

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Carter G. Woodson Public Charter School	Dr. Linda Scott CEO	lscott@agapeschools.org 559. 230.3072

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA

Carter G. Woodson Public Charter School has been an asset to the community for twenty-one years. Our expanding diverse population includes students who meet one or more “high needs” indicators. These indicators include students who are habitually truant, have dropped out of school, are pregnant or parenting, retained in one grade level and suspended or expelled within the school’s eligible criteria for enrollment. The following represents the most recent factors that qualify our schools for the Alternative Schools Accountability Model: DASS Qualifier Percentages from August 2020 Homeless 3% Foster 4%, Transient 5%, Gap 2%, Credit Deficient 38%, Retained 0%, Truant 21%, Dropout 1%, P/P 4%, Ward 1%, Suspended 1%, Expelled 1%. Carter G Woodson Student enrollment is 350 and the 2021-22 student population is American Indian 1%, African American 14.57%, Asian 2%, Hispanic 72.86%, Caucasian 8.86%, Other 1%. 98% of students are identified as socioeconomically disadvantaged, 3% are identified as Foster Youth, and 2% are identified as Homeless Youth. 12% of students are identified as students with disabilities and 5% are identified as English language learners.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Carter G. Woodson has reviewed its achievement outcomes within the DASS Board, Data Quest, and Local assessments the following success have been evaluated and outlined within our WASC Report, and LCAP Plan: Carter G. Woodson’s Smarter Balanced Assessment Consortium (“SBAC”) ELA increased student performance by meeting/exceeding standards in 2019 compared to 2018. There was a 9% increase in the 7th grade, 4.4% increase at 8th grade and 3.4% in the 11th grade. Local Control and Accountability Plan The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template. Local Educational Agency (LEA) Name Contact Name and Title Email and Phone [Carter G. Woodson Public Charter] [Dr. Linda Scott, CEO] [Lscott@agapeschools.org 559-486-1166] Plan Summary [2022-2023] General Information A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. Reflections: Successes A description of successes and/or progress based on a review of the

California School Dashboard (Dashboard) and local data. Page 15 of 120 Carter G. Woodson’s Smarter Balanced Assessment Consortium (“SBAC”) Math assessment increased student performance in 2019 by meeting or exceeding standards from the previous year with a 1% increase in the 8th grade and 1.8% increase in the 11th grade. Overall, 67.4% of students at Carter G Woodson made progress towards mastery of English language proficiency according to the prior two years of ELPAC scores. Carter G. Woodson’s chronic absenteeism has decreased by 9.08% in our 2019 report. Carter G. Woodson Graduation Rate has increased in all areas with African American students displaying the highest increase from 64% to 73%, Hispanic Student increased from 62% to 70%. The overall 5-year cohort graduation rate increased from 62% to 69%, this was a 7% increased from the previous year. According to Carter G Woodson’s DASS Board reflects African American students and Students with Disabilities with the highest graduation rate per group. African American Students are at 83% and Students with disabilities are at 80%. Credit eligible graduation rate for seniors has reached above 94% for the past 3 years. This means all students that were seniors starting the fall semester graduated in June 2021. Carter G. Woodson was awarded a WASC Accreditation from 2019 to 2024 and just completed a successful accreditation renewal. Woodson has fully implemented three (3) career pathways and multiple CTE courses. All seniors are expected to complete a pathway in order to become career ready before graduation. Woodson students are provided an opportunity that include dual enrollment college credits. Students are able to 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.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Carter G. Woodson Charter School has identified major areas of deficiency by completing a needs assessment, reviewing DASSboard, local data and by obtaining feedback from stakeholders including parents, students and community advisory meetings. We have also reviewed our needs based on state and local performance indicators within the prior LCAP. We strive to be a charter of academic excellence by providing supportive and responsive leadership with system wide approaches, and culturally competent initiatives that ensure that all students are college and career ready. The charter will continue to address areas of improvement by: (1) Refining our staff Leadership training to expand student engagement strategies and the use of formative assessment reviews to ensure the monitoring of student performance measures and metrics performance outcomes outlined within LCAP, (2) Increase the number of activities and educational trips for students related to in classroom lessons (3) support teacher collaborative teams in using data to improve English Learner results in speaking, writing, reading and listening by providing new approaches, and (4) provide real time coaching opportunities for teachers in data analysis and effective instructional techniques, (5) Improve student attendance to increase student performance and students at school, and (6) Expand the use of facilities along with visual appearance and safety measures (7) Increase the number of Career Pathways, AP classes offered and job shadowing and internship opportunities, and (8) Increase the number of students in special populations graduating from high school including foster youth, students with disabilities and EL students. Staff have and will continue to analyze student performance data through site plans, professional development, DASSboard data, 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. Carter G. Woodson will continue to focus on the areas of improvement.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This year’s LCAP Plan highlights the progress our students and programs have made towards increasing student achievement in English Language Arts and Math. The LCAP Plan also demonstrates our commitment to collaborate with all stakeholders in serving our students and community at the highest level. The LCAP Plan highlights our action plan goals, which are aligned to the following eight priority state indicators:

A. Carter G Woodson will increase student proficiency in English Language Arts, Math and Science.

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- a. Overall school performance in English Language Arts will increase by 2% in Year 1 and 3% in Year 2 and 5% in year 3 for a total of 10% overall increase in Students scoring Proficient and Advance.
- b. Overall school performance in Math will increase by 2% in Year 1 and 2% in Year 2 and 3 % in year 3 for a total of 7% overall increase in Students scoring Proficient and Advance.
- c. Overall school performance in Science will increase by 2% in Year 1 and 2% in Year 2 and 3 % in year 3 for a total of 7% overall increase in Students scoring Proficient and Advance.

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

- a. English learners enrolled in the school more than 90 days will improve their ELPAC Score by 1 proficiency level toward levels 3 and 4 each year.
- b. 95% of students that are EL designated will complete the ELPAC exam.
- c. Ensure 85% of long-term students complete pretesting and reading initiatives.

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

- a. Teachers will receive 3 additional Professional Developments specifically addressing learning losses and student engagement.
- b. All administrators will participate in two years of the Aspiring Administrators program to increase student performance and staffing coaching and mentoring.
- c. Teacher and administrators will receive 4 workshops addressing formative assessments, differentiated instruction strategies, using manipulatives, software and visuals, and how to be culturally competent.

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

- a. Our school will increase parent participation by 3% each year for each one of the advisory committees.
- b. Parents will increase satisfaction by 1% each year or be above 91% with parent satisfaction outcomes.

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

- a. Our school will increase the number of clubs offered up to two new clubs per year.
- b. Our school will increase student activities including sport offerings by 1-2 activities per year.
- c. Our school will ensure restroom facilities and eating areas are cleaned after each break and lunch use including Before and After-School.

F. Our school will maintain a minimum of 87% attendance rate for DASS students.

- a. Overall attendance for Special population (EL, Foster youth, Socio- Disadvantage and Students with disabilities) will increase by 2% each year in Attendance.
- b. Chronic Truancy will decrease by 2% each year and by 10% by year 5.

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

- a. The school will expand Career pathways and CTE programs by 1 per year over the next 3 years based on students needs and jobs in demand.
- b. 60% of students will pass career pathway courses with a c or better by year 2 and 70% by year 3.

c. Student and parents surveys percentages will increase in career readiness satisfaction will by 10% by year 2 or by 91 percentage in year 3.

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

a. Overall High school graduation rate for 5-year cohort will increase above 68% in the first year and above 72% in second year and above 80% in the third year.

b. Students in special populations including foster youth, students with disabilities, English Learners, and identified significant groups such as Hispanic and African American will increase toward graduation by 2% each year.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Carter G. Woodson Public Charter Schools is identified as a Comprehensive Support Improvement school in order to address and increase the graduation rate. Our Single Plan for Student Achievement addresses the requirements for the CSI Plan. Our school has conducted a survey each year of our stakeholders and in addition, we have reviewed our DASS Board and Data Quest data and modified our plan continually to address areas of improvements. Finally from the needs assessment, the charter works with contracted consultants, technical assistance provider FCSS and site leaders to create a professional development plan identifying areas of growth. The data is collected and compared for growth measuring, professional development needs and modification of student individual learning plans. Stakeholders work with the leadership team through the school's School Site Council. The School Site Council receives a progress report semi-annually and is provided with tools for analyzing data, formulating indicators and next steps. The LEA and site leadership team works with stakeholders identifying interventions and barriers to overcome problems preventing graduating specifically among 5-year seniors. As a team, indicators such as (1) Providing resources to assist our students with college, career readiness in order to increase number of students graduating on time or by their original graduation date (2) Providing resources minimizing chronic absenteeism for students missing school due to loss of engagement, learning losses, behavior, and/ or have left school to obtain employment due socioeconomic barriers (3) Analyzing and evaluating data that contributed to decreased graduation rates due to a high number of student suspensions, low attendance, and course failure in order to modify students Individual Learning Plans are determined as indicators for overcoming barriers. The LEA, stakeholder, site leaders and with additional support from contracted consultants work in collaboration to identify appropriate evidenced-based interventions, actions, and how to use funds to best serve the identified needs and inequalities. This process of identifying resources for inequalities are guided by the needs assessment, student data and teacher PLC input through surveys and committee meetings. The district leadership team provides final input in the determination of which evidenced- based intervention to use based on research, consultation with other districts, and California's list of approved research-based curriculum. In addition, the

