

LCAP Year (select from 2017-18, 2018-19, 2019-20)

[2018-2019]

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

W.E.B. DuBois Public Charter
School

Dr. John Rivers, Assistant
Superintendent
Dr. Linda Scott, CEO

jrivers@agapeschools.org,
(555) 229-3529 and
lscott@agapeschools.org

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

School Mission:

The mission of W.E.B. DuBois Public Charter School is to provide a personalized education to student by fostering academics, career readiness, along with social and emotional supports leading to a higher education and economic growth.

School Vision:

W.E.B. DuBois Public Charter School is designed to target students who will benefit from an interactive, personalized learning, family atmosphere to reclaim their education leading to a high school diploma. Our focus on project based instruction, career training, college preparation, leadership and student outreach ensures the success of our students in becoming educated, self-sufficient, and economically independent.

W.E.B. DuBois Public Charter School serves students with many challenges and as a result, the school qualifies for the Alternative Schools Accountability Model (ASAM). The following pre-existing barriers make up the student population at W.E.B. DuBois Public Charter School:

0.48% Expelled

2.91% Suspended

2.18% Wards of the Court
 8.72% Pregnant and/or Parenting
 0.24% Recovered Dropout
 70.94% Habitually Truant
 0.97% Retained More Than Once in kindergarten through grade eight
 86.44% Total ASAM Students
 99% of students qualify for free and reduced lunch.

W.E.B. DuBois

CBEDS (10/4/17) – 2017-2018 Data

Ethnicity/Race

| Ethnicity/Race | Count of Students |
|-----------------------|--------------------------|
| Am Indian/Alskn Nat | 5 |
| Asian | 12 |
| Black/African Am | 45 |
| Hispanic | 299 |
| Multiple | 2 |
| White | 10 |
| Grand Total | 373 |

English Learner?

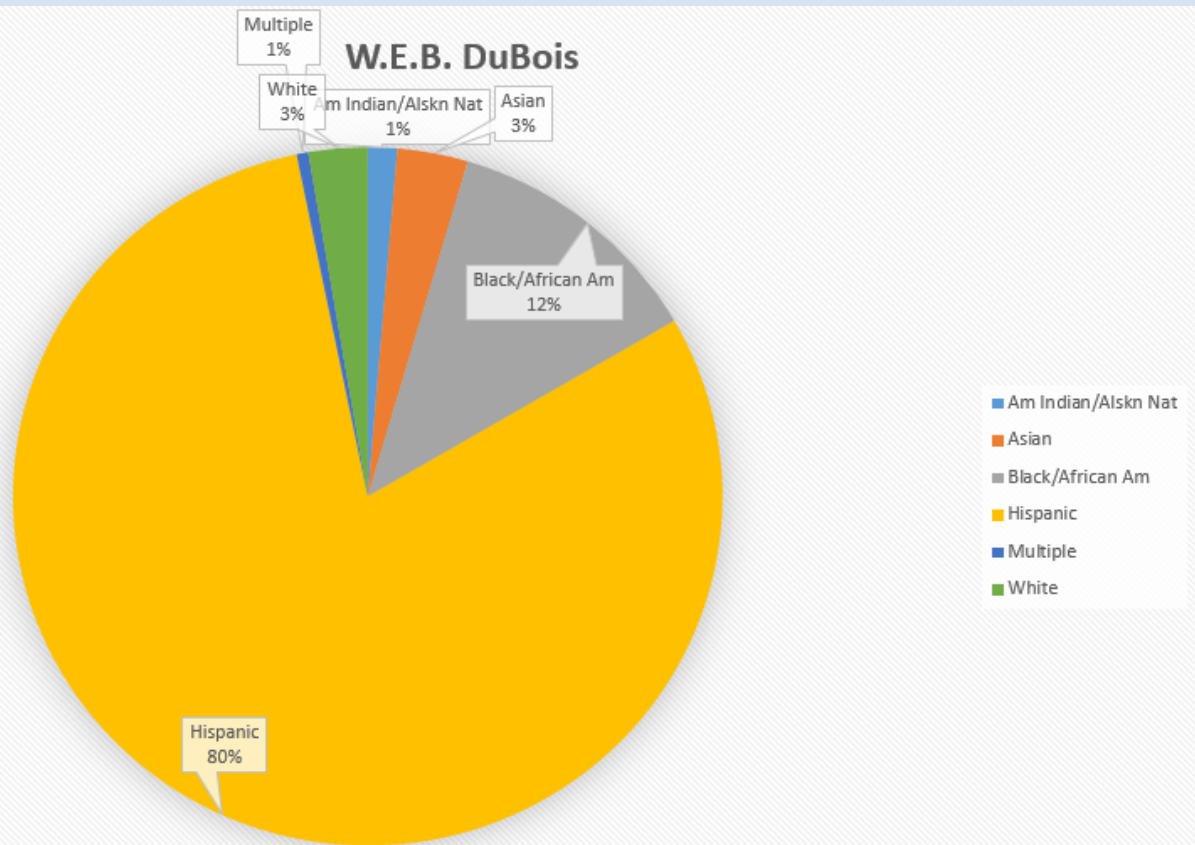
| EL Language Fluency | Count of SSID |
|----------------------------|----------------------|
| Not EL | 246 |
| EL | 127 |
| Grand Total | 373 |

Special Education?

| Special Ed? | Count of SSID |
|--------------------|----------------------|
| N | 352 |
| Y | 21 |
| Grand Total | 373 |

Socioeconomically Disadvantaged?

| Soc-Econ Disadvantaged? | Count of SSID |
|--------------------------------|----------------------|
| N | 7 |
| Y | 366 |
| Grand Total | 373 |



| Enrollment by Program | | |
|-----------------------|---------------|---------|
| | # of Students | Percent |
| English Learners | 127 | 34.05% |
| Special Education | 21 | 5.63% |

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP highlights the progress our students and schools have made towards increasing student achievement in in ELA and math and implementing the mission and vision of the schools. The LCAP also demonstrates our commitment to collaborate with all stakeholders in serving our students and community at the highest level.

This year we implemented resources, services, and professional development to increase student's proficiency in English Language Arts and math. At the beginning of the school year, teachers were involved in professional development opportunities involving curriculum mapping and pacing guides associated with their content area. For the first time this year, teachers were engaged in learning and creating personalized learning stations. These learning stations were set up using three stations at a time. Our stations consisted of small group instruction, computer-aided instruction, and collaborative learning groups. Teachers monitored student's performance overtime and used data to drive their instruction. Through the use of student data, we were able to provide remedial services to students. The use of personalized learning allowed us to differentiate our instruction to meet the needs of a diverse student population.

In order to equip our teachers in Common Core Learning standards, teachers and administrators were involved in professional development training to identifying SBAC priority standards for English Language Arts and math. This professional development opportunity entailed unpacking Common Core Learning Standards. Participants identified standards by content and skill level which assisted teachers in understanding what students need to know vs. what skills students need to master. Administration supported and focused on non-negotiables expectations with teachers in all classrooms. This consisted of classroom objectives and expectations being posted along with essential questions, standards, daily classroom agendas etc. All administrators and teachers were trained in utilizing Illuminate to create formative & summative assessments. Illuminate was used by English Language Arts, math, and science teachers to create benchmark assessments for the 2017-2018 school year. Each benchmark assessment contained standards that had been previously taught during the school year to determine growth by our students. Teachers and administrators analyzed the results from the benchmark assessments in order to provide re-teaching opportunities for students. The results of the benchmark assessments were communicated to all stakeholders. Through the use of baseline assessments, it was noted that students struggled with reading comprehension. In order to support students, we utilized Achieve3000 (K-12 reading program). English Language Arts teachers were provided professional development in accessing, setting up their classes, and monitoring student's growth overtime.

Another highlight of this year's LCAP was the partnering with families to increase student achievement. We created a series of targeted events to reciprocate avenues of communication between our school and the community. The goal of these events were to increase student achievement, improve attendance, and create a more collaborative partnership with our families. Our school was involved in a multitude of activities to support this initiative such as Meet & Greet, Back to School Night, Parent Teacher Conferences, Breakfast with the Principals, Parent Advisory Council, and ELAC. We received feedback through our stakeholder's surveys.

This year's LCAP Career Pathways and Business Partnerships continued to grow within our schools. Students were provided with additional work base learning opportunities. This included internships, job shadowing, and the opportunity to participation in the largest career and job fair in Central valley for youths. Numerous students participated in our annual college fair with area employers. Students were provided with work base learning experiences through classrooms instruction, workshops, and CTE courses.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other

information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The district has provided professional development to teachers in utilizing Illuminate for creating parallel formative and summative assessment in alignment with SBAC. As a result of this training, teachers were able to use assessment data within the framework of the professional learning communities to drive their instruction.

On the SBAC ELA assessment in regards to students meeting/exceeding standards from last year from last year, there was a 7.04% increase in the 3rd grade, 37.5% increase in the 4th grade, 14.77% increase in the 5th grade, 21.25% increase in the 8th grade, and a 4.33% increase in the 11th grade.

On the SBAC Math assessment in regards to students meeting/exceeding standards, there was a 20.61% increase in the 4th grade, 0.5% increase in the 6th grade, 9.89% increase in the seventh grade, 29% increase in the eighth grade, and a 2% increase in the 11th grade.

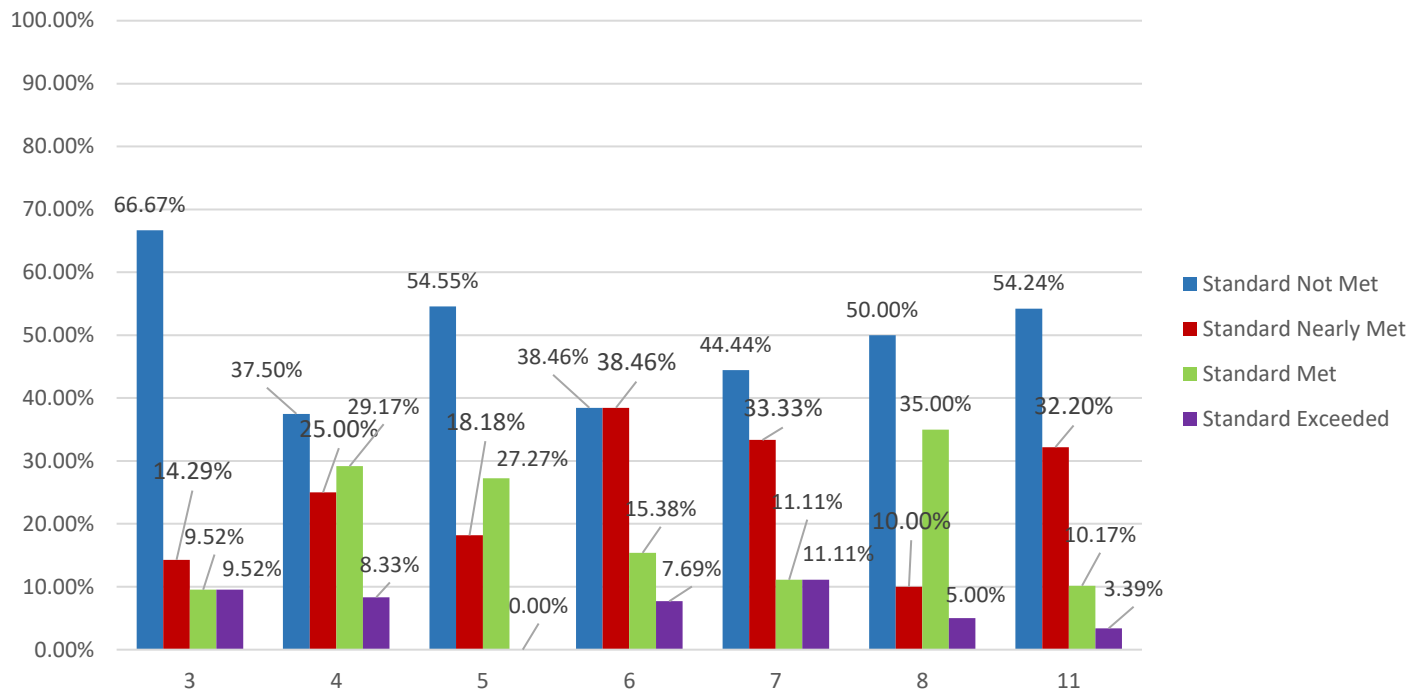
This year all teachers were engaged in professional development which focused on non-negotiables associated with our Walk Through Look-For tool. Teachers were expected to follow procedures outlined in the Walk-Through Look-For tool. Classroom expectations categories included classroom environment, instruction, and rituals and routines developing relationships, assessments, and developing relationships. Administration routinely provided teachers with feedback through the Walk Through Look-For tool.

Teachers were trained on Achieve3000 in order to support student vocabulary and reading comprehension. This supported our students at the middle school level in increasing their proficiency levels in ELA.

