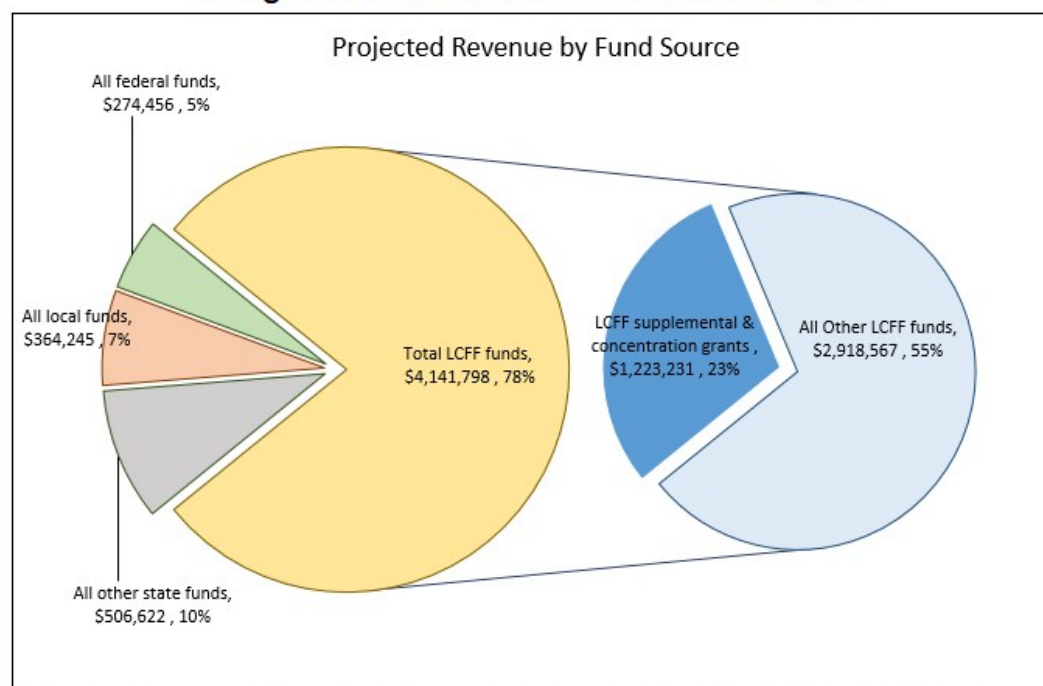


Local Educational Agency (LEA) Name: WEB DuBois
 CDS Code: 10 76778 1030774
 Local Control and Accountability Plan (LCAP) Year: 2019/2020
 LEA contact information: Linda Scott , lscott@agapeschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019/2020 LCAP Year

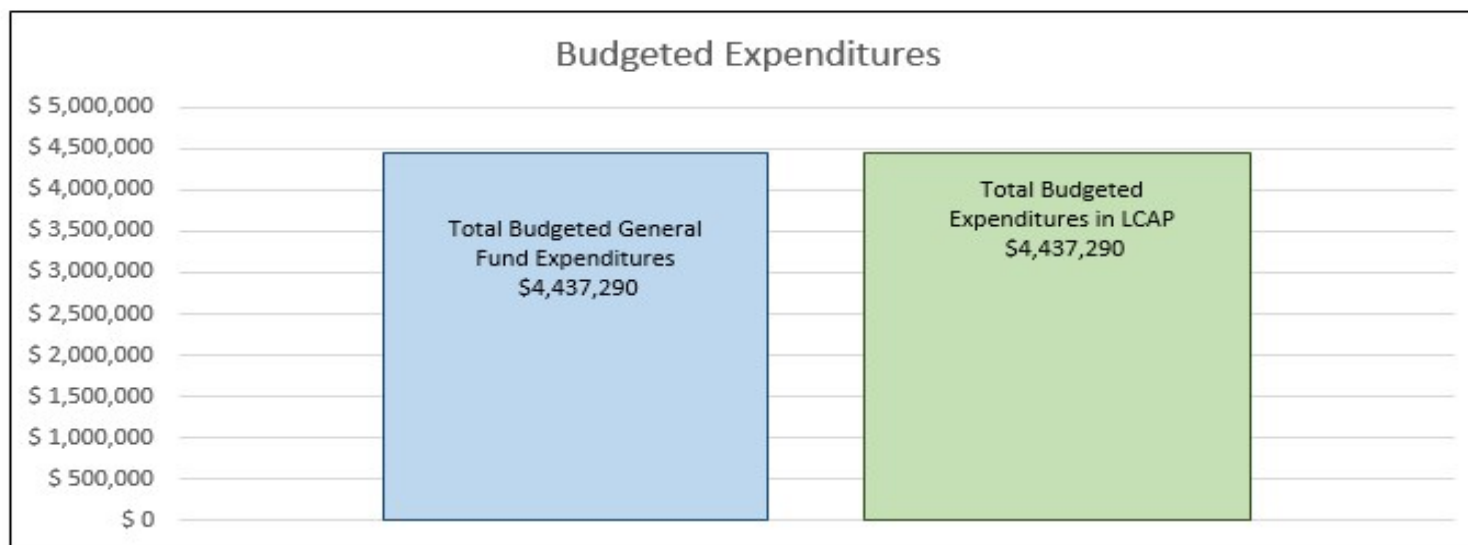


This chart shows the total general purpose revenue WEB DuBois expects to receive in the coming year from all sources.

The total revenue projected for WEB DuBois is \$5,287,121.00, of which \$4,141,798.00 is Local Control Funding Formula (LCFF), \$506,622.00 is other state funds, \$364,245.00 is local funds, and \$274,456.00 is federal funds. Of the \$4,141,798.00 in LCFF Funds, \$1,223,231.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the

community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much WEB DuBois plans to spend for 2019/2020. It shows how much of the total is tied to planned actions and services in the LCAP.

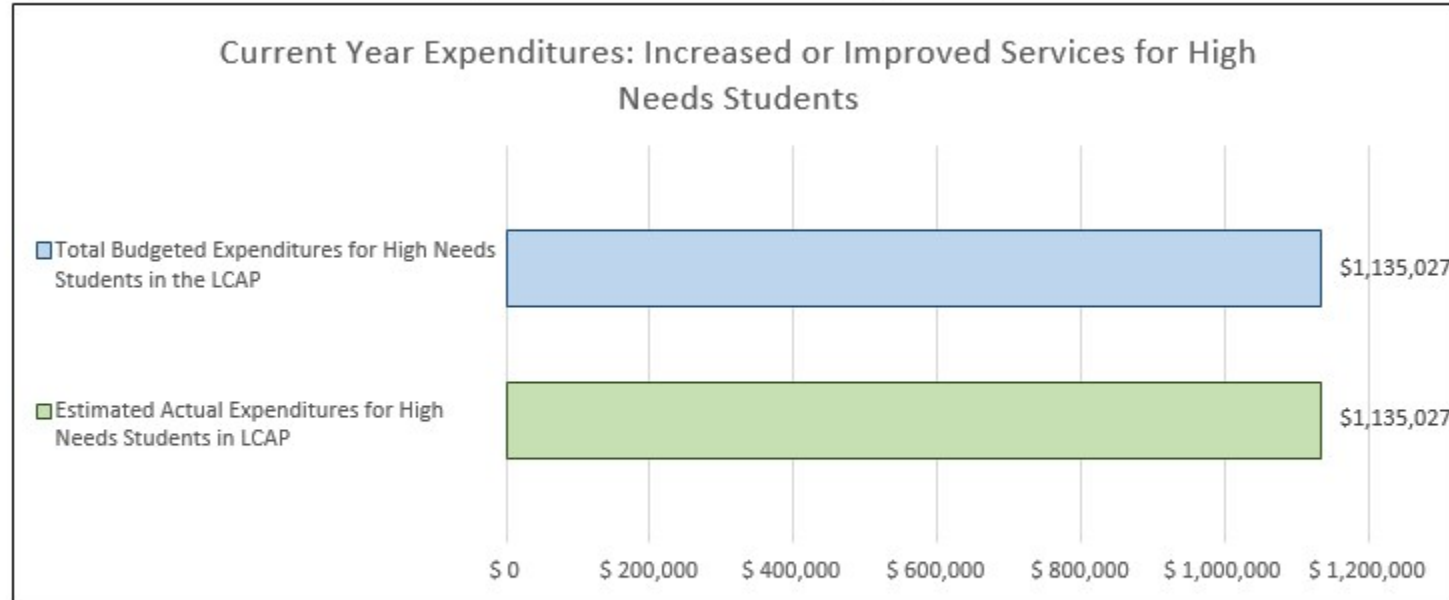
WEB DuBois plans to spend \$4,437,290.00 for the 2019/2020 school year. Of that amount, \$4,437,290.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All Funding is included with the exception of Prop 39 and funds unspent within the fund balance.

Increased or Improved Services for High Needs Students in 2019/2020

In 2019/2020, WEB DuBois is projecting it will receive \$1,223,231.00 based on the enrollment of foster youth, English learner, and low-income students. WEB DuBois must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, WEB DuBois plans to spend \$1,223,231.00 on actions to meet this requirement.

Update on Increased or Improved Services for High Needs Students in 2018/2019



This chart compares what WEB DuBois budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what WEB DuBois estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018/2019, WEB DuBois's LCAP budgeted \$1,135,027.00 for planned actions to increase or improve services for high needs students. WEB DuBois estimates that it will actually spend \$1,135,027.00 for actions to increase or improve services for high needs students in 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)

[California School Dashboard:](#) 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. Rivers & Dr. Linda Scott Superintendent CEO	lscott@agapeschools.org 559-486-1166

> 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 students by fostering academics, career readiness, along with social and Tier intervention 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 Dass Alternative School Program (DASS). The following pre-existing barriers make up the student population at W.E.B. DuBois Public Charter School:

**W.E.B. DuBois
CBEDS (10/23/18) – 2018-2019 Data
W.E. B. DuBois Public Charter School DASS Qualifier**

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 DASS Students

SCHOOL INFORMATION	General Information	
Grades Served/Program Description	TK-12th	
1st Year of Operation (DATE)	1/19/2000	
Current Enrollment	352 (as of 10/3/2018, CBEDS date)	
Free and Reduced Lunch	327	100%
Special Education	26	7%
English language learners	114	32%
American Indian	3	1%
African American	49	14%
Asian	3	1%
Hispanic	278	79%
Caucasian	5	1%
Other	5	1%

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 accomplished towards increasing 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 including differentiated Instruction and developing small collaborative learning communities among students. 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.

This site plan covers the school wide action plan goals which are aligned to the eight priority state indicators:

- W.E.B. DuBois will increase student proficiency in English Language Arts and Math.
- Long-Term English Language Learners will progress towards English Language Proficiency each year
- Our school will ensure our teachers are equipped with training, materials, support, and technology to implement the California Common Core.
- Our school goal will increase parent participation in Parent Advisory Council, ELAC, and Feedback Collection Initiatives.
- 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.
- Our school will maintain a minimum of 90% attendance rate for DASS students.
- All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options.
- Students in our special needs populations will make satisfactory progress towards H.S. graduation requirements.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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, there was a 7.04% increase in the 3rd grade, 37.5% increase in 4th grade, 14.77% increase in 5th grade, 21.25% increase in 8th grade, and a 4.33% increase in 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 and developing relationships, and assessments. 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.

W.E.B DuBois 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 teachers 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.

Behavior has improved with fewer suspensions and expulsions in 3rd-8th grade. W.E.B. DuBois will be implementing PBIS (Positive Behavior Intervention and Supports) to support students and staff.

Attendance percentages has improved from 70% to 94% daily attendance. Students have been encouraged and motivated to attend school and receive Core Value Cards for good attendance and positive behavior.

Major Achievement (Per SARC)

On the SBAC ELA assessment in regards to students meeting/exceeding standards 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.

- Overall 91% of students at W.E.B. DuBois made progress towards mastery of English Language proficiency.

- Chronic Absenteeism has decreased by 4.2%.
 - The suspension rate decreased by 6.2%.
 - The eligible graduation rate for W.E.B. DuBois was 100% up from 96.8 from the previous year.
 - Our School is WASC Accredited and received a 6-year accreditation until June 30, 2025.
 - Our school received Board Charter Renewal approval from Washington Unified School District until June 30, 2025.
 - Our School is WASC Accredited. Our school has fully implemented 3-5 pathways per site and students have accomplished meeting the Career Pathway and CTE requirements before graduation.
 - Our students are provided opportunity to complete a dual enrollment college credit program and earn a college degree or certificate while earning their high school diploma.
 - Our school has developed over 50 intern partnerships to expand job shadowing and internship opportunities.
 - Parent surveys express strong satisfactions with our educational programs through 2017-2018.
 - Our school has small classroom sizes this helps students to collaborate and learn through differentiated instruction.
 - We have increased the number of highly qualified teachers compared to the prior year School Wide Strengths (Per WASC)
1. Strong/consistent mission and vision aligned with activities, budget, and professional development
 2. Strong PLC's focused on analysis of student progress
 3. Professional Development plan
 4. A range of RTI and a variety of academic interventions
 5. Clear schoolwide approach to curriculum, planning, documenting, and archiving data
 6. Student support and advising
 7. Small class sizes
 8. Staff is cohesive and collaborative
 9. Support for teachers by observations and checks
 10. Diverse teaching staff
 11. Students are provided many opportunities and chances to succeed
 12. Staff report that they feel appreciated
 13. Strong parent participation and opportunities to engage in student progress
 14. "One vision, One Voice"

15. W.E.B. DuBois has adopted the online curriculum Edgenuity, to fulfill the foreign language requirement for high school students so that the A-G requirement can be met.

Referring to the California School Dashboard, 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

W.E.B. DuBois 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.

W.E.B DuBois Public Charter has a need in the area of English Language Arts and Mathematics SBAC proficiency. Our goal is to show improvement in both of the subject areas by providing standards-based instruction on a daily basis. Our school administration team will monitor and supervise instruction to maintain high expectations for teachers and students.

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.

Critical Areas of Focus (Per WASC)

1. Develop a plan for the purchase and installation of the third building and the playground.
2. Increase rigor, the complexity of tasks required in daily activities.
3. Revise the LCAP and School Action Plan/Site Plan with specific time-based actions steps/tasks for reaching stated goals
4. Update technology to include dependable Wifi and continue movement on the 1:1 goal
5. Continued development of Career Pathways

6. Maintain current marketing, promotional, and informational materials

Referring to the California School Dashboard, 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 has improved services based on targeted Tier interventions and student performance data. W.E.B. DuBois has determined based upon student performance outcomes, that reading and math proficiency remains an area of improvement. The LEA continues to provide individualized instruction through a focused 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 Language Learners, and foster youth.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the Site Plan Evaluation Rubrics, progress toward Site Plan goals, local self-assessment tools, stakeholder input, or other information, what progress is the School most proud of and how does the School 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.

STUDENT OUTCOMES & DEMONSTRATED ABILITIES

Pupil Outcomes	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets (annually)	
Academic Goals					
	CAHSEE for (Credit Eligible 12th Graders)	1 end year total administrations	90% credit eligible seniors will pass by year 5.	Long term students according to DASS will pass CAHSEE that are credit eligible seniors by 90% over 5 years.	<u>12th Grade CAHSEE Passing Rate</u> <u>2014: ELA 91%</u> <u>2014: Math 89%</u> <u>2015: ELA 100%</u> <u>2015: Math 96.42%</u> The CAHSEE is currently Suspended since

						2016. Although the goal was met by year two.	
						<p>Prior to 2016 DuBois used Data Director now we use illuminate.</p> <p>From 2016-2017 to 2017-2018 the following changes occurred:</p> <p>Grade 3 increased from 12% to 19%</p> <p>Grade 4 increased from 9.5% to 37%</p> <p>Grade 5 increased from 12.5% to 27%</p> <p>Grade 6 increased from 33% to 33.3%</p> <p>Grade 7 decreased from 33% to 22.2%</p> <p>Grade 8 increased from 18% to 40%</p> <p>Grade 11 increased from 9.2% to 13.4%]</p> <p>From 2016-2017 to 2017-2018 the following changes occurred:</p> <p>Grade 3 decreased from 24% to 9%</p>	
	Students will demonstrate academic proficiency in ELA and Math	Local benchmark tests (K-8)	1 per semester	.5 level per long term student			

						<p>Grade 4 increased from 17% to 38%</p> <p>Grade 5 decreased from 25% to 14%</p> <p>Grade 6 increased from 12.5% to 13%</p> <p>Grade 7 increased from 11% to 21%</p> <p>Grade 8 increased from 0% to 29%</p> <p>Grade 11 increased from 0% to 2%</p>	
		CAHSEE (10th Grade)	1 per year census	40% minimum passing by year 5		<p>10th Grade CAHSEE Passing Rate</p> <p>2014: ELA 33%</p> <p>2014: Math 26%</p> <p>2015: ELA 50%</p> <p>2015: Math 40%</p> <p>The CAHSEE is currently Suspended since 2016. Although the goal was met by year two.</p>	
		CELDT testing Student oral				<p>2013-14: 44%</p> <p>2014-15: 29.85%</p> <p>2015-16: 36.8%</p> <p>2016-17: 50.1%</p>	

All English Learners will exhibit progress towards English language proficiency	Language Observation Matrix Smart Balance State Testing (EL Sub Group)	Annually	10% of DASS qualified EL students will improve their English proficiency at least one level each year until reclassified Intermediate, proficient or early advanced.	10% of DASS students long-term students will move one level annually.	The goal was met for DASS Students. Currently students are taking ELPAC 2017-18: Baseline Scores for Well Developed- Listening 40%, Speak 75%, Reading 18%, Writing 20%
School Wide Performance Goals					
Graduates of W.E.B. DuBois will be self-directed life-long learners	Individual Learning Plan Written reflections	Ongoing Quarterly	Each student enrolled more than 90 days will set short and long-term academic, career, and personal-social goals	100% completion	100% Met
	Graduation rate Completed college enrollments Senior exit survey Request for records Post-grad follow-up survey	Annually	Graduates will pursue a post-secondary degree, or will be enrolled in a vocational trade/certification program upon graduation	Minimum of 80%	2013-14: 83% 2014-15: 75.86% 2015-16: 92.00% 2016-17: 100% 2017-18: 83% The goal was met.
	Actual				

improved school attendance and continuous enrollment	transfer s/drops Request for student records	Ongoing	The W.E.B. DuBois transiency rate will decrease 1% annually	5% decrease over 5 years	2014-15 33.03% 2015-16 41.59% 2016-17 37.50% 2017-18 20.15% The goal was met.
All student will improve social development through decreased expulsions and suspensions	Weekly/Monthly Annually	Lower discipline/suspension/expulsion rate	Expulsions will be below 2% annually.	Expulsions will decrease to 2% within 5 years.	2013-14: Expulsions: 0 Suspension Rate: 10.1% 2014-15: Expulsions: 0 Suspension Rate: 8.33% 2015-16: Expulsions: 0 Suspension Rate: 12.66% 2016-17: Expulsions: 0 Suspension Rate: 11.96 2017-18: Expulsions: 0 Suspension Rate: 5.2% The goal was met.

Analysis:

Each one of our previous student outcomes from our last charter petition has been met. W.E.B. DuBois showed growth in each of its charter goals and successfully met all its performance outcomes as outlines above. W.E.B. DuBois, however, does recognize the continual room for improvement to ensure that we can better educate and serve our students.

W.E.B. DuBois' California Assessment of Student Performance and Progress ("CAASPP") Performance

As demonstrated in the table below, there is a steady increase in our students' performance on both the English Language Arts ("ELA") and Math on the CAASPP,

both for students schoolwide and in significant subgroups over the past 4 years.

