SWD 2%

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	Overall school performance in English Language Arts will increase by meeting standards or exceeding standards All Students will utilize at least 1 online tutorial subscription through our online platforms which includes: Achieve 3000, Edgenunity, and	Yes	Partially Implemented			\$1,425,467.00	\$838,961

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>supplemental digital curriculum that provides assistance with individualized intervention. Intervention and remediation courses will be taught either before, after and during Saturday school.</p> <p>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.</p> <p>Tier 1 curriculum interventions will be used to support and supplement grade level instruction, aligned to the common core standards. Formative and summative assessments will be used to monitor and evaluate student progress.</p> <p>Professional development will be utilized for claims, evidence and reasoning support. Additionally, we will solicit feedback from educational partners curriculum and instruction focus group on CCSS aligned materials and will continue to research additional supplemental materials to support implementation.</p> <p>This will result in an overall increase in school performance in</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
	English Language Arts by 2% in Year 1 and 3% in Year 2 and 4% in year 3 for a total of 9% overall increase in Students scoring Proficient and Advance.						
1.2	<p>Overall mathematics school performance will increase each year to meeting or exceeding standards each year</p> <p>Overall school performance in Math will increase by 2% in Year 1 and 2% in Year 2 and 3 % in year 3 for a total of 7% overall increase in Students scoring Proficient and Advance.</p> <p>1. All Students will be provided with at least 1 Online tutorial subscription a. Go Math, Edgenunity, interactive programs are used to provide individualized intervention.</p> <p>2. Intervention and remediation courses will be taught before, after and during Saturday school to address learning losses.</p> <p>a. MTSS: Best practices, Student Tier and Equity</p> <p>b. Consistently administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement. i. EL, Homeless, Foster, Low-income students</p> <p>ii. SPED and 504 modification and accommodation</p> <p>3. Add additional Math tutors to Math courses to assist in student</p>	No	Partially Implemented			\$649,820.00	\$421,500

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
	tutoring. A. Math supplement materials: i. A New Math Adoption for 9th through 12th for the 222-23 and Go Math will continue to be utilized for middle school. ii. Professional development for computations, EL Standards and EL						
1.3	<p>Overall school performance in science will increase by meeting standards or exceeding standard each year</p> <p>To increase student learning in the areas of life, physical, and earth science, supplemental materials including NGSS aligned project based learning will be utilized. Professional development will be utilized for claims, evidence and reasoning support. Additionally, we will solicit feedback from educational partners curriculum and instruction focus group on NGSS aligned materials and will continue to research additional supplemental materials to support implementation. Our adopted Discovery NGSS aligned materials will be utilized to research and provide supplemental materials to support implementation.</p> <p>To attract highly qualified science teachers we will offer, competitive salaries in order to attract and retain staff. We will consistently</p>	Yes	Partially Implemented			\$103,582.00	\$58,900

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
	administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement.to target our special populations EL, Homeless, Foster, Low-income students, SPED and 504 modification and accommodation. To ensure that overall school performance in science will increase, we aim to increase performance by 2 percent each year, with a 3 percent increase in the third year, totaling in 7 percent overall increase in.						
1.4	1.1B (non-contributing portion of action 1.1) Overall school performance in English Language Arts will increase by meeting standards or exceeding standards	No	Partially Implemented			\$338,141.00	\$159,802