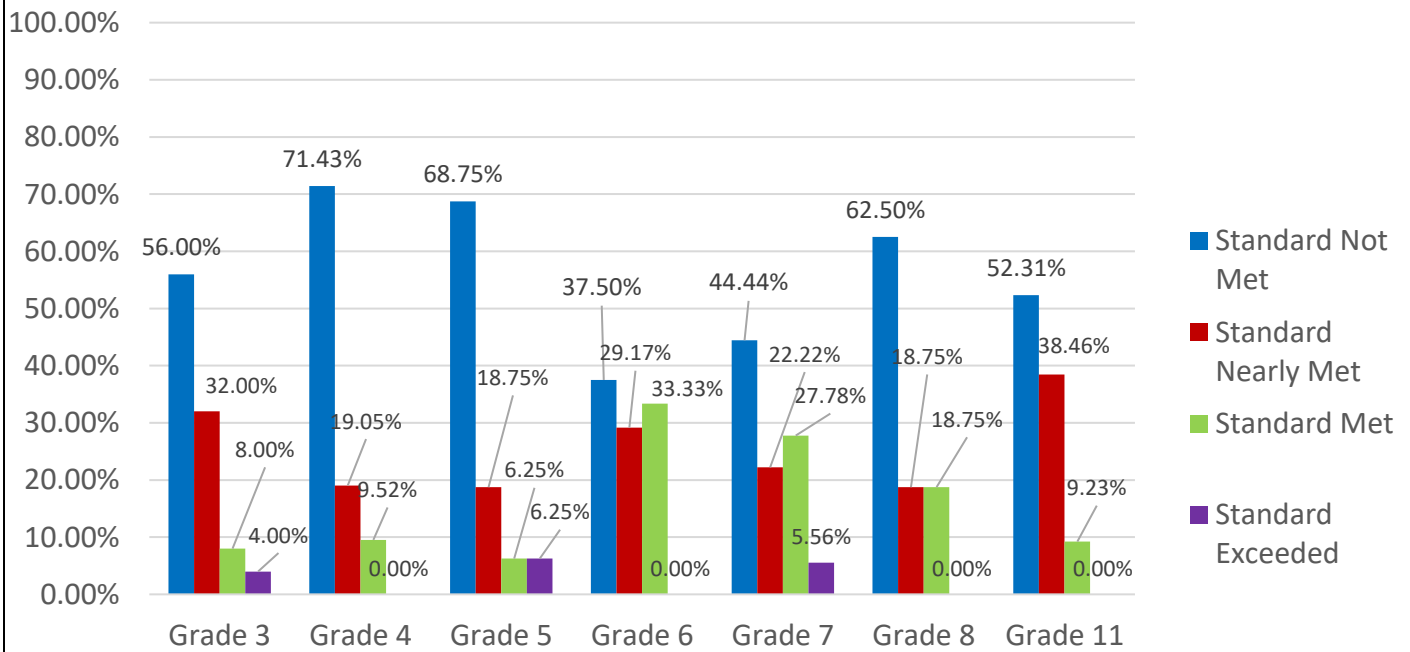
Agape Public Charter School will continue and maintain its efforts in increasing literacy by providing high quality language instruction and implementing units of study with an emphasis on cross-content collaboration. Administration, education coordinators, and consultants have provided quality professional development opportunities on lesson design, unpacking Common Core learning standards, lesson design, and modification of units of study to support English Language Learners, low income students, and foster youth. These professional learning opportunities are directly tied to student achievement, based on data analysis, formal & informal teaching observations by administration, and personalized coaching. We will continue to utilize PBIS as part of the LEA and the student discipline expectations communicated to are student, staff, and families.

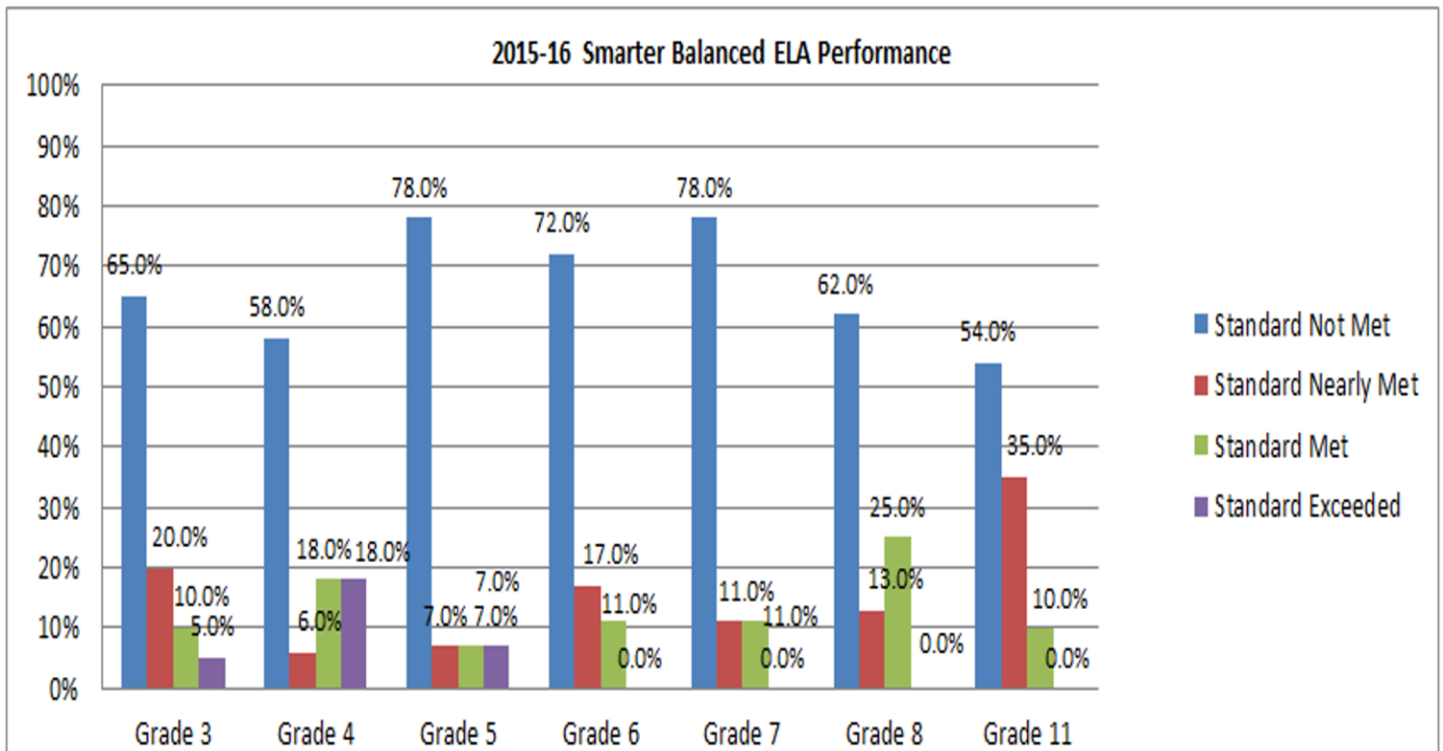
Teachers promoted word walls and academic vocabulary from reading materials. Additionally, students worked with online reading programs to increase fluency and reading comprehension with fiction and non-fiction text. Each English-Language Arts and math class incorporated standards-based instruction. Teachers received professional development on SBAC blue print standards, outlining objectives, pacing, non-negotiables, DOK, and instructional strategies. Teachers participated in professional learning communities bi-weekly to review students formative and summative assessments including – benchmarks, state standardized testing performance and local assessments. Data was used to modify pacing and instruction of lessons. Administrators and teacher monitored site plans to include the review of data and the monitoring and evaluation of instruction. A 25 Day Plan was incorporated prior to the end of the school year assessment to reinforce priority standards.

2017-2018 Smarter Balanced ELA Performance

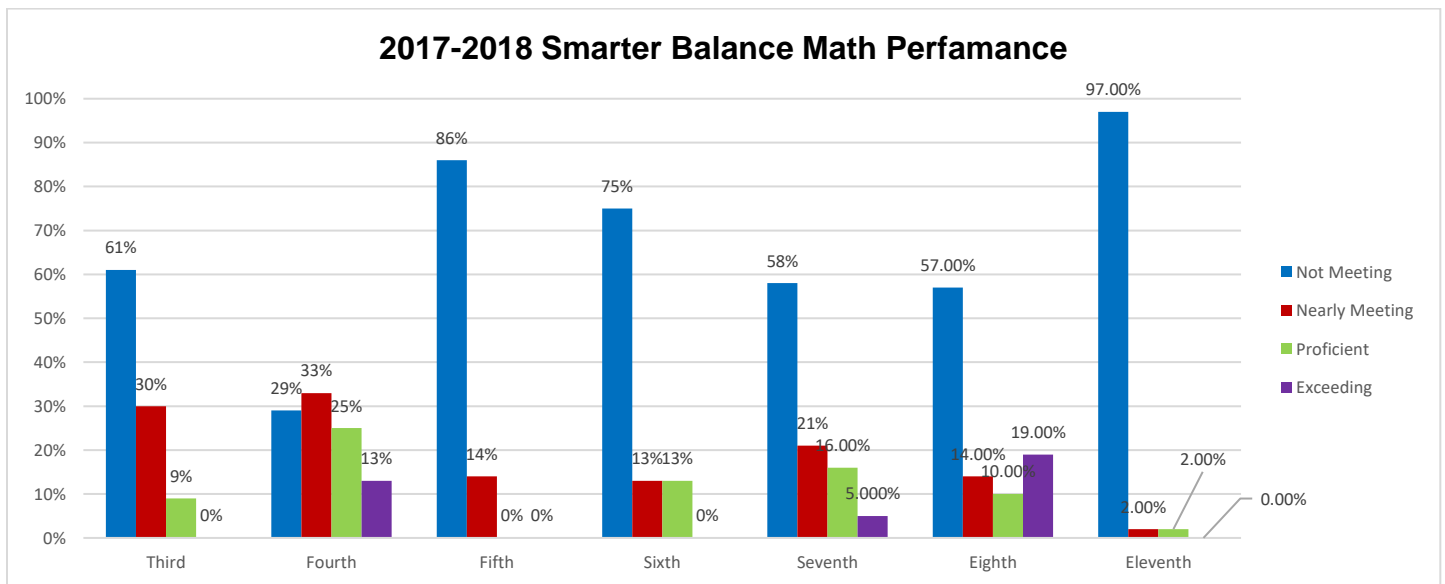


2016-2017 Smarter Balanced ELA Performance

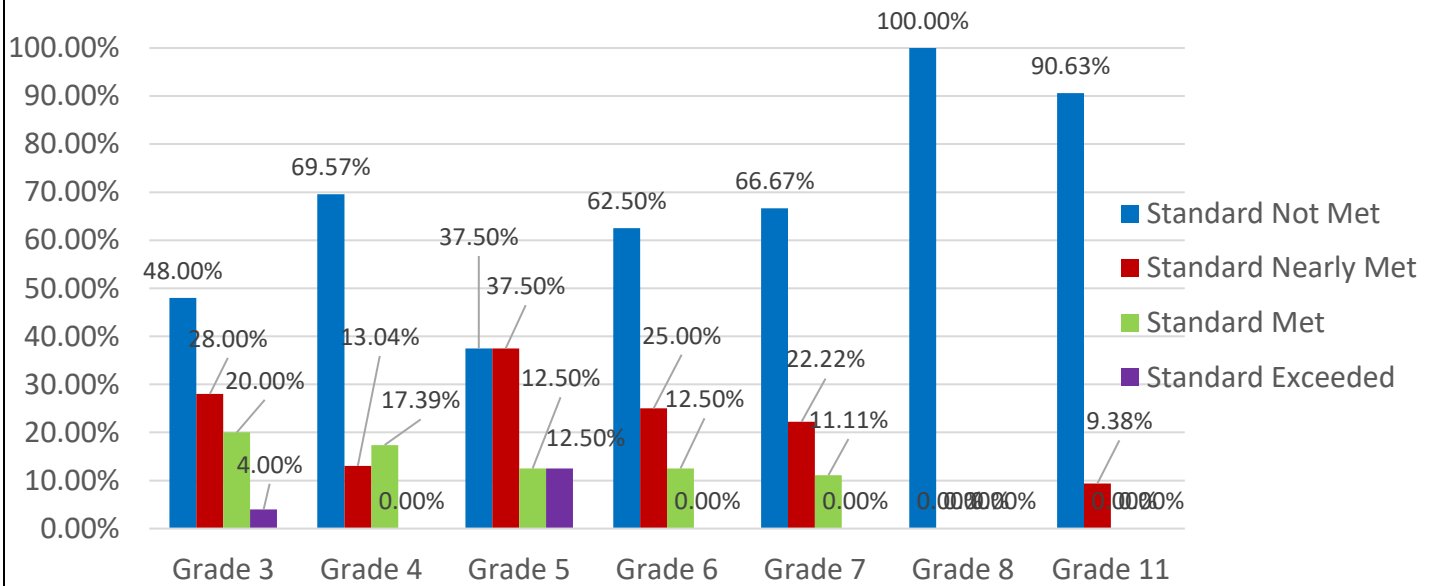




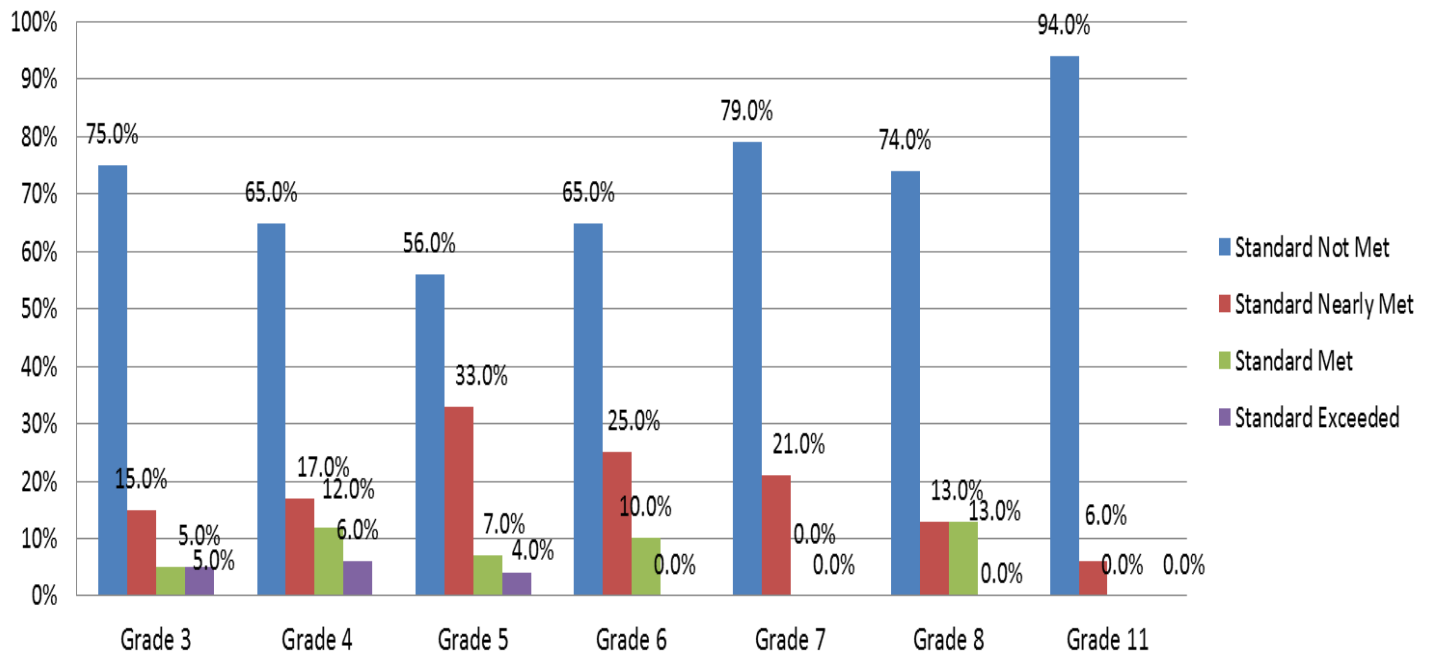
All 2017- 2018 Data is Preview Statistical Estimations. Final SBAC and CASP Data for 2017-2018 has not been finalized at this time.



