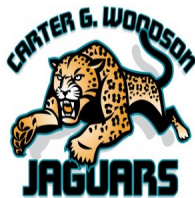


# SARC 2014-15

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16



### Carter G. Woodson Public Charter

Address: 3333 North Bond Ave. Fresno, CA 93726-5712

Principal: Linda Washington, Chief Executive Officer

Phone: (559) 229-3529

Email: [lwashington@agapeschools.org](mailto:lwashington@agapeschools.org)

Web Site: [www.agapeschools.org](http://www.agapeschools.org)

CDS Code: 10621661030840

### Fresno Unified

Superintendent: Michael Hanson

Phone: (559) 457-3000

Email: [michael.hanson@fresnounified.org](mailto:michael.hanson@fresnounified.org)

Web Site: [www.fresnounified.org](http://www.fresnounified.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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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: Fresno Unified  
 Phone Number: (559) 457-3000  
 Superintendent: Michael Hanson  
 E-mail: michael.hanson@fresnounified.org  
 Address: g  
 Web Site: www.fresnounified.org

### School Contact Information Most Recent Year

School Name: Carter G. Woodson Public Charter  
 Street: 3333 North Bond Ave.  
 City, State, Zip: Fresno, CA 93726-5712  
 Phone Number: (559) 229-3529  
 Principal: Linda Washington, Chief Executive Officer  
 E-mail Address: lwashington@agapeschools.org  
 Web Site: www.agapeschools.org  
 County-District-School (CDS) Code: 10621661030840

## School Description and Mission Statement – Most Recent Year

### School Mission:

The mission of Carter G. Woodson is to provide a personalized education to students by emphasizing a holistic approach to academic success while addressing each student's social development and support needs.

### School Vision:

Carter G. Woodson Public Charter School is designed to target students who will benefit from an interactive, personalized learning, family atmosphere to reclaim their education toward a high school diploma. Our focus on academics, career training, college preparation, leadership and student outreach ensures the success of our students in becoming educated, self-sufficient, and economically independent.

## Major Achievements – Most Recent Year

There were a number of notable achievements during the 2014-15 school year:

- Carter G. Woodson has a 6 year WASC Accreditation through 2019
- Carter G. Woodson Students improved their CAHSEE passing rates to over 50% in both subjects
- Carter G. Woodson's 2014-15 10th grade CAHSEE passing rates increased significantly rising 34% (58% of students passing) in ELA and 17% (51% of students passing) in Math.
- Woodson's 2015-16 CELDT proficiency rates increased by 30%, increasing from 15% in 2014-15 to 45% in 2015-16.
- Woodson received the Career Pathway Trust Grant in the first round and was one of only three schools in the entire Central Valley to receive this grant.
- Woodson students are able to earn a high school diploma and college degree concurrently.
- Carter G. Woodson offers students the opportunity to be dually enrolled in college and Career Pathways classes through the Agape College of Business & Science (ACBS) and Fresno City College.
- Woodson's partnership with ACBS has led to our own graduates receiving A.S Degrees and employment opportunities over the past 4 years.
- Carter G. Woodson improved both its Mobility and Transiency Rates by lowering the number of students leaving Woodson. This is the result of more intensified efforts on the part of our Dropout Prevention Program.
- Woodson students held our annual food drive and delivered Thanksgiving Baskets to several Woodson Families.
- 100% of Woodson seniors have enrolled in a post-secondary educational option.
- Carter G. Woodson has hosted an annual College and Career Fair for the past 14 years. In addition, Carter G. Woodson hosted a College Night in conjunction with Back-to-School Night.
- Woodson Leadership students volunteered for the Eye-Q Two-Cities Marathon in November 2015.
- Carter G. Woodson students and staff participated in the Community Clean Up in order to promote community pride and stand up against graffiti and littering.
- Carter G. Woodson has maintained fiscal solvency with no material audit exceptions since 2004.
- Carter G. Woodson received approval for a 4 year 100% funding determination on the SB 740 application.
- 100% of students enrolled 90 days or more completed an ILP
- Carter G. Woodson has a 95% Graduation Rate (Credit Eligible Seniors)
- Carter G. Woodson's boys football team won the Charter School Athletic League (CSAL) Championship.
- Woodson's 2014-15 Suspension rate was below 10% (9.19%)

## Focus for Improvement – Most Recent Year

This school year, Carter G. Woodson will continue to focus on increasing overall academic achievement and continue to apply the recommendations made by the WASC accreditation team. We will continue to advance our educational program by extending our UC-approved course offerings and implementing hands-on labs in our science courses. We look to build the foundations of our program around the industries of business and science.

During the 2014-15 school year we strengthened our implementation of Common Core and formative assessment systems. Our 2014-15 10th grade CAHSEE passing rates increased significantly rising 34% (58% of students passing) in ELA and 17% (51% of students passing) in Math. However, our student proficiency rates on the CAHSEE remain below our satisfaction. We are continuing to disaggregate student performance data in addition to administering more frequent standards-based assessments. The goal is to ensure that teachers are teaching to mastery and using formative assessments that address student critical thinking skills.

During the 2014-15 school year Carter G. Woodson, as a member of the Charter Your Pathways consortium, was awarded a state Career Pathways implementation grant. The Charter Your Pathways consortium consists of Carter G. Woodson, three other downtown charter schools, and several business partnerships. This grant is supporting a major expansion in our CTE initiatives. Students during the 2014-2015 school year have the opportunity to enroll in a Career Pathway that can lead to career readiness upon graduation from high school. Career pathway choices include: Agricultural Business, Education, Medical Assisting, Energy & Utilities, and Entrepreneurship. Students in these pathways will be completing college coursework while completing their high school diploma programs. We have established partnerships with Agape College of Business & Science, Fresno City College, and Reedley College to provide courses for students enrolled in the Career Pathways program. Students in our lower grades are participating in Career Awareness activities that include mini-lessons, field experiences, career assessments, college & career fairs, hands on science projects, and other learning experiences. We are also continuing to increase parent involvement by offering training in shared governance and charter advocacy, and emphasizing attendance and participation in Parent Advisory Council as well as parent conferences to enhance student academic achievement.

During the 2014-2015 school year, we continued to increase the effectiveness of our formative assessment system by continuing to train teachers to properly use and apply assessment results. We have added Illuminate to replace Data Director as our student data management system. Illuminate gives teachers increased options for developing formative assessments. In addition to benchmark assessments, we have added weekly formative assessments and frequent data talks between teachers and administration. We will also continue to target underperforming students for intervention in English language arts and mathematics.

Fresno County Office of Education continues to serve as our Technical Assistance Provider for the 2014-15 school year. FCOE offers a comprehensive menu of services that will prove beneficial to our teachers and students. This partnership will increase our teachers' access to high quality instructional strategies and resources.

During the 2014-2015, we also continued to make mental health services available to our students through a partnership with a local community-based counseling organization. It is our hope that this partnership will aid in meeting the mental health and counseling needs of our students and families. We have also expanded our support services to include interns through a partnership with the counseling department at Fresno State University. Fresno State has placed a counselor at our school site to assist with student academic and behavioral support services.

## Homework – Most Recent Year

An important part of the curriculum is the extended practice of basic and advanced skills. Students are given homework three to four times per week as an extension of their class work. 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 may be negatively affected. Independent-study students missing three or more assignments may 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.

## School Schedule – Most Recent Year

Carter G. Woodson creates its instructional calendar based on state instructional requirements. Independent study instructional day and minute requirements are administered in accordance with Title V laws, the Carter G. Woodson Board Policy, and administrative regulations.

### Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 7	5
Grade 8	8
Grade 9	11
Grade 10	60
Grade 11	87
Grade 12	169
Total Enrollment	340

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	17.1%
American Indian or Alaska Native	0.6%
Asian	2.4%
Filipino	0%
Hispanic or Latino	68.8%
Native Hawaiian/Pacific Islander	0%
White	9.1%
Two or More Races	2.1%
Socioeconomically Disadvantaged	99.1%
English Learners	10.6%
Students with Disabilities	7.6%
Foster Youth	4.1%

## 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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	13	12		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners		0	
Total Teacher Misassignments*		0	
Vacant Teacher Positions		0	

NOTE: "Misassignments" 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 Misassignments includes the number of Misassignments of Teachers of English Learners.

## Leadership – Most Recent Year

Our Principal is Mr. Victor Martinez. Mr. Martinez came to us from Madera. Mr. Martinez has been in the educational field since 1998.

Our leadership team includes a Board of Directors, who have 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 the School Site Council (SSC), who consists of parents and the superintendent, provides governance and oversight. The SSC makes decisions and recommendations on issues such as curriculum, instructional practices, campus culture, and other school-related issues. Our SSC is being expanded to include representation from both a teacher and a student.

Under the direct supervision of the principal, there are credentialed vice-principals and lead teachers who contribute to the daily instructional program and planning.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	89.53%	10.47%
All Schools in District	97.11%	2.89%
High-Poverty Schools in District	97.08%	2.92%
Low-Poverty Schools in District	98.57%	1.43%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

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 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Holt Literature Language Arts	Yes	0%
Mathematics	Pearson Prentice Hall Mathematics	Yes	0%
Science	Glencoe Science	No	0%
History-Social Science	Glencoe History-Social Science	No	0%
Foreign Language	NA		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 school does not have a GATE program at this time. Students receive personalized instruction and are encouraged to excel by pursuing challenging educational activities.

## Special Education – Most Recent Year

Carter G. Woodson collaborates with the Fresno Unified School District to support students with special learning needs. This collaboration has proven to be very beneficial in the areas of organization, compliance, and information gathering. Fresno Unified staff participates in Individualized Education Program (IEP) meetings and in testing and evaluating students. District staff also works with teachers at our school to help them modify lessons for special education students. We follow each student's IEP and proceed with teaching and the curriculum accordingly.

## English Learners – Most Recent Year

The program for English Learners 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 academic and content vocabulary support; and Direct Interactive Instruction 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 CELDT 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. The Curriculum and Instruction focus group adopted National Geographic EDGE as primary instructional materials.

Carter G. Woodson provides the options of classroom-based instruction or an individualized learning-center model called independent study.

In the 2014-2015 school year, our teachers received ELD training in conjunction with training on the ELD Framework and ELA Common Core standards from FCOE.

All of our English Learners must participate in state standardized testing and CELDT testing unless a parent or guardian has exempted them.

## School Facility Conditions and Planned Improvements – Most Recent Year

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 state and local building codes. Maintenance staff effectively resolves areas identified that need immediate attention. Our school complies with city fire codes and is inspected yearly by district and fire safety officials.

Our janitors use a check-off sheet to ensure that our facilities are maintained throughout the day.

## School Facility Good Repair Status – Most Recent Year

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 2016

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
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 – Most Recent Year

Month and year in which data were collected: January 2016

	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 to incorporate into reading instruction and SSR 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. In the 2014-2015 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

Major infrastructure upgrades were implemented to ensure our students had access to the technological tools necessary to be 21st century learners. 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 Videos, historical documents, instructional support documents, and a host of other online tools. During the 2014-2015 school year, our math coach is piloting an initiative to enroll three cohorts of students into self-paced Kahn Academy common core mathematics online classrooms. 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 unit and lesson sharing. Our schools have adopted a tool called Common Curriculum for collaborative lesson development. Along with continued computer-based CAHSEE intervention through Revolution Prep, our school is in the process of establishing Advanced Placement courses utilizing online instructional services. A cohort of US History students used Kindle Fire devices in the classrooms for research and reading. 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], Science California Standards Tests); and
- The percentage of pupils 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.

## California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	3%	27%	44%
Mathematics (grades 3-8 and 11)	1%	18%	33%

NOTE: Scores are not shown 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.

## ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	8	8	100%	--	--	--	--
Male	8	1	12.5%	--	--	--	--
Female	8	7	87.5%	--	--	--	--
Black or African American	8	2	25%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	8	2	25%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	8	3	37.5%	--	--	--	--
Two or More Races	8	1	12.5%	--	--	--	--
Socioeconomically Disadvantaged	8	7	87.5%	--	--	--	--
English Learners							
Students with Disabilities	8	1	12.5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	18	15	83.3%	73%	20%	7%	0%
Male	18	3	16.7%	--	--	--	--
Female	18	12	66.7%	67%	25%	8%	0%
Black or African American	18	0	0%	--	--	--	--
American Indian or Alaska Native							
Asian	18	1	5.6%	--	--	--	--
Filipino							
Hispanic or Latino	18	8	44.4%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	18	5	27.8%	--	--	--	--
Two or More Races	18	1	5.6%	--	--	--	--
Socioeconomically Disadvantaged	18	14	77.8%	71%	21%	7%	0%
English Learners	18	3	16.7%	--	--	--	--
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## ELA - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	115	95	82.6%	77%	18%	1%	0%
Male	115	43	37.4%	81%	14%	2%	0%
Female	115	52	45.2%	73%	21%	0%	0%
Black or African American	115	19	16.5%	79%	11%	0%	0%
American Indian or Alaska Native	115	0	0%	--	--	--	--
Asian	115	1	0.9%	--	--	--	--
Filipino	115	1	0.9%	--	--	--	--
Hispanic or Latino	115	65	56.5%	80%	17%	2%	0%
Native Hawaiian or Pacific Islander	115	1	0.9%	--	--	--	--
White	115	6	5.2%	--	--	--	--
Two or More Races	115	2	1.7%	--	--	--	--
Socioeconomically Disadvantaged	115	79	68.7%	77%	16%	1%	0%
English Learners	115	11	9.6%	100%	0%	0%	0%
Students with Disabilities	115	3	2.6%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	8	8	100%	--	--	--	--
Male	8	1	12.5%	--	--	--	--
Female	8	7	87.5%	--	--	--	--
Black or African American	8	2	25%	--	--	--	--
American Indian or Alaska Native							
Asian							
Filipino							
Hispanic or Latino	8	2	25%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	8	3	37.5%	--	--	--	--
Two or More Races	8	1	12.5%	--	--	--	--
Socioeconomically Disadvantaged	8	7	87.5%	--	--	--	--
English Learners							
Students with Disabilities	8	1	12.5%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	18	15	83.3%	93%	7%	0%	0%
Male	18	3	16.7%	--	--	--	--
Female	18	12	66.7%	92%	8%	0%	0%
Black or African American	18	0	0%	--	--	--	--
American Indian or Alaska Native							
Asian	18	1	5.6%	--	--	--	--
Filipino							
Hispanic or Latino	18	8	44.4%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	18	5	27.8%	--	--	--	--
Two or More Races	18	1	5.6%	--	--	--	--
Socioeconomically Disadvantaged	18	14	77.8%	93%	7%	0%	0%
English Learners	18	3	16.7%	--	--	--	--
Students with Disabilities							
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

## Mathematics - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	115	97	84.3%	93%	3%	0%	0%
Male	115	45	39.1%	91%	2%	0%	0%
Female	115	52	45.2%	94%	4%	0%	0%
Black or African American	115	19	16.5%	95%	0%	0%	0%
American Indian or Alaska Native	115	0	0%	--	--	--	--
Asian	115	1	0.9%	--	--	--	--
Filipino	115	1	0.9%	--	--	--	--
Hispanic or Latino	115	67	58.3%	93%	3%	0%	0%
Native Hawaiian or Pacific Islander	115	1	0.9%	--	--	--	--
White	115	6	5.2%	--	--	--	--
Two or More Races	115	2	1.7%	--	--	--	--
Socioeconomically Disadvantaged	115	81	70.4%	94%	1%	0%	0%
English Learners	115	12	10.4%	92%	0%	0%	0%
Students with Disabilities	115	3	2.6%	--	--	--	--
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded



## California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	4%	5%	7%	42%	41%	36%	59%	60%	56%

NOTE: Scores are not shown 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.

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	36%	Native Hawaiian or Pacific Islander	
All Students at the School	7%	White	–
Male	8%	Two or More Races	–
Female	7%	Socioeconomically Disadvantaged	6%
Black or African American	–	English Learners	–
American Indian or Alaska Native	–	Students with Disabilities	–
Asian	–	Students Receiving Migrant Education Services	
Filipino		Foster Youth	–
Hispanic or Latino	4%		

NOTE: Scores are not shown 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.

## Other Measures of Student Achievement – Most Recent Year

We continued to administer formative benchmark assessments during the 2014-2015 school year twice each year. Students are assessed twice a year. Assessment results are evaluated and used directly to inform teachers and guide student instruction. In addition to benchmark testing, we have added weekly formative assessments to our instructional program. During the 2014-15 school year, we have adopted Illuminate as our student assessment data management system. Illuminate gives teachers the ability to create standards-aligned weekly formative assessments and then compare the results to student performance on benchmark, Standardized Testing, CAHSEE, and CELDT performance data. 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 a 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 CELDT, unless they have been exempted by their parent or guardian. Parents receive assessment information from the school through Parent Advisory Council meetings, mail, the Parent Training Series, parent conferences, and ILPs. Students receive assessment information through teachers, ILPs, counseling conferences, and school-wide assemblies. The community receives assessment information through public board meetings and the local newspaper.

### Career Technical Education Programs (School Year 2014-15)

Career Technical Education is incorporated into each student's graduation sequence in the following areas using technology: Multimedia, Business Administration, Business Accounting, and Medical Science. Each long-term student is required to complete a career pathway course sequence before graduating Carter G. Woodson Public Charter School. Our school continues to allow students to take post secondary classes offered by Agape College of Business & Science while enrolled in the high school program. Short term planning 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 future medical science programs while completing their high school diploma. Agape College of Business and Science, formerly Agape Career Institute, is in its fourth academic year since reopening in 2011.

During the 2014-15 school year W.E.B. DuBois, as a member of the Charter Your Pathways consortium, was awarded a state Career Pathways implementation grant. The Charter Your Pathways consortium consists of Carter G. Woodson, three other downtown charter schools, and several business partnerships. This grant is supporting a major expansion in our CTE initiatives. Students during the 2014-2015 school year have the opportunity to enroll in a Career Pathway that can lead to career readiness upon graduation from high school. Career pathway choices include: Agricultural Business, Education, Medical Assisting, Energy & Utilities, and Entrepreneurship. Students in these pathways will be completing college coursework while completing their high school diploma programs. We have established partnerships with Agape College of Business & Science, Fresno City College, and Reedley College to provide courses for students enrolled in the Career Pathways program. Students in our lower grades are participating in Career Awareness activities that include mini-lessons, field experiences, career assessments, college & career fairs, hands on science projects, and other learning experiences.

Carter G. Woodson continues to partner with the Lyles Foundation at Fresno State to enable our students to participate in the NFTE entrepreneurship training program. NFTE is the Network For Teaching Entrepreneurship. The Network for Teaching Entrepreneurship's mission is to provide programs that inspire young people from low-income communities to stay in school, to recognize business opportunities and to plan for successful futures. Students learn to recognize opportunities for success all around them, and graduate with the necessary presentation, leadership, and problem-solving skills for continuing their education and contributing to the economy by either running their own businesses or joining the workforce. The strong financial literacy skills that students learn help them to make and manage money.

### Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	152
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	96.18%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

### STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	10%	4%	20%	41%	36%	39%	57%	56%	58%
Mathematics	8%	6%	20%	45%	42%	40%	60%	62%	59%

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.

### California High School Exit Examination Results for All Grade Ten Results by Student Group (School Year 2014-15) (if applicable)

Student Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	57%	23%	20%	56%	34%	11%
All Students at the School	80%	16%	4%	80%	20%	
Male	89%	11%		77%	23%	
Female	74%	19%	7%	82%	18%	
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	85%	10%	4%	84%	16%	
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	80%	16%	4%	80%	20%	
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						
Foster Youth						

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.

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5			
7			
9	4.2%	20.8%	25%

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 - Most Recent Year

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. 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 is the principal, Mr. Victor Martinez, who can be reached at (559) 229-3529.

### 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	28.9%	25.3%	42%	15.1%	15.6%	14%	13.1%	11.4%	11.5%
Graduation Rate	33.73%	27.59%	21.59%	74.98%	76.23%	79.31%	78.87%	80.44%	80.95%

## Completion of High School Graduation Requirements – Graduating Class of 2014

Group	School	District	State
All Students	118.18	77.89	84.6
Black or African American	200	75.84	76
American Indian or Alaska Native	0	79.31	78.07
Asian	200	87.34	92.62
Filipino	0	123.81	96.49
Hispanic or Latino	102.13	74.73	81.28
Native Hawaiian/Pacific Islander	0	80	83.58
White	250	80.9	89.93
Two or More Races	0	69.05	82.8
Socioeconomically Disadvantaged	122	76.57	81.36
English Learners	77.78	57.94	50.76
Students with Disabilities	71.43	53.44	61.28
Foster Youth	–	–	–

### 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	12.31	14.81	11.9	7.28	7.28	6.5	5.07	4.36	3.8
Expulsions	0.17	0	0	0.45	0.26	0.18	0.13	0.1	0.09

### Discipline – Most Recent Year

Carter G. Woodson expects students to act in accordance with accepted standards of behavior. Core values of our code of conduct include safety, trust, honesty, and respect. Discipline policies and procedures are based on these core values. The California Ed Code Guidelines are followed as appropriate.

## School Safety Plan – Most Recent Year

Carter G. Woodson 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. Random safety checks are also conducted weekly to deter students from bringing inappropriate or unsafe items on school campus.

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 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 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. Each staff member carries a 2-way radio to ensure efficient communication.

At Carter G. Woodson we feel that the root of preventing issues of student safety is relationships with our students and their immediate families. 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.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	Yes
Met Participation Rate - English-Language Arts	Yes	No	Yes
Met Participation Rate - Mathematics	No	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	No	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2005-2006	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	84
Percent of Schools Currently in Program Improvement	N/A	89.4%

NOTE: Cells with NA values do not require data.

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	14	27	5		14	23	4		11	31	1	2
Mathematics	19	10	8		18	14	4	1	28	7		5
Science	17	12	7		16	13	1		14	14	2	
Social Science	18	10	9		18	8	5		20	11	4	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 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	164
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		N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.5	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 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 ILP that outlines their four-year academic plan and any areas of need that must be addressed before graduation. ILP meetings involve students, parents, teachers, counselors, and administrators.

Each student is also assigned a Dropout Prevention Counselor. Dropout Prevention Counselors serve as liaisons between school and home. Counselors monitor and intervene in student behavior and attendance issues. Counselors also perform home visits when attendance or discipline issues warrant them.

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 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,789	\$941	\$7,847	\$44,181
District	N/A	N/A		\$67,859
Percent Difference – School Site and District	N/A	N/A		-34.89%
State	N/A	N/A	\$5,348	\$72,971
Percent Difference – School Site and State	N/A	N/A	46.73%	-39.45%

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

## Types of Services Funded (Fiscal Year 2014-15)

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 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 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,382	\$43,165
Mid-Range Teacher Salary	\$65,374	\$68,574
Highest Teacher Salary	\$80,440	\$89,146
Average Principal Salary (Elementary)	\$101,747	\$111,129
Average Principal Salary (Middle)	\$109,117	\$116,569
Average Principal Salary (High)	\$116,474	\$127,448
Superintendent Salary	\$297,000	\$234,382
Percent of Budget for Teacher Salaries	38%	38%
Percent of Budget for Administrative Salaries	7%	5%

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 Courses (School Year 2014-15)

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
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	

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

\* Where there are student course enrollments.

## Professional Development - Most Recent Three Years

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

Our Professional Development program at Carter G. Woodson includes the following objectives:

Align instructional program with California Common Core Standards and CAHSEE blueprints.

Disaggregate standardized performance data to guide lesson planning.

Principals and support administrators will 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 effective re-teaching methods. 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 Carter G. Woodson 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.

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

## Evaluation/Improving Teachers – Most Recent Year

Carter G. Woodson 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. Carter G. Woodson provides several staff development trainings, both mandatory and optional. Professional development includes Standards-Based Instruction Direct Interactive 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 and will also voluntarily cover additional classes when necessary. Our principals and support administrators also cover classes to maintain program consistency. Substitutes are paid between \$110 and \$150 per day.