

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



W.E.B. DuBois Public Charter

Address: 2604 Martin Luther King Blvd. Fresno, CA 93706

Principal: Linda Scott, CEO

Phone: (559) 486-1166

Email: lscott@agapeschools.org

Web Site: www.agapeschools.org

CDS Code: 10767781030774

Washington Unified

Superintendent: Randy Morris

Phone: (559) 495-5626

Email: rmorris@wusd.ws

Web Site: www.washingtonunified.org



I DATA AND ACCESS

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II ABOUT THIS SCHOOL

District Contact Information

Most Recent Year

District Name: Washington Unified
 Phone Number: (559) 495-5626
 Superintendent: Randy Morris
 E-mail Address: rmorris@wusd.ws
 Web Site: www.washingtonunified.org

School Contact Information

Most Recent Year

School Name: W.E.B. DuBois Public Charter
 Street: 2604 Martin Luther King Blvd.
 City, State, Zip: Fresno, CA 93706
 Phone Number: (559) 230-3073
 Principal: Linda Scott, CEO
 E-mail Address: lscott@agapeschools.org
 Web Site: www.agapeschools.org
 County-District-School (CDS) Code: 10767781030774

School Description and Mission Statement (School Year 2018-19)

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.

Major Achievements – Most Recent Year

- 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.
- 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.

Focus for Improvement – Most Recent Year

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, 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.

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.

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.

Homework – Most Recent Year

An important part of the curriculum is the extended practice and practical application of basic and advanced skills. Site-Based Students are given homework three per week as an extension of their class work. Students on Independent Study are required to demonstrate and document daily academic engagement. Students must complete the assignment by the due date given by the teacher. If students fail to complete homework, their grades and academic credit in the respective subjects might be negatively affected. Independent-study students missing three or more assignments might be subject to a meeting to determine if independent study is an appropriate placement. Students enrolled in the independent study program are assigned work daily in conjunction with applicable state laws, our Board Policy, and administrative regulations. We utilize supplemental online programs such as Science NGSS, Edgenuity, ST Math, Reading A-Z, and Achieve 3000, which can be used both in-school and at home, to provide additional practice for students in English and Math. In the 2017-18 school year we have begun to incorporate UC Scout for grades 7th-12th.

School Schedule – Most Recent Year

W.E.B. DuBois provides all students with the appropriate amount of instructional days and additional instructional minutes, in accordance with state instructional minute requirements. Students within classroom settings have been provided the appropriate instructional minutes as required by law. Independent Study is taught in accordance with Title V laws, the W.E.B. DuBois Board Policy, and administrative regulations.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	37
Grade 1	21

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	12.1%

Grade 2	23	American Indian or Alaska Native	1.3%
Grade 3	21	Asian	3.2%
Grade 4	23	Filipino	
Grade 5	21	Hispanic or Latino	80.2%
Grade 6	14	Native Hawaiian/Pacific Islander	
Grade 7	18	White	2.7%
Grade 8	21	Two or More Races	0.5%
Grade 9	10	Socioeconomically Disadvantaged	98.1%
Grade 10	22	English Learners	34%
Grade 11	53	Students with Disabilities	5.6%
Grade 12	89	Foster Youth	1.6%
Total Enrollment	373		

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	17	19		
Without Full Credential	1	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Missed assignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Missing assignments of Teachers of English Learners	0	0	
Total Teacher Missing assignments*	1	1	
Vacant Teacher Positions	0	0	

Note: "Missing assignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Missing assignments includes the number of Missing assignments of Teachers of English Learners.

Leadership – Most Recent Year

Each Administrator participates in our Leadership Institute and Leadership training to build capacity including instructional training, administrator’s workshops, and/ or partner with universities for advance degree doctorate programs for administrators focus on leadership and/or instruction. Bi- Weekly leadership meetings, and Leadership PLC’s are held. Teachers are provided 25 hours of Professional development, 14 Professional Development Days and In-Class Coaching Days, which includes Staff PLC’s and Bi Weekly teacher PLC’s, Non-Negotiables and instructional strategy training, PBL training, Blue Print Standards, and DOK 1-4, Inquiry; College & Career Readiness, Pathway -CTE, DOK, Academic Vocabulary, and Teacher Reflection. Administration provides ongoing training, reflection and support to provide clarity and understandings of policies and responsibilities.