consultants provided coaching and support to leaders and teachers that allows for insight into best practices and researched-based intervention. The consultants provide tools, research articles, curriculum, and teaching practices. The community receives assessment information through public board meetings and the school newspaper and local feedback initiatives. Finally, the charter has gained and utilized a reduced credit threshold for students 18 or older not on track to graduate to assist students toward the goal of graduating from our school.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The Charters administration conducted a survey each year of our stakeholders including students and parents along with the review of our DASS Board, Data Quest, and CALPADS data to continually modified our plan in order to address areas of improvements. The LEA works with site leaders designing a plan for targeted tier interventions within student cohorts to better address academic learning losses and socialemotional needs of students since the Pandemic. Carter G. Woodson is progressing towards increasing graduation rates with CSI funds by working intensely with the CSI counselors creating individual learning plans and credit reduction evaluations. The individualized learning plans, credit evaluations, along with career and college plans are utilized for every student to ensure they remain on track toward graduation. The combination of personalized learning, family-like environment, tier interventions, career pathways and truancy prevention, all contributes to fostering student initiatives exceling our graduation rates for seniors over 18 years old. In addition, students and parents are provided with holistic services for entire family along with grant funded resources to develop career opportunities leading to partnerships with non-profits, business, and post-secondary education providers. The LEA provides guidance and professional development to staff on conducting meetings with various stakeholders including Fresno County Superintendent of Schools board adopted technical assistance providers, Agape College of Business Science, Tools for Teachers, and Insight, as initial providers for professional development, evaluations, and student workshops. The LEA provides the site leadership team with professional development evaluating and conducting student workshops such as college fairs, financial aid, college registration seminars. With coordinated planned efforts and evaluation of data, the LEA works with site leaders and community partners providing opportunities that lead to post-secondary education, civilian leadership, and selfindependence ensuring students become productive citizens. To support the school site, the needs assessment, graduation rate, grade distribution and suspension rate data is analyzed to determine any factors that our disproportionality affecting the charters special populations. Through the analysis of data, the site and district leaders determine next steps at the campus level, and develop additional resources for identified subgroups including special populations. The findings are incorporated into our ongoing progress monitoring of inequities including the mobility rate and credit threshold.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Our LCAP is measured by monitoring each students' ability to demonstrate proficiency on measurable performance standards through methods such as exit slips, unit tests, formative assessments, and tasks explicitly aligned to the Common Core State Standards. Learning is also measured and monitored by the student's ability to practically apply their knowledge in relevant ways. This is especially evident in our PBL/CTE classes where student learning is demonstrated through the students' ability to produce and present work products based on the real-life problems and/or career connections and evaluated using standards-based rubrics. Progress monitoring indicators are reported bimonthly during leadership meetings by supporting staff and contracted providers. The evaluation of indicators and effectiveness will be guided by the measurable performance outcomes established within the SPSA which includes the CSI plan. District and site leaders use the PLC to improve processes, review and evaluate levels of effectiveness based on data and looking at student growth in a school year. Site leaders and consultants also conduct, monitor, evaluate next steps during PLCs. Based on data, site leaders work along with counselors ensuring intervention and social emotional supports are aligned to the student data. Site leaders provide coaching to teachers to ensure implantation of intervention and social emotional support are present and monitored within the classroom. Consultants continue to provide professional development targets and support in the identified areas of need, as the site leaders compare current data to Dashboard and Data Quest indicators and data. The measurable performance outcomes include increasing the number of students graduating on time, decreasing our school's suspension rate, chronic truancy, learning losses and increasing student engagement in Math, English, Science and CTE courses. Research based practices consist of resources used as references from the Center of Equity and Excellence in Education and Multi-Tier Intervention Models focused on student improvement. Data will be used from SBAC, benchmarks, Individualized Learning Plans, surveys, DASS and other identified factors to measure improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Carter G. Woodson leadership staff has made a concerted effort to ensure engagement of all stakeholders in the development of a comprehensive Local Control Accountability Plan. Stakeholder meetings included: The non-profit governing board, School Site Council, ELAC, Business and Community Advisory Boards, Principals, Teachers, Administrators, Parents, Pupils, and all staff. Carter G. Woodson is operated by Agape, a local 501c3 non-profit corporation. Oversight of Agape is operated and monitored by the organizations CEO and policy development by the Governing Board for Fiscal and Liability matters. School Site Council provides oversight of charter school Curriculum, Instruction, Single Plan for Student Achievement and campus safety matters. Public Hearings were held on February 16, 2022, April 27, 2022, May 12, 2022 with final approval on May 31, 2022 with the ELAC/Parent Councils and School Council. Public hearing May 23, 2022 with final approval June 01, 2022 with the Agape Board of Directors. Notifications were provided to all stakeholders in accordance with the law. In separate meetings, the Agape Board of Directors and School Site Council met to receive and discuss survey data collected from parents and students. The Boards also reviewed student academic performance data. Parents and students attended multiple ELAC and Parent Council Meetings to provide input during the action items established on the agenda. Parent comments from the public hearings were incorporated into this LCAP plan. The School Site Council met on, February 16, 2022, April 27, 2022, May 12, 2022, to discuss their responsibility in the ongoing monitoring of the LCAP. The Council reviewed survey data from parents and contributed their own input to the continuation of program improvement

A summary of the feedback provided by specific educational partners.

Carter G. Woodson leadership staff hosted Parent & Student LCAP information and data gathering meetings at School Site Council, Parent Advisory Council and DELAC meetings on February 16, 2022, April 27, 2022, May 12,2022, May 31,2022 Staff presented updates on Agape programs and initiatives and specifically discussed the progress of initiatives established by the LCAP. Along with the newsletters, informational parent letters, school messenger notices and informational meetings, all Woodson students were given the opportunity to complete the annual comprehensive survey to give feedback on multiple aspects of operations at Woodson. Survey items included questions about EL Learners, College & Career Readiness, Instructional Strategies, Campus culture, Student Safety, Instructional Materials, Teacher Support, Rigorous and Relevant instruction, Homeless and Foster Youth Policy, Parent Compact, and staff.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational Partners	When	How	What Input was Provided
Parents Advisory /Senior Meetings		Surveys of Parents, Public Hearings, Informative Meetings and Dialog	LCAP GOALS and CSI input and information
School Site Council		Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings and dialog	LCAP GOALS, Curriculum, Staff Recruitment and funding
DELAC/ English Language Advisory Committee		Surveys of Parents, Feedback, Public Hearings and Questionnaire, Informative Meetings and dialog	LCAP GOALS, EI Programs, Curriculum and funding
Fresno County Superintendent of Schools		Feedback Meetings with Consultants and Administration, Professional Development, and Technical Assistance Provider.	LCAP GOALS, Funding, Actions, CSI
Career Pathway and Business, Community Advisory Committees		Advisory input meetings, data sharing of community and employer needs.	LCAP GOALS, Career Pathways, Funding, Accreditation
Students		Surveys, Interviews, and Focus Groups	LCAP GOALS and Actions
Social Workers		Meeting to discuss Foster Youth needs	Actions, CSI
Parents		Surveys, Call Banks, Zoom Meetings,	LCAP entire document
Teachers and Classified support staff		Surveys, Meetings, focus groups, PLC's	LCAP entire document
Agape Governing Board		Governing Meetings, Public Hearings	LCAP entire document, Focus Group Initiative
School Leadership Meetings		Focus Groups, Aspiring Leaders Meeting, Needs Assessment (Principals) PLC	LCAP entire document, Focus Group Implementation

The Educational Partners influenced the LCAP Goals and action plan. Additionally, funding was impacted by the input from Educational Partners.

Goals and Actions

Goal

Goal #	Description
1	Carter G. Woodson will increase student proficiency in English Language Arts, Math and Science.

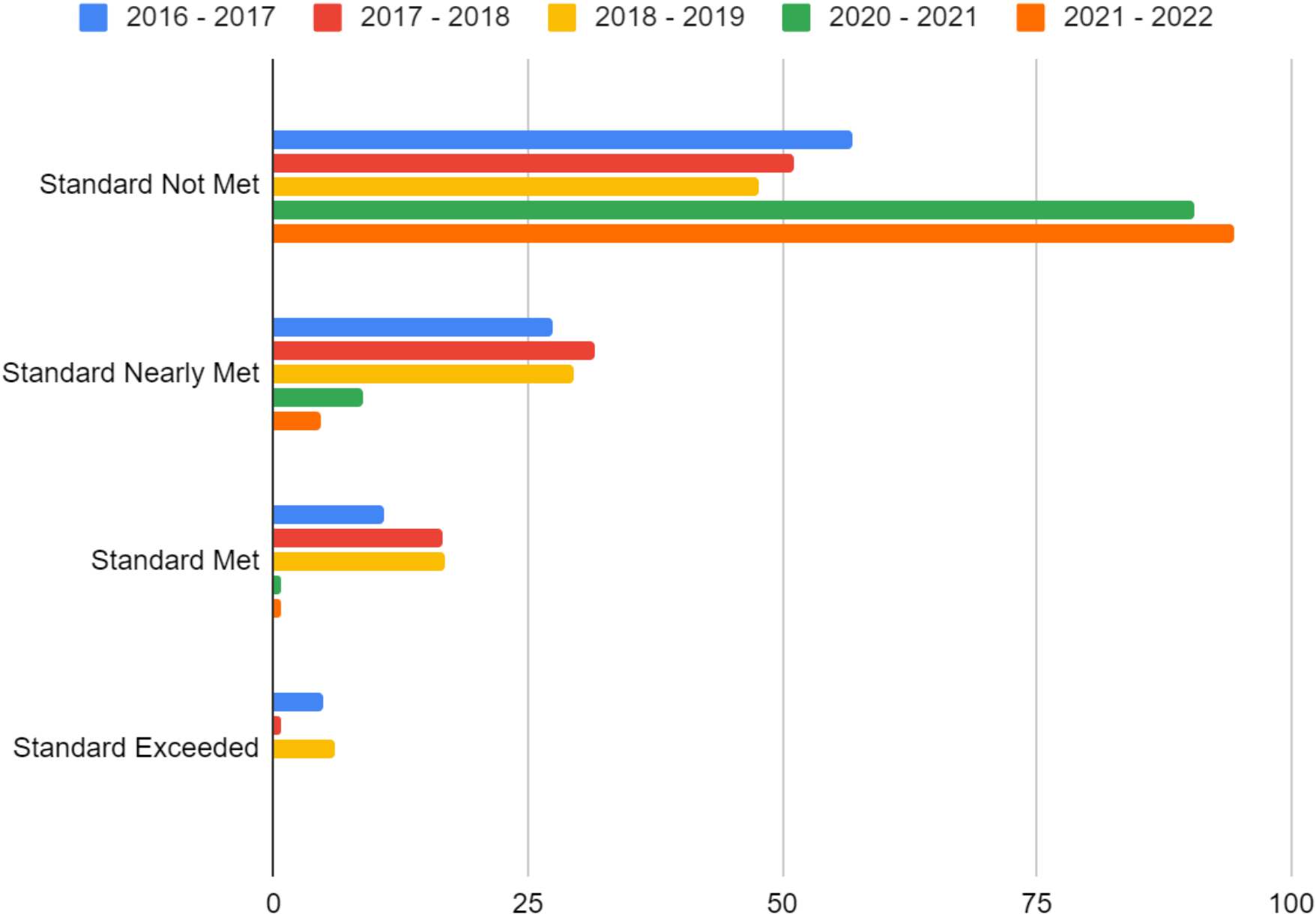
An explanation of why the LEA has developed this goal.

With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, Due to the COVID 19/ Pandemic students have suffered significant learning losses as displayed within the 2020-21 pilot scores. Additional student scores in the 21-22 school year are expected to be below the 18-19 school year prior to the pandemic. The goal was restructured to add Science due to the decrease in CAASPP Scores in each area with no student scoring Proficient or Advanced in Science in 2020-2021. Students at Carter G. Woodson have made significant gains towards mastering Common Core State Standards in English Language Arts. From 2017 to 2020. According to Information provided by the California Dashboard our school has had a slight decrease in the 2020-2021 school year justifying the development of this goal in each core subject area.