2016-2017 Smarter Balanced Math Performance

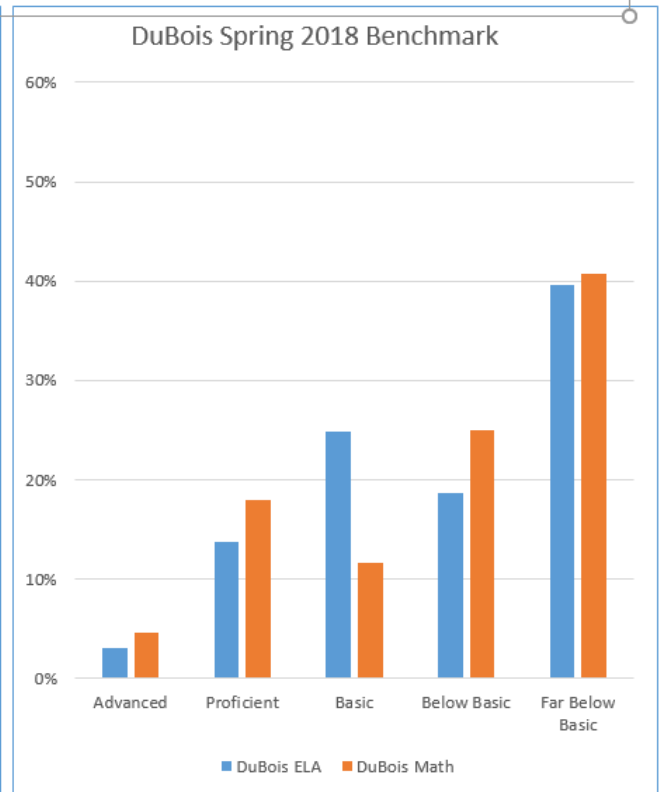
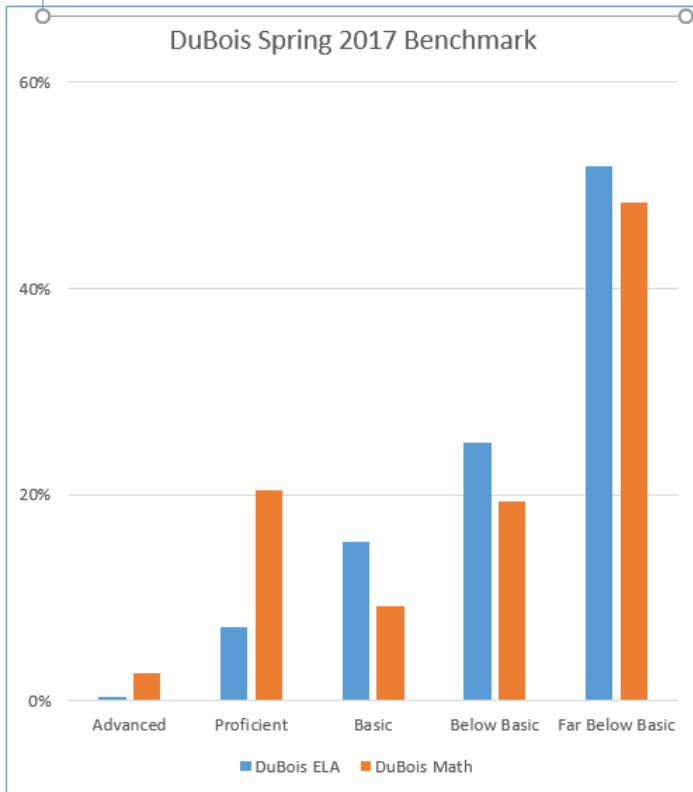


2015-16 Smarter Balanced Math Performance



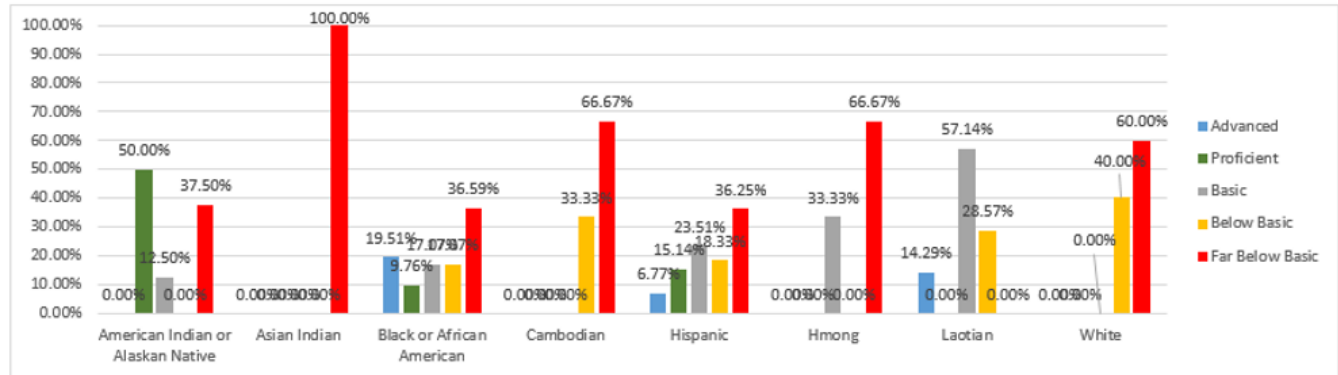
Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

DuBois Benchmark

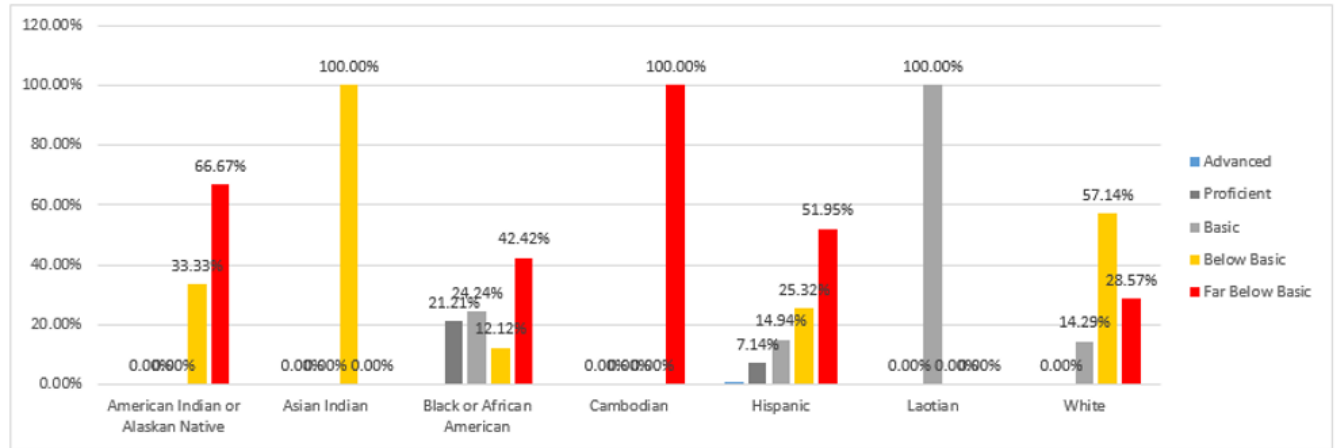


Proficiency levels by Subgroups 2016-2018 ELA Dubois

17-18 DuBois ELA

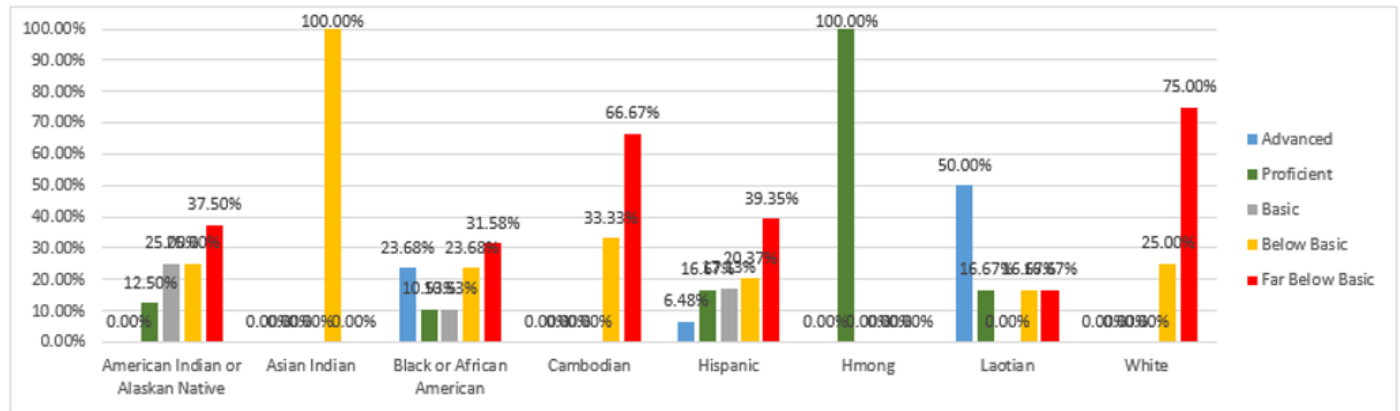


16-17 DuBois ELA

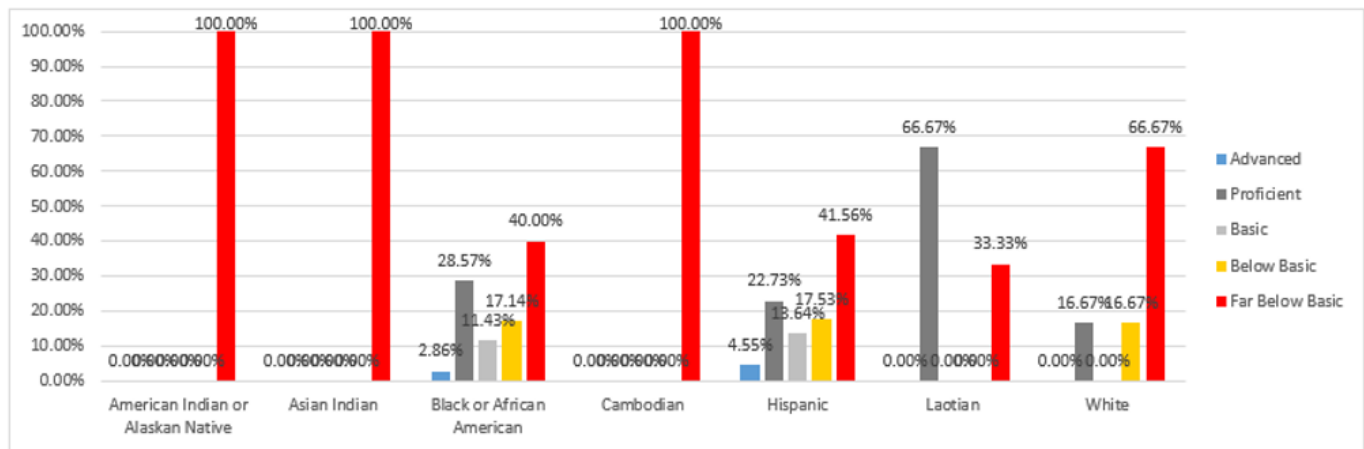


Proficiency levels by Subgroups 2016-2018 Math Dubois

17-18 DuBois Math



16-17 DuBois Math



Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Agape Public Charter School has identified major areas in need of improvement based on state and local performance indicators. We strive to be a district of academic excellence provided through supportive and responsive leadership, system wide approach, and culture that to ensure that all students are college and career ready.

Compare to the ELA SBAC assessment from last year, we experienced a 9.93% decrease in students meeting/exceeding standards in the 6th grade, and a 11.12% decrease in meeting/exceeding standards at the 7th grade level.