W.E.B. DuBois' CAASPP Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards:

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	10%	15%	15.79%	23.33%
	Math	5%	7%	10.16%	13.11%
Hispanic or Latino	ELA	9%	13%	15.97%	22.76%
	Math	5%	6%	9.93%	13.8%
English Learner	ELA	5%	7%	7.94%	14.29%
	Math	5%	8%	9.53%	11.43%
Economically Disadvantaged	ELA	10%	14%	15.85%	23.04%
	Math	5%	7%	10.56%	12.99%

W.E.B. DuBois takes pride in our ability to support all of our students to succeed academically, and will continue to work towards ensuring an increase in our students' academic performance, as demonstrated on the CAASPP and in our internal assessments.

Analysis of W.E.B Dubois CAASPP Data

CAASPP ELA Data: 2015-2016 to 2017-2018

School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2015-2016	67%	18%	11%	4%
2016-2017	54.74%	29.47%	14.21%	1.58%
2017-2018	52.72%	24.47%	17.39%	5.43%
Cumulative Average	58.15% (Average Decrease of 7.14 % average)	23.98% (Average Growth of 3.235%)	14.2% (Average Growth of 3.175%)	3.67% (Average Growth of .715%)

Analysis: The above table describes the three-year comparison of student achievement data, measured on the CAASPP for English Language Arts. The percentage of students meeting and exceeding standards have grown over the past three years. During the 2015-2016 school year, the percentage of students meeting standards in English Language Arts were 11%, and 4% for exceeding standards. By the 2017-2018 school year, the percentage of students meeting standards grew to 17.39%, and the percentage of students exceeding standards grew to 5.43%.

This trend towards academic growth is also reflective with the decrease in the percentage of students not meeting standards. In 2015-2016, the number of students not meeting standards were 67%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 58.17%. With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at W.E.B Dubois have made significant gains towards mastering Common Core State Standards in English language arts. Information provided by the California Dashboard indicated significant increases in English language academic performance of 12.5 points.

CAASPP Math Data: 2015-2016 to 2017-2018

School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2015-2016	76%	17%	5%	2%
2016-2017	72.73%	17.11%	8.56%	1.6%
2017-2018	71.58	15.43%	7.86%	5.46%
Cumulative Average	73.46% (Average Decrease of 2.21%)	16.51% (Average Decrease of .785%)	7.14% (Average Growth of 1.43%)	3.02% (Average Growth of 1.73%)

Analysis: The above table describes the three-year comparison of student achievement data, measured on the CAASPP for mathematics. The percentage of students meeting and exceeding standards have grown over the past three years. During the 2015-2016 school year, the percentage of students meeting standards in mathematics were 5%, and 2% for exceeding standards. By the 2017-2018 school year, the percentage of students meeting standards grew to 7.86%, and the percentage of students exceeding standards grew to 5.46%.

This trend towards academic growth is also reflective with the decrease in the percentage of students not meeting standards. In 2016, the number of students not meeting standards were 76%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 71.58%. With the decrease in the population of students not meeting standards, and the increase of students meeting or exceeding standards, students at W.E.B Dubois have made gains towards mastering Common Core State Standards in mathematics. Information provided by the California Dashboard indicated that math is still an area of focus for our students, and we are striving to meet this challenge through mobilized resources to continue to address this area. The following math supports have been implemented school wide:

Khan Academy ST Math Go Math	Edgenuity Math Credit Recovery	One on One Tutoring with Differentiated Instruction Additional Aides for elementary.	UC Scout A-G Math Course Supplementation
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Academic Performance of Similar Schools

Below are tables that demonstrate the academic performance of similar schools within Washington Unified School District and Fresno Unified School District.

Elm High (Washington Unified) California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards

School	Schoolwide Assessment	2015	2016	2017	2018
Schoolwide	ELA	5%	3%	0%	11%
	Math	0%	0%	0%	0%
Hispanic or Latino	ELA	0%	5%	*	*
	Math	0%	0%	*	*
English Learner	ELA	*	*	*	*
	Math	*	*	*	*
Economically Disadvantaged	ELA	0%	3%	0%	11.76%
	Math	0%	0%	0%	0%

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

Washington Unified School District California Assessment of Student Performance and Progress ("CAASPP") Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards

School	Schoolwide Assessment	2015	2016	2017	2018
Schoolwide	ELA	27%	31%	37%	37%
	Math	15%	16%	24%	22%
Hispanic or Latino	ELA	25%	30%	36%	37%
	Math	13%	15%	23%	21%
English Learner	ELA	10%	17%	20%	14%
	Math	6%	10%	16%	10%
Economically Disadvantaged	ELA	25%	29%	36%	35%
	Math	13%	15%	23%	20%

Cambridge Continuation High (Fresno Unified School District) California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018:
Percentage of Students Meeting or Exceeding Standards

School	Schoolwide Assessment	2015	2016	2017	2018
Schoolwide	ELA	2%	9%	1.87%	5.38%
	Math	1%	0%	0%	0%
Hispanic or Latino	ELA	2%	8%	1.5%	5.11%
	Math	1%	0%	0%	0%
English Learner	ELA	0%	0%	0%	0%
	Math	0%	0%	0%	0%
Economically Disadvantaged	ELA	2%	7%	1.98%	5.11%
	Math	1%	0%	0%	0%

Rutherford B. Gaston Sr. Middle (Fresno Unified School District) California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018:
Percentage of Students Meeting or Exceeding Standards

School	Schoolwide Assessment	2015	2016	2017	2018
Schoolwide	ELA	14%	17%	20.32%	22.3%
	Math	6%	9%	7.6%	10.19%
Hispanic or Latino	ELA	14%	17%	20.77%	23.5%
	Math	6%	10%	8.05%	10.75%
English Learner	ELA	1%	2%	0%	1.09%
	Math	1%	1%	0%	0%
Economically Disadvantaged	ELA	14%	17%	19.56%	22.34%
	Math	6%	9%	7.27%	10.25%

ELPAC Results:

The 2018-2019 Preliminary Data for W.E.B. DuBois ELPAC at level 3 and 4 was 51.3%

The 2017-2018 ELPAC Data for W.E.B. DuBois at level 3 and 4 was 53%

COMPREHENSIVE SUPPORT AND IMPROVEMENT

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

SCHOOLS IDENTIFIED

Identify the schools within the LEA that have been identified for CSI.

W.E.B. DuBois Public Charter School

SUPPORT FOR IDENTIFIED SCHOOLS

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

W.E.B. DuBois leadership team with the support of the cabinet has work with site base principals, teachers, students, parents advisory boards and all necessary stakeholders to gather input utilized for the CSI plan and address Inequities through resources and research based practices. Surveys were conducted of students currently at senior status, along with a analysis of data (needs assessment, graduation rates, grades distribution, suspension rates). Meetings were conducted with a variety of stakeholders including Fresno County Superintendent of Schools board adopted technical assistance provider, Agape College of Business and Science, Tools for Teachers, and Insight, as initial providers for professional development, evaluations and student workshops. Inequities were addressed through researched based strategies including avenues to credit recovery, on-time graduation plans, student suspension reduction, work experience and career readiness programs, workshops that address prevention, intervention and resources for students to reduce the number of students dropping out of school or not graduating with individualized learning and career plan. Finally, the charter gained approval through its sponsoring district to offer a reduced credit threshold toward graduation for students 18 years of age or older.

Survey Analysis of Seniors reveal the following outcomes:

- Top 3 barriers that has prevented our students from graduating on time or by their original graduation date is not passing high school courses, stop attending school due to lost of interest, bullying or behavior, and/ or had to drop out of school to work to survive.
- Students expressed that tutoring, job training, and workshops to prepare students to stay in school along with resources development is needed.
- Truancy was also a factor that contributed to students not obtaining their maximum credits according to past 4 year academic evaluations.

Plan to address barriers and increase graduation rates as a outcome:

Actions	Description of Services	Person & Provider Responsible	Time Line Funding CSI
Credit Recovery	Use software programs that assist students in gaining credits year- round outside of the regular school day.	Curriculum Coordinator, Edgenuity Counselors	Ongoing Implementation
Career Readiness, Work Experience	Assist students by providing workshops that prevent students from dropping out of school by providing resources and alternatives. Assist students with Job training through paid internships, career readiness, soft skills, and work experience. Identify the needs of students and develop resources for seniors and mentoring services	Agape College of Business and Science Mentoring provider	March 2019
Tutoring	Ensure students that are not passing classes are identified and invited to participate in after school programs, tutoring, and mentoring. Use ILP and other documents to track progress.	Counselors, Principals, After School Coordinator Consults (Nonprofits or Tutoring and mentoring agencies)	April 2019 On-going
Teacher Engagement	Focus on student engagement in the classroom and assist teachers in creating a personalized environment that engages seniors through projects, differentiated Instruction, EL strategies and collaborative learning opportunities.	FCSS Professional Development Toolz 4 Teachers and Insight	March 2019 Ongoing
Truancy and Suspensions	Decrease suspension rates and truancy through professional development, Tier Interventions, and Student Support Individualized Plans	FCSS PD SSC Monitoring and Evaluation	Ongoing
Evaluation	Monitor and Evaluate Plan and actions to increase positive outcomes and report CSI Improvement for increased graduation rates	FCSS Schools	Ongoing

MONITORING AND EVALUATING EFFECTIVENESS

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Monitoring will be reported bi-monthly during leadership meetings. Reports will be provided by support staff and contracted providers. The evaluation of the plan and its effectiveness will be guided by our measurable performance outcomes established within the SPSA which includes this CSI plan. The measurable objectives includes

increasing graduation rates, increasing the number of students over 18 graduating on-time, decreasing truancy and increasing classroom engagement in Math and English. SBAC, Benchmarks, Student data from the DASS board will be used among other identified factors to evaluate the effectiveness of the plan. Accountability reporting will be provided to state and federal agencies as regulations require. Our technical assistance providers FCSS will assist in the overall evaluation effectiveness report. Research based practices will consist with resources references from the Center of Equity and Excellence in Education and Multi Tier Intervention Models focused on student improvement. The ultimate result will be to increase student graduation rates and students graduating on time from W.E.B. DuBois in accordance with the the CSI plan and DASS indicators.

> ANNUAL UPDATE

LCAP YEAR REVIEWED: 2018-2019

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 Priorities: 1

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
SBAC Math Growth – 16.4% for 2018-2019	<p>From 2016-2017 to 2017-2018 the following changes occurred:</p> <p>Grade 3 decreased from 24% to 9%</p> <p>Grade 4 increased from 17% to 38%</p> <p>Grade 5 decreased from 25% to 14%</p> <p>Grade 6 increased from 12.5% to 13%</p> <p>Grade 7 increased from 11% to 21%</p> <p>Grade 8 increased from 0% to 29%</p> <p>Grade 11 increased from 0% to 2%</p> <p>TBD for 2018-2019</p>
ELA SBAC - 30% meet/exceed standards	<p>A comparison between 2018-2019 Preliminary SBAC ELA and 2017-2018 SBAC ELA showed a 17.6% increase in grade 3, 7.73% increase in grade 5, 7.25% increase in grade 6, 20.94% increase in grade 7, and a 11.44% increase in grade 11. There was a decrease of 9.5% in grade 4, and a 13.05% decrease in grade 8.</p>

Math SBAC - 12% meet/exceed standards	A comparison between the 2018-2019 Preliminary SBAC Math and 2017-2018 SBAC Math showed a 21.3% increase at grade 3, 20% increase at grade 5, 1.28% increase at grade 11. There was a 14.5% decrease at grade 4, 12.5% decrease at grade 6, 21.05% decrease at grade 7, 3.57% decrease at grade 8.
ELA District Benchmark - 27% meet/exceed standards	<p>The first administration of the fall ELA benchmark was October 8-12. The October 8-12 benchmark results demonstrate the following outcomes for W.E.B. DuBois Public Charter School were: (percentage proficient or above)</p> <p>Kindergarten- 57.6% 1st Grade-28.9% 2nd Grade-58.9% 3rd Grade-28.8% 4th Grade-29.8% 5th Grade-52.5% 6th Grade-38.1% 7th Grade-47.4% 8th Grade-52.3% 9th Grade-53.3% 10th Grade-41.2% 11th Grade-52.9% 12th Grade-48.9%</p> <p>The mid-year administration of the ELA benchmark was December 3-7. The December 3-7 benchmark results demonstrate the following outcomes for W.E.B. DuBois Public Charter School were: (percentage proficient or above)</p> <p>Kindergarten- 69.5% 1st Grade-28.9% 2nd Grade-55.0% 3rd Grade-37.6% 4th Grade-54.9% 5th Grade-51.3% 6th Grade-45.0% 7th Grade-48.6%</p>

	8th Grade-42.9% 9th Grade- 25% 10th Grade-20% 11th Grade-22.2% 12th Grade-13.2%
Math District Benchmark - 25% meet/exceed standards	<p>The first administration of the fall MATH benchmark was October 8-12. The October 8-12 benchmark results demonstrate the following outcomes for W.E.B. DuBois Public Charter School were: (percentage proficient or above)</p> <p>Kindergarten- 70.7% 1st Grade-41.4% 2nd Grade-55.0% 3rd Grade-37.6% 4th Grade-54.9% 5th Grade-51.3% 6th Grade-45.0% 7th Grade-48.6% 8th Grade-42.9% High School- 8.1%</p> <p>The mid-year administration of the MATH benchmark was December 3-7. The December 3-7 benchmark results demonstrate the following outcomes for W.E.B. DuBois Public Charter School were: (percentage proficient or above)</p> <p>Kindergarten- 73.2% 1st Grade- 80.7% 2nd Grade-42.4% 3rd Grade- 19.0% 4th Grade-57.1% 5th Grade-18.2% 6th Grade-0.0% 7th Grade-57.1% 8th Grade-34.8% 9th/ 10th Grade-17.1% 11th / 12th Grade-40.9%</p>
SBAC ELA Growth- 30.6% for 2018-2019	<p>From 2016-2017 to 2017-2018 the following changes occurred:</p> <p>Grade 3 increased from 12% to 19% Grade 4 increased from 9.5% to 37% Grade 5 increased from 12.5% to 27% Grade 6 increased from 33% to 33.3%</p>

Grade 7 decreased from 33% to 22.2%
 Grade 8 increased from 18% to 40%
 Grade 11 increased from 9.2% to 13.4%]
 TBD for 2018-2019

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. Tools 4 Teachers</p> <p>iii. Achieve3000</p>	<p>1.Targeted intervention was provided to students through After-School Intervention and Online Learning Resources.</p> <p>a. Students needing additional academic support attended after school tutoring with certificated staff/teachers and participated in targeted intervention through online computer adaptive programs such as Achieve3000 for ELA and EL support and Khan Academy for Math support.</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 (Science PD was provided for Next Generation Standards for teachers)</p> <p>ii. Tools 4 Teachers (Differentiated Instruction</p>	<p>Amount:</p> <p>\$2,059,022</p> <p>Source:</p> <p>LCFF Base: \$1,008,161</p> <p>LCFF Sup./Conc.\$851,270</p> <p>Title I: \$106,296</p> <p>Title II : \$11,862</p> <p>Mandate Funds: \$22,545</p> <p>After School Grant: \$58,888</p> <p>Budget Reference:</p> <p>8011, 8012, 8290, 8550, 8315</p>	<p>LCFF Base: \$453,553</p> <p>LCFF Sup./Conc.\$758,754</p> <p>Title I: \$58,531</p> <p>Title II : \$28,689</p> <p>Mandate Funds: \$18,761</p> <p>After School Grant: \$53,610</p>

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| <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 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. 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 Foundational English and Foundation Math support to students who need additional practice with basic skills.</p> | <p>PD and Classroom Strategies were provided to teaching staff and administration staff.</p> <p>iii. Achieve3000 PD was provided to teachers and administrators on the 5-step literacy process as well as report building and tracking student progress.</p> <p>3. Teachers received and implemented Common Core adopted materials for ELA and Mathematics.</p> <p>a. ELA supplemental materials aligned to CCSS have been adopted. They include:</p> <p>i. Common Core Reading and Writing workbooks were provided to teachers and students for instructional purposes.</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 for the purpose of student performance and progress on Common Core standards in ELA and Mathematics.</p> <p>4. Technology Upgrades were added, such as WiFi for instructional use.</p> <p>a. Desktop computers were added to classrooms to facilitate use of instructional technology</p> <p>b. Tablets have been provided to teachers and students to support and supplement access to instructional technology resources to support research and digital literacy through project and inquiry-based learning as well as career pathway courses.</p> <p>c. We updated technology to include dependable Wi-Fi and continue movement on the 1:1 goal.</p> <p>5. Online tutorial subscription was purchased for teacher and student usage for instructional purposes.</p> <p>a. Achieve3000, Reading A to Z, and Edgenuity computer adaptive programs are used to provide individualized intervention.</p> <p>6. After-School program Foundational intervention class was created to enrich and</p> | | |
|--|--|--|--|

TIMELINE

Goal 1, Action 1 planned actions/services to be monitored and updated by Spring 2019.

RESPONSIBLE STAFF

School Administration – Principal, Vice Principal, Ed Coordinator,
Lead Teachers, classroom teacher.

support student academic learning.

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

7. In-School Foundation intervention classes were created to support a multi-tiered system of support.

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 through learning stations in classrooms.

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>4. Provide mentoring and coaching for new teachers.</p> <p>a. New teachers participate in the BTSA/FCOE New Teacher Induction Program</p> <p>b. Ensure coaching is assigned to coach and support new teachers</p> <p>5. Teachers will be provided ongoing Professional Development</p> <p>a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.</p>	<p>1. We used EdJoin and other online job portals to recruit and interview highly qualified teachers.</p> <p>a. Job boards such as EdJoin.org were utilized to recruit highly qualified teachers and staff.</p> <p>b. We hosted a Job Fair to recruit certificated staff members who were highly qualified.</p> <p>2. We worked to offer competitive salary maintain high quality teachers.</p> <p>a. We offered competitive salaries in order to attract and retain teachers in the areas of Math and Science.</p> <p>3. We offered 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>4. We provided mentoring and coaching for new teachers.</p> <p>a. New teachers participated in the Induction/FCSS New Teacher Induction Program</p> <p>b. We ensured on-going coaching from lead teachers and administration to support new teachers</p> <p>5. Teachers received ongoing Professional Development throughout the school year. a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, Differentiation Strategies, English Learners, English Language Development, Writing, Guided Reading, etc.</p>	<p>Amount:</p> <p>\$686,341</p> <p>Source:</p> <p>LCFF Base: \$336,053</p> <p>LCFF Sup./Conc.: \$283,757</p> <p>Title I : \$35,432</p> <p>Title II : \$3,954</p> <p>Mandate Funds: \$7,515</p> <p>After School: \$19,629</p> <p>Budget Reference:</p> <p>8011, 8012, 8290, 8550, 8315</p>	<p>LCFF Base: \$151,184</p> <p>LCFF Sup./Conc.: \$252,918</p> <p>Title I : \$19,510</p> <p>Title II : \$9,563</p> <p>Mandate Funds: \$6,254</p> <p>After School: \$17,870</p>
TIMELINE			

Goal 1, Action 2- planned actions/services to be monitored and updated by Spring 2019.

RESPONSIBLE STAFF

1. Central Office-Human Resources
 - Superintendent Assistant
 - Superintendent
 - Human Resources

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.

The overall implementation of the actions/services will be evaluated by our school team and updated on a monthly basis.

Action 1:

Item 1- Targeted reading intervention has been occurring after school with classroom teachers. Students receive small group instruction, based on performance and ability in class. During the afterschool program, students are pulled into classroom to work on the following: Phonics, Reading Instruction, Comprehension, and Mathematics.