Our leadership team includes a Board of Directors, which has the interest of students and parents at the center of their decision making. Parent input is readily accepted and infused into board-level decision making. The Board of Directors oversees all fiscal, human resource, and risk-management issues. Along with the Board of Directors, governance and oversight is also provided by the School Site Council (SSC), which consists of parents, the Superintendent, and Chief Executive Officer. The SSC makes decisions and recommendations on issues such as curriculum, instructional practices, campus culture, and other school-related issues. Our leadership has included opportunities for parents and students to be a part of the leadership on multiple councils and the SSC governance board in order to share in decision making to be inclusive of all stakeholders with our schools.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2019

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading-Language Arts Journeys (K-8) and Collections (9-12)/ 2016	Yes	0%
Mathematics	Houghton Mifflin Go-Math (K-5) CPM (6-12)/ 2016	Yes	0%
Science	Glencoe Science	No	0%
History-Social Science	Glencoe History-Social Science	No	0%
Foreign Language	UC Scoot	Yes	0%
Health	Glencoe Health	No	0%
Visual and Performing Arts	The Visual Experience	No	0%
Science Laboratory Equipment (grades 9-12)	Glencoe Science	No	0%

GATE – Most Recent Year

Our schools provide advance opportunities for students through UC Scout and Edgenuity for the 2018-2019 school year. Students receive personalized instruction and are encouraged to excel by pursuing challenging educational activities.

Special Education – Most Recent Year

W.E.B. DuBois is under the Special Education Local Plan Area Supervision of the Fresno County Office of Education. Currently, a representative from the W.E.B. DuBois Charter School attends regularly scheduled meetings at Washington Unified School District for students with special needs. This collaboration has proven to be very beneficial in the areas of organization, compliance, and information gathering. W.E.B. DuBois has two special education specialists to work with students on IEP goals at both the elementary and high school sites. The special education specialist conducts all Individualized Education Program (IEP) meetings and testing, tutoring, and monitoring of students. The specialist also ensures that regular classroom teachers follow student modifications in their IEPs.

English Learners – Most Recent Year

Our English Learners program is designed to help students acquire language fluency and grade-level proficiency in English. Students are provided with equal access to the academic core curriculum, which incorporates Sheltered Instruction Observation Protocol (SIOP) and SDAIE strategies; academic and content vocabulary support; and hands-on instruction through Project-Based Learning to reinforce language acquisition and promote student academic achievement. Parents are encouraged to attend and participate in ELAC meetings to give input and stay informed regarding the school's English Learner program and services. Students who require additional language and academic support, as determined by ELPAC proficiency and standardized and formative assessment results, are enrolled in English Language Development (ELD) courses. The ELD program offers intensive instruction in English language reading, comprehension, listening, speaking, and writing.

We continue training on ELPAC and are redesigning our ELA and ELL plans for student success. Students are now participating in intensive instructional boot camps focus on speaking, writing, and reading including language development.

School Facility Conditions and Planned Improvements

Throughout the year, we inspect our buildings for cleanliness, damage, graffiti, lighting, and painting. We employ a full-time maintenance staff to keep our school in good condition according to building codes. Maintenance staff effectively resolves areas identified as needing immediate attention. Our school complies with city fire codes and is inspected yearly by district and fire safety officials. Our sites use janitor audit forms to ensure that facilities are maintained throughout the day.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: January 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: January 2019

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

Library – Most Recent Year

Our library includes multimedia and Internet-connected computers so students can complete tasks that require online research. Our English Language Arts and social studies teachers adopt classroom sets of novels and leveled readers to incorporate into reading instruction and a balanced literacy model for their classrooms. The library is staffed by teachers and is open to students every day that school is in session. Our students also have access to public library service throughout the school year.

We continued to expand library options to enable our students to access academic journals and databases. This has enabled our students to conduct college-level research using peer-reviewed journals and other career publications. Our staff has been trained on the use of our Library Internet Resource Network, an online library tool that gives our students and staff access to over 90,000 full-text journal and newspaper articles, multi-media, and abstracts.