Goal 2

Goal Description

Long-Term English Language Learners will progress towards English Language Proficiency each year in speaking, listening, reading and writing.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Long-term Students completing ELPAC will make progress in Reading, Listening, writing, and speaking. In addition, They will increase participation rate.	Data year :2020~ 2021 Data Source: ELPAC DuBois had 14.43% students score a Level 4, and 22.68% scored a Level 3.	Data year :2020~ 2021 Data Source: ELPAC DuBois had 14.43% students score a Level 4, and 22.68% scored a Level 3.	Data Year: 2021-22 Data Source: ELPAC Dubois had 15.46% students scored Level 4 and 29.90% scored level 3	ELPAC 22-23 Data Source: ELPAC Dubois had 18.99% students scored Level 4 and 29.11% scored level 3	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.
English Learner participation rate 95%	Data Year 2020- 2021 Data Source: ELPAC EL- Participation rate 99%	Data Year 2020- 2021 Data Source: ELPAC EL-Participation rate99%	Data Year 2021-22 Data Source: ELPAC EL – Participation rate 97%	Data Year 2022-23 Data Source: ELPAC EL – Participation rate 100%	97% of students that are EL designated will complete the ELPAC exam
Reclassification Rate	Data Year 2020-2021 Data Source: ELPAC, CALPADS English Learners 29.02% Fluent-English Proficient Students 11.5% Students Redesignated FEP 0% EL: 0 Redesignations	Data Year 2020-2021 Data Source: ELPAC, CALPADS English Learners 29.02% Fluent-English Proficient Students 11.5% Students Redesignated FEP 0% EL: 0 Redesignations	Data Year 2021-22 Data Source: ELPAC, CALPADS English Learners:28.24% Fluent-English Proficient Students 22% Students Redesignated FEP 11.34% EL; 11 Redesignations	Data Year 2022-23 Data Source: ELPAC, CALPADS English Learners: 24% Fluent-English Proficient Students 16.6% Students Redesignated FEP 4.8% EL; 15 Redesignations	7 Students will be reclassified.

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	English Language Learners Instructional Strategies Our aim is for our English learners who are enrolled in the school for	Yes	Partially Implemented	8 teacher professional development which focus on ELD strategies. 90	Teachers are provided with intentional planning time,	\$605,891.00	\$299,253

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>more than 90 days to improve their ELPAC Score by 1 proficiency level toward levels 3 and 4 each year. We will provide ELD professional development.</p> <p>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> <p>We aim to continue with our adopted curriculum for as well as and purchased print and electronic online learning materials to support English Language Learners. Online and print instructional materials were adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.</p> <p>Employing ELD/Intervention Foundational English classes into the master schedule to support English language development, that are taught by teachers authorized to teach English Learners. Our credentialed staff utilized the following supplement strategies to meet expected outcomes for supporting English Language Learners:</p>			<p>minute training sessions each training.</p>	<p>with administration to choose and implement instructional strategies for both designated and integrated ELD. This takes place during PLC's and coaching one on one sessions with both site admin, and FCSS professional development specialist.</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
	<p>1) Provide visuals and graphic organizers to help scaffold content with listening and speaking strategies.</p> <p>2) Utilize Achieve3000 to support current reading levels and assist in improving reading levels.</p> <p>3) Spanish language text is readily available through the platform of Achieve 3000.</p> <p>4) Engage students through the use of a 1-to-1 student to computer devices.</p> <p>5) Employ collaborative groups, learning stations, and cooperative assignments.</p> <p>Lastly, we will engage in data driven Instruction (DDI) discussing needed modifications will in PLC's</p>						
2.2	<p>EL designated will complete the ELPAC exam</p> <p>To ensure we meet our testing threshold, and to ensure action 2.2 is executed as planned, we have set our internal goal as 95% of our long term students on both formative and summative assessments. We also plan to look at our special populations to ensure we have a 95% completion rate across our student groups. Additionally, we will leverage both our attendance tracking and home visits, to support with this action. We will also, will leverage our parent outreach, ensuring outreach materials are translated in parent's home language. Parents training</p>	Yes	Partially Implemented	<p>Across our K-12 LEA, our monitoring data, indicate students would potentially perform at the following ELPAC designations, based on preliminary ELPAC monitoring data.</p> <p>14- Level 4 18.9%</p> <p>25-Level 3 33.7%</p> <p>17-Level 2 22.9%</p> <p>18-Level 1 24.32%</p>		\$51,897.00	\$32,982