Item 2- Administration and teachers have been receiving training from the following educational consultants: Consultants, FCSS Science consultants, and FCSS ELA/ELD consultants. Workshops have been organized to support staff with curriculum, instruction, and assessments.

Item 3- ELA Curriculum in the areas of Journeys, ELA (TK-8th Grade) has been provided to teachers and students. Students have access to this curriculum on a daily basis, as well as a textbook to use for classroom assignments or homework.

Item 4- Technology is available in classrooms. We have access to the following: desktops, projectors, ELMO projectors, document camera, laptop computers, Google Chromebooks, and tablets.

Item 5-Our online subscriptions are current and used on a daily basis. Students have access to the following: Achieve3000, Khan Academy, RAZ Kids, and ST Math.

Item 6- Our Afterschool program works to support our curriculum and instructional program, by providing students access to technology to log-into Achieve3000 afterschool. Also, during the homework block students are able to finish homework or complete missing assignments to help raise their grades.

Item 7-In School Intervention occurs during learning centers/stations time. Teachers differentiate instruction during these ELA and math blocks of time to provide small group targeted instruction to students at different proficiency levels.

Action 2:

Item 1- Ed-Join is an online networking program that prospective employees use to apply for different job positions.

Item 2-Highly Qualified Teachers (HQT) are sought out during the interview selection process to ensure that teachers are fully credentialed.

Item 3-Teacher leadership trainings occurs on site. We have two current lead teachers for Academy (TK-8 teachers) as well as for the Middle School/High School Grades (6-12).

Item 4- Mentoring and coaching occurs via BTSA-Beginning teachers receive a BTSA coach who works with them to ensure that protocol is being followed and lesson plans are being delivered according to subject matter standards.

Item 5-Professional development occurs throughout the year via our Agape Professional Development Calendar. Trainings, workshops, professional development, and meetings are scheduled monthly.

We will continue to provide training to staff regarding the inclusion of a standard and measurable objective to ensure that students demonstrate the level of achievement. •

We will also continue to provide training regarding Direct Interactive Instruction (DII), focus on district benchmark results, CAASPP data and mastery of common core standards for English and Math.

In addition, we will align Common Core State Standards with pacing guides for core content departments that include a scope and sequence.

We will continue the development of data-driven instruction and vertical collaboration with instructional staff to align standards and curriculum. We will continue to use Illuminate to analyze data with students and communicate the results with parents, teachers and staff.

We will increase daily specific feedback to students.

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

The effectiveness of the planned actions/services listed in Actions 1 and 2 with the items listed are implemented throughout each week, month, and quarter. The actions support Goal 1 to help our school meet target goals, as well as make progress in the areas of English Language Arts and Mathematics.

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.

There were no changes made to this goal.

>> 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 Priorities: 1,2,4

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
An additional 5% of ASAM students will increase from the 2017-18 school year.	In 2017-2018,, overall 91% of students at WEB DuBois students made progress towards mastery of English Language proficiency as only 9% of students scored at the Beginning Performance Level. In 2018-2019, overall 94% of students as WEB DuBois students made progress towards mastery of English Language proficiency as only 5% of student scores at the Beginning Performance Level.
% of EL students reclassified - 30%	According to preliminary ELPAC data 18.5% of students tested are eligible for reclassification. This is a 50% increase from the 9.7% of students reclassified. Last year 14 student were reclassified; where as this year 21 students are eligible for reclassification.

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	1. We implement professional development on ELL instructional strategies. a. Fresno County Superintendent of Schools	Amount: \$309,596	LCFF Base: \$234,123 Lottery Unrestricted: \$35,279

<p>provided PD on the ELA/ELD Framework as well as EL standards.</p> <p>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.</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>TIMELINE Goal 2, Action 1 planned actions/services to be monitored and updated by Spring 2019.</p> <p>RESPONSIBLE STAFF</p> <p>1. School Administration- Principal Vice Principal Ed Coordinator</p> <p>a. Central Office Administration</p> <p>b. School Administration</p>	<p>provided PD on the ELA/ELD Framework as well as EL standards, ELD, and Writing with EL/ SDAIE strategies.</p> <p>b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, writing, guided reading, questioning strategies, communication strategies, multiple modalities, etc.</p> <p>2. We adopted and purchase print and electronic online learning materials to support English Language Learners that is aligned with our English Language Arts programs, Journeys and Collections for designated ELD instruction.</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, reading, thinking and English comprehension skills.</p> <p>3. ELD/Foundational English classes are built into the master schedule to support English language development to meet the students' EL proficiency levels- expanding, emerging, and bridging.</p>	<p>Source:</p> <p>LCFF Base: \$224,036</p> <p>Lottery Unrestricted: \$55,500</p> <p>Mandate Funds: \$30,060</p> <p>Budget Reference:</p> <p>8011, 8012, 8310, 8550</p>	<p>Mandate Funds: \$23,007</p>
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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.

The overall implementation of the actions/services are as followed:

Action 1:

Item 1-ELD Standards and ELD/ SDAIE strategies were provided to TK-12 grade teachers are what they should be implementing when working with EL students. Our staff meeting focused on specific strategies that should be used, as well as a monitoring tool to ensure that teachers are using the ELD strategies weekly. FCSS provides Agape Schools, Inc. administration with support regarding ELD standards and the new leveling system with ELPAC-English Learner Proficiency Assessment.

Item 2- Two online English classes for students that we use for EL's are RAZ Kids for Grades TK-3 and Achieve3000 for grades 4-12. These programs allow EL students to listen to fluent readers to build their level of English and reading fluency.

Item 3-English Language Development occurs during English block timeframes in classes from Tk through 12th grade. EL students are exposed to ELD strategies as well as Listening, Speaking, Reading, and Writing opportunities.

We will also increase professional development opportunities to further develop ELL instructional strategies, Common Core Standards-Based Instruction, Data Driven Instruction, and writing across curriculum.

In addition, we will provide professional development to improve pedagogy and support for teachers regarding instruction focused on language development and oral fluency.

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

The effectiveness of the planned actions/services have allowed our teachers to become knowledgeable of how English Learners learn and how strategies are imperative to allow students the opportunity to access curriculum and instruction. The efforts in the listed actions and items support the goal of making English Learner progress throughout the year.

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.

There are no changes to this goal.

>> 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 Priorities: 1,2

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
Teacher LCAP Survey - 65% Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.	Per Staff Survey, 95.23% of teachers agree or strongly agree that they have been adequately trained to implement the Common Core Standards.
87% of teachers will agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning.	Per Staff Survey, 61.91% of teachers agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning.
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.	Per Staff Survey, 65% of teachers agree or strongly agree that W.E.B. DuBois provides a high-quality education for students.
Teacher PD Survey - 78% Teachers will report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication	Per Staff Survey, 90.48% of teachers agree or strongly agree that they have been trained on instructional strategies for our students that promote Creativity, Critical Thinking, Collaboration, and Communication.

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. Continue comprehensive professional development agreement with Fresno County Office of Education.	1. We continued comprehensive professional development agreement with Fresno County Office of Education.	Amount: \$97,071	LCFF Base: \$82,632Lottery (Restricted) : \$12,451

<p>a. Fresno County of Education was contracted to provide the following services for the 2015-16 school year:</p> <ul style="list-style-type: none"> i. 11 Professional Development Days ii. 14 In-Class Coaching Days <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> <ul style="list-style-type: none"> i. Center for College & Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD ii. Achieve3000 program, PD, and in-class coaching iii. Accelerated Math program and PD iv. Intensive focus on CCSS and instructional strategies in weekly PLC's. <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. SDE and FCSS was contracted to provide the following services for the 2017-2018 school year:</p> <ul style="list-style-type: none"> i. 16 Professional Development Days ii. 14 In-Class Coaching Days <p>2. We offered 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> <ul style="list-style-type: none"> i. SDE Provided- Non-Negotiables, Look For's, Standards align, Mapping, Pacing, Differentiated Instruction, DOK, Academic Vocabulary. ii. Achieve3000 program, PD, and in-class coaching iii. ST Math program and PD iv. Intensive focus on CCSS and instructional strategies in weekly PLC's. v. Increase rigor and the complexity of tasks required in daily activities. <p>3. We maintained qualified support personnel including instructional technology support staff.</p> <p>a. We supported our program with qualified support personnel during the 2018-2019 school year.</p> <p>4. We have provided echnology 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 as well as Career Pathways courses such as Office Procedures.</p>	<p>Source:</p> <p>LCFF Base: \$79,071</p> <p>Lottery (Restricted) : \$18,000</p> <p>Budget Reference:</p> <p>8011, 8311</p>
<p>TIMELINE</p> <p>Goal 3, Action 1 planned actions/services to be monitored and updated by Spring 2019.</p> <p>RESPONSIBLE STAFF</p>		

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|----------------------------------|--|--|--|
| 1. Central Office Administration | | | |
| 2. School Office Administration | | | |

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.

The overall implementation of the actions/services are as followed:

- Action 1:
Item 1-FCSS Coaching occurs via ELA and Science consultants working alongside our teachers in classrooms and preparing presentations/materials for PLCs and Staff Meetings.
- Item 2-Professional Development- additional PD is available for teachers, support staff, and administration throughout the school year.
- Item 3-Qualified personnel- support staff and administration have been supporting teachers with their technology questions and needs. Support is available for teachers when needed.
- Item 4-Desktop and tablets are available for students every day. All computers and tablets are connected to the internet as well as websites such as Google Chrome to allow students to save their work online.
- We will continue to use and monitor Edgenuity to ensure instructional alignment with rigor.

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

The effectiveness of the planned actions/services demonstrate that we are working to meet this goal in order to support implementation of the Common Core standards with respect to materials, supplies, technology and training that is needed so that teachers and staff can be successful on a daily basis.

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.

No changes have been made to this goal.

>> 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 Priorities: 3

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
Parent Meeting Attendance – 21%	Per parent sign in sheets for 2018-2019 parent meetings- 25%
ELAC Meeting Attendance – 21%	Per parent sign in sheet for 2018-2019 ELAC Meeting attendance-25%
Parent Survey Completion – 30%	Per Parent Survey Completion for 2018-2019 school year- 30%

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. a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.	1. Our Support staff were trained on how to properly make phone calls. a. Our Office and Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation	Amount: \$13,178 Source:	LCFF Base: \$13,772

<p>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.</p> <p>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.</p> <p>TIMELINE Goal 4, Action 1 planned actions/services to be monitored and updated by Spring 2019.</p> <p>RESPONSIBLE STAFF</p> <p>1. School Administration a. SSCs/ Guidance Counselors/ Registrars</p> <p>2. Principal</p> <p>3. Central Office</p>	<p>and attendance.</p> <p>2. School Messenger Subscription. a. We used our School Messenger program on a weekly basis to send automated calls in English and Spanish to parents about parent meetings, school events, general school announcements, and opportunities for feedback. b. We maintained current networking, marketing, promotional, and informational materials.</p> <p>3. We provided food and incentives such as shirts and prizes for parent participation. Parents also participated in various surveys throughout the year, such as LCAP, EL Plan, and the Parent Engagement Survey. a. Food and childcare were provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.</p>	<p>LCFF Base: \$13,178</p> <p>Budget Reference: 8011</p>	
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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.

The overall implementation of the actions/services are as followed:

Action 1:

Item 1-Phone calls are made by school staff to make personal connections with families. We remind parents of meetings, activities and events for students. We encourage parent support through phone calls, newsletter, social media, and notices sent home.

Item 2-Our School Messenger program allows us to send messages in English and Spanish to parent phones. We send messages on a weekly basis as well as during the week when notifications are necessary.

Item 3- Food and supplies are available for meetings so that visitors feel welcome and can attend meetings at times that works best for them (after school, before school).

We will continue to provide opportunities to engage them in student progress to maintain strong parent participation.

We will explore more events to promote more parent collaboration.

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

The effectiveness of the planned actions/services have allowed us to maintain and increase the amount of parent participation we have at our events/activities/meetings. The actions and items listed have supported our goal of 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.

There have been no changes made to this goal.

>> 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 Priorities: 1

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
Student survey - 88% of students will 'Agree' or 'Strongly Agree' that DuBois is a safe place to attend school.	76.14% of students agree or strongly agree that DuBois is a safe place to attend school.
90% of students will Agree or Strongly Agree that DuBois facilities are clean and well maintained.	70.65% of students agree or strongly agree that DuBois facilities are clean and well maintained.
93% of students will Agree or Strongly Agree that W.E.B. DuBois has adequate technology available on campus to meet academic needs.	78.90% of students agree or strongly agree that DuBois has adequate technology available on campus to meet academic needs.
Parent Survey - 95% of parents will believe that their children feel safe at W.E.B. DuBois.	96.77% of parents agree or strongly agree that their child feels safe at school.
97% of parents will Agree or Strongly Agree that DuBois students have access to standards-aligned textbooks and materials.	94.64% of parents agree and strongly agree that W.E.B. DuBois students have access to standards-aligned textbooks and materials.
99% of parents will agree that the campus is clean.	93.62% of parents agree or strongly agree that the campus is clean.
98.61% of parents will Agree or Strongly Agree that DuBois facilities are in good repair.	93.55% of parents agree or strongly agree that DuBois facilities are in good repair.
Staff Survey - 88% will feel safe on campus	92.86% of staff feel safe on campus.
96% will agree that the campus is clean	82.14% of staff agree or strongly agree that the campus is clean.

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 recreational facilities and equipment.</p> <p>a. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.</p> <p>TIMELINE Goal 5, Action 1 planned actions/services to be monitored and updated by Spring 2019.</p> <p>RESPONSIBLE STAFF</p>	<p>1. We maintained safe and high quality facilities through daily and weekly inspections of our student and staff facilities.</p> <p>a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.</p> <p>b. School is looking into researching the installation of security cameras.</p> <p>c. We are researching and developing a plan for the purchase and installation of third building.</p> <p>2. We are maintaining 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 weekly by administration as a method of auditing to ensure necessary cleaning and maintenance takes place.</p> <p>3. We continue to supply classrooms and labs with updated computers and software licenses such as Achieve3000 and Illuminate.</p> <p>a. School staff and administration 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 will be researched.</p> <p>a. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness for physical education and activity.</p>	<p>Amount: \$502,143</p> <p>Source: LCFF Base: \$502,143</p> <p>Budget Reference: 8011, 8012</p>	LCFF Base: \$385,614

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| 1. School Administration/ Maintenance Staff
a. Inspectors
b. Central Office Administration | | | |
| 2. Principal
a. Central Office staff | | | |
| 3. School Administration
b. Ed Coordinator | | | |
| 4. Activities Director
a. Coaches/ Activities Director | | | |

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.

The overall implementation of the actions/services are as followed:

Action 1

Item 1-Our campus is cleaned and each room is sanitized on a daily basis, as well as restrooms, high traffic areas, hallways, kitchen, cafeteria, walkways, and parking lots.

Item 2-Janitorial staff receive requisition forms on a monthly basis to ensure that our campus maintains sanitary and safety standards.

Item 3-Technology subscriptions are kept up to date. Students have access to our on-site and online library on a daily basis. Students are able to read books and take them home for further learning.

Item 4- Our athletics department provided fitness and sports for students in grades 3rd-12th. Students also have access to recreational equipment as well as fitness on a daily basis.

We will continue to look into providing more extra-curricular activities for students.

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

The effectiveness of the planned actions/services have allowed us to maintain clean facilities as well as provide afterschool programs for students during hours where parents are at work.

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.

No changes made to this goal.

>> 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 Priorities: 5

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
Attendance Rate of students enrolled 90 days or more - 94%	Attendance rate of students enrolled 90 days or more - 96%
Suspension Rate of students enrolled 90 days or more – 8%	Suspension rate of students enrolled 90 days or more <4%
Expulsion Rate of students enrolled 90 days or more - 0.0%	Expulsion rate of students enrolled 90 days or more - 0.0%

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
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<p>1. Employ and maintain adequate and qualified dropout prevention and attendance support staff.</p> <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>TIMELINE Goal 6, Action 1 planned actions/services to be monitored and updated by Spring 2019..</p> <p>RESPONSIBLE STAFF</p> <p>1. SSCs/ Guidance Counselors</p> <p>a. Central Office Administration</p> <p>2. Registrars</p> <p>a. SSCs/ Registrars</p> <p>3. School Administration</p>	<p>1. We continue to employ and maintain adequate and qualified dropout prevention and attendance support staff and counselors.</p> <p>a. Additional Student Support counselors have been added to enhance attendance and social/emotional support with the addition of a resource binder with information for parents and students.</p> <p>b. A training was provided for SSC staff with the latest standards and behavioral health developments.</p> <p>2. Our counselors continue to 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. We continue to provide attendance incentives and prizes for students who are in school.</p> <p>a. Students with positive attendance are entered into weekly raffles and highlighted at recess or lunch and at awards assemblies.</p> <p>4. New methods to recruit students such as networking with the community have been an integral part of our outreach to students and families.</p> <p>a. Our Website and social media Facebook page were created to expand presence and connect with potential enrollees and our current families to keep them engaged and informed in our activities and events.</p>	<p>Amount: \$131,785</p> <p>Source: LCFF Base: \$131,785</p> <p>Budget Reference: 8011</p>	<p>LCFF Base: \$14,364 LCFF Concen/Suppl: \$123,355</p>
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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.

The overall implementation of the actions/services are as followed:

Action 1:

Item 1- Dropout prevention occurs through phone calls and home visits from our administration and student support counselors. Students' grades are also monitored by our counselors, teachers, and administration. High school students meet with our guidance counselor regarding credits.

Item 2- Attendance calls are made to families of students who do not show up to school. Transportation is also provided to students who miss the bus or need a ride to school. Use of school messenger throughout the year every week. Notices go out in English and Spanish.

Item 3- Incentives-Perfect attendance classroom incentives are available to students/teachers are different checkpoints. Students receive a prize based on our school theme. We also conduct weekly raffles to promote good attendance. Students receive Perfect Attendance certificates at our awards assemblies. Students also receive weekly incentives for being at school 100% of the time each week.

Item 4- Recruitment- students and parents are recruited throughout the year and mainly during the summer vacation through our Student Support Counselors. Fliers are also distributed to the neighborhood. Networking with local business also occurs as well as community outreach events with organizations.

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

The effectiveness of the planned actions/services are reviewed each week through our attendance specialist report based on the number of students who show up each day, the number of students absent, and the percentage of daily attendance. The actions and items listed support our goal of 90% or higher attendance.

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.

No changes were made to this goal.

>> 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 Priorities: 4,7

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
% of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway - 82%	# of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway: 68%
# of AP courses offered - 1	# of AP courses offered- 1
# of college prep (A-G) approved courses offered - 9	# of college prep (A-G) approved courses offered 12 W.E.B. DuBois has met all the A-G requirement approvals except in foreign language. W.E.B. DuBois staff are currently seeking to gain approval of A-G requirements for foreign language. Students seeking the university public system are provided courses through an outside accredited vendor to complete the foreign language requirement and meet the full A-G requirements We offer Edgenuity in Spanish for our middle school students.