Computers – Most Recent Year

Recent practices incorporated into our classrooms include the use of QR codes on homework assignments which link our Independent Study students to online resources such as Kahn Academy Lessons and Videos, historical documents, instructional support documents, and a host of other online tools. Our teachers and students also utilize online computer adaptive programs, such as ST Math, Edgenuity, and Achieve 3000, to supplement individualized English Language Arts and math instruction. Teachers have continued to use flipped classroom approaches which allows students to immerse themselves in content using online media prior to teacher-prepared lessons. Teachers are continuing to use technology such as Google Docs for PBL project design and lesson plan sharing.

Our online learning programs through Edgenuity and UC Scout has provided opportunities for students to take courses that are not offered on site, including foreign language and credit recovery. We continue to upgrade our desk top computers yearly and our revising our technology plan. Our students continue to have nearly unlimited access to our computer labs for research and coursework, as well as access to computers in each classroom.

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	16%	23%	35%	36%	48%	50%
Mathematics (grades 3-8 and 11)	10%	13%	22%	21%	37%	38%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	186	184	98.92%	22.83%
Male	94	94	100.00%	22.34%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	92	90	97.83%	23.33%
Black or African American	20	20	100.00%	20.00%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	147	145	98.64%	22.76%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	180	178	98.89%	23.03%
English Learners	75	75	100.00%	20.00%
Students with Disabilities	27	27	100.00%	0.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	186	183	98.39%	13.11%
Male	94	93	98.94%	16.13%
Female	92	90	97.83%	10.00%
Black or African American	20	19	95.00%	5.26%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	147	145	98.64%	13.79%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	180	177	98.33%	12.99%
English Learners	75	75	100.00%	14.67%
Students with Disabilities	27	27	100.00%	0.00%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Other Measures of Student Achievement – Most Recent Year

We continued to administer formative baseline and benchmark assessments during the school year. Students are assessed three times per year. Assessment results are evaluated and used directly to inform teachers and guide student instruction. In addition to benchmark testing, we have added ongoing formative assessments cycles to our instructional program. We continue to use Illuminate as our student assessment data management system. Illuminate gives teachers the ability to create standards-aligned formative assessments and then compare the results to student performance on benchmark, Standardized Testing, and CELDT performance data (ELPAC-2017-18). Illuminate allows for the use of online testing, and the development of several question types.

In addition to benchmark assessments, all students complete a school-wide writing assessment twice per year. Students demonstrate mastery levels of grade-level writing standards by completing the writing assessments. Student composition and editing skills are measured against a state-adopted, grade-level appropriate, four-point writing rubric. English Learners participate in state standardized testing and take the ELPAC, unless they have been exempted by their parent or guardian. Parents receive assessment information from the school through Parent Advisory Council meetings, mailed notifications, the Parent Training Series, parent conferences, and Individual Learning Plans (ILP's). Students receive assessment information through teachers, ILPs, and counseling conferences and meetings. Students and teachers use Achieve3000 to assess student individual reading levels (Lexile levels) and provide text at the appropriate reading levels. The level-set assessments in Achieve3000 help to track and adjust student Lexile levels as they progress. Similarly, ST Math is used to provide targeted intervention to students at their individual levels. Both programs are computer adaptive meaning the program automatically adjusts the degree of difficulty depending upon student needs. Students receive assessment information through teachers, ILPs, counseling conferences, and school-wide assemblies. The community receives assessment information through public board meetings and DLAC/ELAC Committee.

Career Technical Education (CTE) Programs (School Year 2017-18)

Career Technical Education is incorporated into each student's graduation sequence in the following areas using technology: Business Administration, Business Accounting, Entrepreneurship and Patient Care (Medical). Each long-term student is required to complete a CTE course sequence before graduating W.E.B. DuBois Public Charter School. Our school continues to allow students to take post-secondary classes offered by Agape College of Business & Science and Fresno City College while enrolled in the high school program. Our plan includes a program to give students the opportunity to pursue an A.S. Degree while concurrently working toward a high-school diploma. Students in our High School program currently have the opportunity to complete pre-requisites for our ACBS Medical and Business Degree programs while completing diploma.