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
	and outreach with materials in various languages based on the home language survey.						
2.3	<p>Long-term students will be reclassified that score at level 4 and meet all qualifying factors for reclassification</p> <p>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.</p>	Yes	Partially Implemented			\$48,223.00	\$23,598

Goal 3

Goal Description

Our school will ensure our teachers are equipped with training, materials, support, and technology to implement the California Common Core Standards and increase academic achievement.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Professional Development	96% Teachers reported on a survey they were trained on instructional strategies for our students that promote creativity, critical	96% Teachers reported on a survey they were trained on instructional strategies for us students that promote creativity, critical	80% Teachers reported on a survey they were trained on instructional strategies for us students that promote creativity, critical	80% Teachers reported on a survey they were trained on instructional strategies for us students that promote creativity, critical	97% Teachers will report that they are trained on instructional strategies for our students that promote engagement, creativity,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	thinking, collaboration and communication. SY 2020-2021 Data Source: Teacher Surveys	thinking, collaboration and communication. SY 2020-2021 Data Source: Teacher Surveys	thinking, collaboration and communication. SY 2021-2022 Data Source: Teacher Surveys	thinking, collaboration and communication. SY 2022-2023 Data Source: Teacher Surveys	Critical Thinking, Collaboration, and Communication
Aspiring Administration Professional Development	Data Year 2020-2021 Data Source: AAPD evaluations 87% of administration score proficient on the Aspiring. Administrators elevation.	Data year 2020-2021 Data Source: AAPD evaluations 87% of administration score proficient on the Aspiring Administrators elevation.	Data year 2021-2022 Data Source: AAPD evaluations 87% of administration score proficient on the Aspiring Administrators elevation.	Data year 2022-2023 Data Source: AAPD evaluations 90% of administration score proficient on the Aspiring Administrators elevation.	92% of administration will score proficient on the Aspiring Administrators elevation.

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>Teacher Professional Development Teacher professional development will be extended by 3 days, building upon the collective impact of our educational partners, that provide specialized training, towards meeting our LCAP goals, to address learning loss and student engagement. Specifically, through a collaborative effort, will develop a comprehensive agreement with comprehensive professional development agreement with Fresno County Office of Education and SDE.</p> <p>The services for the 2022-2023 school year will include professional development days, in-class observations, real time coaching, and instruction debrief. From these observations, professional</p>	Yes	Partially Implemented			\$136,292.00	\$69,400

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>development will be provided to follow up on unpacking and teaching to the standards, addressing ways to differentiate instruction, and how to utilize common core instructional supplements, to develop teachers instructional design. The instructional design professional development will also support teachers with planning for all student groups, including differentiating for gifted students.</p> <p>Specifically SDE will support with vertical alignment in both ELA and Math. These efforts will seek to improve teacher content expertise with standards alignment, mapping/pacing, DOK differentiated instruction, unpacking common core content standards with students to build academic vocabulary.</p> <p>Curriculum training from the curriculum publishers will be provided. The curriculum we will be receiving training for are Achieve 3000, Go Math, UC Scout, and Edgenuity. From these trainings, teachers will focus on an problem of inquiry, utilizing curriculum as drivers towards continuous improvement efforts, strengthening our blended learning model.</p> <p>Teachers will also receive specific GATE training and coaching to support all learners, building upon their strengths (gifts) to reach their goals. We will use all training and coaching in order to maintain qualified support personnel</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
	<p>including instructional technology support staff.</p> <p>Technology will be purchased and acquired (staff and student devices), to support with all actions, including Action 3.1. The technology we will be purchasing are continued upgrades to desktop computers, as well as purchasing additional MAC, Chromebooks, hotspots, and tablet updates, to support with online digital components for teaching and learning.</p>						
3.2	<p>Aspiring Administrators program All administrators will participate in two years of the Aspiring Administrators program to increase student performance and staffing coaching and mentoring. Trainings will reflect professional development in the areas of instructional strategies for teacher, mentoring and coaching.</p>	Yes	Partially Implemented			\$15,650.00	\$10,698
3.3	<p>Teacher and Administrator workshop Teacher and administrators will receive 4 workshops addressing formative assessments, differentiated instruction strategies, using manipulatives, software and</p>	Yes	Partially Implemented	Teachers and Administrators have completed 2 workshops addressing formative assessments, and differentiated instruction.		\$83,250.00	\$5,8697

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>visuals, and how to be culturally competent. This year's layer of support will include our Education Coordinators receiving technical assistance from Fresno County Coaches to align support for Math, English and History teachers.</p> <p>This school year we will continue to provided bi-weekly professional development to implement the Workshop model that focuses on Academic Rigor, Common Core Supplements, Social Emotional Learning (SEL) and differentiated instruction. Additionally, teachers will received individualized coaching to implement differentiated steps for professional growth with the SEEI model used for vocabulary development. We will continue to evaluate collected lesson plans on a weekly basis.</p> <p>Workshop will also include specific training from our curriculum publishers to support administrative oversight, with a focus on providing support to facilitate research stations and hotspot use.</p>						

Goal 4

Goal Description

Our school goal will increase the number of planned activities to encourage parent participation in School Site Council, Parent Advisory Council, ELAC, and Feedback Collection Initiatives.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Parent Survey Rating	Data Year 2020-2021 Data Source: LCAP Survey Parent Satisfaction 94%	Data Year 2020-2021 Data Source: LCAP Survey Parent Satisfaction 94%	Data Year 2021-2022 Data Source: LCAP Survey Parent Satisfaction 93%	Data Year 2022-2023 Data Source: LCAP Survey Parent Satisfaction 93%	Parent Satisfaction will be above 96.5% with parent satisfaction outcomes.
Participation/attendance in key committees (SSC, DELAC)	Data Year 2020-2021 Data Source: LCAP Survey Parent Participation 22%	Data Year 2020-2021 Data Source: LCAP Survey Parent Participation 22%	Data Year 2021-2022 Data Source: LCAP Survey Parent Participation 44%	Data Year 2022-2023 Data Source: LCAP Survey Parent Participation 41%	Increase parent participation by 1.5% each year for each one of the advisory committees.

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	Increase Parent Involvement For parent engagement we will increase parent participation by 3% each year for each one of the advisory committees, as this is a part of our 3 year strategy to increase family engagement. We will increase our family communication through the use of parent square in regards to our PBIS and MTSS progress monitoring. Support staff will continue to dedicate parent outreach hours to make phone calls and home visits. We will continue to	Yes	Partially Implemented	Currently, we have increased our parent engagement by 2 percent, in relationship to parents participating on SSC/DELAC advisory committees		\$21,875.00	\$11,253

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
	utilize family newsletters, as well as email/texting features to parent square to increase contact with families. Also, we will utilize our social media platforms to bring family awareness to our efforts, as well to reach our parent audience who use social media mostly.						
4.2	<p>Increase Parent Survey Satisfaction</p> <p>Through or parent involvement efforts will continue to increase satisfaction by 1% each year or be above 91%. As listed in action 4.1 we intend to use school messenger, social media, parent/student recognition and incentives to increase parent satisfaction. Additionally we will partner with parent to support with incentives for student attendance, award ceremonies for student recognition, by use of parent forums, both in person and virtually. Also we will leverage both aeries and our social media platforms to increase parent awareness of our schoolwide academic and non academic goals, and utilize aeries to provide parents with up to date feedback on their student's progress.</p>	Yes	Planned	We have collected information on the needs that parent's have to see how we can increase our community involvement and service. Though we've surveyed the parents on their needs, our goals are to meet these needs, so that at the end of the year, we can measure if our parents are satisfied with our continuous improvement efforts.		\$6,345.00	\$3,589

Goal 5

Goal Description

Our school will maintain safe and clean facilities that promote learning with instructional support such as 1:1 Computer technology, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Clubs / Sports Activities	Data year: 2020-2021 Clubs offered. Data Source: After School program report.	Data year: 2020-2021 Clubs offered. Data Source: After School program report.	Data year: 2021-2022 Clubs offered. Data Source: After School program report.	Data year: 2022-2023 Clubs offered. Data Source: After School program report.	The school will offer up to 2 additional student clubs each year for all students.
After school Program	Data year: 2020~2021 Data Source: After School program report. Offered No sports only practice and tournaments.	Data year: 2020~2021 Data Source: After School program report. 2 New sports were offered.	Data year: 2021~2022 Data Source: After School program report. 3 New sports were offered.	Data year: 2022~2023 Data Source: After School program report. 2 new clubs: Yearbook Club and Beading Club.	The school will offer a total of 3-5 sports per year and add 1 new sport 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
5.1	Increase the number of clubs and sports for students Our school will increase the number of clubs offered up to two new clubs per year. Our school will increase the number of sports programs. Health and Wellness for all students including sports and club activities will be facilitated though the following: a. Summer Programs b. Afterschool Intervention program	No	Partially Implemented	2 new clubs		\$150,000.00	\$72,523

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
	c. Physical Education Enrichment, and new sports d. SEL: Social Emotional Learning support e. Mental health consultants for staff and students f. Purchase, lease, or build new facilities for sports, fitness, and recreational facilities and equipment to enhance health and wellness. Sports, fitness, and recreational facilities and equipment is purchased and replaced as necessary to support health and fitness to support health and fitness for physical education and activity. g. PBIS and Alternative to suspension						
5.2	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, and recreational facilities	No	Planned	Softball sport offerings in the planning phase.		\$73,251.00	\$51,200

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 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>						
5.3	<p>Increase Facilities ensuring Safe and clean Restroom and Eating areas is a school priority.</p> <p>Our school will increase facilities over the next 3 years including adding classrooms and new gym building to alleviate crowding. Our school will be safe and will ensure restroom facilities and eating areas are cleaned after each break and lunch use including Before and After-School. Maintain safe and high-quality facilities materials, supplies and repairs.</p> <p>a. Mobile handwashing stations</p> <p>b. disinfecting mist machines (foggers)</p> <p>c. cleaning and sanitizing upgrades</p> <p>d. PPE</p> <p>2. COVID -19 Procedures and Protocols for prevention and safety for students, staff and visitors</p> <p>a. Janitorial Compliance Requisition Forms</p> <p>b. PPE</p>	No	Planned	We are currently, working with a builder and are in planning phase moving to implementation to build a new 9-12 building.		\$886,076.00	\$421,800

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
	c. HVAC 2. Camera's for security will be purchased for each school site as requested by parents.						

Goal 6

Goal Description

Our school will maintain a minimum of 90% attendance rate for ASAM students.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Chronic Absenteeism Rate	Data year 2020-2021 Chronic Data Source: Data Quest, CALPADS Absenteeism Rate 22.5% HIS 22.3% AA 24.6%	Data year 2020-2021 Chronic Data Source: Data Quest, CALPADS Absenteeism Rate 22.5% HIS 22.3% AA 24.6%	Data year 2021-22 Chronic Data Source: Data Quest, CALPADS Absenteeism Rate 16.0% HIS 14.3% AA 9.2%	Data year 2022-23 Chronic Data Source: DataQuest, CALPADS Absenteeism Rate 11.3 % HIS 15 % AA 10.6 %	Chronic Truancy will decrease by 7% HIS 11.3% AA 14.6%
Attendance Rate for DASS students	Data year 2020-21 93%	Data year 2020-21 93%	Data Year 2021-22 94%	Data Year 2022-23 96%	will maintain a minimum of 90% attendance rate for DASS students
Suspension Rate of students enrolled 90 days or more	Data year 2019-2020 1.2% Data Source: DASH, Data Quest	Data year 2020-2021 0.3% Data Source: DASH, Data Quest	Data year 2021-22 0% Data Source: DASH, Data Quest	Data year 2022-23 0% Data Source: DASH, Data Quest	will maintain a minimum of 1.5% decrease in suspension rates

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 attendance We intend to leverage our current educational partnerships, as well as attendance tools to target our	No Yes	Partially Implemented			\$310,531.00	\$194,081

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>special populations, to increase overall attendance. We seek to increase by 2 percent each year, in our attendance rate. To support we will ensure to maintain our qualified dropout prevention and support staff to reduce learning loss. Qualified staff will receive professional development in social emotional support, academic support monitoring, and positive culture and environment.</p> <p>Parent Involvement and Resources for community outreach and support, will include, personal phone calls (truancy prevention), home visits (chronic absenteeism), sending communication in school messenger and text messenger (Automatic phone calls and email), as well as collaborating with Mental Health contractors, to support in addressing the barriers to student attendance.</p> <p>We will also facilitate attendance incentives, including raffles during student break times, and in the monthly newsletters. Site admin and charter leadership will collaborate to facilitate attendance incentive plans at all schools, with daily, weekly, and monthly student incentive raffles. This data will inform weekly schoolwide incentive for meeting 90 percent or above attendance rate.</p> <p>Student attendance data will be tracked for both MTSS and PBIS purposes, and used to determine</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
	<p>which tier of support students need in navigating barriers to student attendance. This will include our continued use of providing transportation for students, increasing student engagement in daily academic and non academic activities, and chronic absenteeism monitoring.</p> <p>We will continue to use newly adopted methods to recruit students. Monitoring and updating our website and social media, facebook page to expand presence and connect with potential enrollees.</p>						
6.2	<p>Decrease Chronic Truancy We aim to decrease chronic truancy by 2% each year and by 6% by year 3. We will leverage our parent involvement and resources for community outreach and support. This will include personal phone calls and text messaging (truancy prevention) and home visits (chronic absenteeism).</p>	No Yes	Partially Implemented			\$83,029.00	\$51,893

Goal 7

Goal Description

All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CTE Pathways enrollment/completion	Data year: 2020-2021 Data Source: Aries Students earned a C or better in a minimum of two courses within a career pathway/ CTE sequence 81%	Data year: 2020-2021 Data Source: Aries Students earned a C or better in a minimum of two courses within a career pathway/ CTE sequence 81%	Data year: 2021-2022 Data Source: Aries Students earned a C or better in a minimum of two courses within a career pathway/ CTE sequence 81%	Data Year 2022-2023 Data Source: Aries Students earned a C or better in a minimum of two courses within a career pathway/ CTE sequence 84%	The number of students earning a C or better in Career Pathways will increase by 1% per year for a total of 85%.
Expand Career and CTE Pathways for All students	Data Year: 2021 Data Source: CTE reports 0 expansion	Data Year: 2021 Data Source: CTE reports 0 expansion	Data Year: 2022 Data Source: CTE reports 0 expansion	Data Year: 2023 Data Source: CTE reports 0 expansion	Expand Career pathways and CTE programs by 1 per year based on students' needs, and/or jobs in demand.
Student and Parent Survey	Data year: 2020-2021 Data Source: Student Surveys Student Surveys expressing career readiness satisfaction 90%	Data year: 2020-2021 Data Source: Student Surveys Student Surveys expressing career readiness satisfaction 90%	Data year: 2021-2022 Data Source: Student Surveys Student Surveys expressing career readiness satisfaction 90%	Data year: 2022-2023 Data Source: Student Surveys Student Surveys expressing career readiness satisfaction 90%	Career readiness survey satisfaction will be at 93%

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	Expand Career pathways and CTE programs The school will expand Career pathways and CTE programs by 1 per year over the next 3 years based on students' needs and jobs in demand. For the 2023-2024	No	Partially Implemented	We added CTE courses from Edgenuity. We are in the process of updating our CMP portal with the additional CTE course offerings, for students to study.		\$222,325.00	\$138,953

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 we will leverage our to drive our aims towards expansion. These includes increasing dual enrollment into our Agape College of Business and Science for CTE pathways; providing students with platforms that will allow them the opportunity to earn college credit in partnership with other 2 and 4 year post secondary institutions; while also leveraging our edgenuity platform to expand student participation in CTE courses of their interest. We will also continue to seek and place students with paid internships for students and job shadowing opportunities. This will continue to drive our work with establishing ongoing opportunities with new school partnerships are in the continuous improvement to strengthen implementation</p>						
7.2	<p>Expand Career pathways and CTE programs We maintain our goal for this upcoming school year that 70% of students will pass career pathway courses with a and 72% by year 3, next school year. We will carry this action out by providing professional development PBL for teachers and staff for college and career readiness, through Tulare County Office of Education. They will continue to provided professional development for project base learning and career pathways. Leveraging on this training in our PLC's, we will continue to refine our</p>	No	Planned			\$153,205.00	\$95,753

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
	PBL program; with a laser focus on academic intervention support, work based instruction and GATE pedagogy for student achievement.						
7.3	Student and parents' surveys Student and parent surveys percentages will increase in career readiness satisfaction will by 3% in year 3, for the 2023-2024 school year. Focus groups will be conducted when above 10% dissatisfaction.	No	Planned			\$109,351.00	\$68,344

Goal 8

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation Rate	Data year: 2020-2021 Data Source: Data Quest W.E.B. DuBois Graduation Rate is 96.2% W.E.B. DuBois Credit Eligible Graduation Rate 98% EL: 0% FY:0% LI: 96% SPED: 0%	Data year: 2020-2021 Data Source: Data Quest W.E.B. DuBois Graduation Rate is 96.2% W.E.B. DuBois Credit Eligible Graduation Rate 98% EL: 0% FY:0% LI: 96% SPED: 0%	Data year: 2021-2022 Data Source: Data Quest W.E.B. DuBois Graduation Rate is 100% W.E.B. DuBois Credit Eligible Graduation Rate 100% EL: 84.6% FY:* subgroup not reported LI: 85,1% SPED: * subgroup not reported	Data year: 2022~ 2023 Data Source: Dataquest W.E.B. DuBois Graduation Rate is 97% W.E.B. DuBois Credit Eligible Graduation Rate 96% EL: 3% FY:0% LI: 91% SPED: 6%	Overall High school graduation rate for 5- year cohort will increase above 97% LI: 97%
Special Population	Data Year : 2020-2021 Graduation rate for Socioeconomically Disadvantaged 74% and Students with Disabilities is 0%.	Data Year : 2020-2021 Graduation rate for Socioeconomically Disadvantaged 74% and Students with Disabilities is 0%.	Data Year: 2021-2022 Graduation rate for Socioeconomically Disadvantaged 95% and Students with Disabilities is 5%.	Data Year: 2022- 2023 Graduation rate for Socioeconomically Disadvantaged 95% and Students with Disabilities is 5%.	Overall High school rate for 5- year Cohort for special populations will increase by 3% for Students with disabilities, and Low Income LI: 77%

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
8.1	Overall High school graduation rate Overall High school graduation rate for 5-year cohort will increase	No Yes	Planned			\$182,991.00	\$114,369

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>above our current year's goal of 72% and above 80% for the ,next school year, our third year for this action.</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>						
8.2	<p>[Action 2] 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</p>	Yes	Planned			\$5,287.00	\$3,304

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
	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.						