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 phase and moving to implementation.</p> <p>TIMELINE Goal 7, Action 1 planned actions/services to be monitored and updated by Spring 2019.</p> <p>RESPONSIBLE STAFF</p> <p>1. Central Office Administration</p> <p>a. Dean of School</p> <p>b. Dean of Schools</p> <p>c. Central and School Administration</p>	<p>1. We continue to 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. There are ongoing opportunities with new school partnerships are in the planning phase and moving to implementation.</p> <p>Goal 7, Action 1 planned actions/services to be monitored and updated by Spring 2019.</p> <p>1. Central Office Administration</p> <p>a. Dean of Schools</p> <p>b. Central and School Administration</p>	<p>Amount: \$136,382</p> <p>Source: LCFF Base: \$173,957 CTEIG: \$22,000</p> <p>Budget Reference: 8011, 8590</p>	<p>LCFF Base: \$181,789 CTEIG: \$27,393</p>
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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>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>TIMELINE Goal 7, Action 2 planned actions/services to be monitored and updated by Spring 2019</p> <p>RESPONSIBLE STAFF</p> <p>1. Central Office and School Administration</p> <p>a. SSCs/Guidance Counselors/ Teachers</p>	<p>1. We continue to work to 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>b. New partners, colleges, and business have been invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school to talk with students about career related jobs and responsibilities in that workforce.</p> <p>c. We continue to develop opportunities and information to parents and students for our Career Pathways.</p> <p>2. We continue to work to 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, such as education as a pathway for the 2018-2019 school year.</p> <p>b. Students continue to complete surveys for input and focus groups.</p> <p>c. Advertisement of programs through literature, meetings, social media, commercials and PBL exhibitions are ongoing.</p>	<p>Amount: \$71,257</p> <p>Source: LCFF Base: \$63,257 CTEIG: \$8,000</p> <p>Budget Reference: 8011, 8590</p>	<p>LCFF Base: \$66,105 CTEIG: \$9,961</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 limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.</p> <p>TIMELINE Goal 7, Action 3 planned actions/services to be monitored and updated by Spring 2019</p> <p>RESPONSIBLE STAFF 1. School Administration a. Central Office/ School Administration</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. Fresno 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 limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.</p>	<p>Amount: \$136,382</p> <p>Source: LCFF Base: \$79,071 CTEIG: \$18,750</p> <p>Budget Reference: 8011, 8590</p>	<p>LCFF Base: \$832,632 CTEIG: \$12,451</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.

The overall implementation of the actions/services are as followed:
Action 1, 2, and 3

-All actions and items listed above involve our Career Pathways which support our Charter School mission and vision. Students participate in a variety of opportunities throughout the school year via study trips, workshops, conferences, leadership opportunities, volunteering, service projects, project based learning, and networking with local organizations. Teachers and students participate in our annual Career Day where local organizations educate our school about different businesses and programs.

We will continue to progress monitor the new CTE courses that are provided.

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

The effectiveness of the planned actions/services is evident in multiple ways. It is evident in student engagement, interest, and participation in the programs and opportunities available to them each month, throughout the year. We will continue to support this goal through the events that are planned for students.

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.

No changes were made to this goal.

>> GOAL 8

Students in our Special Needs Populations will make satisfactory progress towards H.S. graduation requirements.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
% of credit eligible homeless youth who make satisfactory progress towards graduation - 100%	No students were in this category
% of credit eligible foster youth who make satisfactory progress towards graduation - 100%	No students were in this category
% of credit eligible students with learning disabilities who make satisfactory progress towards graduation - 100%	100%

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 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>2. Provide tutoring and support services outside of instructional time.</p> <p>a. Tutoring and support services are available after school.</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>Amount: \$360,623</p> <p>Source: LCFF (Base) : \$21,000 LCFF (Prop. Taxes) : \$326,246</p> <p>Budget Reference: 8011, 8090</p>	<p>LCFF Base: \$832,632 CTEIG: \$12,451</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>5. Maintain partnership with sponsoring school district per Special Education Arrangement.</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>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>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> | | |
|--|---|--|--|

TIMELINE

Goal 8, Action 1 planned actions/services to be monitored and updated by Spring 2019.

RESPONSIBLE STAFF

1. Central Office
 - a. Principal/ Resource Specialist Teacher
2. Teachers/ School Administration

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. 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>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.</p> <p>TIMELINE Goal 8, Action 2 planned actions/services to be monitored and updated by Spring 2019.</p> <p>RESPONSIBLE STAFF 1. Dean of Schools 2. Central and School Administration 3. SSCs 4. Registrars</p>	<p>1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws. 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>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.</p>	<p>Amount: \$4,000</p> <p>Source: LCFF Base: \$4,000</p> <p>Budget Reference: 8011</p>	LCFF Base: \$4,500

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.

The overall implementation of the actions/services are as followed:

Action 1 and 2-

Our special education students are mainstreamed into general education classes to receive high quality instruction for a general education credentialed teacher. They are pulled out to received specialized academic instruction from a special education credentialed teacher. Students also receive push-in support from a special education teacher or staff member who can provide 1 on 1 support or assistance. Tutoring services are available for special education students in our after school program from our general education credentialed teachers.

An online program called, Beyond SST allows administrators and teachers to hold meetings, upload student information, and conduct Student Study Team meetings to identify which students need additional support.

Foster Youth and Homeless students have access to resources in our local community as well as support from our Student Support Counselors. Parents and students can meet with these staff members to discuss family or individual needs.

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

The effectiveness of the planned actions/services is support by the actions and items listed to help our special education population at W.E.B. DuBois Public Charter School.

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.

No changes were made to this goal.

> STAKEHOLDER ENGAGEMENT

LCAP YEAR: 2019-2020

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?

School Year: **18-19**

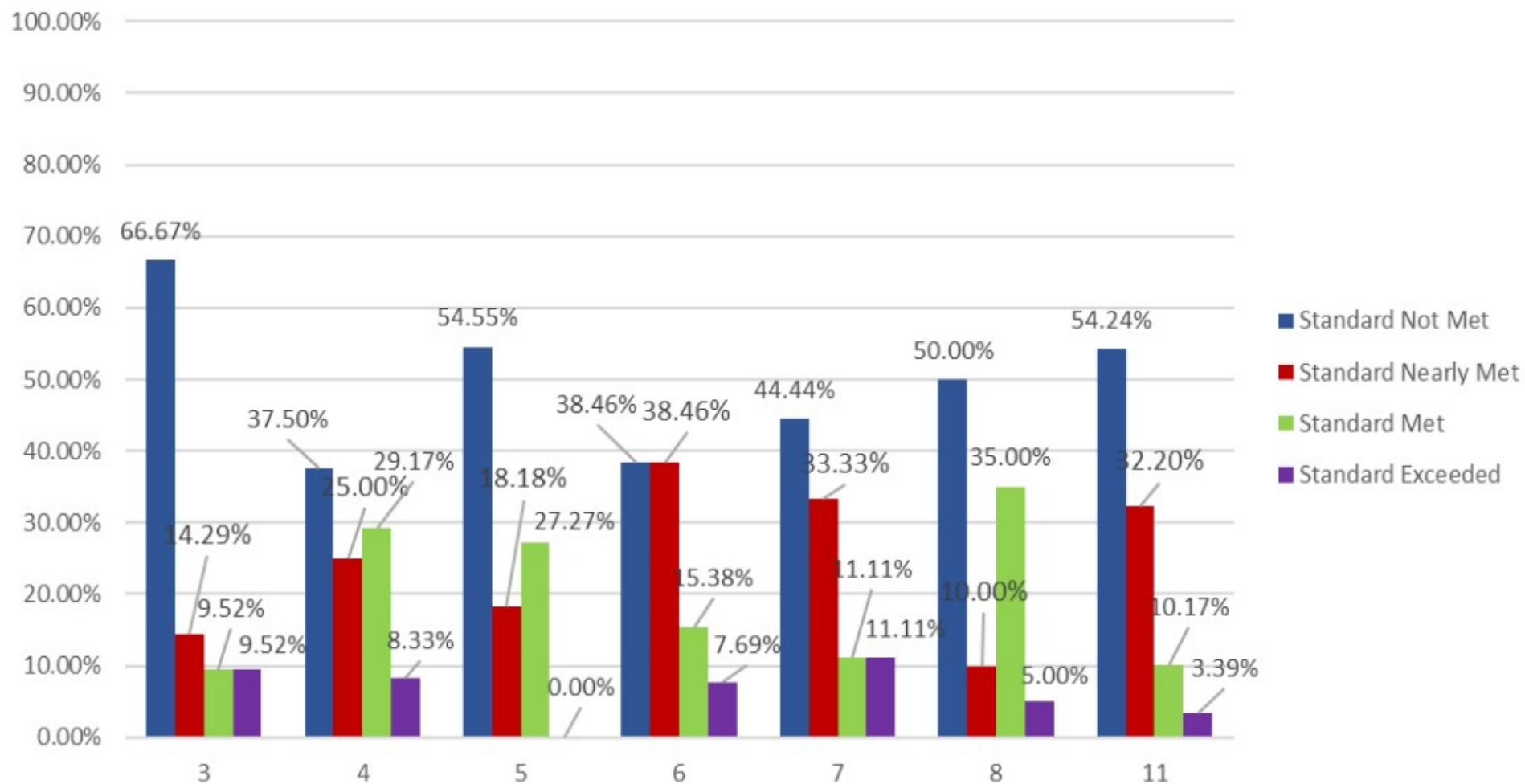
Involvement Process for Site Plan and Annual Update

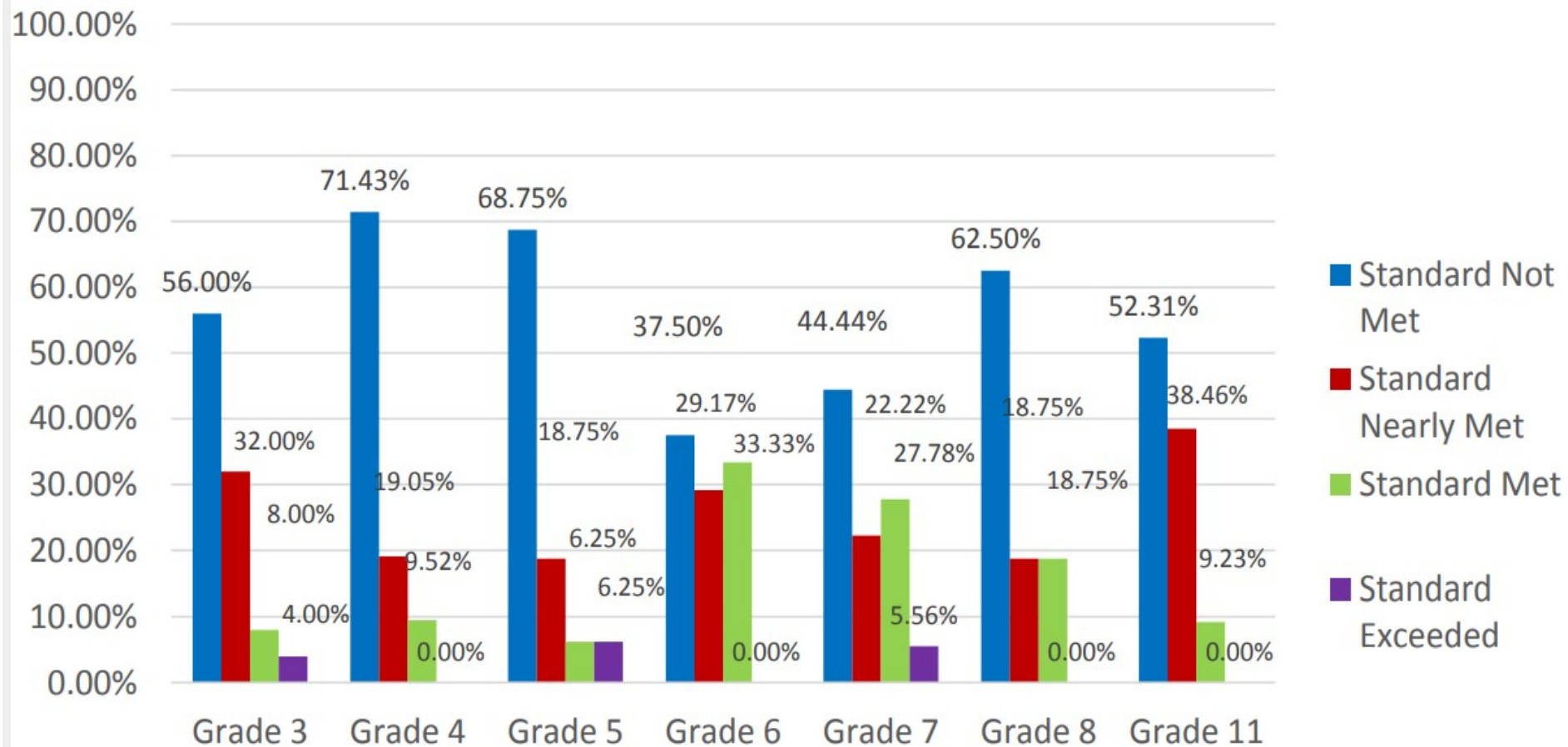
LCAP Meetings and/or Public Hearings:

- **W.E.B. DuBois Staff PLC's:** 5/9/2019, 12/5/2018, 11/14/2018, 11/7/2019
- **W.E.B. DuBois Student, Parent, and Staff:** 1/30/2019, 2/28/2019, 3/14/2019, 5/15/2019,
- **Parent Advisory Council and DELAC:** 2/21/2019, 4/3/2019, 5/15/2019, 5/23/2019, 5/30/2019
- **School Site Council:** 11/8/2018, 2/21/2018, 4/4/2019, 5/5/2019, 5/23/2019, 5/30/2019
- **Agape Board of Directors LCAP Meetings:** December 14, 2018 Board Goals Set. Aligned to LCAP, February 25, 2019, 5/13/2019, 5/20/2019, LCAP Public Hearing/Comments May 30, 2019, LCAP Final Adoption June 3, 2019

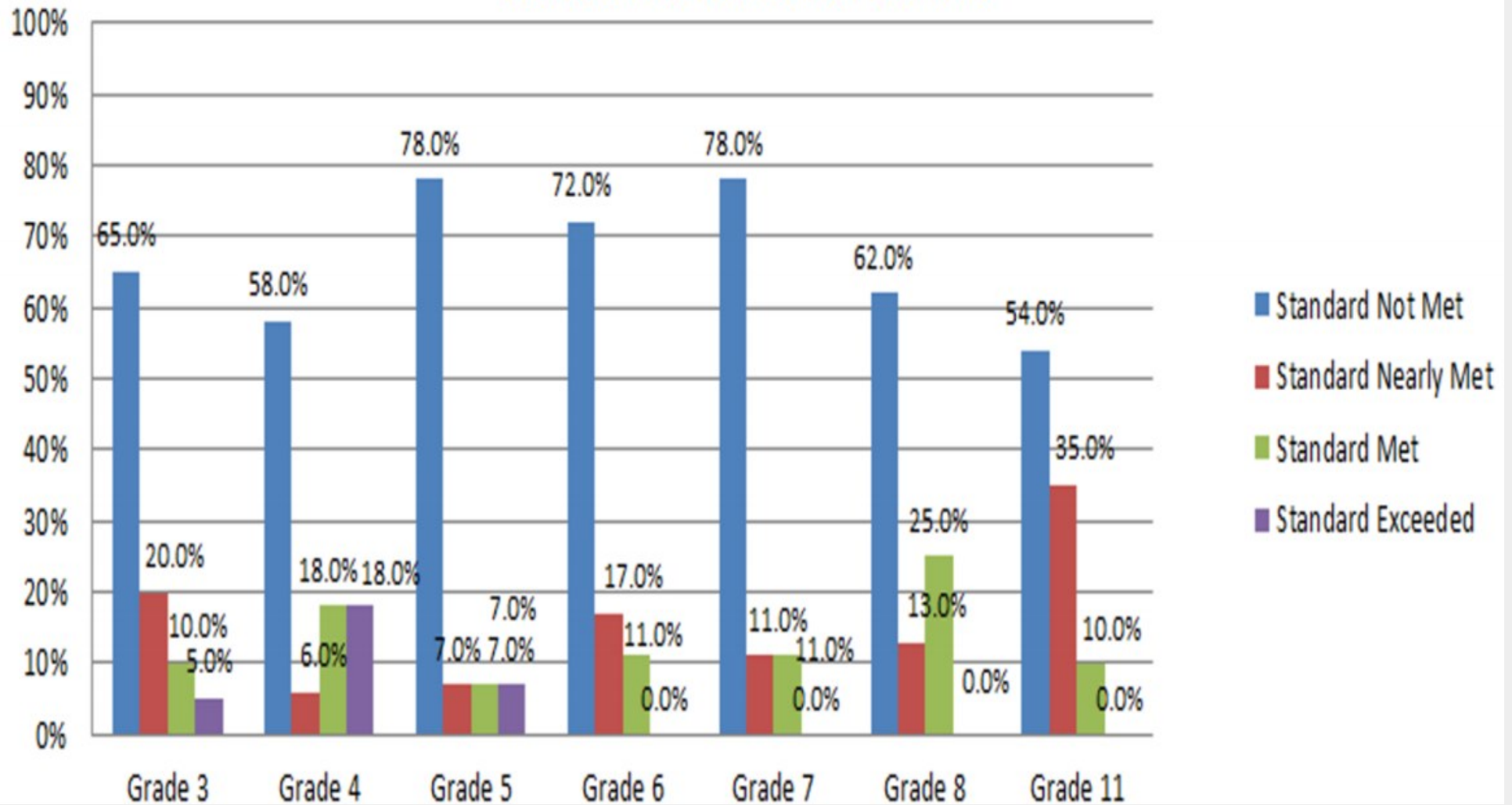
School Wide Data and Evidence/ Analysis

2017-2018 Smarter Balanced ELA Performance



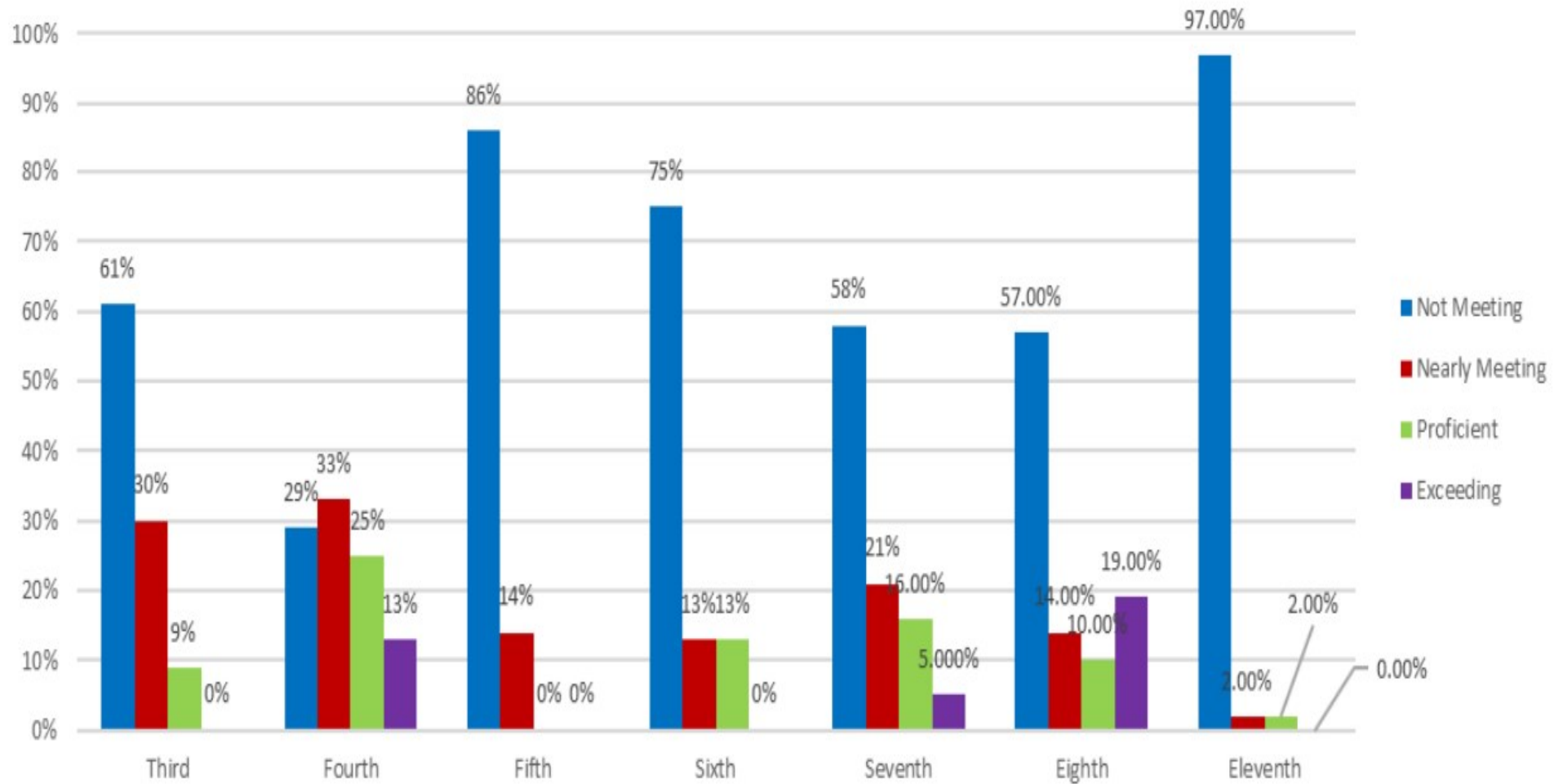
2016-2017 Smarter Balanced ELA Performance