Students in CTE courses are exposed to current industry standards by using the latest technologies to research industry sector skills. Courses are directly related to industry skills required to obtain certificate level promotion and or post-secondary degree. In addition students will be assessed to ensure skill level competencies are met. Students research latest labor market trends and standards using Goggle, LIRN online library and other sources, e.g., business journals in their career pathways such as updates to industry sector information. Our school has establish "round tables" the committees were formed for each career pathway; round table members are comprised of business community members with occupations relevant to the career pathway. The goal is to assist students by providing current and relevant industry sector information from the perspective of small business, sole proprietorships, LLCs, and corporations local to the valley.

WORK-BASED LEARNING is provide to students with the opportunity to engage in common core and career learning while participating in real application. Students are introduced to career pathway instruction and hands-on workplace learning. Experiences include, but are not limited to, apprenticeships, career fairs, field studies, guest speakers, job shadowing, and

paid and unpaid internships.

Career Technical Education (CTE) Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	189
Percent of pupils completing a CTE program and earning a high school diploma	1%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	46.65%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	.00%

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	19.00%	33.30%	14.30%
7	4.80%	19.00%	23.80%
9	23.80%		4.80%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement - (School Year 2018-19)

At the beginning of each year, we ask the parents of our students to sign a parent-involvement compact. The compact outlines the services the school and teachers will provide as well as the ways we expect parents to contribute to their children's success.

Parents contribute to the educational program and participate in several important ways. The Agape Governing Board consists of parents, former parents, and community members. The School Site Council is made up almost entirely of parent volunteers, along with teacher and student representatives. The Parent Advisory Council is a forum which allows parents to voice input into school site planning. Principals facilitate Parent Advisory meetings every two months at the school site. Parents have the opportunity to participate in their child's Individual Learning Plan (ILP) meetings, parent/teacher conferences, and school trips and activities. Parents also are encouraged to visit and observe classrooms, in accordance with the campus visitor policy.

We have added many new activities to promote parent involvement on and off campus. Along with bi-monthly parent advisory meetings, school activities for the upcoming year include: Family Reading Night, Movie nights, Muffins with Mom, Parent Club, School Dances and Carnivals, Donuts with Dad, Awards Assemblies, School Banquets, Project-Based Learning Exhibitions, and Scholastic Book Fair nights. Parents also make up the majority of the School site council. During this school year we will offer parent trainings to address some of the needs expressed in our Parent Advisory meetings. These trainings will help empower our parents to effectively address some of the social and academic needs of their students.

The contact person for parent involvement at the elementary/high school is Mr. Trejo. Mr. Trejo can be reached at (559) 237-4100.

STATE PRIORITY: PUPIL ENGAGEMENT

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School				District				State			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
Dropout Rate	21.9%	27.9%	36.2%	17.9%	16.9%	11.6%	16.8%	12.5%	10.7%	9.7%	9.1%	9.6%
Graduation Rate	21.9%	38.2%	15.9%	28.4%	76.4%	81.4%	69.6%	75.5%	82.3%	83.8%	82.7%	83.0%

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	34.48	69.49	88.72

Student Group	School	District	State
Black or African American	100.00	76.92	82.15
American Indian or Alaska Native	.00	100.00	82.81
Asian	.00	90.00	94.93
Filipino	.00	.00	93.45
Hispanic or Latino	28.57	66.07	86.54
Native Hawaiian/Pacific Islander	.00	.00	88.56
White	.00	69.23	92.12
Two or More Races	.00	.00	91.15
Socioeconomically Disadvantaged	34.48	68.29	88.64
English Learners	23.53	62.14	56.74
Students with Disabilities	72.73	67.65	67.12
Foster Youth	.00	.00	74.08

STATE PRIORITY: SCHOOL CLIMATE

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	12.66	11.57	5.18	8.37	8.21	5.90	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.00	0.09	0.00	0.09	0.09	0.08

Discipline – Most Recent Year

W.E.B. DuBois expects students to act in accordance with accepted standards of behavior. Core values of our code of conduct include: Care, Achieve, Respect, and Excel (CARE) for our Academy students in grades TK through 8. The Core Values for High School students are: Pride, Respect, Innovation, Determination, and Excellence. Discipline policies and procedures are based on these core values. The California Ed Code discipline guidelines are followed as appropriate. W.E.B. DuBois continues to implement Positive Behavioral Interventions and Supports (PBIS) to establish school-wide behavioral and academic expectations and support structures to promote a positive climate and culture conducive to learning. Tiered intervention programs and strategies support all students with their behavior and academic goals throughout the school year.