Demographic	Assessment	2016-17	2017-18	2018-19	2019-20	2021-22	2021-22
Schoolwide	ELA	15.69	17.32	22.89		20.93	15.5
	Math	2.0	4.76	4.22		0.80	.79
	Science	N/A	N/A	3.68		2016-17	5.26

Hispanic or Latino	ELA	14.29	15.31	14.16		19.79	11.96
	Math	2.94	3.09	1.77		1.06	0
	Science	N/A	N/A	2.94		3.45	6.33
English Learner	ELA	0	0	10.0		*	0
	Math	6.67	0	0		*	0
	Science	N/A	N/A	0		*	*
Economically Disadvantaged	ELA	15.22	14.41	22.01		19.66	14.75
	Math	2.22	2.56	3.77		0.88	.83
	Science	N/A	N/A	2.42		3.85	3.92

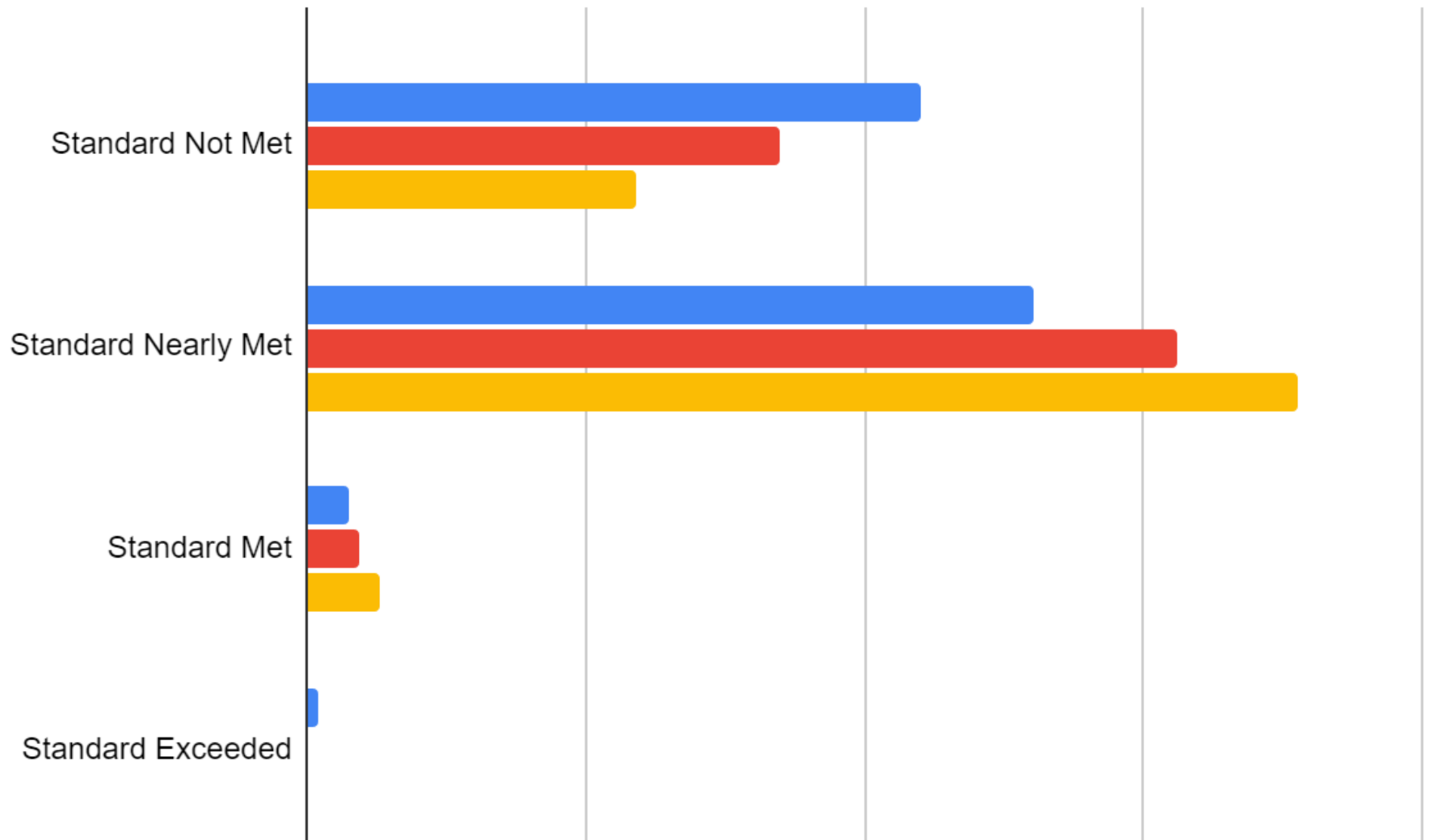
Carter G. Woodson CAASP MATH Percentage Comparison 2016 - 2022



CAASPP Math Comparison Data				
School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2016-2017	90%	8%	2%	0%
2017-2018	85.71%	9.25%	3.17%	1.59%
2018-2019	80%	13.3%	5.3%	1.33%
2020-2021	90.4%	8.8%	0.8%	0%
2021-2022	94.49	4.72	.79	0
Cumulative Average ¹	(Average Decrease of)	(Average Decrease of)	(Average Growth of	(Average Growth of

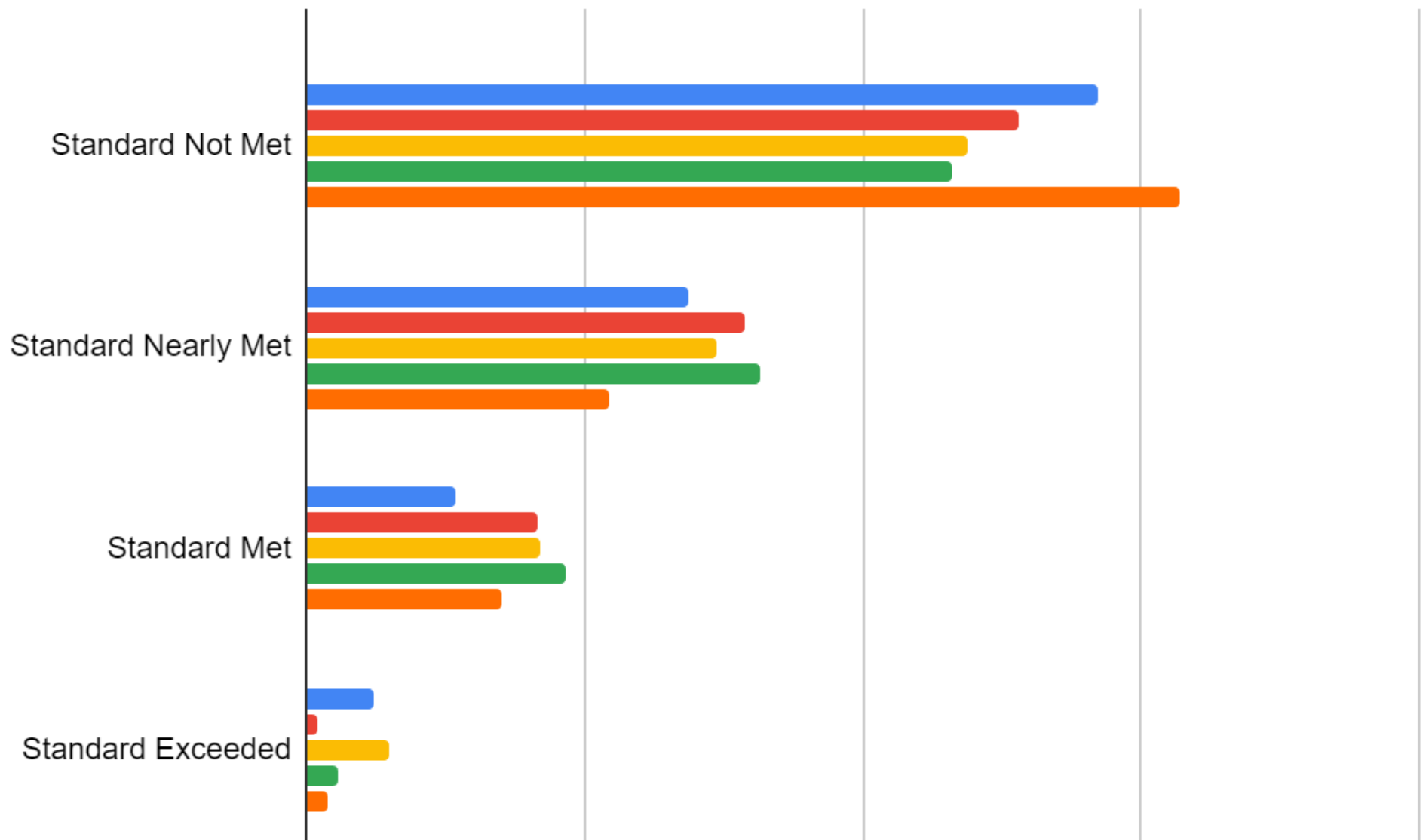
Carter G. Woodson CAASP Science Percentage Comparison 2019 - 2022

■ 2018 - 2019 ■ 2020 - 2021 ■ 2021 - 2022



Carter G. Woodson CAASP ELA Percentage Comparison 2016 - 2022

2016 - 2017 2017 - 2018 2018 - 2019 2020 - 2021 2021 - 2022



Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math SBAC	Data Year 2020-2021 SBAC 2020-21 MATH Scores exceeding or meeting standards was .08% EL: N/A-Not enough students in the group FY: N/A LI: .88 HL.1.06 SWD: .08	SBAC 2020-21 MATH Scores exceeding or meeting standards was .08% EL: N/A-Not enough students in the group FY: N/A LI: .88 HL.1.06 SWD: .08	SBAC 2021-22 MATH Scores exceeding or meeting standards was .79% EL LI HL SWD	[Insert outcome here]	Math will increase by 9% overall in Students scoring Proficient and Advance. EL: 2% if possible LI 3% HL 5% SWD 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science SBAC	<p>Data Year 2020-2021</p> <p>SBAC 2020-21 Science Scores exceeding or meeting standards was 0%</p> <p>EL 0%</p> <p>LI 0%</p> <p>HL 0%</p> <p>SWD 0%</p>	<p>Data Year 2020-2021</p> <p>SBAC 2020-21 Science Scores exceeding or meeting standards was 3.67%</p> <p>EL</p> <p>LI</p> <p>HL</p> <p>SWD</p>	<p>Data Year 2021-2022</p> <p>SBAC 2021-22 Science Scores exceeding or meeting standards was 5.26%</p> <p>EL</p> <p>LI</p> <p>HL</p> <p>SWD</p>	[Insert outcome here]	<p>7% overall increase in Students scoring Proficient and Advance.</p> <p>EL 2% If possible LI 3%</p> <p>HL 2%</p> <p>SWD 7%</p>
ELA SBAC	<p>Data Year 2020-2021</p> <p>SBAC 2020-21 English Language Arts exceeding or meeting standards was 20.93%</p> <p>EL 0%</p> <p>LI 19.66%</p> <p>HL 19.79%</p> <p>SWD 20.94%</p>	<p>Data Year 2020-2021</p> <p>SBAC 2020-21 English Language Arts exceeding or meeting standards was 20.93%</p> <p>EL 0%</p> <p>LI 19.66%</p> <p>HL 19.79%</p> <p>SWD 20.94%</p>	<p>Data Year 2021-2022</p> <p>SBAC 2021-22 English Language Arts exceeding or meeting standards was 15.5 %</p> <p>EL</p> <p>LI</p> <p>HL</p> <p>SWD</p>	[Insert outcome here]	<p>8% overall increase in Students scoring Proficient and Advance</p> <p>EL 2%</p> <p>LI 22%</p> <p>HL 22%</p> <p>SWD 23%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
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<p>[Action #1]</p>	<p>Overall school performance in English Language Arts will increase by meeting standards or exceeding standards each year</p>	<p>Overall school performance in English Language Arts will increase by 2% in Year 1 and 3% in Year 2 and 4% in year 3 for a total of 9% overall increase in Students scoring Proficient and Advance.</p> <ol style="list-style-type: none"> 1. All Students will utilize at least 1 online tutorial subscription <ol style="list-style-type: none"> a. Achieve 3000, Edgenuity, interactive programs are used to provide individualized intervention. 2. Intervention and Remediation courses taught either before, after and during Saturday school. <ol style="list-style-type: none"> a. Two sections of Intervention Foundational English class were provided for students who need additional practice with basic skills. i. Multiple Tier Support Systems: Best practices and Student Tier and Equity interventions are utilized. ii. Designated ELD (EL Population) b. Consistently administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement among: <ol style="list-style-type: none"> i. EL, Homeless, Foster, Low-income students ii. SPED and 504 modification and accommodation 3. Common-Core Standards and Supplement <ol style="list-style-type: none"> a. ELA supplemental materials: <ol style="list-style-type: none"> i. Common Core Reading and Writing workbooks ii. Professional development for literacy, EL Standards and SEL b. Science supplement materials: <ol style="list-style-type: none"> i. NGSS ii. Professional development for claims, evidence and reasoning support c. The curriculum and instruction focus group has adopted CCSS aligned materials and will continue to research additional supplemental materials to support implementation 	<p>[\$2,120,189]</p> <p>LCFF State Aid&EPA \$1,443,117</p> <p>Lottery \$67,463</p> <p>Mandate Blk Grant \$16,404</p> <p>Title I \$179,415</p> <p>ESSER III \$413,790</p>	<p>[Y/N]</p>
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Action #	Title	Description	Total Funds	Contributing
[Action #2]	Overall mathematics school performance will increase each year to meeting or exceeding standards each year	<p>Overall school performance in Math will increase by 2% in Year 1 and 2% in Year 2 and 3 % in year 3 for a total of 7% overall increase in Students scoring Proficient and Advance.</p> <p>1. All Students will be provided at least 1 Online tutorial subscription</p> <p>a. Go Math, Edgenuity, interactive programs are used to provide individualized intervention.</p> <p>2. Intervention and remediation courses will be taught before, after and during Saturday school to address learning losses.</p> <p>a. MTSS: Best practices, Student Tier and Equity b. Consistently administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement.</p> <p>i. EL, Homeless, Foster, Low-income students ii. SPED and 504 modification and accommodation 3. Add additional Math tutors to Math courses to assist in student tutoring.</p> <p>a. ELA supplemental materials:</p> <p>b. Math supplement materials:</p> <p>i. A New Math Adoption for 9th through 12th for the 222-23 and Go Math will continue to be utilized for middle school</p> <p>ii. Professional development for computations, EL Standards and EL</p>	<p>[\$525,910]</p> <p>LCFF State Aid & EPA \$63,828</p> <p>LCFF SUPP & CON \$353,092</p> <p>CSI \$108,990</p>	[Y/N]

Action #	Title	Description	Total Funds	Contributing
[Action #3]	Overall school performance in science will increase by meeting standards or exceeding standard each year	<p>Overall school performance in Science will increase by 2% in Year 1 and 2% in Year 2 and 3 % in year 3 for a total of 7% overall increase in Students scoring Proficient and Advance.</p> <p>1.. Science supplement materials including project based learning will be utilized.</p> <p>i. NGSS</p> <p>ii. Professional development for claims, evidence and reasoning support</p> <p>iii. The board of directors have adopted Discovery aligned materials and will continue to research additional supplemental materials to support implementation. 2. Offered competitive salary maintain high quality teachers.</p> <p>a. Offer competitive salaries in order to attract and</p> <p>b . Consistently administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement. i. EL, Homeless, Foster, Low-income students ii. SPED and 504 modification and accommodation 3. Common-Core Standards and Supplement a. ELA supplemental materials:</p> <p>Common Core Reading and Writing workbooks Science supplement materials: NGSS</p> <p>Professional development for claims, evidence and reasoning support</p>	<p>[\$226,075]</p> <p>LCFF State Aid & EPA \$205,388</p> <p>Title II \$20,687</p>	[Y/N]

Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

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

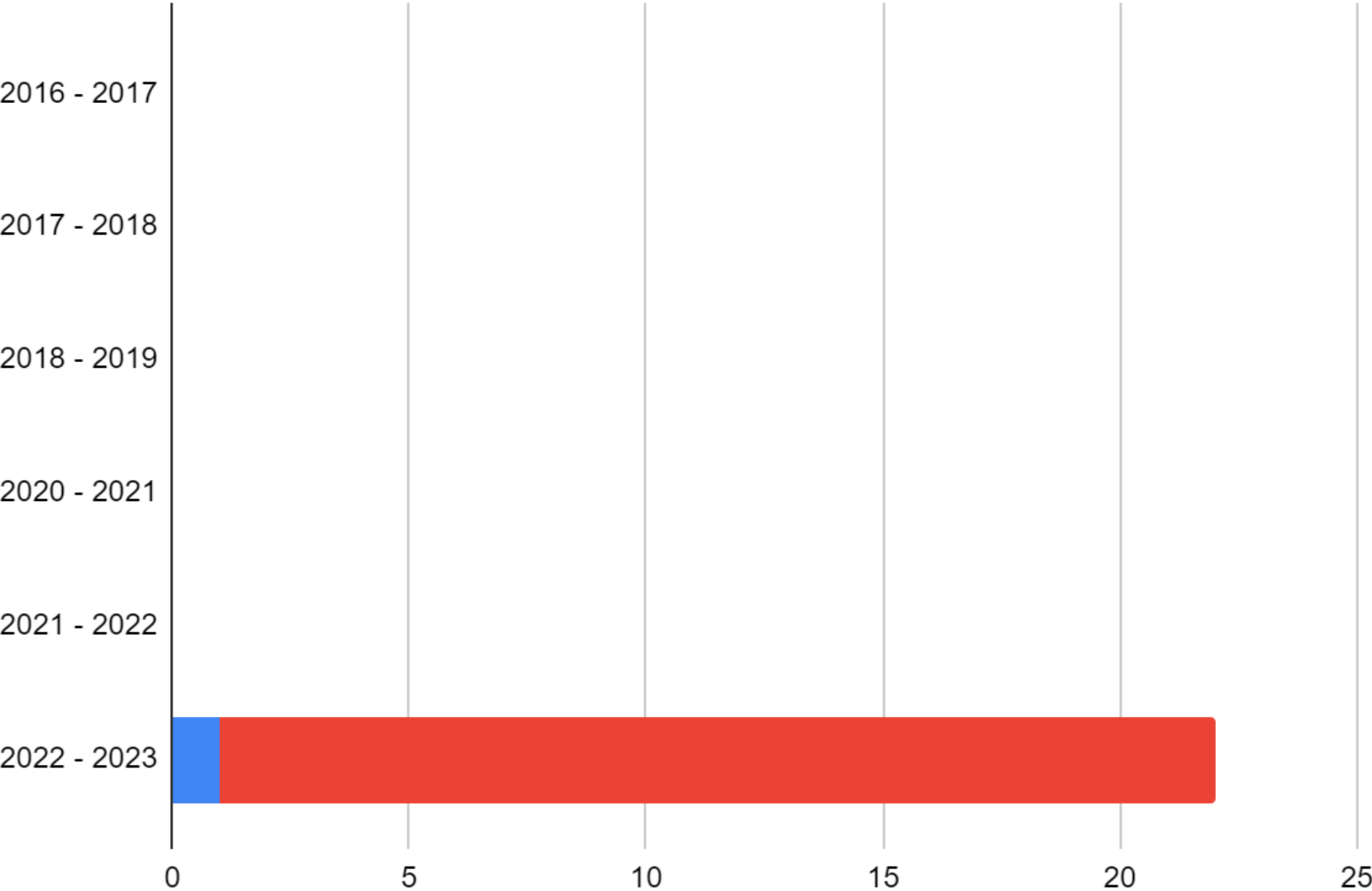
An explanation of why the LEA has developed this goal.

Carter G. Woodson Stakeholders contributed to creating this goal based on recent ELPAC preview scores and prior year 2020-21 decreased results. In 2020-21 and in 2021-22 0 scored level 4 or advanced on the ELPAC compared to the prior year. Additionally. we are planning to ensure students taking the ELPAC exam participate at a 95% participation rate as well as address all learning losses through preexamination and classroom instructional

strategies. The decline in proficiency was due in part to experienced learning loss attributed to the COVID-19 pandemic and related school closures. School officials anticipate an decrease in the 2021-2022 school year according to preview scores.

Carter G. Woodson English Learner Redesignation Comparison Data

EL Students Redesignated EL Students Enrolled



School	Year	Enrollment	English Learners	Fluent-English Proficient Students	Students Redesignated FEP
Carter G. Woodson Public Charter	2022	322	21		1
	2021	350	18 (5.1%)	45 (12.9%)	0 (0%)
	2020	358	20 (5.6%)	46 (12.8%)	1 (0.5%)
	2019	385	27 (7.0 %)	44 (11.4 %)	6 (13.3 %)
	2018	430	45 (10.5 %)	40 (9.3 %)	5 (11.6 %)
	2017	345	43 (12.5 %)	41 (11.9 %)	0 (0.0 %)
	2016	352	40 (11.4%)	35 (9.9%)	8 (16.7)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Long-term Students completing ELPAC will make progress in Reading, Listening, writing, and speaking. In addition, They will increase participation rate.	Data year :2020~ 2021 Data Source: ELCAP Woodson had no students score a Level 4, while nearly half of the administered the exam students (46.67%) scored a Level 3.	Data year :2020~ 2021 Woodson had no students score a Level 4, while nearly half of the administered the exam students (46.67%) scored a Level 3.		[Insert outcome here]	10% of overall EL students that qualify as Long-term EL will increase 1 performance Band toward Level 3 or 4 from 1 or 2.
English Learner participation rate 95%	Data Year 2020-2021 Data Source: ELCAP EL- Participation rate 94%	Data Year 2020- 2021 EL-Participation 94%			96% of students that are EL designated will complete the ELPAC exam
Reclassification Rate	Data Year 2020-2021 Data Source: ELCAP, CALPADS English Learners 5% Fluent-English-Proficient Students 12.9% Students Redesignated FEP 0% EL : 0 Redesignations	Data Year 2020- 2021 English Learners 5% Fluent-English Proficient Students 12.9% Students Redesignated FEP 0% EL : 0 Redesignations			Desired Outcome for 2023–24 7 Students will be reclassified.

Action #	Title	Description	Total Funds	Contributing
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<p>Action 1</p>	<p>English Language Learners Instructional Strategies</p>	<p>English learners enrolled in the school more than 90 days will improve their ELPAC Score by 1 proficiency level toward levels 3 and 4 each year.</p> <p>ELD professional development</p> <ul style="list-style-type: none"> a. Fresno County Superintendent of Schools will provide virtual PD on the ELA/ELD Framework as well as ELD standards. b. PLCs on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc. <p>2. Adopted and purchased print and electronic online learning materials to support English Language Learners.</p> <ul style="list-style-type: none"> a. Online and print instructional materials were adopted that meet student’s individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills. <p>3. ELD/Intervention Foundational English classes are built into the master schedule to support English language development.</p> <ul style="list-style-type: none"> a. English Learning Authorization certification for teachers <p>4. Teachers utilized the following supplement strategies to meet expected outcomes for supporting English Language Learners:</p> <ul style="list-style-type: none"> Visuals and graphic organizers to help scaffold content Listening and speaking strategies Use of Achieve3000 to support current reading levels and assist in improving reading levels. Spanish language text is available through Achieve 3000. • 1-to-1 computer devices <p>Collaborative groups, learning stations, and cooperative assignments</p> <p>5. Data Drive Instruction (DDI) and modification will be discuss in PLC’s</p>	<p>[\$563,090]</p> <p>LCFF State Aid & EPA \$185,035</p> <p>LCFF SUPP & CON \$378,055</p>	
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Action 2	EL designated will complete the ELPAC exam	<p>Ensure 95% of long-term students complete pretesting and reading initiatives.</p> <p>Ensure 95% of EL students meet test participation rate. a. Attendance tracking and home visits</p> <p>b. Parents training and outreach</p> <p>Materials in various languages based on the home language survey</p>	<p>[\$51,700]</p> <p>LCFF State Aid & EPA \$51,700</p>	
Action 3	Long-term students will be reclassified that score at level 4 and meet all qualifying factors for reclassification	<p>Students will meet all the factors associated with reclassification including scoring level 4 on the ELPAC. SBAC must be at Basic or above in ELA. Or</p> <p>Students will meet the local assessment factor within the EL Plan. Students will be provided tutoring to increase ELPAC and SBAC scores to meet the additional criteria</p>	<p>[\$46,782]</p> <p>LCFF State Aid & EPA \$46,782</p>	

Goal

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

An explanation of why the LEA has developed this goal.

Carter G. Woodson has developed this goal based the, Dashboard data, staff survey data, students survey data and the turn over in administration within each school year. Carter G. Woodson has developed a yearly professional development plan to address the concerns of our stakeholders and data presentation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Professional Development	80% Teachers reported on a survey they were trained on instructional strategies for our students that promote creativity, critical thinking, collaboration and communication. SY 2021-2022 Data Source: Teacher Surveys	80% Teachers reported on a survey they were trained on instructional strategies for our students that promote creativity, critical thinking, collaboration and communication.. SY 2021-2022 Data Source: Teacher Surveys	(77.78%) 80% Teachers reported on a survey they were trained on instructional strategies for our students that promote creativity, critical thinking, collaboration and communication.. SY 2022-2023 Data Source: Teacher Surveys	90% Teachers will report that they are trained on instructional strategies for our students that promote engagement, creativity, Critical Thinking, Collaboration, and Communication
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Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Teacher Professional Development	Teachers will receive 3 additional Professional Developments specifically addressing learning losses and student engagement. Provided comprehensive professional development agreement with Fresno County Office of Education. a. SDE and FCSS provided the following services for the 2020-2021 school year: i. Professional Development Days ii. In-Class Coaching Days 2. Professional Development focused on Academic Rigor, Common Core Supplements and Social Emotional Learning (SEL) a. This includes: i. SDE Provided- Non-Negotiables, Look For's, Standards align, Mapping, Pacing, Differentiated Instruction, DOK 3-4 to enhance instruction to	\$125,999 LCFF: \$87,891 Educator Effectiveness Grant \$17,730 Title II: \$20,378	Y

		<p>increase rigor and depth of knowledge levels and Academic Vocabulary.</p> <p>ii. Achieve3000 program, PD</p> <p>iii. Go Math program and PD</p> <p>iv. Intensive focus on CCSS and instructional strategies in bi weekly PLC's.</p> <p>v. Blended (Hybrid and Distance) Learning</p> <p>vi. Social Emotional Learning PD</p> <p>vii. GATE training and coaching</p> <p>3. Maintained qualified support personnel including instructional technology support staff.</p> <p>4. Purchase and acquired additional technology software (staff and student devices)</p> <p>a. Desktop computers upgrades to facilitate use of instructional technology. (Mac/Dell/HP)</p> <p>b. Mac, Chromebooks, Tablets software updates and Hotspots c. Online licenses for textbooks, supplement materials and digital software</p>		
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Local Control and Accountability Plan Template Page 37 of 7

Action #	Title	Description	Total Funds	Contributing
[Action 2]	Aspiring Administrators program	All administrators will participate in two years of the Aspiring Administrators program to increase student performance and staffing coaching and mentoring. Trainings will reflect professional development in the areas of instructional strategies for teacher, mentoring and coaching.	\$15,800 Title II: \$15,800	[Y]
[Action 3]	Teacher and Administrator workshop	Teacher and administrators will receive 4 workshops addressing formative assessments, differentiated instruction strategies, using manipulatives, software and visuals, and how to be culturally competent. UPDATE:	\$80,500 Title I: \$80,500	Y

		<ul style="list-style-type: none"> ✓ Ed coordinator met with Fresno County Coaches to align support for Math, English and History teachers. ✓ Provided bi-weekly professional development to implement the Workshop model that focuses on Academic Rigor, Common Core Supplements, Social Emotional Learning (SEL) and differentiated instruction. ✓ Individualized teacher coaching to implement differentiated steps for professional growth ie Academic Vocabulary. Frayer model as well as the SEEI model used for vocabulary development. ✓ Lesson plans collected and reviewed weekly ✓ Achieve3000 program, PD provided by company. ✓ HMH PD provided by company ✓ Research Station using the chrome books and hotspots ✓ Social Emotional Learning PD; “The Adolescent Brain” 		
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Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Currently we have increased the number of professional development days per each teacher. In addition, we have begun to implement our Aspiring administrators program. There are no substantive changes for Goal #3 other than increasing the resources to implement our action items.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal #3 dollars were increased by \$132,774 to increase teacher training in instructional intervention and to optimize the education services provided.

An explanation of how effective the specific actions were in making progress toward the goal.

Our data reflects that the new updated goals and actions are increasing student participation and engagement.

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

An explanation of why the LEA has developed this goal.

Parent participation has increased by 10% compared to the prior year. Parents have been actively logging in online to School Site Council and ELAC meetings, additionally parents have begun to attend onsite events. We are also continuing to survey parents to gather stakeholder input. We have increased parental involvement by establishing a 1:1 device for our students which provides parents with the convenience and accessibility to attend parent meetings online and receive notifications of upcoming events. Parent input is readily accepted and infused into our board-level decisions in the form of surveys, personal calls, text and emails. Parents have requested in our most recent survey that we utilize text messaging as the number one contact option. Also, in the schools most recent survey 98% of parents stated that they are well informed of school activities and events including meetings

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Rating	Data Year 2021-2022 Data Source: LCAP Survey Parent Satisfaction 95%	Data Year 2021-2022 Data Source: LCAP Survey Parent Satisfaction 95%	Data Year 2022-2023 Data Source: LCAP Survey Parent Satisfaction		Parent Satisfaction will be above 96.5% with parent satisfaction outcomes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation/attendance in key committees (SSC , DELAC)	Data Year 2021-2022 Data Source: LCAP Survey Parent Participation 30%	Data Year 2021-2022 Data Source: LCAP Survey Parent Participation 30%	Data Year 2022-2023 Data Source: LCAP Survey Parent Participation		Increase parent participation by 1.5% each year for each one of the advisory committees.

Action #	Title	Description	Total Funds	Contributing
Action 1	Increase Parent Involvement	<p>Our school will increase parent participation by 3% each year for each one of the advisory committees.</p> <ol style="list-style-type: none"> 1. Family Communication for outreach, PBIS and MTSS <ol style="list-style-type: none"> a. Supported staff hours to make phone calls. b. Home-visit c. Social Emotional Learning (SEL) 2. School Messenger Subscription to increase parent/guardian communication <ol style="list-style-type: none"> a. School Messenger b. Auto dialer, email and text messenger 3. Student/Parent Recognition for all students <ol style="list-style-type: none"> a. Student Incentive (School Attendance) b. Parent forums (Virtual and in person) c. School Survey d. Monitor student progress through teacher and Aries softer. e. Student award ceremonies 4. Use of social media platforms such as the school's Facebook. 	<p>[\$22,985]</p> <p>LCFF State Aid&EPA \$22,985</p>	

Action 2	Increase Parent Survey Satisfaction	<p>Parents will increase satisfaction by 1% each year or be above 91% with parent satisfaction outcomes.</p> <p>School Messenger Subscription to increase parent/guardian communication</p> <ul style="list-style-type: none"> a. School Messenger b. Auto dialer and email, social media, and texting messenger Student/Parent Recognition for all students a. Student Incentive (School Attendance) b. Parent forums (Virtual and in person) d. Monitor student progress through teachers and Aeries software e. Student award ceremonies <p>Use of social media platforms such as the school's Facebook</p>	<p>[\$5,450]</p> <p>LCFF State Aid&EPA \$5,450</p>	
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Goal #	Description
5	Our school will maintain safe and clean facilities that promote learning with instructional support such as 1:1 Computer technology, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.

An explanation of why the LEA has developed this goal.

Our parents were surveyed and participated in focus groups expressing improvement with goal 5 by increasing activities, trips and Incentives.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Clubs / Sports Activities	Data year: 2020-2021 Clubs offered 0% Data Source: After School program report.	Data year: 2021-2022 Clubs offered 0% Data Source: After School program report.			The school will offer up to 2 additional student clubs each year for all students.
After school Program	Data year: 2020~2021 Data Source: After School program report. Offered No sports only practice tournaments	Data year: 2021~2022 Data Source: After School program report. 2 New sports were offered			The school will offer a total of 3-5 sports per year and add 1 new sport each year.

Action #	Title	Description	Total Funds	Contributing
Action 1	Increase the number of clubs and sports for students	<p>Our school will increase the number of clubs offered up to two new clubs per year. Our school will increase the number of sports programs.</p> <p>Health and Wellness for all students including sports and club activities will be facilitated through the following:</p> <ul style="list-style-type: none"> a. Summer Programs b. Afterschool Intervention program c. Physical Education Enrichment, and new sports d. SEL: Social Emotional Learning support e. Mental health consultants for staff and students f. Purchase, lease, or build new facilities for sports, fitness, and recreational facilities and equipment to enhance health and wellness. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness to support health and fitness for physical education and activity. g. PBIS and Alternative to suspension 	<p>[\$592,857]</p> <p>LCFF State Aid&EPA \$171,509</p> <p>After School Program \$23,308</p> <p>LCFF SUPP&CON \$398,040</p>	

<p>Action 2</p>	<p>Increase student activities</p>	<p>Our school will increase student activities including tutoring, Saturday school, and sports offerings by 1-2 activities per year.</p> <p>Health and Wellness for all students</p> <ul style="list-style-type: none"> a. Summer Programs b. Afterschool and Saturday Intervention program c. Physical Education and Enrichment d. SEL: Social Emotional Learning support e. Mental health therapist and consultants for staff and students f. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment to enhance health and wellness. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness to support health and fitness for physical education and activity. g. PBIS h. Increase the number of clubs by 1 per year. i. Increase the number of field trips by 2 per year. j. Increase students incentives for students attending activities 	<p>[\$76,852]</p> <p>LCFF State Aid&EPA \$76,852</p>	
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Action 3	<p>Safe facilities and clean Restroom facilities and Eating areas is a school priority.</p>	<p>Our school will be safe and will ensure restroom facilities and eating areas are cleaned after each break and lunch use including Before and After-School.</p> <p>Maintain safe and high-quality facilities materials, supplies and repairs.</p> <ul style="list-style-type: none"> a. Mobile hand washing stations b. Disinfecting mist machines (foggers) c. Cleaning and sanitizing upgrades d. PPE <p>2. COVID -19 Procedures and Protocols for prevention and safety for students, staff and visitors</p> <ul style="list-style-type: none"> a. Janitorial Compliance Requisition Forms b. PPE c. HVAC <p>2. Camera's for security will be purchased for each school site as requested by parents.</p>	<p>[\$56,398]</p> <p>LCFF State Aid&EPA</p> <p>\$56,398</p>	
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Goal #	Description
6	Our Charter School will maintain a minimum of 87% attendance rate for DASS long-term students

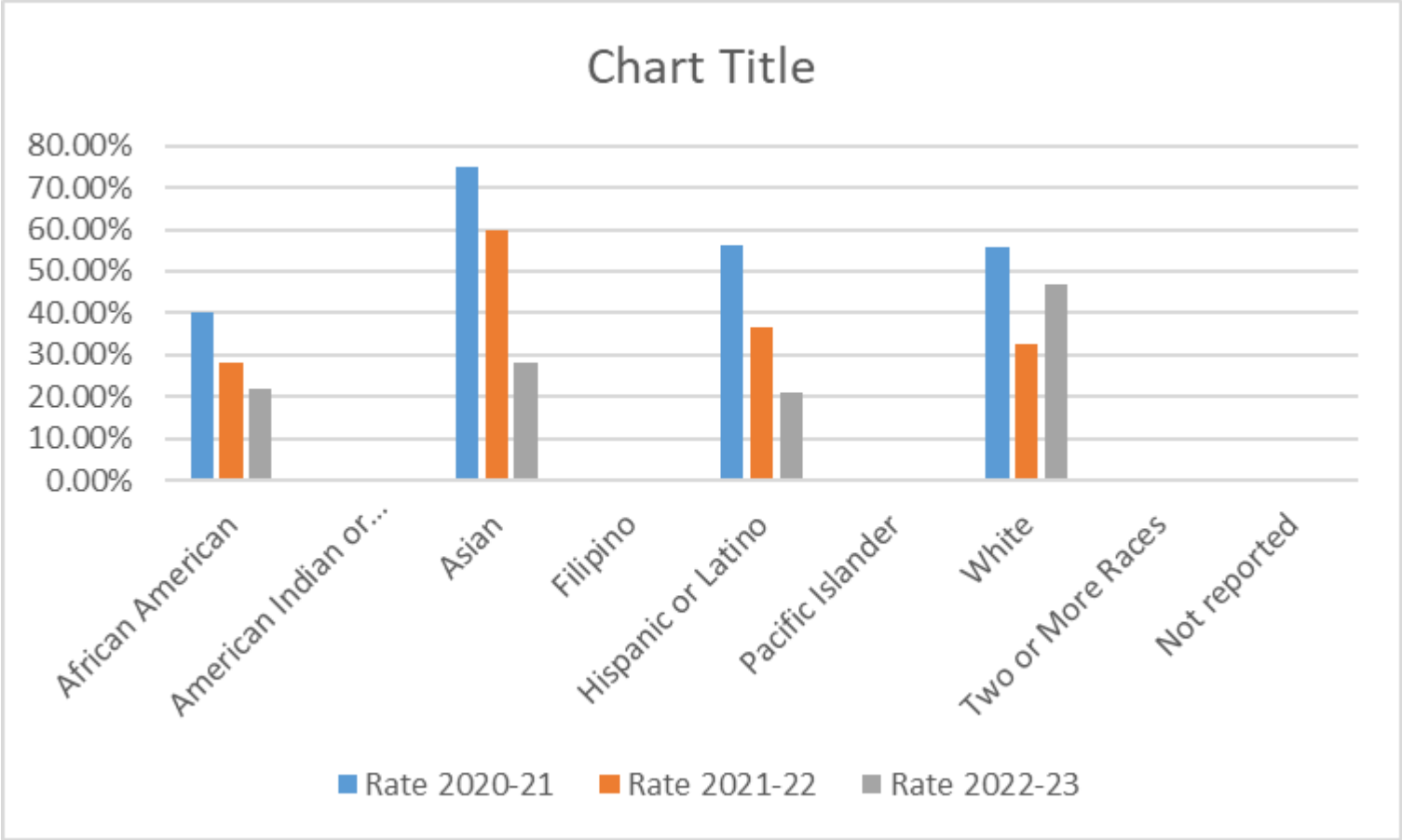
An explanation of why the LEA has developed this goal.

Goal 6 areas of challenge include chronic absenteeism for the 2019 through the 2021 school year. Although we have had success with suspensions, these goals still need to be heavily monitored.

Chronic Absenteeism	Rate 2020-21	Rate 2021-22	Rate 2022-23
African American	40.30%	28%	22%
American Indian or Alaska Native			
Asian	75%	60%	28%
Filipino			
Hispanic or Latino	56.30%	37%	21%
Pacific Islander			
White	55.60%	32%	47%
Two or More Races			

Chronic Absenteeism	Eligible Enrollment 2020-21	Eligible Enrollment 2021-22	Eligible Enrollment 2022-23	Count 2020-21	Count 2021-22	Count 2022-23	Rate 2020-21	Rate 2021-22	Rate 2022-23
African American	62	46	41	25	13	9	40.30%	28.30%	22%
American Indian or Alaska Native									

Asian	12	10	7	9		2	75%	60%	28%
Filipino									
Hispanic or Latino	318	258	197	179	95	41	56.30%	36.80%	21%
Pacific Islander									
White	36	34	19	20	11	9	55.60%	32.40%	47%
Two or More Races									
Not reported									



Year	Days Enrolled	Days Present	Percent Present
2016-2017	53754	47822	88.96%

2017-2018	54878	49823	90.79%
2018-2019	68914	61722	89.56%
2019-2020	41440	38643	93.25%
2020-2021	66813	54345	81.33%
2021-2022			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	Data year 2020-2021 Chronic Data Source: Data Quest, CALPADS Absenteeism Rate 54.7%	Data year 2020-2021 Chronic Data Source: Data Quest, CALPADS Absenteeism Rate 54.7%			Chronic Truancy will decrease by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate for DASS students	Data year 2020-21 81.33%	Data year 2020-21 81.33%			will maintain a minimum of 87% attendance rate for DASS students
Suspension Rate of students enrolled 90 days or more	Data year 2019-2020 3.31% Data Source:DASH, Data Quest	Data year 2020-2021 0.5% Data Source:DASH, Data Quest			will maintain a minimum of 1.5% decrease in suspension rates

Action #	Title	Description	Total Funds	Contributing
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Action 1	Overall attendance	<p>Overall attendance for Special population (EL, Foster youth, Socio Disadvantage and Students with disabilities) will increase by 2% each year in Attendance.</p> <ol style="list-style-type: none"> 1. Qualified dropout prevention and Attendance support staff to reduce loss of learning. <ol style="list-style-type: none"> a. Social Emotional Support PD b. Academic Support Monitoring PD c. Positive Culture and Environment PD 2. Parent Involvement and Resources for community outreach and support. <ol style="list-style-type: none"> a. Personal phone calls (truancy prevention) b. Home visits (chronic absenteeism) <ol style="list-style-type: none"> c. School messenger and text messenger (Automatic phone calls and email) d. Mental Health contractors 3. Provide attendance incentives. <ol style="list-style-type: none"> a. Students with positive attendance were <ul style="list-style-type: none"> entered into raffles and highlighted at break and in monthly newsletters. b. Attendance Incentives Plan <ul style="list-style-type: none"> • Daily, weekly, monthly, individual student incentives raffles • Weekly school-wide incentives for meeting (90% or above attendance rate) c. MTSS/PBIS d. Transportation (bussing) provided to all students d. Increase student engagement e. Monitor chronic absenteeism 4. New methods were utilized to recruit students. 	<p>[\$309,531]</p> <p>LCFF State Aid&EPA</p> <p>\$216,658</p> <p>CSI</p> <p>\$92,873</p>	
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		<p>a. Website and social media Facebook page is utilized to expand presence and connect with potential enrollees. The Facebook has 134 followers and 5-star reviews.</p>		
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Action 2	Decrease Chronic Truancy	<p>Chronic Truancy will decrease by 2% each year and by 6% by year 3.</p> <p>Parent Involvement and Resources for community outreach and support. a. Personal phone calls and text messaging (truancy prevention) b. Home visits (chronic absenteeism)</p>	<p>[\$82,552]</p> <p>LCFF State Aid&EPA</p> <p>\$82,552</p>	
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Goal #	Description
7	All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options

An explanation of why the LEA has developed this goal.

Each student is required before graduation to complete two CTE courses within chosen career pathway. Students are engaged in learning industry standards and skills, though embedded technologies, and applied sciences. In addition, through our CTE courses students are offered opportunities to advance academically through dual enrollment in college courses leading to a professional industry certificate or Associate’s Degree while concurrently working on their High School Diploma. Recent data shows 79% of students are passing there CTE courses with a C or better which exceeds are expected goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathways enrollment/completion	<p>Data year: 2020~2021</p> <p>Data Source: Aries</p> <p>Students earned a C or better in a</p>	<p>Data year: 2020~2021</p> <p>Data Source: Aries</p> <p>Students earned a C or better in a</p>			The number of students earning a C or better in Career Pathways will increase by 1% per

	minimum of two courses within a career pathway/ CTE sequence 79%	minimum of two courses within a career pathway/ CTE sequence 79%			year for a total of 83%.
Expand Career and CTE Pathways for All students	Data Year: 2021 Data Source: CTE reports 0 expansion	Data Year: 2021 Data Source: CTE reports 0 expansion			Expand Career pathways and CTE programs by 1 per year based on students' needs, and/ or jobs in demand.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student and Parent Survey	Data year: 2021~2022 Data Source: Student Surveys Student Surveys expressing career readiness satisfaction 90%	Data year: 2021~2022 Data Source: Student Surveys Student Surveys expressing career readiness satisfaction 90%			Career readiness survey satisfaction will be at 93%

Actions

Action #	Title	Description	Total Funds	
[Action 1]	Expand Career pathways and CTE programs	The school will expand Career pathways and CTE programs by 1 per year over the next 3 years based on students' needs and jobs in demand.	\$281,079	Y

		<p>Dual Enrollment Programs</p> <ul style="list-style-type: none"> a. ACBS (CTE Pathway) b. Other colleges such as 4 year programs c. Edgenunity d. Ongoing opportunities with new school partnerships are in the planning phase and moving to implementation e. Implement paid internships for students and job shadowing opportunities 	<p>LCFF: \$199,675</p> <p>ESSER III: \$81,404</p>	
[Action 2]	Passing Students for career pathway courses	<p>60% of students will pass career pathway courses with a c or better by year 2 and 70% by year 3.</p> <p>1. Professional Development PBL for teachers and staff for College and Career Readiness</p> <ul style="list-style-type: none"> a. Tulare Office of Education has provided Professional Development for Project Base Learning and Career Pathways. b. PBL Professional Development within PLC c. Academic Intervention support d. Work base Learning Instruction e. GATE, pedagogy, and student achievement 	<p>\$104,022</p> <p>CSI: \$104,022</p>	Y
	Student and parents' surveys	<p>Student and parent surveys percentages will increase in career readiness satisfaction will by 3% by year 2 or by 93 percentage in year 3. Focus groups will be conducted when above 10% dissatisfaction.</p>	<p>\$108,863</p> <p>CSI: \$82,988</p> <p>ESSER III: \$25,875</p>	Y

Goal Analysis for [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[No substantial changes from prior actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal #7 dollars decreased by \$58,061; the re-alignment of dollars to other goals was partially due to decreased attendance and a reduction in LCFF dollars. However, Carter G. Woodson is estimated to be spending \$390,370 on these 3 actions earmarked for implementation of dual credit partnerships, opportunities for career pathways students, and increasing student career training through specialized training of our teachers.

An explanation of how effective the specific actions were in making progress toward the goal.

Do to the pandemic several actions were not able to be implemented. We will see more progress this coming year to report.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[No substantial changes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

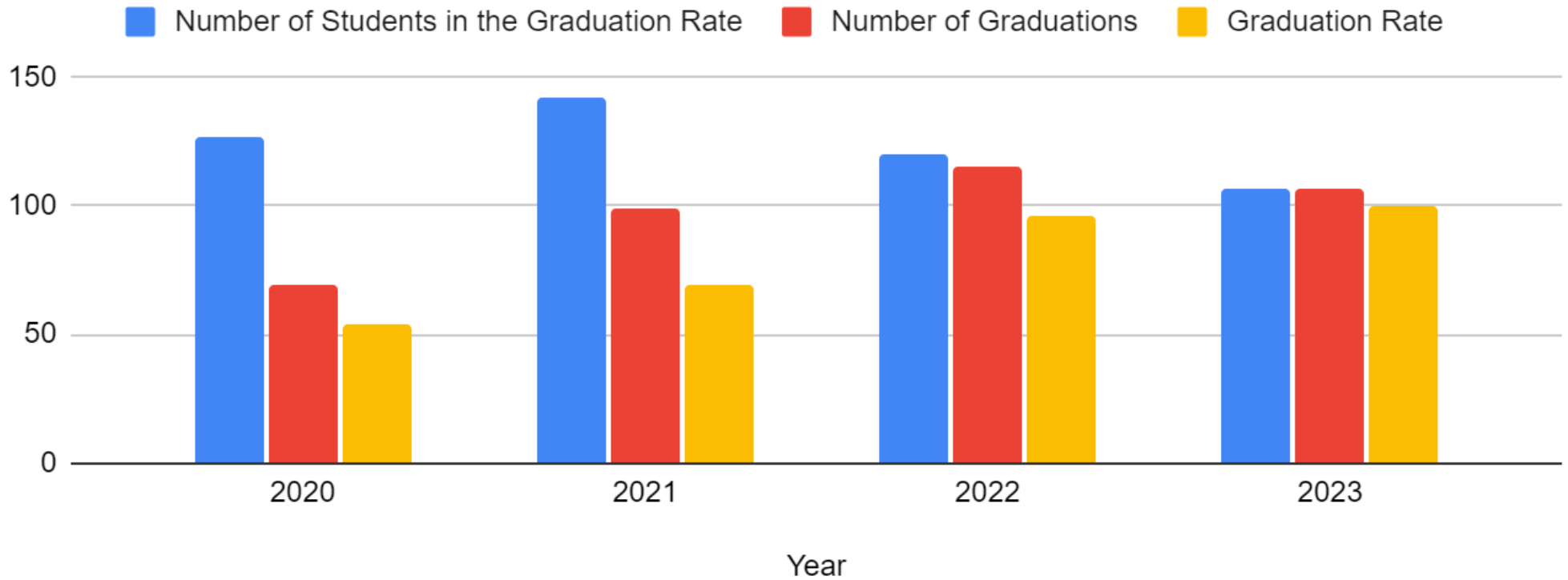
Action #	Title	Description	Total Funds	Contributing

Goal #	Description
8	Students in our special populations will make satisfactory progress towards H.S. graduation requirements

An explanation of why the LEA has developed this goal.

Carter G. Woodson staff have worked diligently to graduate more students each year and increase the percentage of students graduating in special populations such as students with disabilities, English learners, socio economically disadvantage, and students who are 18 years or older. Our Students with disabilities have increase their graduation rate has increase from the year 2020 to 2021 and are currently at 80%. Additionally, students that are socio economically disadvantaged have increased their graduation rate by 14.2+ with a rate of 69.6%.

Carter G. Woodson Graduation Rate in Special Populations by Year - Total Students



Carter G. Woodson Graduation Rate in Special Populations by Year - Total Students			
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Year	Number of Students in the Graduation Rate	Number of Graduations	Graduation Rate
2020	127	69	54.3
2021	142	99	69.7
2022	120	115	95.8
2023	107	107	100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	Data year: 2020~ 2021 Data Source: Data Quest Carter G. Woodson Graduation Rate is 69.70% Carter G. Woodson Credit Eligible Graduation Rate 94% EL: 0% FY:0% LI: 69.6% SPED: 80% HL: 70.6% AA 73.9%	Data year: 2020~ 2021 Data Source: Data Quest Carter G. Woodson Graduation Rate is 69.70% Carter G. Woodson Credit Eligible Graduation Rate 94% EL: 0%Not enough students FY:0% Not enough students LI: 69.6% SPED: 80% HL: 70.6% AA 73.9%	Data year: 2021~ 2022 Data Source: Data Quest Carter G. Woodson Graduation Rate is Carter G. Woodson Credit Eligible Graduation Rate EL: FY: LI: SPED: HL: AA:		Overall High school graduation rate for 5-year cohort will increase above 80% LI: 74% SPED: 82% HL: 75.6% AA 80%
Special Population					

Actions

Action #	Title	Description	Total Funds
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[Action 1]	Overall High school graduation rate	<p>Overall High school graduation rate for 5-year cohort will increase above 68% in the first year and above 72% in second year and above 80% in the third year</p> <p>Maintain partnership with sponsoring school district per Special Education Arrangement.</p> <ul style="list-style-type: none"> a. Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law. <p>2. Provide tutoring and support services outside of instructional time.</p> <ul style="list-style-type: none"> a. Tutoring and support services are available after school. b. MTSS/PBIS c. Support and Supplement material for Common Core and EL standards d. Instructional support for all teachers and staff <p>3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.</p> <ul style="list-style-type: none"> a. Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law. <p>4. Core classroom instruction will support the needs of students with disabilities.</p> <ul style="list-style-type: none"> a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities. b. Ed. Coordinators providing support and coaching. c. Monitor student performance and achievement <p>5. CSI plan incorporation ensuring on-time graduation.</p>	<p>\$440,691</p> <p>LCFF: \$440,691</p>	Y
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Action #	Title	Description	Total Funds	
	Students in Special population	<p>Students in special populations including foster youth, students with disabilities, English Learners, and identified significant groups such as Hispanic and African American will increase toward graduation by 2% each year.</p> <p>1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.</p> <ul style="list-style-type: none"> a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance. <p>2. Provide professional learning opportunities for support staff to ensure</p>	<p>\$4,398</p> <p>LCFF: \$4,398</p>	Y

		<p>support for homeless and foster youth students.</p> <p>3. Develop additional referral resources.</p> <p>a. Produce resources in multiple languages.</p> <p>b. Information will be mailed regularly as well as placed in multiple locations throughout the campus</p>		
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Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,427,212	\$114,944

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year

40.77%	0%	\$0	40.77%
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The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table. **Required**

Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

All services are being provided school wide according to our SPSA Plan as we are a schoolwide program and we are 94% free and reduced lunch. Specialized services are provided to English Learners in accordance with our EL plan. Students with special needs are provided services and accommodation according to their IEP using in person and on-site learning opportunities. Foster Youth and homeless students are also provided in person one to one learning opportunities twice a week and daily online instruction. Counselors have prioritized students with special needs in order to ensure they are receiving the proper resources and referrals needed.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services are improving for each special populations that is considered to have significant numbers according to the state. Our data from DASHBoard, DATA Quest and Surveys reflect the improvements in each of the goals it applies to including our graduation rate, Career Pathways, and Academic ELA data.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low income students, as applicable.

Currently, we have used the funding to increase the number of student support counselors, coordinators, substitute tutors and to attract highly qualified teachers and bus drivers.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[n/a]	1 to 25
Staff-to-student ratio of certificated staff providing direct services to students	[n/a]	1 to 18

2021-22 Total Planned Expenditures Table

Totals	\$ 4,123,590	\$ 288,330	\$ 7,500	\$ 142,283	4,561,703	\$ 2,799,879	\$ 1,761,824

1	1	Intervention	All	\$ 1,689,570	\$ 80,306	\$ -	\$ 52,088	\$ 1,821,964
1	2	Recruit High Quality Teachers	All	\$ 429,310	\$ -	\$ 7,500	\$ -	\$ 436,810
2	1	English Language Learners Instructional Strategies	ELL	\$ 356,730	\$ 55,021	\$ -	\$ -	\$ 411,751
3	1	Teacher Professional Development	All	\$ 82,206	\$ 16,082	\$ -	\$ 18,195	\$ 116,483
4	1	Increase Parent Involvement	All	\$ 15,747	\$ -	\$ -	\$ -	\$ 15,747
5	1	Safe High Quality Facilities	All	\$ 537,977	\$ 136,921	\$ -	\$ -	\$ 674,898
6	1	Increase Attendance & Lower Dropout Rates	All	\$ 234,973	\$ -	\$ -	\$	- \$ 234,973
7	1	Implement Dual Credit Partnerships	All	\$ 186,759	\$ -	\$ -	\$ 72,000	258,759
7	2	Recruitment of Partners To Increase Opportunities for Career Pathways	All	\$ 90,657	\$ -	\$ -	\$	\$ 90,657
7	3	Workbase Learning Professional Development	All	\$ 99,015		\$	\$	\$ 99,015

		of Teachers						
8	1	Base: Special Education	All	\$ 396,646		\$	\$	-\$ 396,646
8	2	Foster/Homeless Liason	Foster/Homeless	\$ 4,000		\$	\$	\$ 4,000

2021-22 Contributing Actions Table

\$ 3,033,473	\$ 1,244,877	41.04%	0.00%	41.04%	\$ 4,123,590	24.00%	159.94%	Total:	\$ 4,123,590
								LEA-wide Total:	\$ 4,123,590
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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1	1	Intervention	Yes	LEA-wide	All	All	\$ 1,689,570	2.00%
1	2	Recruit High Quality Teachers	Yes	LEA-wide	All	All	\$ 429,310	2.00%
2	1	English Language Learners Instructional Str	Yes	LEA-wide	English Learners	All	\$ 356,730	2.00%
3	1	Teacher Professional Development	Yes	LEA-wide	All	All	\$ 82,206	2.00%
4	1	Increase Parent Involvement	Yes	LEA-wide	All	All	\$ 15,747	2.00%
5	1	Safe High Quality Facilities	Yes	LEA-wide	All	All	\$ 537,977	2.00%
6	1	Increase Attendance & Lower Dropout Rat	Yes	LEA-wide	All	All	\$ 234,973	2.00%
7	1	Implement Dual Credit Partnerships	Yes	LEA-wide	All	All	\$ 186,759	2.00%
7	2	Recruitment of Partners To Increase Oppor	Yes	LEA-wide	All	All	\$ 90,657	2.00%
7	3	Workbase Learning Professional Developm	Yes	LEA-wide	All	All	\$ 99,015	3.00%
8	1	Base: Special Education	Yes	LEA-wide	Special Needs Students	All	\$ 396,646	1.00%
8	2	Foster/Homeless Liason	Yes	LEA-wide	Foster & Homeless	All	\$ 4,000	2.00%

2021-22 Annual Update Table

Totals:	\$ 4,561,703.00	\$ 5,705,866.00

1	1	Intervention	Yes	\$ 1,821,964	\$ 2,338,646
1	2	Mathematics Performance Increase	Yes	\$ 436,810	\$ 541,056
2	1	Overall Academic Student Performance Increase	Yes	\$ 411,751	\$ 513,759
3	1	Student Engagement Middle School	Yes	\$ 116,483	\$ 144,282
4	1	English Language Learners Instructional Strategies	Yes	\$ 15,747	\$ 19,648

5	1	English Language Students Will Complete ELPAC Exam	Yes	\$ 674,898	835,965
6	1	Teacher Professional Development	Yes	\$ 234,973	259,973
7	1	Aspiring Administrators	Yes	\$ 258,759	320,513
7	2	Teacher and Administrator Workshop	Yes	\$ 90,657	113,117
7	3	Increase in Parent Involvement	Yes	\$ 99,015	122,645
8	1	Increase Parent Survey Satisfaction	Yes	\$ 396,646	491,307
8	2	Increase in Clubs and Sports for Students	Yes	\$ 4,000	4,955

2021-22 Contributing Actions Annual Update Table

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\$ 1,244,877	\$ 4,123,590	\$ 5,705,866	\$ (1,582,276)	24.00%		18.00%
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1	1	Intervention	Yes	\$ 1,689,570	\$ 2,338,646.00	2.00%	2.00%
1	2	Recruit High Quality Teachers	Yes	\$ 429,310	\$ 541,056.00	2.00%	2.00%
2	1	English Language Learners Instructional Strategies	Yes	\$ 356,730	\$ 513,759.00	2.00%	2.00%
3	1	Teacher Professional Development	Yes	\$ 82,206	\$ 144,282.00	2.00%	2.00%
4	1	Increase Parent Involvement	Yes	\$ 15,747	\$ 19,648.00	2.00%	2.00%
5	1	Safe High Quality Facilities	Yes	\$ 537,977	\$ 835,965.00	2.00%	2.00%
6	1	Increase Attendance & Lower Dropout Rates	Yes	\$ 234,973	\$ 259,973.00	2.00%	2.00%
7	1	Implement Dual Credit Partnerships	Yes	\$ 186,759	\$ 320,513.00	2.00%	2.00%

7	2	Recruitment of Partners To Increase Opportunities		\$ 90,657	\$ 113,117.00	2.00%	2.00%
7	3	Workbase Learning Professional Development of	Yes	\$ 99,015	\$ 122,645.00	3.00%	3.00%
8	1	Base: Special Education	Yes	\$ 396,646	\$ 491,307.00	1.00%	1.00%
8	2	Foster/Homeless Liason	Yes	\$ 4,000	\$ 4,955.00	2.00%	2.00%

2021-22 LCFF Carryover Table

\$ -	\$ 1,244,877	0.00%	0.00%	\$ 5,705,866	42.00%	0.00%	\$ -	0.00%

2022-23 Total Planned Expenditures Table

Totals	\$ 4,106,763	\$ 247,628	\$ 13,001	\$ 1,249,885	5,617,277	\$ 3,576,406	\$ 2,040,871

1	1	Intervention	Schoolwide	\$ 1,517,213	\$ 37,425	\$ -	\$ 365,519	\$ 1,920,157
1	2	Mathematics Performance Increase	Schoolwide	\$ 510,700	\$ -	\$ 13,001	\$ -	\$ 523,701
1	3	Overall Academic Student Performance Increase	Schoolwide	\$ 225,000	\$ -	\$ -	\$ -	\$ 225,000
2	1	Student Engagement Middle School	Schoolwide	\$ 233,400	\$ 45,724	\$ -	\$ 275,387	\$ 554,511
2	2	English Language Learners Instructional Strategies	ELL Students	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000
2	3	English Language Students Will Complete ELPAC Exam	ELL Students	\$ 45,800		\$	\$	\$ 45,800
3	1	Teacher Professional Development	Schoolwide	\$ 87,891	17,730		- \$ 20,378	125,999
3	2	Aspiring Administrators	Schoolwide	\$ -	\$	\$	- \$ 15,800	15,800
3	3	Teacher and Administrator Workshop	Schoolwide	\$ 80,500		\$	\$	\$ 80,500
4	1	Increase in Parent Involvement	Schoolwide	\$ 11,836		\$	- \$ 10,846	22,682
4	2	Increase Parent Survey Satisfaction	Schoolwide	\$ 5,000		\$	\$	\$ 5,000
5	1	Increase in Clubs and Sports for Students	Schoolwide	\$ 443,436	146,749		\$	\$ 590,185
5	2	Increase Student Activities	Schoolwide	\$ -	\$	\$	- \$ 75,000	75,000
5	3	Safe Facilities and Restroom Facilities and Eating Areas	Schoolwide	\$	\$	\$	- \$ 55,500	55,500
6	1	Overall Attendance	Schoolwide	\$ 170,723		\$	- \$ 137,166	307,889

6	2	Decrease Chronic Truancy	Schoolwide	\$ 80,500		\$	\$	\$ 80,500
7	1	Expand Career Pathways and CTE Programs	Schoolwide	\$ 199,675		\$	- \$ 81,404	281,079
7	2	Passing Students for Career Pathway Courses	Schoolwide	\$	\$	\$	- \$ 104,022	104,022
7	3	Student and Parents' Surveys	Schoolwide	\$	\$	\$	- \$ 108,863	108,863
8	1	Increase in Overall High School Graduation Rate	Schoolwide	\$ 440,691		\$	- \$ -	\$ 440,691
8	2	Students in Special Population	EL, Low-Income	\$ 4,398		\$	\$	\$ 4,398

2022-23 Contributing Actions Table

\$ 3,429,923	\$ 1,398,516	40.77%	0.00%	40.77%	\$ 4,122,563	42.00%	162.19%	Total:	\$ 4,122,563
								LEA-wide Total:	\$ -
								Limited Total:	\$ 237,798
								Schoolwide Total:	\$ 3,788,965

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1	1	Intervention	Yes	Schoolwide	N/A	Schoolwide	\$ 1,517,213	2.00%
1	2	Mathematics Performance Increase	Yes	Schoolwide	N/A	Schoolwide	\$ 510,700	2.00%
1	3	Overall Academic Student Performance Inc	Yes	Schoolwide	N/A	Schoolwide	\$ 225,000	2.00%
2	1	Student Engagement Middle School	Yes	Limited	N/A	Schoolwide	\$ 233,400	2.00%
2	2	English Language Learners Instructional Str	Yes	[Input scope]	English Learners and Low Income	Schoolwide	\$ 50,000	2.00%
2	3	English Language Students Will Complete E	Yes	[Input scope]	English Learners	Schoolwide	\$ 45,800	2.00%
3	1	Teacher Professional Development	Yes	Schoolwide	N/A	Schoolwide	\$ 87,891	2.00%
3	2	Aspiring Administrators	Yes	Schoolwide	N/A	Schoolwide	\$ 15,800	2.00%
3	3	Teacher and Administrator Workshop	Yes	Schoolwide	N/A	Schoolwide	\$ 80,500	2.00%
4	1	Increase in Parent Involvement	Yes	Schoolwide	N/A	Schoolwide	\$ 11,836	3.00%
4	2	Increase Parent Survey Satisfaction	Yes	Schoolwide	N/A	Schoolwide	\$ 5,000	1.00%
5	1	Increase in Clubs and Sports for Students	Yes	Schoolwide	N/A	Schoolwide	\$ 443,436	2.00%
5	2	Increase Student Activities	Yes	Schoolwide	N/A	Schoolwide	\$ -	2.00%
5	3	Safe Facilities and Restroom Facilities and	Yes	Schoolwide	N/A	Schoolwide	\$ -	2.00%
6	1	Overall Attendance	Yes	Schoolwide	N/A	Schoolwide	\$ 170,723	2.00%
6	2	Decrease Chronic Truancy	Yes	Schoolwide	N/A	Schoolwide	\$ 80,500	2.00%

7	1	Expand Career Pathways and CTE Program	Yes	Schoolwide	N/A	Schoolwide	\$ 199,675	1.00%
7	2	Passing Students for Career Pathway Cour	Yes	Schoolwide	N/A	Schoolwide	\$ -	2.00%
7	3	Student and Parents' Surveys	Yes	Schoolwide	N/A	Schoolwide	\$ -	3.00%
8	1	Increase in Overall High School Graduation	Yes	Schoolwide	N/A	Schoolwide	\$ 440,691	2.00%
8	2	Students in Special Population	Yes	Limited	All	Schoolwide	\$ 4,398	2.00%