2015-16 Smarter Balanced ELA Performance

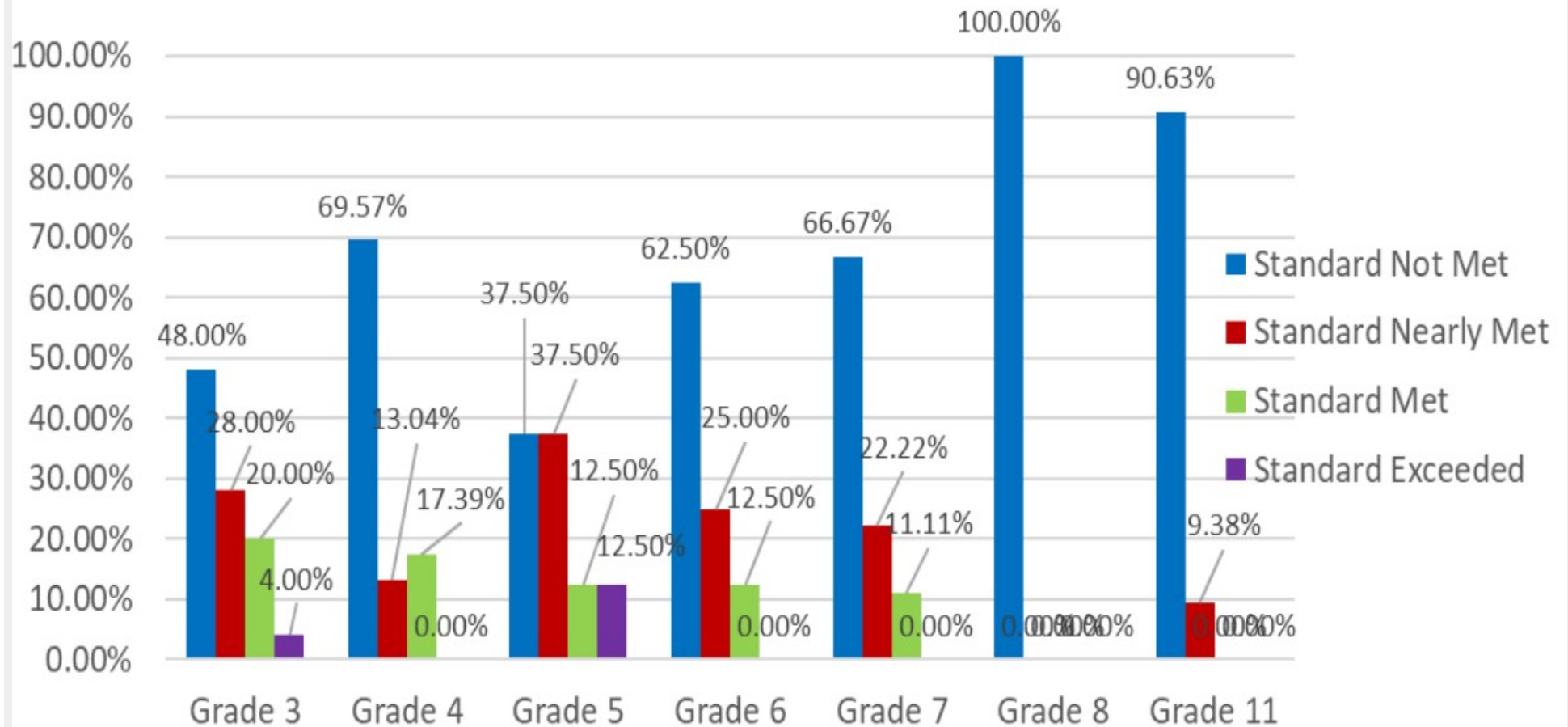


All 2017- 2018 Data is Preview Statistical Estimations. Final SBAC and CASP Data for 2017-2018 has not been finalized at this time.

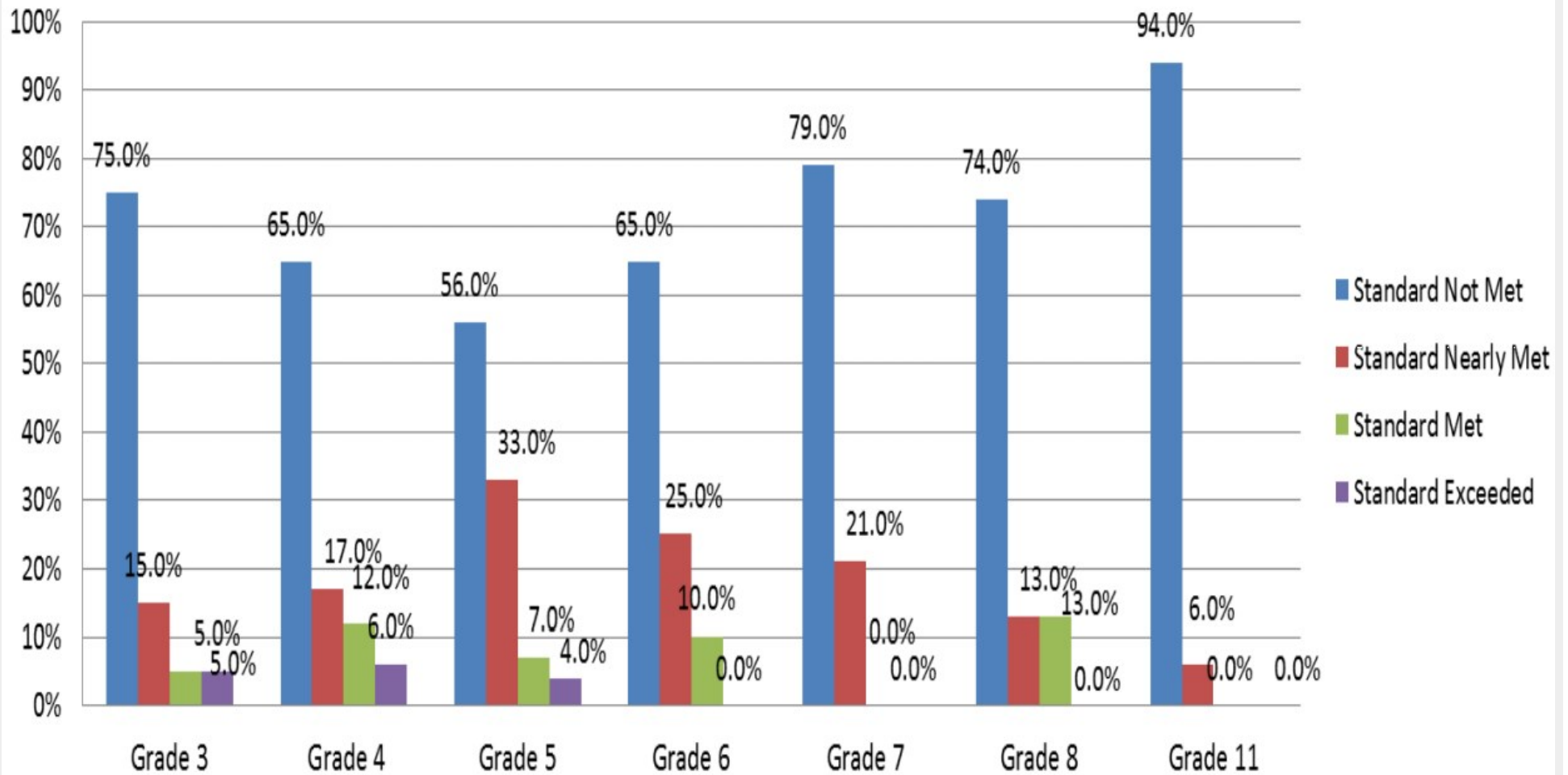
2017-2018 Smarter Balance Math Performance



2016-2017 Smarter Balanced Math Performance

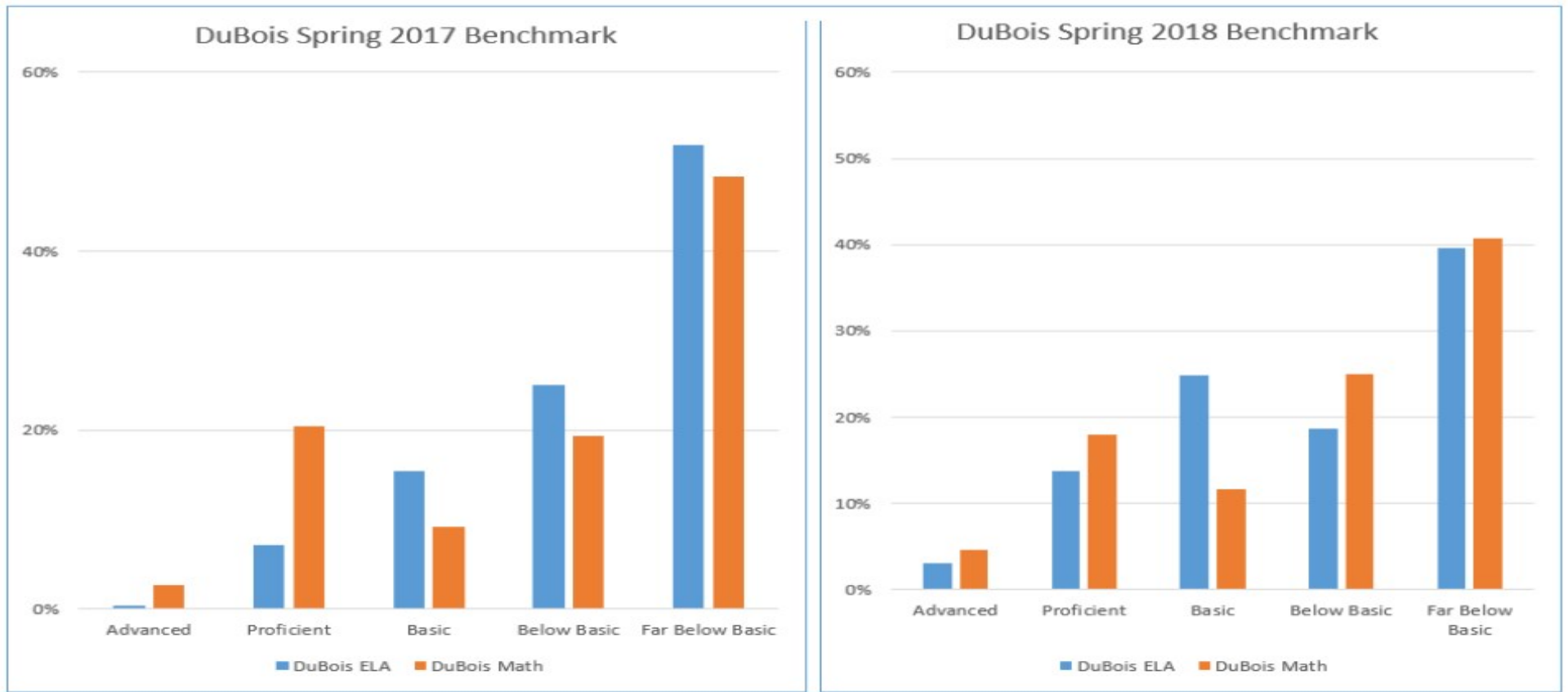


2015-16 Smarter Balanced Math Performance



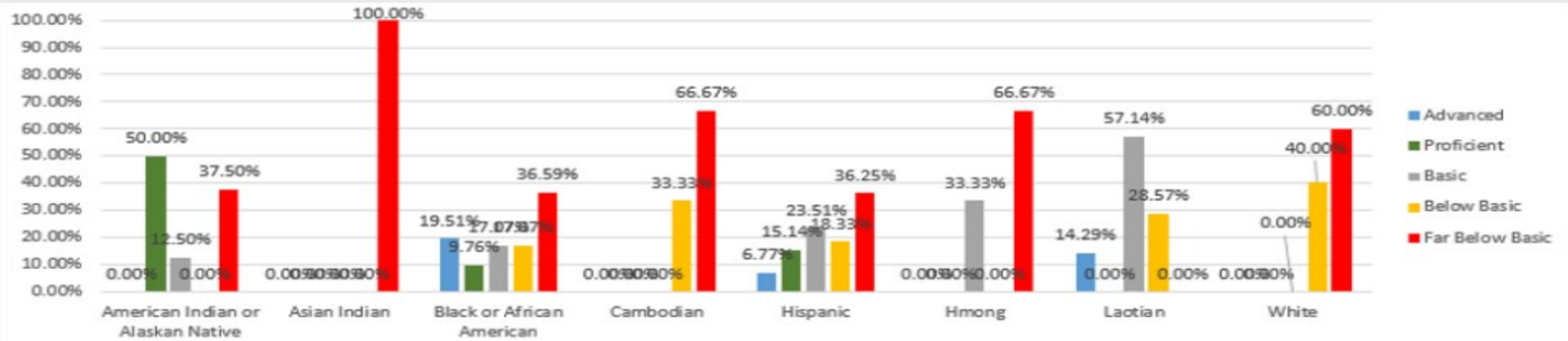
Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that 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

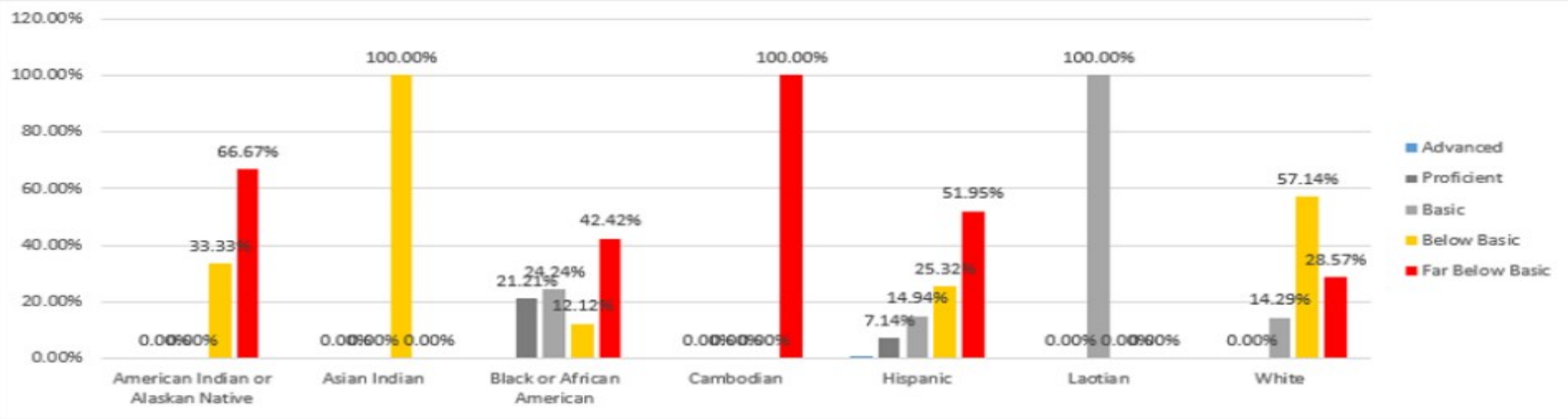


Proficiency levels by Subgroups 2016-2018 ELA Dubois

17-18 DuBois ELA

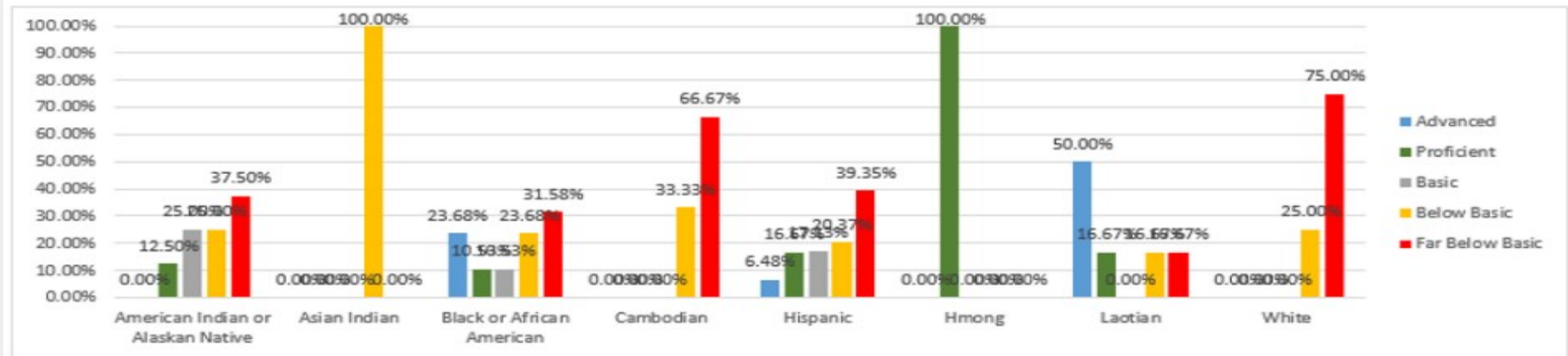


16-17 DuBois ELA

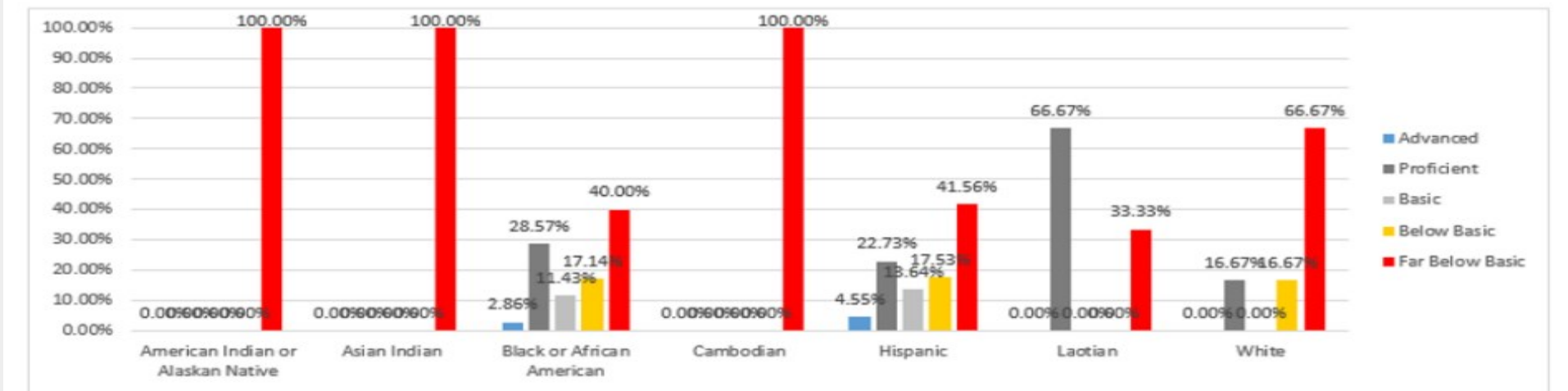


Proficiency levels by Subgroups 2016-2018 Math Dubois

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?