School Safety Plan – (School Year 2018-19)

W.E.B. DuBois provides and maintains a safe learning and working environment for all students and employees. Agape Inc. has developed procedures for responding to fires, disasters, and other emergencies. Our comprehensive school safety plan is updated yearly and used in case of emergencies. In addition, we provide staff training on the school site safety plan twice each year. Principals implement and execute safety drills each year. Metal detectors are installed to detect and deter weapons and other threats to student safety.

Each employee has been fingerprinted in accordance with applicable laws and must supply a tuberculosis clearance on acceptance of employment. We maintain student immunization and health records for middle school and kindergarten students as required by law. Students must have parent permission to take medication at school.

Our school has a zero-tolerance policy for violent and dangerous behaviors. A copy of the policy is in the student handbook that is given to students and their families upon enrollment. We discuss the school's code of conduct and other regulations during the first orientation. Teachers and administrators reinforce the school's code of conduct throughout the year.

Our school visitor policy requires that visitors on campus report directly to the office. Parents are advised of our campus visitor policy upon enrollment and again during back-to-school night. Campuses are monitored on an ongoing basis by our campus supervisors and support staff. At W.E.B. DuBois we feel that the root of preventing issues of student safety is relationships with our students. We aim to create a caring community of learners on our campuses so that students communicate their issues with staff before conflicts or safety risks occur.

To ensure the safety of our students, each site administrator has created a supervision map accompanied with a schedule that delineates staff supervision in critical areas of the campus. These supervision assignments are rotated on a monthly basis. W.E.B. DuBois staff members use 2-way radios to provide immediate and efficient communication between staff. Staff uses codes to communicate safety issues. Principals also develop a comprehensive supervision schedule before, during, and after school.

D. OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
K	19	2		
1	27		1	
2	30		1	
3	22		1	
4	21		1	
5	31		1	
6	25		1	

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*

* “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	14	2		
1	24		1	
2	21		1	
3	27		1	
4	22		1	
5	14	1		
6	23		1	
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*

* “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	19	2		
1	20	1		
2	24		1	
3	21		1	
4	23		1	
5	21		1	
6	14	11		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*

* “Other” category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	6	31		
Mathematics	10	19		
Science	13	10	1	
Social Science	13	12	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	8	21		
Mathematics	10	13		
Science	11	12	1	
Social Science	12	13		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	8	28		
Mathematics	13	14	1	
Science	11	15		
Social Science	12	15	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	100
Counselor (Social/Behavioral or Career Development)	3	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.25	N/A
Social Worker	1	N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	2	N/A
Other		N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Specialized Program/Staff – Most Recent Year

Each student is assigned to a guidance counselor who informs students of graduation requirements upon enrollment and tracks their progress throughout the year. Guidance counselors also hold meetings with seniors each semester and work with students to develop career and postsecondary goals. The guidance department periodically maintains a report that tracks students' progress toward meeting graduation requirements. Counselors meet with students who are in danger of not graduating, and teachers and administrators provide additional assistance to help them achieve their goals. Finally, each student has an Individualized Learning Plan (ILP) that outlines their four-year academic plan and any areas of need that must be addressed before graduation. Individualized Learning Plan meetings involve students, parents, teachers, counselors, and administrators.

Each student is also assigned a Student Support Counselor. Student Support Counselors serve as liaisons between school and home. Outreach Services are provided through student support counselors. SSC Counselors work with W.E.B. DuBois students and parents to prevent habitually truant students from dropping out of school. The student support team uses strategies that include home visits, phone calls, counseling meetings, and referral resources for food, shelter, clothing, and counseling. Student Support Counselors also complete community walks and visit local recreation centers twice a year encouraging students to return back to school to finish their high school diploma. The ultimate goal is to prevent barriers to education such as homelessness, and truancy.