Compared to the math SBAC assessment from last year, we experienced a 15% decrease in students meeting/exceeding standards in the 3rd grade, and a 25% decrease in students meeting/exceeding standards at the 5th grade level.

The LEA will continue to address areas of improvement by: (1) Refinement of formative assessment systems that will monitor student performance, (2) Increasing the use of Illuminate by teachers and leaders, (3) support teacher collaborative teams in using data to design lessons that incorporate differentiated instruction approaches, and (4) provide real time coaching opportunities for teachers in data analysis and effective instructional techniques. Teachers will continue to create common formative and summative assessments in Illuminate.

Teachers and administrators have analyzed student performance data through site plans, professional development, collaboratively during PLC's.

The LEA has designed a plan to create targeted tier interventions within cohorts to better address the academic and social-emotional needs of students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

W.E.B. DuBois qualifies as an ASAM school and based on student performance outcomes reading and math proficiencies remain an area of improvement. The LEA will continue to provide individualized instruction through a focus on project based learning, career pathways, and strategic interventions during and after school. Students who are performing far below standards, standards not met and standards nearly met will be assigned mandatory remediation and or targeted instruction reviewing basic skills and grade level standards that includes tutoring either before, and after school or Foundational Prep courses. Students performing at basic, or meets standards will participate in intensive targeted instruction in order to move to advance. All core and CTE teachers will incorporate work based learning skills throughout the lessons each week to enhance English and math skills using real world application. Teachers will incorporate content and academic vocabulary (front-loading) into lesson plans for introduction of new content material.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

W.E.B. DuBois has improved services based on targeted tier interventions and student performance data. DuBois has determined based upon student performance outcomes that reading and math proficiency remain an area of improvement. The LEA continues to provide individualized instruction through a focus on targeted tier interventions, project based learning, career pathways, and strategic interventions during and after school. In addition to the aforementioned methods, the LEA provides a myriad of social-emotional, sports clinics and

support services for all students including socioeconomically disadvantaged, English Learners, and foster youth,

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION | AMOUNT |
|---|--------------|
| Total General Fund Budget Expenditures For LCAP Year | \$ 4,440,923 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | \$ 4,440,923 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Building maintenance and up keep is critical to the safety and climate of the school. Although portions are included this is generally expanded based on unexpected circumstances that arise.

| DESCRIPTION | AMOUNT |
|---|--------------|
| Total Projected LCFF Revenues for LCAP Year | \$ 3,935,213 |

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

W.E.B. DuBois will increase student proficiency in English Language Arts and Math.

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measureable Outcomes

| Expected | Actual |
|------------------------------------|---|
| ELA SBAC 10% meet/exceed standards | 3 rd grade met/exceeded standards by 19.04%, 4 th grade met/exceeded standards by 37.50%, 5 th grade met/exceeded standards by 27.27%, 6 th grade met/exceeded standards by 23.07%, 7 th grade met/exceeded standards by 22.22%, 8 th grade met/exceeded standards by 40%, and 11 th grade |

[Type here]

| Expected | Actual |
|--|--|
| | met/exceeded standards by 13.56%. This exceeded the expected outcomes |
| Math SBAC 1% meet/exceed standards | 3 rd grade met/exceeded standards by 9%, 4 th grade met/exceeded standards by 38%, 6 th grade met/exceeded standards by 13%, 7 th grade met/exceeded standards by 21%, 8 th grade met/exceeded standards by 29%, 11 th grade met/exceed standards by 2%. 11th graders traditionally transition into W.E.B. DuBois throughout the year. |
| ELA District Benchmark -14% increased | Student performance on ELA Benchmarks increased by 10%. |
| Math District Benchmark 1% increased | Math overall Benchmark showed no increase |
| | |
| SBAC ELA Growth- TBD | This year we experienced an increase in students meeting/exceeding on the SBAC ELA assessment of 7.04% in the 3 rd grade, 37.5% in the 4 th grade, 14.77% in the 5 th grade, and 21.25% in the 8 th grade. |
| SBAC Math Growth – TBD | This year we experienced an increase in students meeting/exceeding standards on the SBAC math assessment of 20.61% in the 4 th grade, 0.5% in the 6 th grade, 9.89% in the 7 th grade, 29% in the 8 th grade, and 2% in the 11 th grade. |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| <p>1. Targeted intervention through After-School Intervention and Online Learning Resources.</p> <p>a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy.</p> <p>2. Workshops and in-class support from consultants.</p> <p>a. Workshops and in-class support is provided by the following consultants and vendors:</p> <p>i. Fresno County Office of Education</p> <p>ii. Center for College & Career Readiness</p> <p>iii. Achieve3000</p> <p>iv. Kids Invent!</p> <p>v. Tulare County Office of Education</p> <p>3. Adoption of Common-Core aligned instructional materials.</p> <p>a. ELA supplemental materials aligned to CCSS have been adopted. They include:</p> | <p>1. Targeted intervention through After-School Intervention and Online Learning Resources.</p> <p>a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy.</p> <p>2. Workshops and in-class support from consultants.</p> <p>a. Workshops and in-class support is provided by the following consultants and vendors:</p> <p>i. Fresno County Office of Education</p> <p>ii. Staff Develop for Educators</p> <p>iii. Achieve3000</p> <p>3. Adoption of Common-Core aligned instructional materials.</p> <p>a. ELA supplemental materials aligned to CCSS have been adopted. They include:</p> <p>i. Common Core Reading and Writing workbooks</p> <p>b. The curriculum and instruction focus group has adopted CCSS aligned</p> | <p>LCFF Base: \$1,325,154</p> <p>LCFF Sup./Conc.: \$331,110</p> <p>Title I: \$112,860</p> <p>Title II : \$2,601</p> <p>Mandate Funds: \$21,375</p> <p>After School Grant: \$22,500</p> | <p>LCFF Base: \$893,876</p> <p>LCFF Sup./Conc.\$800,360</p> <p>Title I: \$116,377</p> <p>Title II : \$11,862</p> <p>Mandate Funds: \$22,545</p> <p>After School Grant: \$58,888</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| <p>i. Common Core Reading and Writing workbooks</p> <p>b. The curriculum and instruction focus group has adopted CCSS aligned materials and will continue to research additional supplemental materials to support implementation.</p> <p>4. Technology Upgrades to add instructional technology resources to core subject classrooms.</p> <p>a. Desktop computers will be added and/or upgraded to facilitate use of instructional technology</p> <p>b. Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.</p> <p>5. Online tutorial subscription.</p> <p>a. Achieve3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.</p> <p>6. After-School program Foundational intervention class.</p> <p>a. The after-school intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.</p> | <p>materials and will continue to research additional supplemental materials to support implementation.</p> <p>4. Technology Upgrades to add instructional technology resources to core subject classrooms.</p> <p>a. Desktop computers will be added and/or upgraded to facilitate use of instructional technology</p> <p>b. Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.</p> <p>5. Online tutorial subscription.</p> <p>a. Achieve3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.</p> <p>6. After-School program Foundational intervention class.</p> <p>a. The after-school intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.</p> <p>7. In-School Foundation intervention classes.</p> <p>a. The in-school intervention class has been expanded to provide</p> | | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>7. In-School Foundation intervention classes.</p> <p>a. The in-school intervention class has been expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.</p> | <p>Foundational English and Foundation Math support to students who need additional practice with basic skills.</p> | | |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>1. Use EdJoin and other online job portals to recruit and interview highly qualified teachers.</p> <p>a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff.</p> <p>b. Host a Job Fair.</p> <p>2. Work to offer competitive salary maintain high quality teachers.</p> <p>a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.</p> <p>3. Offer opportunities for teacher leadership and career advancement. Including:</p> <p>a. Lead Teachers</p> <p>b. Professional Development/Workshops/Conferences</p> <p>c. Participation in Focus Groups</p> | <p>1. Use EdJoin and other online job portals to recruit and interview highly qualified teachers.</p> <p>a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff.</p> <p>b. We hosted a Job Fair.</p> <p>2. Work to offer competitive salary maintain high quality teachers.</p> <p>a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.</p> <p>3. Offer opportunities for teacher leadership and career advancement. Including:</p> <p>a. Lead Teachers</p> | <p>LCFF Base: \$441,718</p> <p>LCFF Sup./Conc.: \$110,370</p> <p>Title I : \$37,620</p> <p>Title II: \$867</p> <p>Mandate Funds: \$7,125</p> <p>After School: \$7,500</p> | <p>LCFF Base: \$297,959</p> <p>LCFF Sup./Conc.: \$266,786</p> <p>Title I : \$38,792</p> <p>Title II : \$3,954</p> <p>Mandate Funds: \$7,515</p> <p>After School: \$19,629</p> |

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual Expenditures

4. Provide mentoring and coaching for new teachers.
- a. New teachers participate in the BTSA/FCOE New Teacher Induction Program
- b. Ensure coaching is assigned to coach and support new teachers

5. Teachers will be provided ongoing Professional Development
- a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.

- b. Professional Development/Workshops/Conferences
- c. Participation in Focus Groups
4. Provide mentoring and coaching for new teachers.
- a. New teachers participate in the Induction/FCSS New Teacher Induction Program
- b. Ensure coaching is assigned to coach and support new teachers
5. Teachers will be provided ongoing Professional Development
- a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.

i.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Though student proficiency in SBAC ELA increased, it remains below our target. Now that we have a baseline established for student proficiency on SBAC, our instructional program (including instructional pedagogy, materials, and training), has been modified to better align to the standards. An inquiry-based instructional design, featuring project based learning and work-based learning experiences have been implemented to reinforce key common core skills (critical thinking, creativity, collaboration, and communication). Particular attention will be given to strengthening both core classroom instruction and intervention. Expenditures and initiatives will continue to be evaluated until growth is seen in student proficiency. The expected measurable outcomes may also be modified in 2017-18 to better reflect an accurate and appropriate growth and continuous improvement plan.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students in 7-8 grades exceeded the original goals according to the preview data analysis described above. 11th grade students continued to struggle and additional services including added tutors or instructional aides will be investigated in the new school year of 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in budget expenditures can be accounted for due to decreased enrollment and significant decreases in LCFF projections.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In the reported goals within the second half of this documents. We proposed to add tutors and instructional aides within math courses in order to assist credentialed teachers with math instruction in small groups and peer collaborative stations.

Goal 2

Long-Term English Language Learners will progress towards English Language Proficiency each year.

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 |
 COE ☐ 9 ☐ 10
 LOCAL _____

Annual Measureable Outcomes

| Expected | Actual |
|--|---|
| Increase 1 CELDT level 71% of SAM EL Students increased at least 1 performance level. | Students completed ELPAC which is a new state assessment. CELDT is no longer an administered assessment. Preview scores are not available at this time for the 2017-18 school year. |
| % of EL students reclassified 0% | ELPAC score are not available at this time. |
| [Add expected outcome here] | [Add actual outcome here] |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| 1. Implement professional Development on ELL instructional strategies. a. Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards. b. PD was provided during PLC's on best practices for EL instruction including but not limited to | 1. Implement professional Development on ELL instructional strategies. a. Fresno County Superintendent of Schools provided PD on the ELA/ELD Framework as well as EL standards. b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, | LCFF Base: \$394,478 Lottery Unrestricted: \$54,720 Mandate Funds: \$28,500 | LCFF Base: \$198,639 Lottery Unrestricted: \$53,314 Mandate Funds: \$30,060 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| <p>Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.</p> <p>2. Adopt and purchase print and electronic online learning materials to support English Language Learners.</p> <p>a. Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.</p> <p>3. ELD/Foundational English classes are built into the master schedule to support English language development.</p> | <p>communication strategies, multiple modalities, etc.</p> <p>2. Adopt and purchase print and electronic online learning materials to support English Language Learners.</p> <p>a. Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.</p> <p>3. ELD/Foundational English classes are built into the master schedule to support English language development.</p> | | |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers were provided with PD on best classroom practices for EL instruction including academic/content vocabulary, questioning strategies, communication strategies in conjunction with multiple modalities

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Gains were made in the percentage of EL students increasing CELDT levels in the 2016-17 school year at the intermediate level. We will continue to incorporate the professional development and instructional practices that led to these gains. Additional instructional materials will be purchased during the next school year to further support English language development and the implementation of the ELD standards. In the 2017-18 a new test was administered ELPAC as a result, preview scores are not available. As result we are unable to report anticipated changes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in budget expenditures can be accounted for due to decreased enrollment and significant decreases in LCFF projections.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The change to the goal is that we will add an ELPAC analysis.

Goal 3

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

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 |
 COE ☐ 9 ☐ 10
 LOCAL _____

Annual Measureable Outcomes

| Expected | Actual |
|---|--|
| <p>74.1% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.</p> <p>78.6% of teachers agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning.</p> <p>71.3% of teachers agree or strongly agree that W.E.B. DuBois provides textbooks and instructional materials to meet the needs of all students.</p> | <p>78% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.</p> <p>83% of teachers agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning.</p> <p>92% of teachers agree or strongly agree that W.E.B. DuBois provides textbooks and instructional materials to meet the needs of all students.</p> <p>Professional development within the school for teachers and administrators was restricted according to data analysis and the schools needs assessment. 74% of all teachers incorporated and demonstrated practices in the classrooms. Teacher implemented practices with fidelity was 70%. Administrators were able to effectively monitor instruction and non-negotiables Look For practices 76% of the time expected.</p> |
| [Add expected outcome here] | [Add actual outcome here] |
| [Add expected outcome here] | [Add actual outcome here] |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| <p>1. Continue comprehensive professional development agreement with Fresno County Office of Education.</p> <p>a. Fresno County of Education was contracted to provide the following services for the 2015-16 school year:</p> <p>i. 11 Professional Development Days</p> <p>ii. 14 In-Class Coaching Days</p> <p>2. Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.</p> <p>a. This includes:</p> <p>i. Center for College & Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD</p> <p>ii. Achieve3000 program, PD, and in-class coaching</p> <p>iii. Accelerated Math program and PD</p> <p>iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.</p> | <p>1. Continue comprehensive professional development agreement with Fresno County Office of Education.</p> <p>a. SDE and FCSS was contracted to provide the following services for the 2017-2018 school year:</p> <p>i. 16 Professional Development Days</p> <p>ii. 14 In-Class Coaching Days</p> <p>2. Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.</p> <p>a. This includes:</p> <p>i. SDE Provided- Non-Negotiables, Look For's, Standards align, Mapping, Pacing, Differentiated Instruction, DOK, Academic Vocabulary.</p> <p>ii. Achieve3000 program, PD, and in-class coaching</p> <p>iii. SST Math program and PD</p> <p>iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.</p> <p>3. Maintain qualified support personnel including instructional technology support staff.</p> | <p>LCFF Base: \$103,933</p> <p>Lottery (Restricted) : \$17,100</p> | <p>LCFF Base: \$70,108</p> <p>Lottery (Restricted) : \$17,328</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| <p>3. Maintain qualified support personnel including instructional technology support staff.</p> <p>a. Additional qualified support personnel have been added during the 2015-16 school year.</p> <p>4. Continue technology upgrades to add instructional technology resources to core subject classrooms.</p> <p>a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology</p> <p>b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.</p> | <p>a. Additional qualified support personnel have been added during the 2018-2019 school year.</p> <p>4. Continue technology upgrades to add instructional technology resources to core subject classrooms.</p> <p>a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology</p> <p>b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.</p> | | |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers and Administration were provided Professional Development in accordance to the needs express through data analysis. Both teachers and administrators attended professional development together in order to ensure monitoring, articulation, and evaluations throughout the school year occurred. Administrators were provided a Leadership Institute which was the first of its kind within the Agape District. Technology was incorporated through purchase of new Chromebooks, desktops, and tablets. Instructional and curriculum professional developments were provided using technology among teachers and administrators

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Goals were determined to be met by staff survey data but also through student's academic achievement using formative and summative assessments. Teachers were also monitored by Principals and Cabinet Administrators throughout the school year to ensure implementation and progression of expected outcomes. The LEA has met its goal and will continue to ensure all teachers have the training and resources needed to implement the Common Core State Standards effectively.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in budget expenditures can be accounted for due to decreased enrollment and significant decreases in LCFF projections.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The changes to this goal and expected outcome is we will not use a self-evaluation tool but rather expected outcomes will be judge by increased academic performance and teacher obtainment of information and deliver into the classroom. Outcomes among administrators will be determined by evaluation of the site plan and overall school performance and obtainment of Professional Development concepts.

Goal 4

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

State and/or Local Priorities addressed by this goal:

STATE
☐ 1
☐ 2
☒ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8

COE
☐ 9
☐ 10

LOCAL

Annual Measureable Outcomes

| Expected | Actual |
|--------------------------------|---|
| Parent Meeting Attendance TBD. | Parents attended meetings thought-out the year and provided input. The percentage of parents attending meetings is 20%. We will use this as our baseline reference for 17-18 |
| Parent Survey Completion 17% | The number of parents that completed surveys for both school sites was 60 total parents. Many parents that completed surveys have multiple students within the school that are siblings. The completion rate is 20% |
| | |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| 1. Support staff hours to make phone calls. | 1. Support staff hours to make phone calls. | LCFF Base: \$17,322 | LCFF Base: \$11,685 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.</p> <p>2. School Messenger Subscription.</p> <p>a. Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.</p> <p>3. Food and incentives for parent participation.</p> <p>a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.</p> | <p>a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.</p> <p>2. School Messenger Subscription.</p> <p>a. Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.</p> <p>3. Food and incentives for parent participation.</p> <p>a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.</p> <p>i.</p> | | |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and tasks outlined in the LCAP were implemented. Principals were more intentional in their practices to recruitment parent to participate then in prior years. Principals set established a weekly calls using messenger to provide parents with announcements. Several meetings were held to explain LCAP, student data, and surveys. Food was provided for each meeting parents and children. At certain sites After School Program or child care was program. Parents also assisted by encouraging other parents to attend meetings.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

W.E.B. DuBois will continue to implement creative and alternate ways to increase our outreach and parent participation rates. We have solicited more direction from parents and School Site Council stakeholders on how to increase parent participation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in budget expenditures can be accounted for due to decreased enrollment and significant decreases in LCFF projections.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes will include more incentives which is described in the actions.

Goal 5

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

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measureable Outcomes

| Expected | Actual |
|---|--|
| <p>Student survey</p> <p>87.3% of students 'Agree' or 'Strongly Agree' that W.E.B. DuBois is a safe place to attend school.</p> <p>83.5% of students Agree or Strongly Agree that W.E.B. DuBois facilities are clean and well maintained.</p> <p>92% of students Agree or Strongly Agree that W.E.B. DuBois has adequate technology available on campus to meet academic needs.</p> | <p>Student survey</p> <p>77.2% of students 'Agree' or 'Strongly Agree' that W.E.B. DuBois is a safe place to attend school.</p> <p>77% of students Agree or Strongly Agree that W.E.B. DuBois facilities are clean and well maintained.</p> <p>84.8% of students Agree or Strongly Agree that W.E.B. DuBois has adequate technology available on campus to meet academic needs.</p> <p>Although the majority students felt safe and agreed the school had technology the survey showed a decrease in number.</p> |
| <p>96% of parents believe that their children feel safe at W.E.B. DuBois</p> <p>90% of parents Agree or Strongly Agree that W.E.B. DuBois students have access to standards-aligned textbooks and materials.</p> <p>88.4% of parents agree that the campus is clean.</p> <p>90% of parents Agree or Strongly Agree that W.E.B. DuBois facilities are in good repair.</p> | <p>97% of parents believe that their children feel safe at W.E.B. DuBois.</p> <p>100% of parents Agree or Strongly Agree that W.E.B. DuBois students have access to standards-aligned textbooks and materials.</p> <p>100% of parents agree that the campus is clean.</p> <p>98% of parents Agree or Strongly Agree that W.E.B. DuBois facilities are in good repair.</p> <p>Safety is still a concern at W.E.B. DuBois but parents expressed satisfaction with security measures that have been taken in the 17-18 school year.</p> |
| <p>Staff Survey</p> <p>78% feel safe on campus89% agree that the campus is clean</p> | <p>92% feel safe on campus</p> <p>90% agree that the campus is clean</p> |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <p>1. Maintain safe and high quality facilities.</p> <p>a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.</p> <p>b. School has begun to install and upgrade camera security system at both sites.</p> <p>2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.</p> <p>a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.</p> <p>3. Supply classrooms and labs with updated computers and software licenses.</p> <p>a. Technology Specialist ensures that computers are updated and software licenses are renewed regularly.</p> <p>b. Online-Library subscription is available to students for research.</p> <p>4. Purchase or lease and maintain sports, fitness, and</p> | <p>1. Maintain safe and high quality facilities.</p> <p>a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.</p> <p>b. School has begun to install and upgrade camera security system at both sites.</p> <p>2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.</p> <p>a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.</p> <p>3. Supply classrooms and labs with updated computers and software licenses.</p> <p>a. Technology Specialist ensures that computers are updated and software licenses are renewed regularly.</p> <p>b. Online-Library subscription is available to students for research.</p> <p>4. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.</p> <p>a. Sports, fitness, and recreational facilities and equipment are purchased and</p> | <p>LCFF Base: \$485,024 Facilities Grant: \$93,750 Proposition 39: \$182,000</p> | <p>LCFF Base: \$442,386 Proposition 39: \$221,601</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| recreational facilities and equipment. a. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness. | replaced as necessary to support health and fitness. | | |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Parents and students expressed improvement with new security at the main campus. All actions and tasked outlined in the LCAP have been implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Student and parent feedback reflect satisfaction with the facilities and instructional support offered at W.E.B. DuBois. We have solidified volunteer parents to attend our meetings. We will continue to improve course offerings

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences in budget expenditures can be accounted for due to decreased enrollment and significant decreases in LCFF projections.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We plan to reset measureable outcomes to include survey data and suspension and expulsion rates.

Goal 6

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

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measureable Outcomes

| Expected | Actual |
|--|---------------------------|
| Attendance Rate of students enrolled 90 days or more 92% | 92.84% |
| [Add expected outcome here] | [Add actual outcome here] |
| [Add expected outcome here] | [Add actual outcome here] |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| 1. Employ and maintain adequate and qualified dropout prevention and attendance support staff. | 1. Employ and maintain adequate and qualified dropout prevention and attendance support staff. | LCFF Base: \$5,500 | LCFF Base: \$116,847 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| <p>a. Additional dropout prevention counselors have been added to enhance attendance and social/emotional support</p> <p>2. Make daily attendance calls.</p> <p>a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).</p> <p>b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.</p> <p>3. Provide attendance incentives.</p> <p>a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.</p> <p>4. New methods to recruit students</p> <p>a. Website and social media Facebook page created to expand presence and connect with potential enrollees.</p> | <p>a. Additional Student Support counselors have been added to enhance attendance and social/emotional support</p> <p>b. A training was provided for SSC staff with the latest standards and behavioral health developments. 7 Training days were included for the 2017-2018 school year.</p> <p>2. Make daily attendance calls.</p> <p>a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).</p> <p>b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.</p> <p>3. Provide attendance incentives.</p> <p>a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.</p> <p>4. New methods to recruit students</p> <p>a. Website and social media Facebook page created to expand presence and connect with potential enrollees.</p> | | |

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Funds were allocated for training on best practices for attendance and student engagement strategies. We will continue to make personal contact through phone calls and home visits. The Student Support Plan was revised along with all attendance policies to ensure a comprehensive approach to decreasing truancy to improve academic proficiency.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While we have met the goal identified, our goal is for students to continue to increase student attendance through a variety of strategies. The actions and steps outlined will continue to help us meet and/exceed our goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional staff were employed to meet the needs our truant students and to implement new Student Support Counselor Manual and Initiatives.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Goal 7

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

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

Annual Measureable Outcomes

| Expected | Actual |
|--|---|
| % of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway TBD | 0 |
| # of AP courses offered 0 | Currently we have not offered an advanced placement courses. Students are taking Dual college enrollment courses. The number of students taking dual college enrollment courses |
| # of college prep (A-G) approved courses offered 7 | 13 |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------------|---|
| <p>1. Implement Dual credit partnerships with local and online colleges, trade schools and universities.</p> <p>a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.</p> <p>b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.</p> <p>C. Ongoing opportunities with new school partnerships are in the planning phrase and moving to implementation.</p> | <p>1. Implement Dual credit partnerships with local and online colleges, trade schools and universities.</p> <p>a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.</p> <p>b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.</p> <p>C. Ongoing opportunities with new school partnerships are in the planning phrase and moving to implementation.</p> | <p>LCFF Base: \$226,454</p> | <p>LCFF Base: \$154,237</p> <p>CTEIG: \$41,250</p> <p>College Readiness: \$33,732</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------------|---|
| <p>1. Increase recruitment of new partners through advertisement and showcases and career pathway coordination.</p> <p>a. Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue.</p> | <p>1. Increase recruitment of new partners through advertisement and showcases and career pathway coordination.</p> <p>a. Consortium partners have increased with active recruitment and interest.</p> | <p>LCFF Base : \$82,347</p> | <p>LCFF Base: \$56,086</p> <p>CTEIG: \$15,000</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>b. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school.</p> <p>2. Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements.</p> <p>a. The schools have added new career pathways each year.</p> <p>b. Students complete surveys for input and focus groups.</p> <p>C. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing.</p> | <p>Invitations of new partners through chamber of commerce will continue.</p> <p>b. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school.</p> <p>2. Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements.</p> <p>a. The schools have added new career pathways each year.</p> <p>b. Students complete surveys for input and focus groups.</p> <p>C. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing.</p> | | |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|--|
| <p>1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning.</p> <p>a. Tulare Office of Education has provided Professional Development for Project Base Learning and Career Pathways.</p> <p>b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not</p> | <p>1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning.</p> <p>a. Tulare Office of Education has provided Professional Development for Project Base Learning and Career Pathways.</p> | <p>LCFF : \$102,933</p> | <p>LCFF Base: \$70,108 CTEIG: \$18,750</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc. | b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc. | | |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and tasks have been implemented as outlined in the LCAP. Based upon student feedback, Career Pathways were offered as specialized academies. Staff has conducted a needs assessment and gather student interest to determine which Advanced Placement courses would interest students on campus.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

These actions have ensured that W.E.B. DuBois students have access to resources and opportunities that prepare them for post-secondary success through rigorous hands on practical application in core and career pathway courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget Analysis is very close to projected estimates.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Advance Placement courses will be replaced with monitoring and reporting of Dual credit college courses.

Goal 8

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

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Annual Measureable Outcomes

| Expected | Actual |
|---|---|
| % of credit eligible homeless youth who make satisfactory progress towards graduation 2016-17: TBD | 0% of credit eligible homeless youth who make satisfactory progress towards graduation 2016-17: |
| % of credit eligible foster youth who make satisfactory progress towards graduation 2016-2017 TBD | 0% of credit eligible foster youth who make satisfactory progress towards graduation 2016-2017 |
| % of credit eligible special ed. youth who make satisfactory progress towards graduation 2016-2017 TBD | 100 % of credit eligible special ed. youth who make satisfactory progress towards graduation 2016-2017 |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| <p>1. Maintain partnership with sponsoring school district per Special Education Arrangement.</p> <p>a. W.E.B. DuBois has currently opted into the Fresno Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.</p> <p>2. Provide tutoring and support services outside of instructional time.</p> <p>a. Tutoring and support services are available after school.</p> <p>3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.</p> <p>a. W.E.B. DuBois has currently opted into the Fresno Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.</p> <p>4. Core classroom instruction will support the needs of students with disabilities.</p> | <p>1. Maintain partnership with sponsoring school district per Special Education Arrangement.</p> <p>a. W.E.B. DuBois has currently opted into the Washington Unified Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.</p> <p>2. Provide tutoring and support services outside of instructional time.</p> <p>a. Tutoring and support services are available after school.</p> <p>3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.</p> <p>a. W.E.B. DuBois has currently opted into the Washington Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.</p> <p>4. Core classroom instruction will support the needs of students with disabilities.</p> <p>a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.</p> | <p>LCFF (Prop. Taxes) : \$303,564</p> | <p>LCFF (Base) : \$21,000 LCFF (Prop. Taxes) : \$326,246</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.</p> <p>5. Maintain partnership with sponsoring school district per Special Education Arrangement.</p> <p>a. W.E.B. DuBois has currently opted into the Fresno Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.</p> | <p>5. Maintain partnership with sponsoring school district per Special Education Arrangement.</p> <p>a. W.E.B. DuBois has currently opted into the Fresno Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.</p> | | |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---------------------------|----------------------------------|
| <p>1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.</p> <p>a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.</p> <p>2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.</p> | <p>1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.</p> <p>a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.</p> <p>2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.</p> | <p>LCFF Base: \$4,000</p> | <p>LCFF Base: \$4,000</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| 3. Develop additional referral resources. a. Produce resources in multiple languages b. Information will be mailed regularly as well as placed in multiple locations throughout the campus. | 3. Develop additional referral resources. a. Produce resources in multiple languages b. Information will be mailed regularly as well as placed in multiple locations throughout the campus. | | |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and tasks were implemented as outlined in the LCAP. Progress and needs of SPED, and foster youth students were continuously monitored. Planned and actual actions were adjusted accordingly. Counselors provided ongoing updates to teachers and administration on student progress toward credit eligibility and college attainment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

These actions have ensured that SPED and Foster Youth students have full access to the curriculum, activities, and support services offered at W.E.B. DuBois.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budget Analysis is very close to projected estimates.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Stakeholder Engagement

LCAP Year: **2017-18 LCAP for 18-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

W.E.B. DuBois leadership staff has made a concerted effort to ensure engagement of all stakeholders in the development of a comprehensive Local Control Accountability Plan. Stakeholder meetings included: The non-profit governing board, School Site Council, Principals, Teachers, Administrators, Parents, Pupils, and all staff.

W.E.B. DuBois is operated by Agape, a local 501c3 non-profit corporation. Oversight of Agape is operated and monitored by the organizations CEO and policy development by the Governing Board for Fiscal and Liability matters. School Site Council provides oversights of charter school Curriculum, Instruction, Single Plan for Student Achievement and campus safety matters.

Public Hearings were held on May 24, 2018 ELAC/ Parent Councils, May 29, 2018 School Council, and May 30, 2018 Agape Board of Directors. Notifications were provided to all stakeholders in accordance with the law. In addition, our LCAP was posted on the schools website from June 12, 2018 through June 21, 2018. In separate meetings, the Agape Board of Directors and School Site Council met to receive and discuss survey data collected from parents and students. The Boards also reviewed student academic performance data. Parents and students attended multiple meeting ELAC and Parent Council Meetings to provide input during the action items established on the agenda. Parent comments from the public hearings were incorporated into this LCAP plan.

The School Site Council met on February 2, 2018 and April 20, 2018, May 29, 2018 to discuss their responsibility in the ongoing monitoring of the LCAP. The Council reviewed survey data from parents and contributed their own input to the continuation of program improvement.

W.E.B. DuBois leadership staff hosted Parent & Student LCAP information and data gathering meetings at Parent Advisory Council and DELAC meetings on November 15, February 15, March 14, April 5, April 19, May 24, 2018. Staff presented updates on Agape programs and initiatives and specifically discussed the progress of initiatives established by the LCAP.

Along with the newsletters, informational parent letters, school messenger notices and informational meetings, all W.E.B. DuBois students were given the opportunity to complete the annual comprehensive survey to give feedback on multiple aspects of operations at W.E.B. DuBois. Survey items included questions about College & Career Readiness, Instructional Strategies, Campus culture, Student Safety, Instructional Materials, Teacher Support, Rigorous and Relevant instruction, Homeless and Foster Youth Policy, Parent Compact, and staff.

The staff at W.E.B. DuBois participated in PLC's on September 13, 2017, March 2018 LCAP Staff Surveys and May 30, 2018 to discuss the Local Control Accountability Plan and how it transitions into the priority areas of their site plans. The meetings were facilitated by staff members site plans with the listed priority areas. The meeting involved discussing current progress and proposals for program improvement. The staff completed comprehensive leadership surveys to assess site leadership towards program improvement.

LCAP Meetings and/or Public Hearings:

- **W.E.B. DuBois Staff** PLC's: September 13, 2017, March 2018 LCAP Staff Surveys, May 30, 2018
- **W.E.B. DuBois Student, Parent, and Staff** LCAP Surveys opened to collect LCAP feedback March 2018-June 2018.
- **Parent Advisory Council and DELAC:** LCAP Meetings held on November 15, February 15, March 14, April 19, and May 24, 2018. LCAP adopted May 24, 2018.
- **School Site Council:** LCAP Meetings held on February 2, 2018 and April 20, 2018 (Public Hearing)- LCAP adopted May 29, 2018.

Agape Board of Directors: LCAP Meetings held on November 13, 2017, February 6, 2018, April 23, 2018 (Public Hearing)- LCAP adopted May 30, 2018 and Final adoption June 21, 2018.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

All goals were created based on consultations, and stakeholder input. Revisions to actions for the upcoming year were based on these communications.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

W.E.B. DuBois will increase student proficiency in English Language Arts and Math

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

Historical data (SBAC, Illuminate Benchmark assessments, classroom assessments) has revealed small gains for W.E.B. DuBois students demonstrating English-Language Arts proficiency in essential written, oral, and listening communication skills. Our students continue to struggle on SBAC math. Implement paraprofessionals in math subjects from 7th through 11th grade.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|---------------------------|------------------------------|---------------------------|---------------------------|
| ELA SBAC | 10% meet/exceed standards | 23.73% meet/exceed standards | 30% meet/exceed standards | 37% meet/exceed standards |
| Math SBAC | 1% meet/exceed standards | 8.84% meet/exceed standards | 12% meet/exceed standards | 18% meet/exceed standards |
| ELA District Benchmark | 14% increased | 17% meet/exceed standards | 27% meet/exceed standards | 37% meet/exceed standards |
| Math District Benchmark | 1% increased | 23% meet/exceed standards | 25% meet/exceed standards | 28% meet/exceed standards |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Equip our teachers with training, materials, support, and technology to implement the California Common Core Standards.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

School-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

W.E.B. DuBois

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1. Targeted intervention through After-School Intervention and Online Learning Resources.
 - a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy.
2. Workshops and in-class support from consultants.
 - a. Workshops and in-class support is provided by the following consultants and vendors:
 - i. FCSS
 - ii. SDE, Consultant
 - iii. Achieve3000

2018-19 Actions/Services

1. Targeted intervention through After-School Intervention and Online Learning Resources.
 - a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy.
2. Workshops and in-class support from consultants.
 - a. Workshops and in-class support is provided by the following consultants and vendors:
 - i. FCSS
 - ii. Consultants
 - iii. Achieve3000

2019-20 Actions/Services

1. Targeted intervention through After-School Intervention and Online Learning Resources.
 - a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy.
2. Workshops and in-class support from consultants.
 - a. Workshops and in-class support is provided by the following consultants and vendors:
 - i. FCSS
 - ii. Consultants
 - iii. Achieve3000

2017-18 Actions/Services

3. Common-Core aligned instructional materials.
 - a. ELA supplemental materials aligned to CCSS have been adopted. They include:
 - i. Common Core Reading and Writing workbooks
 - b. The curriculum and instruction focus group has reviewed CCSS aligned materials and will continue to research additional supplemental materials to support implementation.
4. Technology Upgrades to add instructional technology resources to core subject classrooms.
 - a. Computers will be added and/or upgraded to facilitate use of instructional technology
 - b. Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.
5. Online tutorial subscription.
 - a. Achieve3000 and SST Math computer adaptive programs are used to provide individualized intervention.
 - b. Targeted Tiered Interventions for ELA, EL's, and math
6. After-School and Summer Program Foundational intervention and core class.

2018-19 Actions/Services

3. Common-Core aligned instructional materials.
 - a. ELA supplemental materials aligned to CCSS have been adopted. They include:
 - i. Common Core Reading and Writing workbooks
 - b. The curriculum and instruction focus group have reviewed CCSS aligned materials and will continue to research additional supplemental materials to support implementation.
4. Technology Upgrades to add instructional technology resources to core subject classrooms.
 - a. Computers will be added and/or upgraded to facilitate use of instructional technology
5. Online tutorial subscription.
 - a. Computer adaptive programs are used to provide individualized intervention.
 - b. Targeted Tiered Interventions for ELA, EL's, and math
6. After-School and Summer Program Foundational intervention and core class.
 - a. The after-school and summer intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills. Practice with basic skills. Students who need additional practice with basic skills.

2019-20 Actions/Services

3. Common-Core aligned instructional materials.
 - a. ELA supplemental materials aligned to CCSS have been adopted. They include:
 - i. Common Core Reading and Writing workbooks
 - b. The curriculum and instruction focus group has reviewed CCSS aligned materials and will continue to research additional supplemental materials to support implementation.
4. Technology Upgrades to add instructional technology resources to core subject classrooms.
 - a. Computers will be added and/or upgraded to facilitate use of instructional technology
5. Online tutorial subscription.
 - a. Computer adaptive programs are used to provide individualized intervention.
 - b. Targeted Tiered Interventions for ELA, EL's, and math
6. After-School and Summer Program Foundational intervention and core class.
 - a. The after-school and summer intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills. Practice with basic skills. Students who need additional practice with basic skills.

2017-18 Actions/Services

a. The after-school and summer intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills. Practice with basic skills. Students who need additional practice with basic skills.

2018-19 Actions/Services

7. Targeted Tier Interventions will be incorporated to support student's academic growth by Cohort. This will include utilizing math tutors where appropriate.

8. We will develop a plan for reducing the improper use of cell phones by students in class.

2019-20 Actions/Services

7. Targeted Tier Interventions will be incorporated to support student's academic growth by Cohort. This will include utilizing math tutors where appropriate.

8. We will develop a plan for reducing the improper use of cell phones by students in class.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$1,903,545 | \$2,059,022 | \$2,150,379 |
| Source | LCFF Base: \$893,876 LCFF Sup./Conc.\$800,360 Title I: \$116,377 Title II : \$11,862 Mandate Funds: \$22,545 After School Grant: \$58,888 | LCFF Base: \$1,008,161 LCFF Sup./Conc.\$851,270 Title I: \$106,296 Title II : \$11,862 Mandate Funds: \$22,545 After School Grant: \$58,888 | LCFF Base: \$1,061,313 LCFF Sup./Conc.\$870,879 Title I: \$116,250 Title II : \$12,000 Mandate Funds: \$24,937 After School Grant: \$58,888 Perkins: \$6,112 |
| Budget Reference | 8011, 8012, 8290, 8550, 8315 | 8011, 8012, 8290, 8550, 8315 | 8011, 8012, 8290, 8550, 8315 |

Action 2

Appropriate the resources, materials, and services to hire and retain credentialed and highly qualified teachers and administrators.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Students

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

School-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

W.E.B. DuBois

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1. Use EdJoin and other online job portals to recruit and interview highly qualified teachers.
 - a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff.
 - b. Host a Job Fair for credential and classified employees as needed.

2018-19 Actions/Services

- Use EdJoin and other online job portals to recruit and interview highly qualified teachers.
 - a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff.
 - b. Host a Job Fair for credential and classified employees as needed.

2019-20 Actions/Services

- Use EdJoin and other online job portals to recruit and interview highly qualified teachers.
 - a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff.
 - b. Host a Job Fair for credential and classified employees as needed.

2017-18 Actions/Services

2. Work to offer competitive salary maintain high quality teachers.
 - a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.
3. Offer opportunities for teacher leadership and career advancement. Including:
 - a. Lead Teachers
 - b. Professional Development/Workshops/Conferences
 - c. Participation in Focus Groups
4. Provide mentoring and coaching for new teachers.
 - a. New teachers participate in the Induction/FCSS New Teacher Induction Program
 - b. Ensure coaching is assigned to coach and support new teachers
5. Teachers and Administrators will be provided ongoing Professional Development
 - a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.
 - b. Teachers will receive credentialing assistance in teacher shortage subject areas.
 - c. Administrators at the approval of the board may receive additional assistance toward PhD, and EDD course work in Education.

2018-19 Actions/Services

2. Work to offer competitive salary maintain high quality teachers.
 - a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.
3. Offer opportunities for teacher leadership and career advancement. Including:
 - a. Lead Teachers
 - b. Professional Development/Workshops/Conferences
 - c. Participation in Focus Groups
4. Provide mentoring and coaching for new teachers.
 - a. New teachers participate in the Induction/FCSS New Teacher Induction Program
 - b. Ensure coaching is assigned to coach and support new teachers
5. Teachers and Administrators will be provided ongoing Professional Development
 - a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.
 - b. Teachers will receive credentialing assistance in teacher shortage subject areas.
 - c. Administrators at the approval of the board may receive additional assistance toward PhD, and EDD course work in Education.

2019-20 Actions/Services

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 - a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.
3. Offer opportunities for teacher leadership and career advancement. Including:
 - a. Lead Teachers
 - b. Professional Development/Workshops/Conferences
 - c. Participation in Focus Groups
4. Provide mentoring and coaching for new teachers.
 - a. New teachers participate in the Induction/FCSS New Teacher Induction Program
 - b. Ensure coaching is assigned to coach and support new teachers
5. Teachers and Administrators will be provided ongoing Professional Development
 - a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.
 - b. Teachers will receive credentialing assistance in teacher shortage subject areas.
 - c. Administrators at the approval of the board may receive additional assistance toward PhD, and EDD course work in Education.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$634,636 | \$686,341 | \$716,793 |
| Source | LCFF Base: \$297,959 LCFF Sup./Conc.: \$266,786 Title I : \$38,792 Title II : \$3,954 Mandate Funds: \$7,515 After School: \$19,629 | LCFF Base: \$336,053 LCFF Sup./Conc.: \$283,757 Title I : \$35,432 Title II : \$3,954 Mandate Funds: \$7,515 After School: \$19,629 | LCFF Base: \$353,771 LCFF Sup./Conc.: \$290,293 Title I : \$38,750 Title II : \$4,000 Mandate Funds: \$8,312 After School: \$19,629 |
| Budget Reference | 8011, 8012, 8290, 8550, 8315 | 8011, 8012, 8290, 8550, 8315 | 8011, 8012, 8290, 8550, 8315 |

Goal 2

Long-Term English Language Learners will progress towards English Language Proficiency each year.

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

Identified Need:

Additional Professional development is needed to support teachers in differentiated instruction, fluency, and vocabulary.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------|--|--|---|---|
| Increase 1 CELDT level | 71% of ASAM EL students increased at least 1 performance level. This based on CELDT scores not ELPAC. ELPAC TBD. | Due to the change from CELDT to the ELPAC assessment estimates and calculations have been recalibrated at a decrease percentage based on the difference in the test and transiency of students taking the test. At least 30% will of ASAM students will increase 1 performance level | An additional 5% of ASAM students will increase from the 2017-18 school year. | An additional 8% of ASAM students will increase from the baseline data. |
| % of EL students reclassified | 10% | 27% | 30% | 32% |
| [Add metric here] | [Add baseline here] | [Add outcome here] | | |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

English Language Learners

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

Equip our teachers with training, materials, support, and technology to implement California Common Core Standards.

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1. Implement professional Development on ELL instructional strategies.
 - a. Fresno County Superintendent of Schools and SDE provided PD on the ELA/ELD Framework as well as EL standards.

2018-19 Actions/Services

1. Implement professional Development on ELL instructional strategies.
 - a. Fresno County Superintendent of Schools and Consultants will provide PD on the ELA/ELD Framework as well as EL standards.

2019-20 Actions/Services

1. Implement professional Development on ELL instructional strategies.
 - a. Fresno County Superintendent of Schools and Consultants will PD on the ELA/ELD Framework as well as EL standards.

2017-18 Actions/Services

- b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.

- 2. Adopt and purchase print and electronic online learning materials to support English Language Learners.
 - a. Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.

- 3. ELD/Foundational English classes are built into the master schedule to support English language development.

2018-19 Actions/Services

- b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.

- 2. Adopt and purchase print and electronic online learning materials to support English Language Learners.
 - a. Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.

- 3. ELD/Foundational English classes are built into the master schedule to support English language development.
- 4. Develop a Tiered Intervention plan to support English Language Learners.

2019-20 Actions/Services

- b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.

- 2. Adopt and purchase print and electronic online learning materials to support English Language Learners.
 - a. Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.

- 3. ELD/Foundational English classes are built into the master schedule to support English language development.
- 4. Develop a Tiered Intervention plan to support English Language Learners.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|--|--|--|
| Amount | \$282,013 | \$309,596 | \$324,597 |
| | LCFF Base: \$198,639 Lottery Unrestricted: \$53,314 | LCFF Base: \$224,036 Lottery Unrestricted: \$55,500 | LCFF Base: \$235,847 Lottery Unrestricted: \$55,500 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------------|-------------------------|-------------------------|
| | Mandate Funds: \$30,060 | Mandate Funds: \$30,060 | Mandate Funds: \$33,250 |
| Budget Reference | 8011, 8012, 8310, 8550 | 8011, 8012, 8310, 8550 | 8011, 8012, 8310, 8550 |

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

Teachers will be provided with professional development in order to address California Common Core Standards with students by differentiating their lessons.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---------------------|---|---|--|--|
| Teacher LCAP Survey | <p>74.1% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.</p> <p>78.6% of teachers agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning.</p> <p>71.3% of teachers agree or strongly agree that W.E.B. DuBois provides textbooks and instructional materials to meet the needs of all students.</p> | <p>53.34% Long-Term teachers have expressed confidence in their skills and materials to implement the Common Core standards.</p> <p>80.56% of teachers agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning.</p> <p>91.67% of teachers agree or strongly agree that W.E.B. DuBois provides textbooks and instructional materials to meet the needs of all students.</p> | <p>65% Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.</p> <p>87% of teachers will agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning.</p> <p>95% of teachers will agree or strongly agree that W.E.B. DuBois provides textbooks and instructional materials to meet the needs of all students.</p> | <p>75% Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.</p> <p>93% of teachers will agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning.</p> <p>97% of teachers will agree or strongly agree that W.E.B. DuBois provides textbooks and instructional materials to meet the needs of all students.</p> |
| Teacher PD Survey | <p>68% Teachers reported that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication</p> | <p>72% Teachers reported that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication</p> | <p>78% Teachers will report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication</p> | <p>88% Teachers will report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication</p> |
| [Add metric here] | [Add baseline here] | [Add outcome here] | [Add outcome here] | [Add outcome here] |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

1. Continue comprehensive professional development agreement with Fresno County Superintendent of Schools.
 - a. FCSS was contracted to provide the following services
 - i. Professional Development Days
 - ii. In-Class Coaching Days
2. Offer additional Consultants offering Professional Development focused on

Select from New, Modified, or Unchanged for 2018-19

Unchanged

2018-19 Actions/Services

1. Continue comprehensive professional development agreement with Fresno County Superintendent of Schools.
 - a. FCSS was contracted to provide the following services
 - i. Professional Development Days
 - ii. In-Class Coaching Days
2. Offer additional Consultants offering Professional Development focused on

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

1. Continue comprehensive professional development agreement with Fresno County Superintendent of Schools.
 - a. FCSS was contracted to provide the following services
 - i. Professional Development Days
 - ii. In-Class Coaching Days
2. Offer additional Consultants offering Professional Development focused on

Select from New, Modified, or Unchanged for 2017-18

Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.

- a. This includes:
 - i. Non-Negotiables, Look Fors', DOK, Academic Vocabulary, and Performance Outcome based PD
 - ii. Achieve3000 program, PD, and in-class coaching
 - iii. Math software program and PD
 - iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.
3. Maintain qualified support personnel including instructional technology support staff.
4. Continue technology upgrades to add instructional technology resources to core subject classrooms.
 - a. Computers have been added and/or upgraded to facilitate use of instructional technology
 - b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.

Select from New, Modified, or Unchanged for 2018-19

Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.

- a. This includes:
 - i. Non-Negotiables, Look Fors', DOK, Academic Vocabulary, and Performance Outcome based PD
 - ii. Achieve3000 program, PD, and in-class coaching
 - iii. Math software program and PD
 - iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.
3. Maintain qualified support personnel including instructional technology support staff.
4. Continue technology upgrades to add instructional technology resources to core subject classrooms.
 - a. Computers have been added and/or upgraded to facilitate use of instructional technology
 - b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.

Select from New, Modified, or Unchanged for 2019-20

Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.

- a. This includes:
 - i. Non-Negotiables, Look Fors', DOK, Academic Vocabulary, and Performance Outcome based PD
 - ii. Achieve3000 program, PD, and in-class coaching
 - iii. Math software program and PD
 - iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.
3. Maintain qualified support personnel including instructional technology support staff.
4. Continue technology upgrades to add instructional technology resources to core subject classrooms.
 - a. Computers have been added and/or upgraded to facilitate use of instructional technology
 - b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.

| | | |
|--|--|--|
| | | |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$87,436 | \$97,071 | \$101,240 |
| Source | LCFF Base: \$70,108 Lottery (Restricted) : \$17,328 | LCFF Base: \$79,071 Lottery (Restricted) : \$18,000 | LCFF Base: \$83,240 Lottery (Restricted) : \$18,000 |
| Budget Reference | 8011, 8311 | 8011, 8311 | 8011, 8311 |

Goal 4

Our school will increase parent participation in shared governance through trainings, Parent Advisory Council, ELAC, and Feedback Collection Initiatives.

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

Increase parent participation and in school discussion and decision making process.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---------------------------|----------|---------|---------|---------|
| Parent Meeting Attendance | 15% | 18% | 21% | 25% |
| ELAC Meeting Attendance | 15% | 18% | 21% | 25% |

[Type here]

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------------|----------|---------|---------|---------|
| Parent Survey Completion | 17% | 20% | 30% | 35% |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1. Support staff hours to make phone calls.
 - a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.
2. School Messenger Subscription.
 - a. Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.
3. Food and incentives for parent participation.
 - a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.
 - b. Provide daycare and activities for children during meetings.

2018-19 Actions/Services

1. Support staff hours to make phone calls.
 - a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.
2. School Messenger Subscription.
 - a. Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.
3. Trainings, Food and incentives for parent participation.
 - a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families. Add parent trainings.
 - b. Provide daycare and activities for children during meetings.

2019-20 Actions/Services

1. Support staff hours to make phone calls.
 - a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.
2. School Messenger Subscription.
 - a. Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.
3. Trainings, Food and incentives for parent participation.
 - a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate. Add parent trainings.
 - b. Provide daycare and activities for children during meetings.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------------------|---------------------|---------------------|
| Amount | \$11,685 | \$13,178 | \$13,873 |
| Source | LCFF Base: \$11,685 | LCFF Base: \$13,178 | LCFF Base: \$13,873 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|---------------------|---------|---------|---------|
| Budget Reference | 8011 | 8011 | 8011 |

Goal 5

Our school will maintain safe and clean facilities that promote learning with instructional support such as restorative practices, technology integration, online libraries, on-site libraries, sports clinics, therapeutic holistic services/partnerships, summer enrichment, and after-school programs

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 | ☐ 10

LOCAL _____

Identified Need:

Our school will continue to provide security measures to ensure the safety and well-being of students and staff. Our school will update camera's and implement a restorative justice and/or PBIS program.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|--|--|---|
| [Student survey | 87.3% of students 'Agree' or 'Strongly Agree' that W.E.B. DuBois is a safe place to attend school. | 82.6% of students 'Agree' or 'Strongly Agree' that W.E.B. DuBois is a safe place to attend school. | 88% of students will 'Agree' or 'Strongly Agree' that DuBois is a safe place to attend school. | 90% of students will Agree' or 'Strongly Agree' that DuBois is a safe place to attend school. |

[Type here]

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|----------------------|---|--|--|--|
| | <p>83.5% of students Agree or Strongly Agree that W.E.B. DuBois facilities are clean and well maintained.</p> <p>92% of students Agree or Strongly Agree that W.E.B. DuBois has adequate technology available on campus to meet academic needs.</p> | <p>82.92% of students Agree or Strongly Agree that W.E.B. DuBois facilities are clean and well maintained.</p> <p>88% of students Agree or Strongly Agree that W.E.B. DuBois has adequate technology available on campus to meet academic needs.</p> | <p>90% of students will Agree or Strongly Agree that Woodson facilities are clean and well maintained.</p> <p>93% of students will Agree or Strongly Agree that W.E.B. DuBois has adequate technology available on campus to meet academic needs.</p> | <p>93% of students will Agree or Strongly Agree that Woodson facilities are clean and well maintained.</p> <p>95% of students will Agree or Strongly Agree that W.E.B. DuBois has adequate technology available on campus to meet academic needs.</p> |
| Parent Survey | <p>96% of parents believe that their children feel safe at W.E.B. DuBois.</p> <p>90% of parents Agree or Strongly Agree that W.E.B. DuBois students have access to standards-aligned textbooks and materials.</p> <p>88.4% of parents agree that the campus is clean.</p> <p>90% of parents Agree or Strongly Agree that W.E.B. DuBois facilities are in good repair.</p> | <p>91.4% of parents believe that their children feel safe at W.E.B. DuBois</p> <p>94.9% of parents Agree or Strongly Agree that W.E.B. DuBois students have access to standards-aligned textbooks and materials.</p> <p>98.61% of parents agree that the campus is clean.</p> <p>98.61% of parents Agree or Strongly Agree that W.E.B. DuBois facilities are in good repair.</p> | <p>95% of parents will believe that their children feel safe at W.E.B. DuBois.</p> <p>97% of parents will Agree or Strongly Agree that DuBois students have access to standards-aligned textbooks and materials.</p> <p>99% of parents will agree that the campus is clean.</p> <p>98.61% of parents will Agree or Strongly Agree that DuBois facilities are in good repair.</p> | <p>97% of parents will believe that their children feel safe at W.E.B. DuBois.</p> <p>98% of parents will Agree or Strongly Agree that DuBois students have access to standards-aligned textbooks and materials.</p> <p>99% of parents will agree that the campus is clean.</p> <p>99% of parents will Agree or Strongly Agree that W.E.B. DuBois facilities are in good repair.</p> |
| Staff Survey | <p>78% feel safe on campus</p> <p>89% agree that the campus is clean</p> | <p>86.2% feel safe on campus</p> <p>94.23% agree that the campus is clean</p> | <p>88% will feel safe on campus</p> <p>96% will agree that the campus is clean</p> | <p>90% will feel safe on campus</p> <p>98% will agree that the campus is clean</p> |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

All Populations

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Site locations all grades

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1. Maintain safe and high-quality facilities.
 - a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.

2018-19 Actions/Services

1. Maintain safe and high-quality facilities.
 - a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.
 - b. School has begun to install and upgrade camera security system at both sites.

2019-20 Actions/Services

1. Maintain safe and high-quality facilities.
 - a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.
 - b. School has begun to install and upgrade camera security system at both

Select from New, Modified, or Unchanged for 2017-18

- b. School has begun to install and upgrade camera security system at both sites.
- 2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.
 - a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.
- 3. Supply classrooms and labs with updated computers and software licenses.
 - a. Technology Planning ensures that computers are updated, and software licenses are renewed regularly.
 - b. Online-Library subscription is available to students for research and onsite as desired per site.
- 4. Renovate or lease and maintain sports, fitness, and recreational facilities and equipment.
 - a. Design sports clinics and therapeutic fitness and health programs to work with students of all populations.

Select from New, Modified, or Unchanged for 2018-19

- We will develop a plan for securing our doors electronically.
- 2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.
 - a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.
- 3. Supply classrooms and labs with updated computers and software licenses.
 - a. Technology Planning ensures that computers are updated, and software licenses are renewed regularly.
 - b. Online-Library subscription is available to students for research and onsite as desired per site.
- 4. Renovate or lease and maintain sports, fitness, and recreational facilities and equipment.
 - a. Design sports clinics and therapeutic fitness and health programs to work with students of all populations.

Select from New, Modified, or Unchanged for 2019-20

- sites. We will develop a plan for securing our doors electronically.
- 2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.
 - a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.
- 3. Supply classrooms and labs with updated computers and software licenses.
 - a. Technology Planning ensures that computers are updated, and software licenses are renewed regularly.
 - b. Online-Library subscription is available to students for research and onsite as desired per site.
- 4. Renovate or lease and maintain sports, fitness, and recreational facilities and equipment.
 - a. Design sports clinics and therapeutic fitness and health programs to work with students of all populations.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|----------------------|----------------------|
| Amount | \$663,987 | \$502,143 | \$502,143 |
| Source | LCFF Base: \$442,386 Proposition 39: \$221,601 | LCFF Base: \$502,143 | LCFF Base: \$502,143 |
| Budget Reference | 8011, 8012, 8590, 8545 | 8011, 8012 | 8011, 8012 |

Goal 6

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

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL _____

Identified Need:

Implement Restorative Practices and PBIS. We will continue to monitor and increase student attendance to ensure all students meet and exceed academic proficiency levels.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|---------|---------|---------|
| Attendance Rate of students enrolled 90 days or more | 92% | 93% | 94% | 95% |
| Suspension Rate of students enrolled 90 days or more | 11.6% | 10% | 8% | 7.5% |

[Type here]

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|---------|
| Expulsion Rate of students enrolled 90 days or more | 0.0% | 0.0% | 0.0% | 0.0% |

Planned Actions / Services%

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

1. Employ and maintain adequate and qualified Counseling Staff and attendance support staff.
 - a. Additional student support counselors have been added to enhance attendance and social/emotional support. Revision to the SSC manual and training have been provided.
2. Make daily attendance calls.
 - a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).
 - b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.
3. Provide attendance incentives.
 - a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.
4. New methods to recruit students
 - a. Website and social media Facebook page created to expand presence and connect with potential enrollees.
5. Provide professional training to SSC and GSC's on Counseling standards and plan.

Select from New, Modified, or Unchanged
for 2018-19

1. Employ and maintain adequate and qualified Counseling Staff and attendance support staff.
 - a. Additional student support counselors have been added to enhance attendance and social/emotional support. Revision to the SSC manual and training have been provided.
2. Make daily attendance calls.
 - a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).
 - b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.
3. Provide attendance incentives.
 - a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.
4. New methods to recruit students
 - a. Website and social media Facebook page created to expand presence and connect with potential enrollees.
5. Provide Targeted Tier Interventions to address the social-emotional needs of students. Also implement Restorative Practices.
6. Provide professional training to SSC and GSC's on Counseling standards and plan.

Select from New, Modified, or Unchanged
for 2019-20

1. Employ and maintain adequate and qualified Counseling Staff and attendance support staff.
 - a. Additional student support counselors have been added to enhance attendance and social/emotional support. Revision to the SSC manual and training have been provided.
2. Make daily attendance calls.
 - a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).
 - b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.
3. Provide attendance incentives.
 - a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.
4. New methods to recruit students
 - a. Website and social media Facebook page created to expand presence and connect with potential enrollees.
5. Provide Targeted Tier Interventions to address the social-emotional needs of students. Also implement Restorative Practices.
6. Provide professional training to SSC and GSC's on Counseling standards and plan.

Select from New, Modified, or Unchanged
for 2017-18

Select from New, Modified, or Unchanged
for 2018-19

Select from New, Modified, or Unchanged
for 2019-20

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---------------------|----------------------|----------------------|----------------------|
| Amount | \$116,847 | \$131,785 | \$138,734 |
| Source | LCFF Base: \$116,847 | LCFF Base: \$131,785 | LCFF Base: \$138,734 |
| Budget Reference | 8011 | 8011 | 8011 |

Goal 7

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

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

We will continue to provide access to alternative educational settings in order to meet the needs of a diverse needs of our student population.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|----------------------|---------|---------|
| % of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway | 76% | 80% | 82% | 85% |
| # of AP courses offered | 0 | 0 | 1 | 2 |
| # of college prep (A-G) approved courses offered | 7 | 8 UC – Scout Spanish | 9 | 10 |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

| |
|--|
| |
|--|

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

1. Implement Dual credit partnerships with local and online colleges, trade schools and universities.
 - a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.
 - b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.

C. Ongoing opportunities with new school partnerships, business partners and additional CTE offerings.

2018-19 Actions/Services

1. Implement Dual credit partnerships with local and online colleges, trade schools and universities.
 - a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.
 - b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.

C. Ongoing opportunities with new school partnerships, business partners and additional CTE offerings.

.

2019-20 Actions/Services

1. Implement Dual credit partnerships with local and online colleges, trade schools and universities.
 - a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.
 - b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.

C. Ongoing opportunities with new school partnerships, business partners and additional CTE offerings.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---|----------------------|
| Amount | \$229,219 | \$136,382 | \$183,128 |
| Source | LCFF Base: \$154,237 CTEIG: \$41,250 College Readiness: \$33,732 | LCFF Base: \$173,957 CTEIG: \$22,000 | LCFF Base: \$183,128 |
| Budget Reference | 8011, 8590 | 8011, 8590 | 8011 |

Action 2

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

1. Increase recruitment of new partners through advertisement and showcases and career pathway coordination.
 - a. Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue.
 - b. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school.

2. Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements.
 - a. The schools have added new career pathways each year.
 - b. Students complete surveys for input and focus groups.
 - C. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing.

2018-19 Actions/Services

1. Increase recruitment of new partners through advertisement and showcases and career pathway coordination.
 - a. Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue.
 - b. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school.

2. Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements.
 - a. The schools have added new career pathways each year.
 - b. Students complete surveys for input and focus groups.
 - C. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing.

2019-20 Actions/Services

1. Increase recruitment of new partners through advertisement and showcases and career pathway coordination.
 - a. Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue.
 - b. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school.

2. Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements.
 - a. The schools have added new career pathways each year.
 - b. Students complete surveys for input and focus groups.
 - C. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------------------------------------|---------------------|
| Amount | \$71,086 | \$71,257 | \$66,592 |
| Source | LCFF Base: \$56,086 CTEIG: \$15,000 | LCFF Base: \$63,257 CTEIG: \$8,000 | LCFF Base: \$66,592 |
| Budget Reference | 8011, 8590 | 8011, 8590 | 8011 |

Action 3

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

modified

Select from New, Modified, or Unchanged for 2019-20

Modified

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning.
 - a. Consultants and Administration has provided Professional Development for Project Base Learning and Career Pathways.
 - b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.

2018-19 Actions/Services

1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning.
 - a. Consultants and Administration has provided Professional Development for Project Base Learning and Career Pathways.
 - b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.

2019-20 Actions/Services

1. 1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning.
 - a. Consultants and Administration has provided Professional Development for Project Base Learning and Career Pathways.
 - b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------------------|---------------------|---------------------|
| Amount | \$88,858 | \$136,382 | \$83,240 |
| Source | LCFF Base: \$70,108 | LCFF Base: \$79,071 | LCFF Base: \$83,240 |

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-----------------|-----------------|---------|
| | CTEIG: \$18,750 | CTEIG: \$10,000 | |
| Budget Reference | 8011, 8590 | 8011, 8590 | 8011 |

Goal 8

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

State and/or Local Priorities addressed by this goal:

STATE
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☒ 7
☐ 8

COE
☐ 9
☐ 10

LOCAL

Identified Need:

Increase the proficiency rates of Special Needs students in ELA and math thereby increasing opportunities to graduate.

Expected Annual Measureable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---------------|---------|---------|---------|
| % of credit eligible homeless youth who make satisfactory progress towards graduation | 2016-17: 100% | 100% | 100% | 100% |
| % of credit eligible foster youth who make satisfactory progress towards graduation | 2016-17:100% | 100% | 100% | 100% |
| % of credit eligible students with learning disabilities who make satisfactory progress towards graduation | 2016-17: 100% | 100% | 100% | 100% |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services**Arrangement.**

a. W.E.B. DuBois has currently opted into the Washington Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.

2. Provide tutoring and support services outside of instructional time.

a. Tutoring and support services are available after school.

3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.

2018-19 Actions/Services**Arrangement.**

a. W.E.B. DuBois has currently opted into the Washington Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.

2. Provide tutoring and support services outside of instructional time.

a. Tutoring and support services are available after school.

3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.

2019-20 Actions/Services**Arrangement.**

a. W.E.B. DuBois has opted into the Washington Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.

2. Provide tutoring and support services outside of instructional time.

a. Tutoring and support services are available after school.

3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.

2017-18 Actions/Services

- a. W.E.B. DuBois has currently opted into the Washington Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.

- 4. Core classroom instruction will support the needs of students with disabilities.
 - a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.

- 5. Maintain partnership with sponsoring school district per Special Education Arrangement.
 - a. W.E.B. DuBois has currently opted into the Washington Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.

2018-19 Actions/Services

- a. W.E.B. DuBois has currently opted into the Washington Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.

- 4. Core classroom instruction will support the needs of students with disabilities.
 - a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.

- 5. Maintain partnership with sponsoring school district per Special Education Arrangement.
 - a. W.E.B. DuBois has opted into the Washington Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.

2019-20 Actions/Services

- a. W.E.B. DuBois has currently opted into the Washington Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.

- 4. Core classroom instruction will support the needs of students with disabilities.
 - a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.

- 5. Maintain partnership with sponsoring school district per Special Education Arrangement.
 - a. W.E.B. DuBois has opted into the Washington Unified School District Special Education Local Plan Area. W.E.B. DuBois retains the option to opt out of the SELPA according to charter law.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|--|--|--|
| Amount | \$347,246 | \$360,623 | \$361,623 |
| Source | LCFF (Base) : \$21,000 LCFF (Prop. Taxes) : \$326,246 | LCFF (Base) : \$21,000 LCFF (Prop. Taxes) : \$339,623 | LCFF (Base) : \$21,000 LCFF (Prop. Taxes) : \$339,623 |

| | | | |
|------------------|------------|------------|------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Budget Reference | 8011, 8090 | 8011, 8090 | 8011, 8090 |

Action 2

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

W.E.B. DuBois

OR

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.

2018-19 Actions/Services

1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.

2019-20 Actions/Services

1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.

2017-18 Actions/Services

- a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.
2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.
3. Develop additional referral resources.
 - a. Produce resources in multiple languages
 - b. Information will be mailed regularly as well as placed in multiple locations throughout the campus.

2018-19 Actions/Services

- a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.
2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.
3. Develop additional referral resources.
 - a. Produce resources in multiple languages
 - b. Information will be mailed regularly as well as placed in multiple locations throughout the campus.

2019-20 Actions/Services

- a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.
2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.
3. Develop additional referral resources.
 - a. Produce resources in multiple languages
 - b. Information will be mailed regularly as well as placed in multiple locations throughout the campus.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--------------------|--------------------|--------------------|
| Amount | \$4,000 | \$4,000 | \$4,000 |
| Source | LCFF Base: \$4,000 | LCFF Base: \$4,000 | LCFF Base: \$4,000 |
| Budget Reference | 8011 | 8011 | 8011 |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-2020

Estimated Supplemental and Concentration
Grant Funds

Percentage to Increase or Improve Services

\$ 1,067,146

37.21 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions)

The majority of our students in our school qualify as unduplicated and receive Schoolwide services. Our LCFF funds will be driven by the goals and actions of the LCAP and primarily be used to raise academic achievement through interventions and targeted instruction set up in Cohorts with Tier interventions. In addition, Unduplicated funds will be used school wide to reduce truancy, increase parent involvement, and promote a positive school climate through social and emotional supports.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are

provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Needs

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the

action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address

how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?