Progress Toward Action Goals as outlined in the Self Study:

California Dashboard Information W.E.B Dubois Charter School

Academic Performance

CAASPP ELA Comparison Data

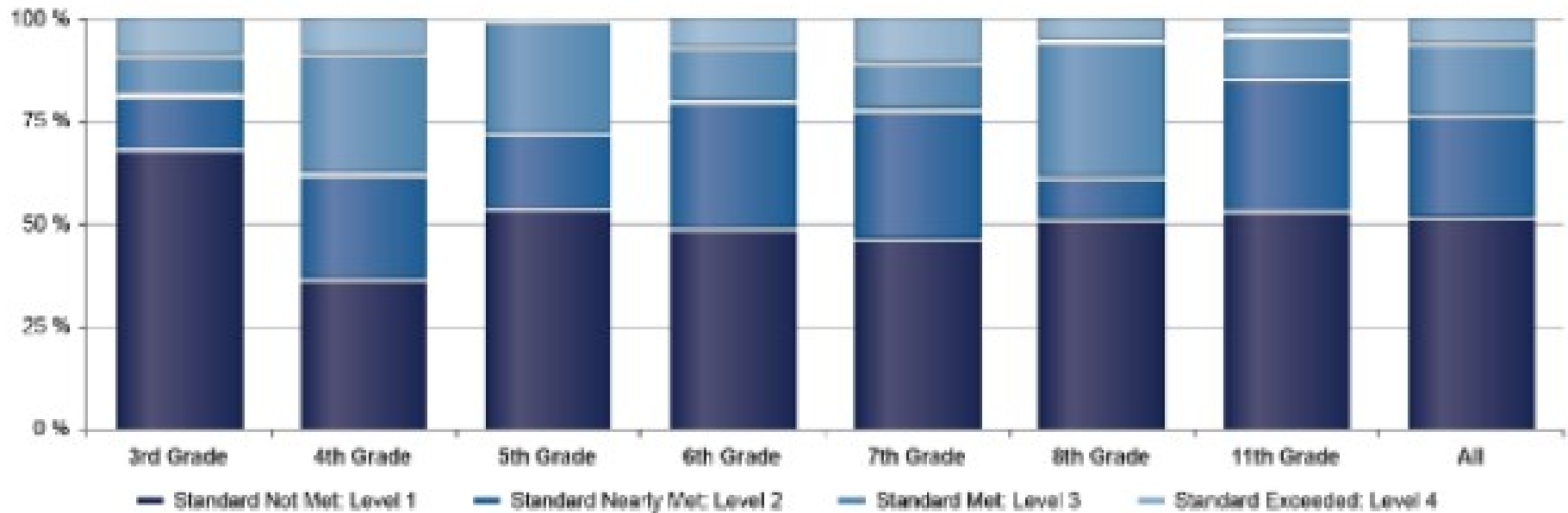
School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2015-2016	67%	18%	11%	4%
2016-2017	54.74%	29.47%	14.21%	1.58%
2017-2018	52.72%	24.47%	17.39%	5.43%
Cumulative Average	58.15% (Average Decrease of 7.14 % average)	23.98% (Average Growth of 3.235%)	14.2% (Average Growth of 3.175%)	3.67% (Average Growth of .715%)

The following describes the three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress for English language arts. Students meeting and exceeding standards have grown over the past three years. During the 2015-2016 school year the students meeting standards in English language arts were 11%, and 4% for exceeding standards. In comparison to the 2017-2018, the percentage of students meeting standards grew to 17.39%, and 3.67% for students exceeding standards. This is also reflective with the amount of students not meeting standards. In 2016 the amount of students not meeting standards were 67%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 58.17%. With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at W.E.B Dubois Charter School have made significant gains towards mastering common core English language arts standards. Information provided by the California Dashboard indicated significant increases in English language academic performance of 12.5 points.

Smarter Balanced Results (2018)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



CAASPP Math Comparison Data

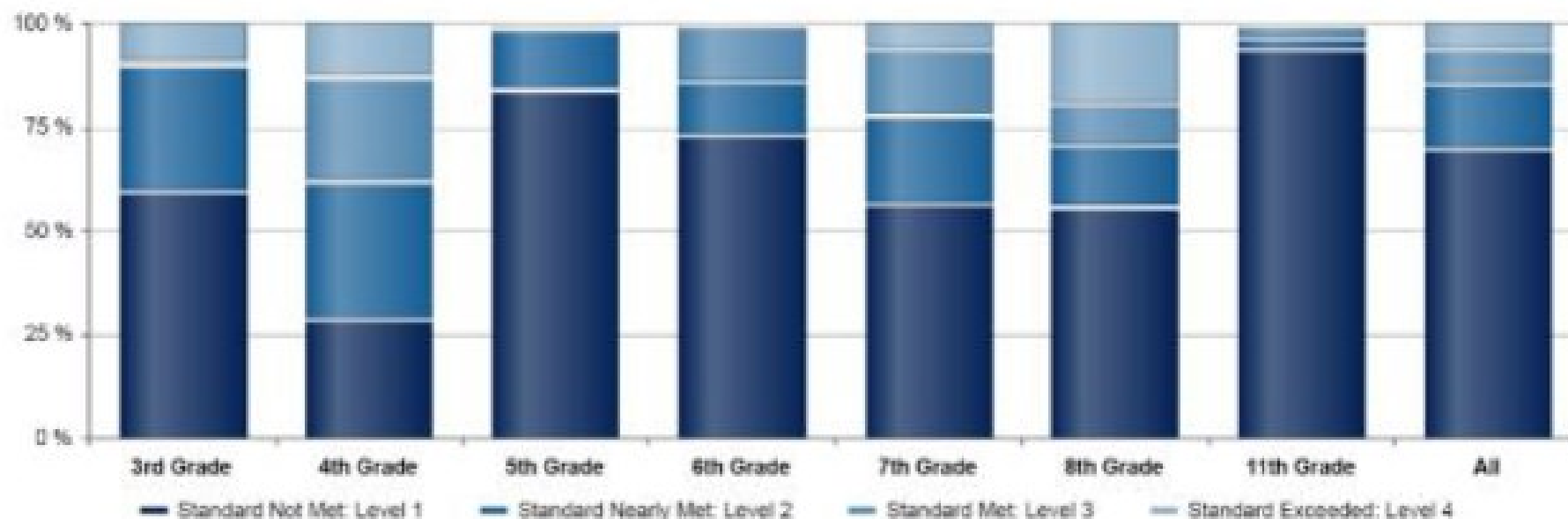
School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2015-2016	76%	17%	5%	2%
2016-2017	72.73%	17.11%	8.56%	1.6%
2017-2018	71.58	15.43%	7.86%	5.46%
Cumulative Average	73.46% (Average Decrease of 2.21%)	16.51% (Average Decrease of .785%)	7.14% (Average Growth of 1.43%)	3.02% (Average Growth of 1.73%)

The following describes the three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress for mathematics. Students meeting and exceeding standards have grown over the past three years. During the 2015-2016 school year the students meeting standards in mathematics were 5%, and 2% for exceeding standards. In comparison to the 2017-2018, the percentage of students meeting standards grew to 7.86%, and 5.46% for students exceeding standards. This is also reflective with the amount of students not meeting standards. In 2016 the amount of students not meeting standards were 76%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 71.58%. With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at W.E.B Dubois Charter School have made gains towards mastering common core mathematics standards. Information provided by the California Dashboard indicated in math that we maintained, this is a focus area and have mobilized resources to address this area for the 2018-2019 school year. The following math supports have been implemented school wide:

Khan Academy	Edgenuity Math Credit Recovery	One on One Tutoring with Differentiated Instruction	UC Scout A-G Math Course Supplementation
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MATHEMATICS

Achievement Level Distribution



English Learner Initials

Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Tested	20	*	*	*	*	*	*	*	*	*	*	19	24	144
Mean Scale Score - Overall	1449.0	*	*	*	*	*	*	*	*	*	*	1557.9	1557.2	N/A
Mean Scale Score - Oral Language	1480.7	*	*	*	*	*	*	*	*	*	*	1583.7	1579.6	N/A
Mean Scale Score - Written Language	1375.2	*	*	*	*	*	*	*	*	*	*	1551.6	1554.1	N/A

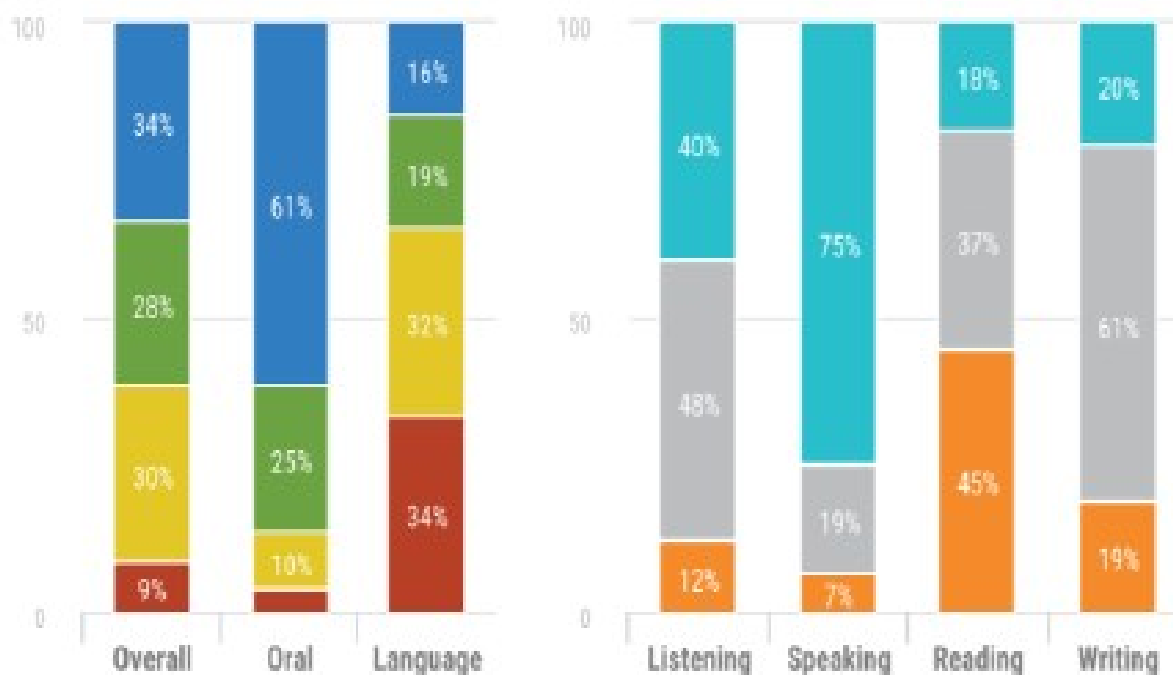
English Learner Progress

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	34	41	61	75	32	39
Level 3	28	34	25	30	34	41
Level 2	30	36	10	12	34	41
Level 1	9	11	4	5	34	41

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	40	49	75	91	18	22	20	25
Somewhat/Moderately	48	58	19	23	37	45	61	74
Beginning	12	15	7	8	45	55	19	23

# Tested		122
Overall Average	PL	3
	SS	1540
Oral Average	PL	3
	SS	1540
Listening Average	PL	2
Speaking Average	PL	3
Written Average	PL	2
	SS	1510
Reading	PL	1
Writing	PL	2

Number of Students at Each Level



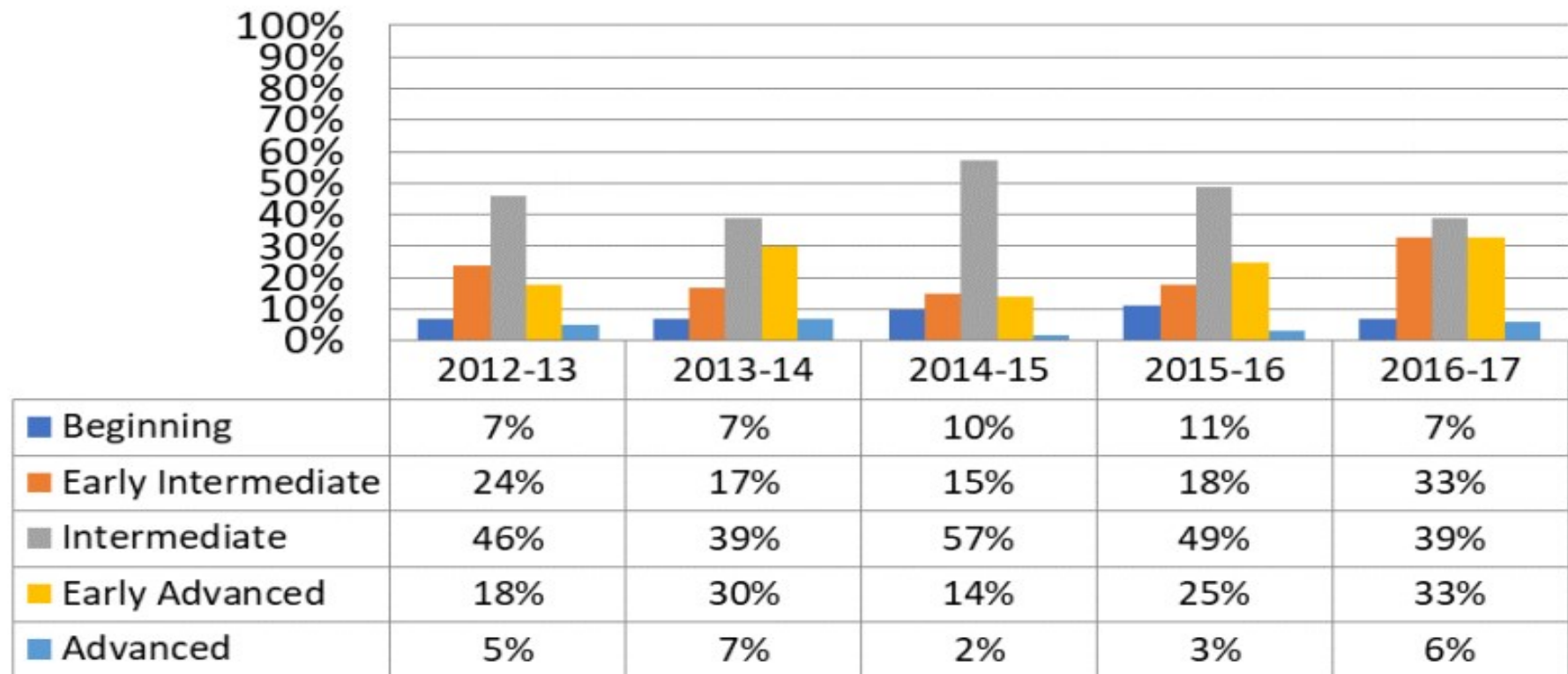
The number of WEB Dubois students tested during the 2017-2018 Summative ELPAC assessment was 122 students. Overall, 34% of students performed at a level 4, the Well-developed Performance Level. 28% of students performed a level 3, the Moderately-developed Performance level. 30% of students performed at a level 2, the Somewhat-developed Performance level. Finally, 9% of students scored at the Beginning Performance Level of 1.

The overall performance level of the students at WEB Dubois was at a level 3, Moderately-developed, with a scale-score of 1540. In the category of Oral Language (Reading and Speaking), students scored at the performance level of 3, Moderately-developed, with the scale score of 1540. In the category of Written Language (Reading and Writing), students scored at the Performance level 2, Somewhat-developed with a scale score of 1510.

Overall 91% of students at WEB DuBois students made progress towards mastery of English Language proficiency as only 9% of students scored at the Beginning Performance Level.

CELDT Proficiency Levels- DuBois

Proficiency Levels 2013-2017



College and Career

Information from the California Dashboard indicated that we maintained with the percentage of students who are college and career prepared. Due to the unique nature of our student demographic, we have mobilized resources towards providing opportunities for students to become college and career ready for the 2018-2019 school year. We currently provide career technical education courses via our Edgenuity platform, where students can access their coursework at any time in order to complete this requirement. Other opportunities for students to participate in college and career preparatory courses have been provided through the Agape College of

Business and Sciences, where students are dually enrolled in a career pathway of their choice (please see ACBS course offerings provided to high school students in the appendix).

Implementation of Academic Standards

W.E.B Dubois Charter public school has met the requirement of implementing academic standards, as indicated on the California Dashboard (please see California Dashboard Data Index in appendix)

Chronic Absenteeism

Chronic Absenteeism has decreased significantly at W.E.B Dubois Charter School. Student attendance for grades 9-12 are based on their work completion, as regulated by education code for independent studies program. Chronic Absenteeism has decreased by 4.2%. To continue this decline during the 2018-2019 school year, we have mobilized resources to provide ample opportunities for students to attend school on a frequent basis to receive support and one on one tutoring, to complete assignments to continue the decrease in chronic absenteeism. Currently, the chronic absenteeism rate has decreased to 25% (please see WEB Dubois Dashboard Data in the appendix).