Our school has partnered with a local counseling agency to provide comprehensive counseling services to our students. We have counselors on site and an available psychologist to meet the mental health needs of our students. The goal is to ensure that these risk factors do not interfere with student learning.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A		\$66132
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$7125	\$71392
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2017-18)

All federal funds received through Title I are used in accordance with federal guidelines to better serve underachieving students. Our charter is designated as a school-wide program for Title I. Federal funds will be used to provide students with supplemental services, counseling, parent training, and informational materials to encourage parent involvement, and to ensure that we maintain a highly qualified staff. We are also in the process of revising our Local Education Agency plan and school-wide Title I plans, which are presented for parent approval at Parent Advisory Council meetings.

Our school has been actively involved in writing grants to enhance the educational programs for our student body. In addition, each year our students organize fund-raisers to help pay for various student activities such as the prom, graduation night, and extra field trips.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45050	\$45681
Mid-Range Teacher Salary	\$64667	\$70601
Highest Teacher Salary	\$84842	\$89337
Average Principal Salary (Elementary)	\$104558	\$110053
Average Principal Salary (Middle)	\$112597	\$115224
Average Principal Salary (High)	\$124285	\$124876
Superintendent Salary	\$180000	\$182466
Percent of Budget for Teacher Salaries	30%	33%
Percent of Budget for Administrative Salaries	7%	6%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2017-18)

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A

Subjects	Number of AP Courses Offered*	Percent of Students In AP Courses
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0%

Note: Cells with N/A values do not require data.

* Where there are student course enrollments.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In the 2017-2018 school year our cabinet leadership has developed a Leadership Institute that provides a comprehensive Administrative Induction training on the Leadership Framework including Vision, Instructional Leadership, Engagement, Learner and Collaborator. The Framework expands on the 17 criteria of effective practice that focus on the leadership behaviors with the greatest direct effect. We have also continued our Agape Schools Annual retreat that includes teachers and administrators receiving staff development in the areas of instructional strategies, leadership, and social and emotional support for students. Finally, teachers have been a part of an Instructional Institute this year guided by Staff Development for Educators. The teacher institute also including common planning time and PLC collaboration for teachers.

In the 2017-18 school year our Professional Development program at W.E.B. DuBois includes the following objectives:

Align instructional program with Common Core State Standards and our inquiry and project based learning methodology.

Disaggregate standardized performance data to guide lesson planning.

Principals and support administrators provide support, coaching, and ongoing feedback to teachers in all curricular subject areas.

The administrative teams serve as instructional leaders to support teachers through frequent observations, coaching, mentoring, and feedback. Lesson plans are analyzed to ensure that lessons have clear and measurable standards-based objectives. Administrators give instructors frequent feedback on lesson plans, instruction, assessment, and re-teaching. Feedback is given with the goal of ensuring that every component of daily interactive instruction—teacher input and modeling, strategic, guided and independent practice, and ongoing assessments—are occurring daily.

The technical assistance provider for W.E.B. DuBois is Fresno County Office of Education (FCOE). FCOE helps schools and districts focus on and meet their ultimate goal of increasing student achievement. They help school communities find strategic solutions by offering standards-based instruction and materials, research-based strategies, training and coaching, and intervention programs. They provide coherence across curriculum, instruction, and assessment so that every element of the school works collectively to improve student achievement. Our teachers also receive professional development specific to our core curriculum, supplemental programs, data information systems, PBIS, guided reading, and special education.

Tuition assistance is also available for teachers and administrators working toward advanced credentials and college units that contribute to their professional growth.

Evaluation/Improving Teachers – Most Recent Year

W.E.B. DuBois seeks to empower its staff with skills needed to fully serve our student population. Our professional development program continually evolves to help staff carry out our mission to develop students both academically and socially. W.E.B. DuBois provides several staff development trainings, both mandatory and optional. Professional development includes Standards-Based Instruction, ELL Instructional Strategies, Student Support Services, Data-Driven Instruction, Writing Across the Curriculum, Independent Study Compliance, Federal and State Compliance, and State Mandated Trainings and Orientations. Training to improve curriculum and instruction is provided through various training models. Trainers include both school staff and consultants. Teacher performance is then evaluated in accordance with the California Standards for the Teaching Profession.

Substitute Teachers – Most Recent Year

We emphasize the use of substitute teachers only when absolutely necessary. We are fortunate to have a dedicated teaching staff that is seldom absent from the classroom. Our principals and support administrators also cover classes to maintain program consistency. Substitutes are paid between \$120 and \$160 per day.