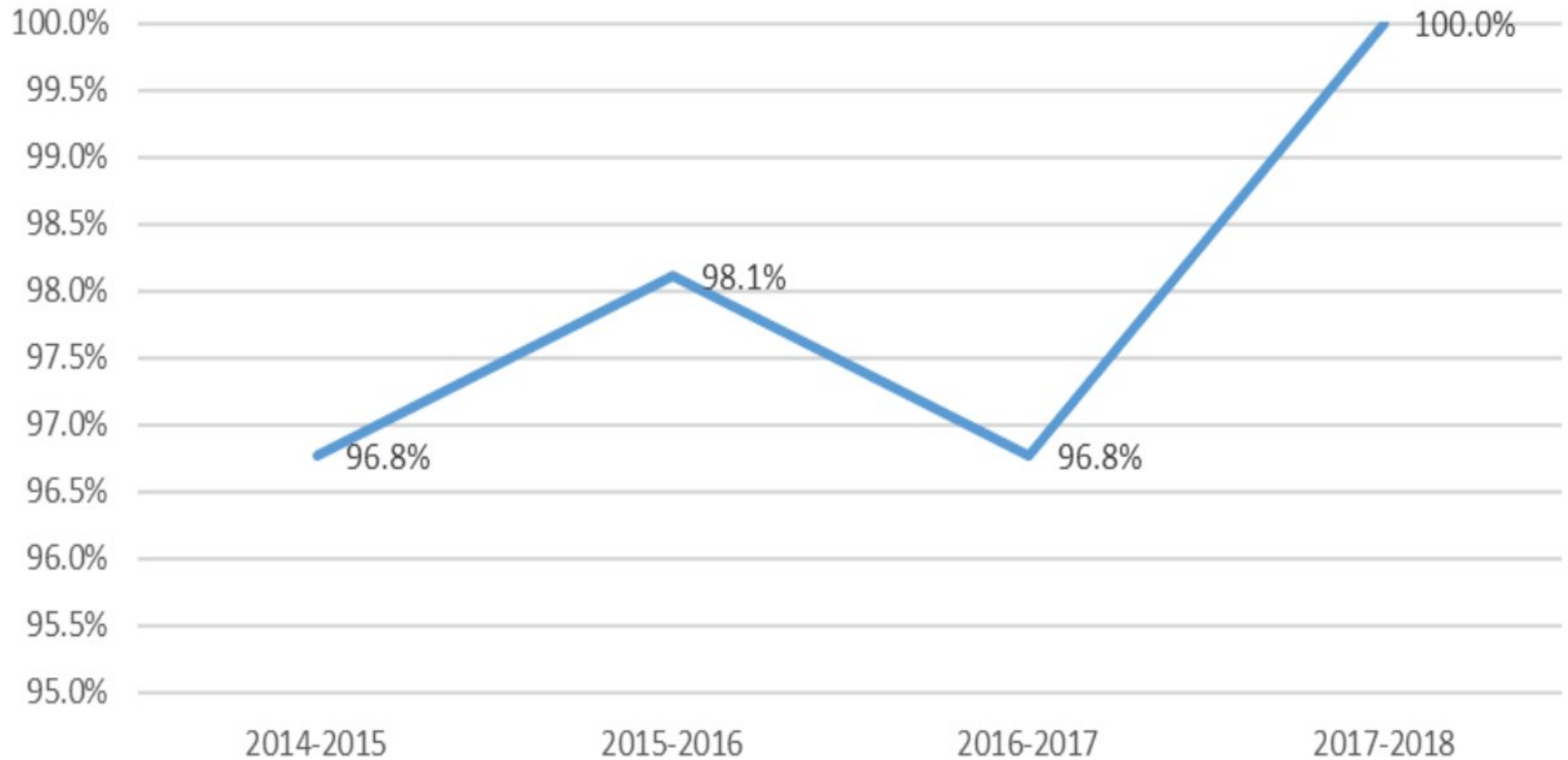
High School Graduation

W.E.B. DuBois Public Charter Graduation Data									
Class Of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Other Transfers	Other Transfers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate
2017-18	67	19	28.4%	7	10.4%	13	19.4%	28	41.8%
2016-17	69	11	15.9%	25	36.2%	8	11.6%	25	36.2%
2015-16	68	26	38.2%	19	27.9%	NA	NA	23	33.8%
2014-15	64	14	21.9%	14	21.9%	NA	NA	36	56.3%
2013-14	71	19	26.8%	24	33.8%	NA	NA	28	39.4%

There was a significant increase in the graduation rate as noted on the California Dashboard. Students that enter our program are traditionally behind by 2 years on average, which negatively impacts graduation rates, when considering cohort data. Definitions of graduation cohorts are based on on-time original graduation year of students enrolling in our school. This proves to be difficult as our target population serves students that are truant and traditionally are behind on credits and not on target to graduate upon enrollment. With this unique dynamic, WEB Dubois Charter school had an increase in graduation rate by 59% indicated on the California Dashboard. Students at our school continue with us until they graduate, which when controlling for cohort graduation, the graduation rate increases significantly (please see Credit Eligible Graduation Rate). Students are provided a broad range of courses to accomplish this goal, and W.E.B Dubois Charter School has met this requirement (please see Dashboard Academic Engagement Data in the appendix)-

W.E.B. DuBois Credit Eligible Graduation Rate				
Year	Credit Eligible	Graduates	Drops	Credit Eligible Graduation Rate
2014-2015	31	30	1	96.8%
2015-2016	53	52	1	98.1%
2016-2017	31	30	1	96.8%
2017-2018	46	46	0	100.0%

W.E.B. DuBois Credit Eligible Graduation Rate



Conditions and Climate

Student suspended at W.E.B Dubois Charter School has decreased over time. According to the California Dashboard, suspensions has decreased by 6.2%, placing the suspension rate to 5.2% (please see suspension and expulsion rate chart in the appendix). By instituting a positive behavior interventions and support, W.E.B Dubois Charter School has been able to maintain an expulsion rate of 0%. For the local indicators for Basics: Teachers, Instructional Materials, Facilities; Parent Engagement; and Local Climate Survey, our school site met standard. This is reflective of the continued interventions put in place at W.E.B. Dubois Charter School (please see Dashboard Conditions and Climate Data in the appendix).

W.E.B. DuBois Public Charter							
Suspension Rates							
Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Expulsion Rate
2013-2014	547	92	55	10.1%	58.2%	41.8%	0.0%
2014-2015	499	75	44	8.8%	70.5%	29.5%	0.0%
2015-2016	561	142	71	12.7%	57.7%	42.3%	0.0%
2016-2017	510	116	59	11.6%	49.2%	50.8%	0.0%
2017-2018	483	35	25	5.2%	76.0%	24.0%	0.0%
Expulsion Rate							
Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate			
2017-2018	483	0	0	0.0%			
2016-2017	510	0	0	0.0%			
2015-2016	561	0	0	0.0%			
2014-2015	499	0	0	0.0%			
2013-2014	547	0	0	0.0%			

IMPACT ON LCAP AND ANNUAL UPDATE

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

Our School Site Council Meetings impacted the LCAP by:

Providing a network of collaboration between students, teachers, administrators, and parents.

Allowing a forum for all stakeholders to share their ideas, suggestions, and questions about our CSI and School Site Goals for the school year.

Engaging parents and teachers with data-driven conversations and sharing assessment results to evaluate our goals.

Giving accountability to metrics and goals that are highlighted in our LCAP and providing our School Site Council with updates throughout the year.

Targeting our school needs, including student populations such as Socio-Economically Disadvantaged, Foster Youth, Homeless, and English Learners, and communicating our specific plans, resources and interventions for these students.

> 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.

>> GOAL 1

Modified

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

The following describes the three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress for English language arts. Students meeting and exceeding standards have grown over the past three years. During the 2015-2016 school year the students meeting standards in English language arts were 11%, and 4% for exceeding standards. In comparison to the 2017-2018, the percentage of students meeting standards grew to 17.39%, and 3.67% for students exceeding standards. This is also reflective with the amount of students not meeting standards. In 2016 the amount of students not meeting standards were 67%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 58.17%. With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at W.E.B Dubois Charter School have made significant gains towards mastering common core English language arts standards. Information provided by the California Dashboard indicated significant increases in English language academic performance of 12.5 points.

CAASPP ELA Comparison Data

School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2015-2016	67%	18%	11%	4%
2016-2017	54.74%	29.47%	14.21%	1.58%
2017-2018	52.72%	24.47%	17.39%	5.43%
Cumulative Average	58.15% (Average Decrease of 7.14 % average)	23.98% (Average Growth of 3.235%)	14.2% (Average Growth of 3.175%)	3.67% (Average Growth of .715%)

The following describes the three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress for

mathematics. Students meeting and exceeding standards have grown over the past three years. During the 2015-2016 school year the students meeting standards in mathematics were 5%, and 2% for exceeding standards. In comparison to the 2017-2018, the percentage of students meeting standards grew to 7.86%, and 5.46% for students exceeding standards. This is also reflective with the amount of students not meeting standards. In 2016 the amount of students not meeting standards were 76%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 71.58%. With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at W.E.B Dubois Charter School have made gains towards mastering common core mathematics standards. Information provided by the California Dashboard indicated in math that we maintained, this is a focus area and have mobilized resources to address this area for the 2018-2019 school year.

CAASPP Math Comparison Data

School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2015-2016	76%	17%	5%	2%
2016-2017	72.73%	17.11%	8.56%	1.6%
2017-2018	71.58	15.43%	7.86%	5.46%
Cumulative Average	73.46% (Average Decrease of 2.21%)	16.51% (Average Decrease of .785%)	7.14% (Average Growth of 1.43%)	3.02% (Average Growth of 1.73%)

The following math supports have been implemented school wide:

Khan Academy	Edgenuity Math Credit Recovery	One on One Tutoring with Differentiated Instruction	UC Scout A-G Math Course Supplementation
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2018-2019 ELA					
Grades	Not Met	Nearly Met	Met Standards	Exceeded	
Third Grade	50.0%	17.0%	21.0%	13.0%	
Fourth Grade	33.0%	40.0%	13.0%	13.0%	
Fifth Grade	38.0%	29.0%	21.0%	13.0%	
Sixth Grade	48.0%	26.0%	26.0%	0.0%	
Seventh Grade	22.0%	44.0%	22.0%	11.0%	
Eighth Grade	46.0%	17.0%	29.0%	8.0%	

Eleventh Grade	43.0%	32.0%	14.0%	11.0%	
The 2018-2019 ELA Preliminary SBAC Scores reflect that 30.6% of students school-wide scored meeting or exceeding standards.					

2018-2019 MATH					
Grades		Not Met	Nearly Met	Met Standards	Exceeded
Third Grade		63.0%	21.0%	17.0%	0.0%
Fourth Grade		20.0%	53.0%	20.0%	7.0%
Fifth Grade		54.0%	25.0%	13.0%	8.0%
Sixth Grade		75.0%	26.0%	0.0%	0.0%
Seventh Grade		68.0%	11.0%	21.0%	0.0%
Eighth Grade		58.0%	17.0%	13.0%	13.0%
Eleventh Grade		90.0%	6.0%	0.0%	3.0%
The 2018-2019 Math Preliminary SBAC Scores reflect that 16.4% of students schoolwide scored meeting or exceeding standards.					

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
ELA SBAC	10% meet/exceed standards	23.73% meet/exceed standards	30% meet/exceed standards	35% 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	33% 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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
<p>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.</p> <p>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</p> <p>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.</p> <p>4. Technology Upgrades to add instructional</p>	<p>1. Targeted intervention through After-School Intervention and Online Learning Resources. a. Students needing additional academic support attended 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. a. Workshops and in-class support was provided by the following consultants and vendors: i. Fresno County Office of Education ii. Tools 4 Teachers iii. Achieve3000</p> <p>3. Adoption of 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 adopted</p>	<p>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.</p> <p>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</p> <p>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</p>

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.

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.

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.Desktop computers were 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 Accelerated Math computer adaptive programs were used to provide individualized intervention.

6. After-School program Foundational intervention class.

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

7. In-School Foundation intervention classes.

a.The in-school intervention class was expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.

TIMELINE

Goal 1, Action 1 planned actions/services to be monitored and updated by Spring 2019.

RESPONSIBLE STAFF

1. School Administration – Principal, Ed Coordinator
- a.Lead Teachers
2. Agape Board
3. School Site Curriculum Committee
4. Classroom Teachers

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.

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	2017-2018	2018-2019	2019-2020
Amount	\$1,903,545	\$2,059,022	\$1,863,349
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: \$1,116,351 LCFF Sup./Conc.\$467,885 Title I: \$127,167 Title II : \$12,574 After School Grant: \$139,372
Budget Reference	8011, 8012, 8290, 8550, 8315	8011, 8012, 8290, 8550, 8315	8011, 8012, 8290, 8550, 8315

ACTION 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
1. Use EdJoin and other online job portals to recruit and interview highly qualified teachers.	1. Used EdJoin and other online job portals were used to recruit and interview highly qualified teachers.	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.
 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.

a. Job boards such as EdJoin.org was utilized to recruit highly qualified teachers and staff.
 b. Hosted a Job Fair.
 2. Worked to offer competitive salary maintain high quality teachers.
 a. Offered competitive salaries in order to attract and retain teachers in the areas of Math and Science.
 3. Offered opportunities for teacher leadership and career advancement. Including:
 a. Lead Teachers
 b. Professional Development/Workshops/Conferences
 c. Participation in Focus Groups
 4. Provided mentoring and coaching for new teachers.
 a. New teachers participate in the BTSA/FCOE New Teacher Induction Program
 b. Ensured coaching was assigned to coach and support new teachers
 5. Teachers were provided ongoing Professional Development
 a. Professional Development opportunities included (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.

TIMELINE

Goal 1, Action 2- planned actions/services to be monitored and updated by Spring 2019.

RESPONSIBLE STAFF

1. Central Office-Human Resources, Superintendent, Assistant Superintendent
2. School Administration- Principal Vice Principal Ed Coordinator

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.
 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.

BUDGETED EXPENDITURES			
Year	2017-2018	2018-2019	2019-2020
Amount	\$634,636	\$686,341	\$414,070
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: \$204,943 LCFF Sup./Conc.: \$155,961 Title I : \$42,422 Title II : \$4,191 Mandate Funds: \$6553
Budget Reference	8011, 8012, 8290, 8550, 8315	8011, 8012, 8290, 8550, 8315	8011, 8012, 8290, 8550, 8315

>> GOAL 2

Unchanged

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 1,2,4

Local Priorities:

Identified Need:

The number of WEB Dubois students tested during the 2017-2018 Summative ELPAC assessment was 122 students. Overall, 34% of students performed at a level 4, the Well-developed Performance Level. 28% of students performed a level 3, the Moderately-developed Performance level. 30% of students performed at a level 2, the Somewhat-developed Performance level. Finally, 9% of students scored at the Beginning Performance Level of 1.

The overall performance level of the students at WEB Dubois was at a level 3, Moderately-developed, with a scale-score of 1540. In the category of Oral Language (Reading and Speaking), students scored at the performance level of 3, Moderately-developed, with the scale score of 1540. In the category of Written Language (Reading and Writing), students scored at the Performance level 2, Somewhat-developed with a scale score of 1510.

Overall 91% of students at W.E.B. DuBois students made progress towards mastery of English Language proficiency as only 9% of students scored at the Beginning Performance Level.

English Learner Progress

Performance Level	Overall		Oral		Written			
					Listening		Speaking	
	%	#	%	#	%	#	%	#
Level 4	34	41	61	75	32	39		
Level 3	28	34	25	30	34	41		
Level 2	30	36	10	12	34	41		
Level 1	9	11	4	5	34	41		

Performance Level	Oral		Written			
	Listening		Speaking		Reading	
	%	#	%	#	%	#
Well Developed	40	49	75	91	18	22
Somewhat/Moderately	48	58	19	23	37	45
Beginning	12	15	7	8	45	55

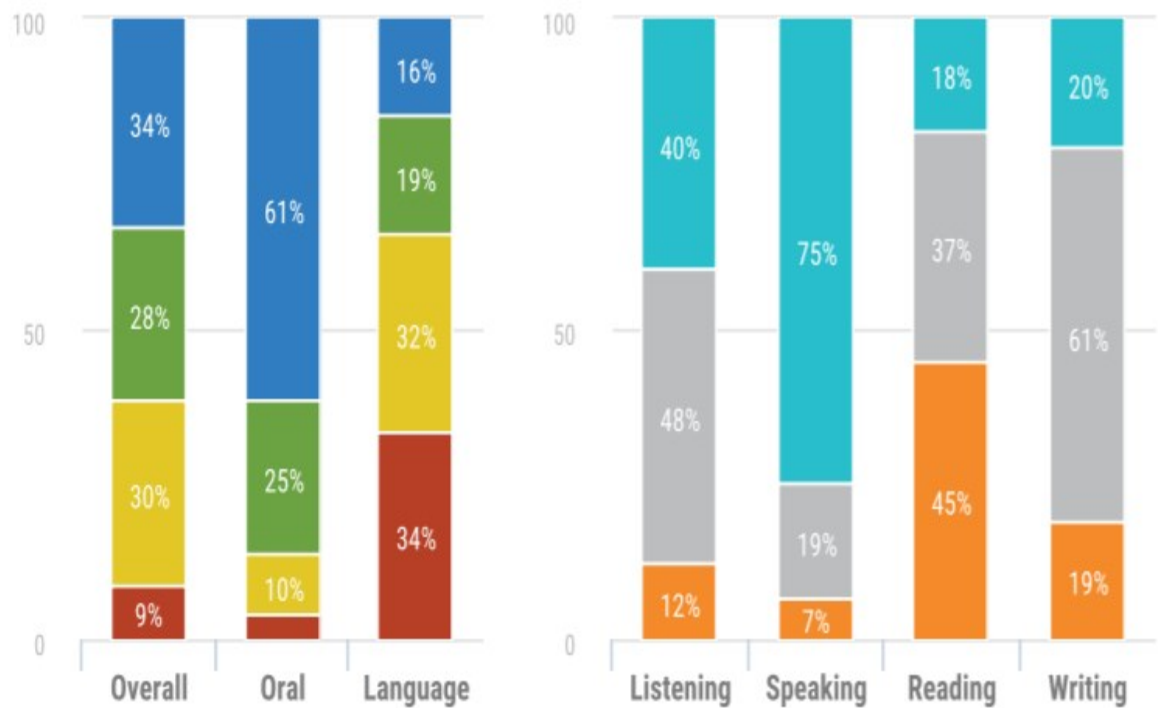
Tested

122

Number of Students at Each Level

Overall Average	PL	3
	SS	1540
Oral Average	PL	3
	SS	1540
Listening Average	PL	2
Speaking Average	PL	3
Written Average	PL	2
	SS	1510
Reading	PL	1
Writing	PL	2

NUMBER OF STUDENTS AT EACH LEVEL



EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
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%
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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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
Specific Student Group(s):EL	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 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. 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.	1. Implemented 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 Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.	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. 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.

2. Adopted and purchased 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 were built into the master schedule to support English language development.

TIMELINE

Goal 2, Action 1 planned actions/services to be monitored and updated by Spring 2019.

RESPONSIBLE STAFF

1. School Administration- Principal Vice Principal Ed Coordinator
2. Central Office Administration and School Administration
3. School Administration and Guidance Counselors

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	2017-2018	2018-2019	2019-2020
Amount	\$282,013	\$309,596	\$402,788
Source	LCFF Base: \$198,639 Lottery Unrestricted: \$53,314 Mandate Funds: \$30,060	LCFF Base: \$224,036 Lottery Unrestricted: \$55,500 Mandate Funds: \$30,060	LCFF Base: \$248,078 LCFF Supp/Con:\$103,974 Lottery Unrestricted: \$50,736
Budget Reference	8011, 8012, 8310, 8550	8011, 8012, 8310, 8550	8011, 8012, 8310, 8550

>> GOAL 3

Unchanged

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 Priorities: 1,2

Local Priorities:

Identified Need:

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,

Continue to support our certificated staff to implement the Common Core Standards through coaching, training, and data-driven discussions through PLC's- Professional Learning Communities with teachers and meetings with administration.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Teacher LCAP Survey	74.1% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards. 78.6% of teachers agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning. 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.	53.34% Long-Term teachers have expressed confidence in their skills and materials to implement the Common Core standards. 80.56% of teachers agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning. 91.67% of teachers agree or strongly agree that W.E.B.	95.23% Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards. 61.91% of teachers will agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning. 65% of teachers will agree or strongly agree that	75% Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards. 93% of teachers will agree or strongly agree that W.E.B. DuBois has adequate instructional supplies to support student learning. 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.	W.E.B. DuBois provides textbooks and instructional materials to meet the needs of all students.	DuBois provides textbooks and instructional materials to meet the needs of all students.
Teacher PD Survey	68% Teachers reported that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication	72% Teachers reported that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication	90.48% Teachers will report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication	93% Teachers will report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication

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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
1. Continue comprehensive professional development agreement with Fresno County Superintendent of	1. Continued comprehensive professional development agreement with Fresno County Office of Education.	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 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.

a. Fresno County of Education was contracted to provide the following services:

i. 11 Professional Development Days

ii. 14 In-Class Coaching Days

2. Offered additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.

a. This includes:

i. Center for College & Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD

ii. Achieve3000 program, PD, and in-class coaching

iii. Accelerated Math program and PD

iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.

3. Maintained qualified support personnel including instructional technology support staff.

a. Additional qualified support personnel have been added during the 2015-16 school year.

4. Continued technology upgrades to add instructional technology resources to core subject classrooms.

a. Desktop computers were 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.

TIMELINE

Goal 3, Action 1 planned actions/services to be monitored and updated by Spring 2019.

RESPONSIBLE STAFF

1. Central Office Administration

2. School Administration- Principal Vice Principal Ed. Coordinator

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 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	2017-2018	2018-2019	2019-2020
Amount	\$87,436	\$97,071	\$124,526
Source	LCFF Base: \$70,108 Lottery (Restricted) : \$17,328	LCFF Base: \$79,071 Lottery (Restricted) : \$18,000	LCFF Base: \$87.557 LCFF Sup/Con : \$36,696
Budget Reference	8011, 8311	8011, 8311	8011, 8311

>> GOAL 4

Unchanged

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 Priorities: 3

Local Priorities:

Identified Need:

Continue to outreach to our families, parents, and the community to involve them and engage them in meetings, workshops, trainings, classes, events and activities that occur throughout the school year.

According to parent surveys, the following results were obtained.

96.77% of parents agree or strongly agree that their child feels safe at school.

94.64% of parents agree and strongly agree that W.E.B. DuBois students have access to standards-aligned textbooks and materials.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Parent Meeting Attendance	15%	18%	21%	25%
ELAC Meeting Attendance	15%	18%	21%	25%
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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
<p>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.</p> <p>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.</p> <p>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.</p>	<p>1. Supported 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.</p> <p>2. School Messenger Subscription. a. Subscriptions to School Messenger were 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. a. Food and other incentives were provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.</p> <p>TIMELINE Goal 4, Action 1 planned actions/services to be monitored and updated by Spring 2019.</p> <p>RESPONSIBLE STAFF 1. School Administration a. SSCs/ Guidance Counselors/ Registrars</p>	<p>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.</p> <p>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.</p> <p>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.</p>

2. Central Office
a. Principal

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$11,685	\$13,178	\$14,692
Source	LCFF Base: \$11,685	LCFF Base: \$13,178	LCFF Base: \$14,592 Title I: 100
Budget Reference	8011	8011	8011

>> GOAL 5

Unchanged

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 Priorities: 1

Local Priorities:

Identified Need:

Student suspended at W.E.B Dubois Charter School has decreased over time. According to the California Dashboard, suspensions has decreased by 6.2%, placing the suspension rate to 5.2% (please see suspension and expulsion rate chart in the appendix). By instituting a positive behavior interventions and support, W.E.B Dubois Charter School has been able to maintain an expulsion rate of 0%. For the local indicators for Basics: Teachers, Instructional Materials, Facilities; Parent Engagement; and Local Climate Survey, our school site met standard. This is reflective of the continued interventions put in place at W.E.B. Dubois Charter School (please see Dashboard Conditions and Climate Data in the appendix). Our current expulsion rate is 0.0% and we will continue to utilize our Restorative Practices with students/parents and Multi-Tiered Systems of Support/ PBIS model to support our students and staff.

W.E.B. DuBois Public Charter							
Suspension Rates							
Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Expulsion Rate
2013 - 2014	547	92	55	10.1%	58.2%	41.8%	0.0%
2014 - 2015	499	75	44	8.8%	70.5%	29.5%	0.0%
2015 - 2016	561	142	71	12.7%	57.7%	42.3%	0.0%

15 - 20 16				%			%
20 16 - 20 17	510	116	59	11.6 %	49.2%	50.8%	0.0 %
20 17 - 20 18	483	35	25	5.2%	76.0%	24.0%	0.0 %

Expulsion Rate				
Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2017-2018	483	0	0	0.0%
2016-2017	510	0	0	0.0%
2015-2016	561	0	0	0.0%
2014-2015	499	0	0	0.0%
2013-2014	547	0	0	0.0%

According to parent surveys the following results were obtained:
 93.62% of parents agree or strongly agree that the campus is clean.
 93.55% of parents agree or strongly agree that DuBois facilities are in good repair.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Student survey	<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>82.6% of students 'Agree' or 'Strongly Agree' that W.E.B. DuBois is a safe place to attend school.</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>76.14% of students will 'Agree' or 'Strongly Agree' that W.E.B. DuBois is a safe place to attend school.</p> <p>70.65% of students will Agree or Strongly Agree that W.E.B. DuBois facilities are clean and well maintained.</p> <p>78.9% of students will 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 W.E.B. DuBois is a safe place to attend school.</p> <p>93% of students will Agree or Strongly Agree that W.E.B. DuBois 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>96.77% of parents will believe that their children feel safe at Woodson.</p> <p>94.64% of parents will Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials.</p> <p>93.62% of parents will agree that the campus is clean.</p>	<p>97% of parents will believe that their children feel safe at Woodson.</p> <p>98% of parents will Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials.</p> <p>99% of parents will agree that the campus is clean.</p>

		98.61% of parents Agree or Strongly Agree that W.E.B. DuBois facilities are in good repair.	93.55% of parents will Agree or Strongly Agree that Woodson facilities are in good repair.	99% of parents will Agree or Strongly Agree that Woodson facilities are in good repair.
Staff Survey	78% feel safe on campus 89% agree that the campus is clean	86.2% feel safe on campus 94.23% agree that the campus is clean	92.86% will feel safe on campus 82.14% will agree that the campus is clean	90% will feel safe on campus 89% will agree that the campus is clean

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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
1. Maintain safe and high-quality facilities. a. Upgrades and ongoing maintenance have been	1. Maintained safe and high quality facilities. a. Upgrades and ongoing maintenance have been	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.

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.

performed to maintain safe and high-quality facilities.
b. School has begun to install and upgrade camera security system at both sites.

2. Maintained quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.

a. Janitorial Compliance Requisition Forms were utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.

3. Supplied classrooms and labs with updated computers and software licenses.

a. Technology Specialist ensured that computers are updated and software licenses are renewed regularly.

b. Online-Library subscription were available to students for research.

4. Purchased or leased and maintained sports, fitness, and recreational facilities and equipment.

a. Sports, fitness, and recreational facilities and equipment were purchased and replaced as necessary to support health and fitness.

TIMELINE

Goal 5, Action 1 planned actions/services to be monitored and updated by Spring 2019.

RESPONSIBLE STAFF

1. School Administration/ Maintenance Staff

a. Inspectors

b. Central Office Administration

2. Activities Director

a. Coaches/ Activities Director

performed to maintain safe and high-quality facilities.
b. School has begun to install and upgrade camera security system at both 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	2017-2018	2018-2019	2019-2020
Amount	\$663,987	\$502,143	\$ 479,851
Source	LCFF Base: \$442,386 Proposition 39: \$221,601	LCFF Base: \$502,143	LCFF Base: \$408,599 LCFF Sup/Con: 71,252
Budget Reference	8011, 8012, 8590, 8545	8011, 8012	8011, 8012

>> GOAL 6

Modified

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

State and/or Local Priorities Addressed by this goal:

State Priorities: 5

Local Priorities:

Identified Need:

Continue to provide incentives for attendance and use our Student Support Counselors to conduct home-visits, phone calls, and promote attendance through weekly letters and meetings with students/parents. Continue to use are weekly prize raffles to promote attendance and also provide incentives for classrooms. Continue to use our School Messenger program to communicate with parents and families.

All long-term students will exhibit the attitude to be self-motivated through improved school attendance and continuous enrollment	Student attendance reports DASS credit completion report Report cards	Daily/Weekly Annually	The school will maintain a minimum of 87% attendance rate as measured by DASS	87% or better	2013-14: 93.27% 2014-15: 91.9% 2015-16: 92.47% 2016-17: 95.3 (to date) 2017-18: 95.68% This goal was met.
	Actual transfers/drops Request for student records	Ongoing	The W.E.B. DuBois transiency rate will decrease 1% annually	5% decrease over 5 years	2014-15 33.03% 2015-16 41.59% 2016-17 37.50% 2017-18 20.15% The goal was met.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
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%

Expulsion Rate of students enrolled 90 days or more	0.0%	0.0%	0.0%	0.0%
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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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
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.	1. Employed and maintained adequate and qualified dropout prevention and attendance support staff. a. Additional dropout prevention counselors were added to enhance attendance and social/emotional support 2. Made daily attendance calls. a. Personal phone calls were 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 were 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	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.

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.

TIMELINE

Goal 6, Action 1 planned actions/services to be monitored and updated by Spring 2019..

RESPONSIBLE STAFF

1. SSCs/ Guidance Counselors
 - a. Central Office Administration
2. Registrars/ SSCs
 - a. SSCs/ Registrars
 - b. Principals
3. School Administration
 - a. SSCs/ School Administration

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.
 7. Transportation will be provided to students more than 2 miles away but within 5 miles.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$116,847	\$131,785	\$461,055
Source	LCFF Base: \$116,847	LCFF Base: \$131,785	LCFF Base: \$204,299 LCFF Sup/Con: 85,626 + 6116 Mandated Funds: 77,014 Child Nutrition: 88,000
Budget Reference	8011	8011	8011

>> GOAL 7

Modified

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 Priorities: 4,7

Local Priorities:

Identified Need:

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 participate 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.

Students participate in a variety of opportunities throughout the school year via study trips, workshops, conferences, leadership opportunities, volunteering, service projects, project based learning, and networking with local organizations. Teachers and students participate in our annual Career Day where local organizations educate our school about different businesses and programs.

We will continue to progress monitor the new CTE courses that are provided.

Continue to promote our Career Pathways with parents throughout the year with brochure and on-going activities/events that are connected to our Career Pathways that students/parents can be involved in.

Continue to create lesson plans with our career pathways in mind. Provide opportunities for students to receive access to college preparatory courses.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
% 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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
<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, business partners and additional CTE offerings.</p>	<p>1. Implemented 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 phase and moving to implementation.</p> <p>TIMELINE</p> <p>Goal 7, Action 1 planned actions/services to be monitored and updated by Spring 2019.</p> <p>RESPONSIBLE STAFF</p> <p>1. Central Office Administration</p> <p>a. Dean of School</p> <p>b. Central and School Administration</p>	<p>1. Implement Dual credit partnerships with local and online colleges, trade schools and universities. Ensure matching funds for required teachers and supplies are met.</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 or Fresno State has implemented and partnered with our schools to increase dual credit online programs.</p> <p>C. Ongoing opportunities with new school partnerships, business partners and additional CTE offerings.</p>

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$229,219	\$136,382	\$273,358
Source	LCFF Base: \$154,237 CTEIG: \$41,250 College Readiness: \$33,732	LCFF Base: \$173,957 CTEIG: \$22,000	LCFF Base: \$92,625 LCFF Sup/Con: 180,733
Budget Reference	8011, 8590	8011, 8590	8011

ACTION 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged 2017-2018 Actions/Services	Unchanged 2018-2019 Actions/Services	Unchanged 2019-2020 Actions/Services
1. Increase recruitment of new partners through advertisement and showcases and career pathway	1. Increased recruitment of new partners through advertisement and showcases and career pathway	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.

coordination.

- a. Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue.
- b. New partner were invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school.
- 2. Increased 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 completed surveys for input and focus groups.
 - c. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing.

TIMELINE

Goal 7, Action 2 planned actions/services to be monitored and updated by Spring 2019

RESPONSIBLE STAFF

- 1. Central Office and School Administration
 - a. Central Office and School Administration
 - b. SSCs/Guidance Counselors/ Teachers
 - c. Guidance Counselors/ Administration
- 2. School Administration/ Teachers
 - a. School Administration/ Central Office Administration
 - b. SSC's/Guidance Counselors
 - c. School Administration/ Teachers

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. Ensure Teachers as a match.
 - 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	2017-2018	2018-2019	2019-2020
Amount	\$71,086	\$71,257	\$216,098
Source	LCFF Base: \$56,086 CTEIG: \$15,000	LCFF Base: \$63,257 CTEIG: \$8,000	LCFF Base: \$70,045 + 80,000 LCFF Sup/Con: 29,357+ 36,696
Budget Reference	8011, 8590	8011, 8590	8011

ACTION 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
1. Implement professional Development through partnerships with consortium partners and	1. Implement professional Development through partnerships with consortium partners and consultants	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.

including PBL and instructional strategies for work base learning.

a. Fresno Office of Education 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.

TIMELINE

Goal 7, Action 3 planned actions/services to be monitored and updated by Spring 2019

RESPONSIBLE STAFF

1. School Administration
 - a. Central Office/ School Administration
 - b. School Administration

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	2017-2018	2018-2019	2019-2020
Amount	\$88,858	\$136,382	\$7,557
Source	LCFF Base: \$70,108 CTEIG: \$18,750	LCFF Base: \$79,071 CTEIG: \$10,000	LCFF Base: \$7,557
Budget Reference	8011, 8590	8011, 8590	8011

>> GOAL 8

Modified

All Students and students with Special Needs will make satisfactory progress towards H.S. graduation requirements.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7

Local Priorities:

Identified Need:

There was a significant increase in the graduation rate as noted on the California Dashboard. Students that enter our program are traditionally behind by 2 years on average, which negatively impacts graduation rates, when considering cohort data. Definitions of graduation cohorts are based on on-time original graduation year of students enrolling in our school. This proves to be difficult as our target population serves students that are truant and traditionally are behind on credits and not on target to graduate upon enrollment. With this unique dynamic, WEB Dubois Charter school had an increase in graduation rate by 29% indicated on the California Dashboard. Senior students that choose to continue at our through graduate, which when controlling for cohort graduation, the graduation rate increases significantly (please see Credit Eligible Graduation Rate). Students are provided a broad range of courses to accomplish this goal, and W.E.B Dubois Charter School has met this requirement (please see Dashboard Academic Engagement Data in the appendix)

W.E.B. DuBois Credit Eligible Graduation Rate

Credit Eligible	Graduates	Drops	Credit Eligible Graduation Rate
31	30	1	96.8%
53	52	1	98.1%
31	30	1	96.8%
46	46	0	100.0%

Continue to monitor our students towards high school graduation requirements through ILP conferences, parent meetings, credit-eligibility requirements, and transcript-evaluation

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
% of credit eligible homeless	2016-17: 100%	100%	100%	100%

youth who make satisfactory progress towards graduation				
% 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

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Arrangement. 1. W.E.B. DuBois has currently opted into the	Arrangement 1. Maintained partnership with sponsoring school	Arrangement. 1. Per Charter W.E.B. DuBois retains the option to

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.

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.

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.

2. Provided 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.

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 supported 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. Maintained partnership with sponsoring school district per Special Education Arrangement.

a. W.E.B. DuBois 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.

TIMELINE

Goal 8, Action 1 planned actions/services to be monitored and updated by Spring 2019.

RESPONSIBLE STAFF

1. Central Office
 - a. Principal/ Resource Specialist Teacher
2. Teachers/ School Administration
 - a. Teachers
3. Principal/ Central Office
 - a. Principal/ Resource Specialist Teacher

opt out of the SELPA according to charter law.

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

2. Tutoring and support services are available after school.

3. Contract other service providers to ensure that student assessment and IEP compliance is maintained.

a. 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 retains the option to opt out of the SELPA according to charter law.

3. All Students Under CSI will receive assistance toward graduation with supports according to the plan.

- | | |
|--|--|
| 4. School Administration
a. Principal/ Resource Specialist Teacher | |
| 5. Central and School Office Administration
a. Principal/ Resource Specialist Teacher | |

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$347,246	\$360,623	\$97,111
Source	LCFF (Base) : \$21,000 LCFF (Prop. Taxes) : \$326,246	LCFF (Base) : \$21,000 LCFF (Prop. Taxes) : \$339,623	LCFF (Base) : \$58,371 LCFF (Prop. Taxes) : \$14269 LCFF Sup/Con: 24,471
Budget Reference	8011, 8090	8011, 8090	8011, 8090

ACTION 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
Student with Disabilities, Specific Student Group(s): Special Needs Students	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal	1. Maintained a homeless/foster youth liaison to ensure program compliance with applicable state and	1. Maintain a homeless/foster youth liaison and contracted support for all students to ensure program

laws.

- 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.

federal laws.

- a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.
- 2. Provided professional learning opportunities for support staff to ensure support for homeless and foster youth students.
- 3. Developed 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.

TIMELINE

Goal 8, Action 2 planned actions/services to be monitored and updated by Spring 2019.

RESPONSIBLE STAFF

- 1. Dean of Schools
- 2. Central and School Administration
- 3. Registrars/ School Administration/ SSCs

compliance with applicable state and federal laws.

- 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.
 - c. Insure a increase in graduation rates for all students. Including the use of credit recovery, resource development and career options including paid internships, workshops ect.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$4,000	\$4,000	\$82,835
Source	LCFF Base: \$4,000	LCFF Base: \$4,000	LCFF Base: \$58,371 LCFF Con/Sup:24,464
Budget Reference	8011	8011	8011

DEMONSTRATION OF INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED PUPILS

LCAP YEAR: 2017-2018

Estimated Supplemental and Concentration Grant Funds

\$ 838,111

Percentage to Increase or Improve Services:

17%

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).

W.E.B. DuBois receives \$838,111 in supplemental and concentration funds. All of the funds are principally directed and effective in meeting the goals for unduplicated students. Each action listed below is detailed in the LCAP actions and services section. This section provides a justification for schoolwide or districtwide use and describes the specific unduplicated population targeted. With over 95% unduplicated student population, the most efficient delivery of these services is in a schoolwide or districtwide manner.. The two primary goals the funds have been used for is Goal 1 and 2. Which is focused on achieving academic achievement. Finally, funds are provided for student support counselors.

LCAP YEAR: 2018-2019

Estimated Supplemental and Concentration Grant Funds

\$ 1,067,146

Percentage to Increase or Improve Services:

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.

LCAP YEAR: 2019-2020**Estimated Supplemental and Concentration Grant Funds****\$ 1,223,231****Percentage to Increase or Improve Services:****30.6%**

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).

W.E.B. DuBois has improved services based on targeted tier interventions and student performance data. W.E.B. DuBois has determined based upon student performance outcomes that reading and math proficiency remain an area of improvement. W.E.B. DuBois continues to provide individualized instruction through a focus on targeted tier interventions, project based learning, career pathways, and strategic interventions after school. In addition to the aforementioned methods, W.E.B. DuBois provides a myriad of social emotional, sports clinics and support services for all students including socioeconomically disadvantaged, English Learners, and foster youth. Specifically, the following increased services have been added this year:

- W.E.B. DuBois has developed a Tier Intervention program that provides intervention services for all students and provides outreach to unduplicated student new students. Our Tier intervention program has made the most progress in the area of student discipline. Our aim is to decrease suspension and expulsion rates, discipline referrals, and removal-from classroom incidents and implement positive alternatives (e.g., Restorative Justice, PBIS). Concentrated supplemental funds are used to increase student supports in the areas of on-time graduation, credit recovery, attendance, college readiness, career preparation, along with academic engagement.
- Student have being provided individualized attention based on their Individualized plan and assessment needs.
- Our schools have developed a train the trainer model to increase teacher pedagogy by using peer/colleague influence and training.
- ELA teachers have received additional training from Fresno County Office of Education and Agape's Lead teacher. The Science teachers have received training on NGSS provided by Fresno County Superintendent of Schools. The Administration has received training on coaching teachers to use differentiated instruction strategies, creating Illuminate assessments that meet the rigor of the CCSS, and analyzing student data.
- Upgrades in new technology where provided to create a one to one technology environment at 1 of 2 sites.
- Beyond SST is an online program that monitors 504 plans and SST referrals for student status, progress, outcomes, and history. This program has the ability to house SST and 504 referrals, intervention planning, progress, and outcomes. This consolidated, data-driven tool allows for all parties to accurately assess and monitor student status and progress towards meeting goals.
- Achieve 3000 is a reading online program which provides tools for differentiated instruction. The program has been used to provide response to Intervention, English language learning, special education, workforce readiness, and other instructional models. It also provides extra scaffolding for struggling readers, these are aligned with the Common Core State Standards for English language arts as well as state standards for literacy and the content areas.
- Focus on improving SBAC results

- Continue PD in blended learning practices to support Achieve 3000 and Edgenuity
- Highlight application of content and skills in career track classes
- Our schools consistently administered formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement.