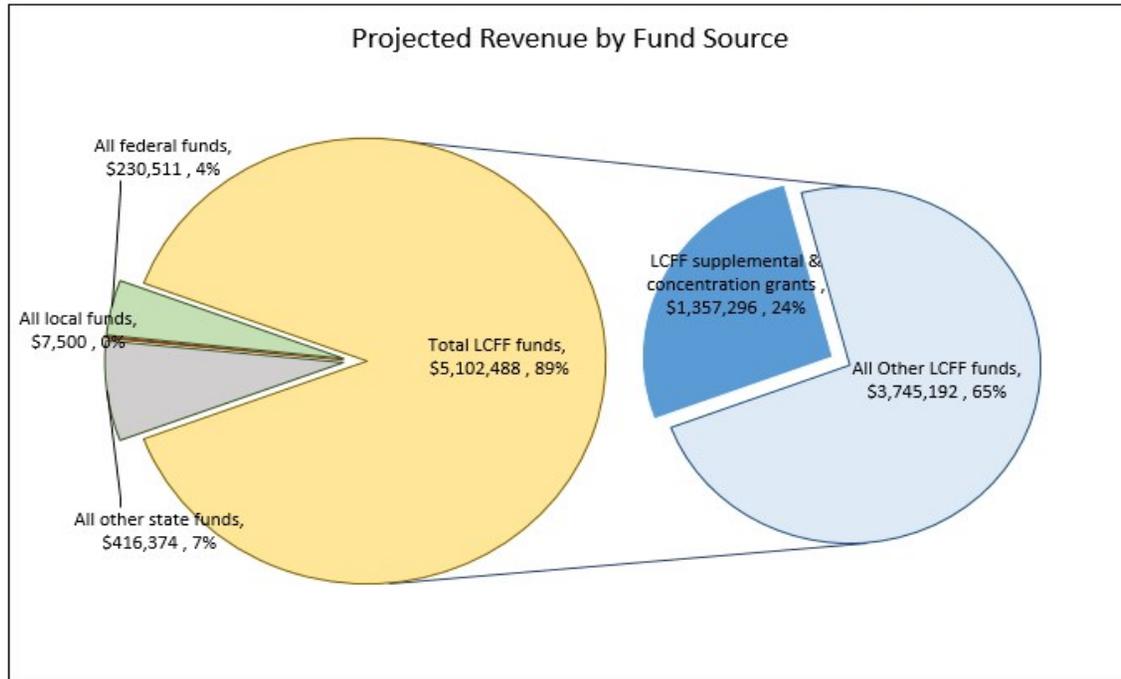


Local Educational Agency (LEA) Name: Carter G Woodson  
 CDS Code: 10 62166 1030840  
 Local Control and Accountability Plan (LCAP) Year: 2019/2020  
 LEA contact information: Linda Scott, lscott@agapeschools.org

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

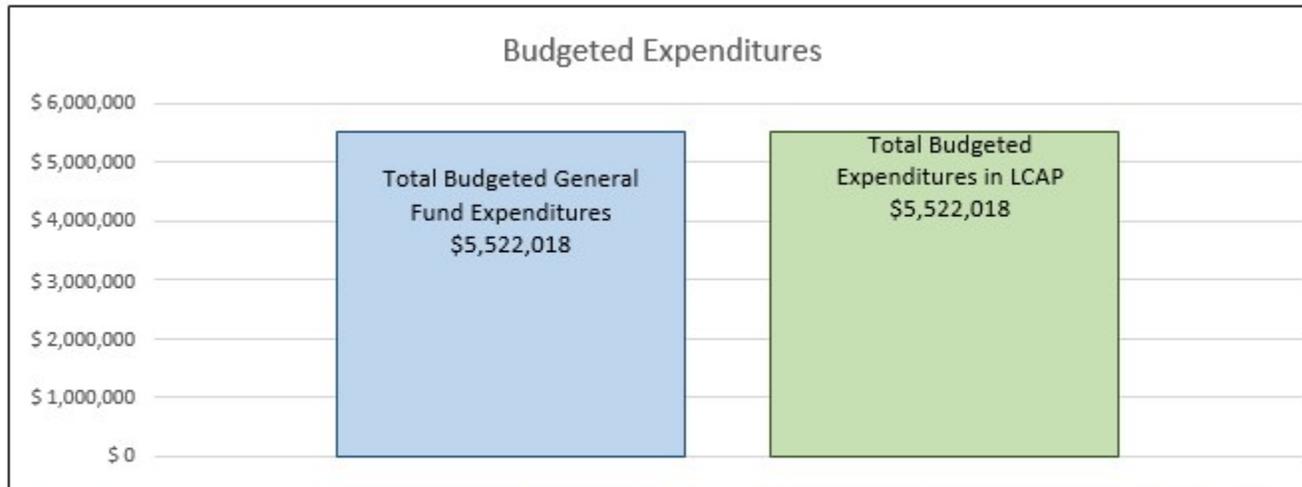
**Budget Overview for the 2019/2020 LCAP Year**



This chart shows the total general purpose revenue Carter G Woodson expects to receive in the coming year from all sources.

The total revenue projected for Carter G Woodson is \$5,756,873.00, of which \$5,102,488.00 is Local Control Funding Formula (LCFF), \$416,374.00 is other state funds, \$7,500.00 is local funds, and \$230,511.00 is federal funds. Of the \$5,102,488.00 in LCFF Funds, \$1,357,296.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



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

Carter G Woodson plans to spend \$5,522,018.00 for the 2019/2020 school year. Of that amount, \$5,522,018.00 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

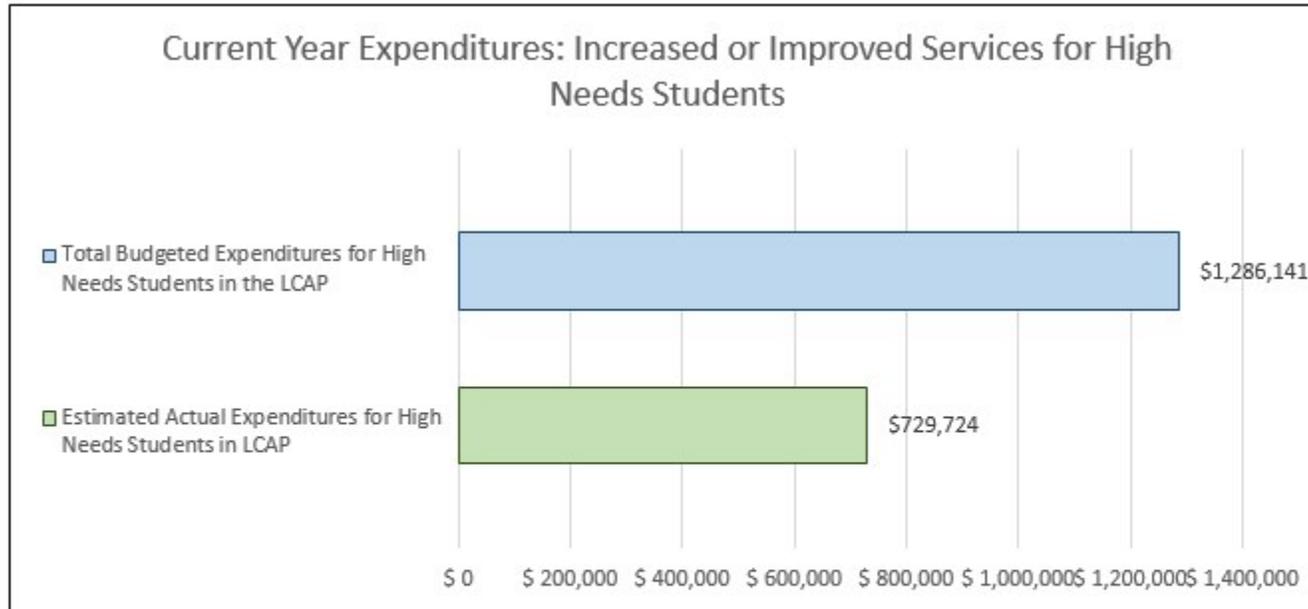
Currently the majority of all funds are included in the LCAP. CSI funds are included in the SPSA along with a full plan.

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

In 2019/2020, Carter G Woodson is projecting it will receive \$1,357,296.00 based on the enrollment of foster youth, English learner, and low-income students. Carter G Woodson must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Carter G Woodson plans to spend \$1,219,746.00 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Our school has obligated the funding unspent to meet the Individualized needs of our students. The funding will be fully obligated for new programming within the LCAP once designed, and implemented for the 2019-2020 school year.

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



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

In 2018/2019, Carter G Woodson's LCAP budgeted \$1,286,141.00 for planned actions to increase or improve services for high needs students. Carter G Woodson estimates that it will actually spend \$729,724.00 for actions to increase or improve services for high needs students in 2018/2019. The difference between the budgeted and actual expenditures of \$556,417.00 had the following impact on Carter G Woodson's ability to increase or improve services for high needs students:

Our school is funded from prior year ADA revenue. As a result, reimbursed payments resulting from increased student ADA were not received and available for cash flow until April 2019 as a result, funding was not readily available to expend until toward the end of the year. We have already obligated additional funds through June 30, 2019 and anticipate spending additional funding by the end of the year and through September 2019.

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Carter G. Woodson Public Charter School	Dr. John Rivers Superintendent	<a href="mailto:jrivers@agapeschools.org">jrivers@agapeschools.org</a> 559 229-3529

## > 2017-20 PLAN SUMMARY

### THE STORY

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

#### **School Mission:**

The mission of Carter G. Woodson Public Charter School is to provide a personalized education to students by fostering academics, career readiness, along with social and tier intervention supports leading to a higher education and economic growth.

#### **School Vision:**

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

Carter G. Woodson Public Charter Schools opened its doors in August of 2001 and has grown to over 400 students with two campus locations. The first campus has been serving students in our community for 18 years and is located at 3333 N. Bond Fresno, Ca 93726. The second Campus open in 2016 and is located at 4880 N. First Street, both schools are in the City of Fresno Region 4. Each school serves a unique urban student population in grades 7th -12th. Carter G. Woodson Public Charter School has been an asset to the community for eighteen years. Our expanding diverse and 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.

Carter G. Woodson plans to educate each student in accordance to the educational plan set forth in this School Site/Action plan through instruction, outreach, and support services within the school’s design and programming. The student information listed on the following page, represents the most recent factors that qualify our schools for the Alternative Schools Accountability Model:

- 7.0% are expelled from other school districts • 6.0% have been suspended more than 10 days in a school year
- 2.0% are wards of the court
- 8.4% are students on probation
- 37.3% are recovered dropouts (meaning they were previously out of school 90 days or more)
- 44.8% are habitually truant
- 6.0% have been retained more than once since Kindergarten
- 6.0% are Pregnant & Parenting
- 97% of our students qualify for Free and Reduced Meals and are living below poverty levels. The existing demographics of Carter G. Woodson are displayed below:

## Carter G. Woodson Public Charter School (10/3/2018, CBEDS Date)

SCHOOL INFORMATION	General Information	
Grades Served/Program Description	7-12th	
1 <sup>st</sup> Year of Operation (DATE)	8/19/2001	
Current Enrollment	431 (as of 10/3/2018, CBEDS date)	
Free and Reduced Lunch	415	96%
Special Education	37	9%
English language learners	43	10%
American Indian	4	1%
African American	67	16%
Asian	6	1%
Hispanic	316	73%
Caucasian	37	9%
Other	1	0%

**Carter G. Woodson Public Charter School (10/3/2018, CBEDS Date)**  
**(Main Campus, 3333 N. Bond)**

<b>SCHOOL INFORMATION</b>	<b>General Information</b>	
Grades Served/Program Description	7-12th	
1 <sup>st</sup> Year of Operation (DATE)	8/19/2001	
Current Enrollment	318 (as of 10/3/2018, CBEDS date)	
Free and Reduced Lunch	310	97%
Special Education	25	8%
English language learners	32	10%
American Indian	3	1%
African American	44	14%
Asian	6	2%
Hispanic	238	75%
Caucasian	26	8%
Other	1	0%

**Carter G. Woodson Public Charter School (10/3/2018, CBEDS Date)**  
**(Multimedia Campus, 4880 N. First)**

<b>SCHOOL INFORMATION</b>	<b>General Information</b>	
Grades Served/Program Description	7-12th	
1 <sup>st</sup> Year of Operation (DATE)	8/19/2001	
Current Enrollment	113 (as of 10/3/2018, CBEDS date)	
Free and Reduced Lunch	105	93%
Special Education	12	11%
English language learners	11	10%
American Indian	1	1%
African American	23	20%
Asian	0	0%
Hispanic	78	69%
Caucasian	11	10%
Other	0	0%

### LCAP HIGHLIGHTS

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

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:

- Carter G. Woodson will increase student proficiency in English Language Arts and Math.
- Long-Term English Language Learners will progress towards English Language Proficiency each year
- Our school will ensure our teachers are equipped with training, materials, support, and technology to implement the California Common Core.
- Our school goal will increase parent participation in Parent Advisory Council, ELAC, and Feedback Collection Initiatives.
- Our school will maintain safe and clean facilities that promote learning with instructional support such as computer labs, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.

- Our school will maintain a minimum of 90% attendance rate for DASS students.
- All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options.
- Students in our special needs populations will make satisfactory progress towards H.S. graduation requirements.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

- On the SBAC ELA 2018-2019 assessment in regards to students exceeding standards from last year, there was a 12% increase at grade seven, a 3.5% increase at grade eight students meeting or exceeding standards, and a 7.3% increase in grade 11 for students meeting or exceeding standards.
- On the SBAC Math 2018-2019 assessment in regards to students exceeding standards from last year, there was a .04% increase at grade seven, a 6.5% increase at grade eight for students meeting or exceeding standards, and a 2% increase in grade 11 for students meeting standards.
- The percentage of chronically absent students declined by 17.9%.
- The school received a six year WASC Accredited.
- The school has fully implemented 3-5 pathways per site and students have accomplished meeting the Career Pathway and CTE requirements prior to graduation.
- Students are provided opportunity to complete a dual enrollment college credit program and earn a college degree or certificate while earning their high school diploma.
- The school has developed over fifty intern partnerships to expand job shadowing and internship opportunities.
- Parent surveys express over 90% satisfaction with facilities, curriculum and safety.
- The school has small classroom sizes this helps students to collaborate and learn through differentiated instruction.
- We have increased the number of highly qualified teachers compared to the prior year.
- The school has implemented standards based curriculum and has incorporated blended learning.

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

greatest need for improvement?

## GREATEST NEEDS

Carter G. Woodson Charter School has identified major areas in need of improvement based on state and local performance indicators. We strive to be a district of academic excellence provided through supportive and responsive leadership, system wide approach, and culture that to ensure that all students are college and career ready. The LEA will continue to address areas of improvement by: (1) Refinement of formative assessment systems that will monitor student performance, (2) Increasing the use of Illuminate by teachers and leaders, (3) support teacher collaborative teams in using data to design lessons that incorporate differentiated instruction approaches, and (4) provide real time coaching opportunities for teachers in data analysis and effective instructional techniques. Teachers will continue to create common formative and summative assessments in Illuminate. Teachers and administrators have analyzed student performance data through site plans, professional development, collaboratively during PLC's. The LEA has designed a plan to create targeted tier interventions within cohorts to better address the academic and social-emotional needs of students. Carter G. Woodson will continue to focus on the following areas of improvement:

- The anticipated goal of 28% was not met as determined by the 2018-19 ELA SBAC administration for students meeting or exceeding standards. Grade 7 was 27%, grade 8 was 25%, grade 11 was 22%.
- For grade 11 math the anticipated goal of 8% was not met as determined by the 2018-19 SBAC administration for students meeting or exceeding standards. Students who met or exceeded standards was 2%.
- Overall Carter G. Woodson meet their enrollment goals. We are still working toward our enrollment targets specifically at our Woodson Multimedia campus.
- Woodson Main Campus has a need to increase student attendance throughout the year.
- Woodson overall ELPAC scores stayed the same our schools will concentrate efforts to increase our scores for the 2019-2020 school year through professional development and increasing reading fluency and writing.
- Carter G. Woodson is progressing towards increasing graduation rates with CSI funds Woodson will work towards increasing graduation rates above the state minimum required through coordinated planned efforts and evaluation of data.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

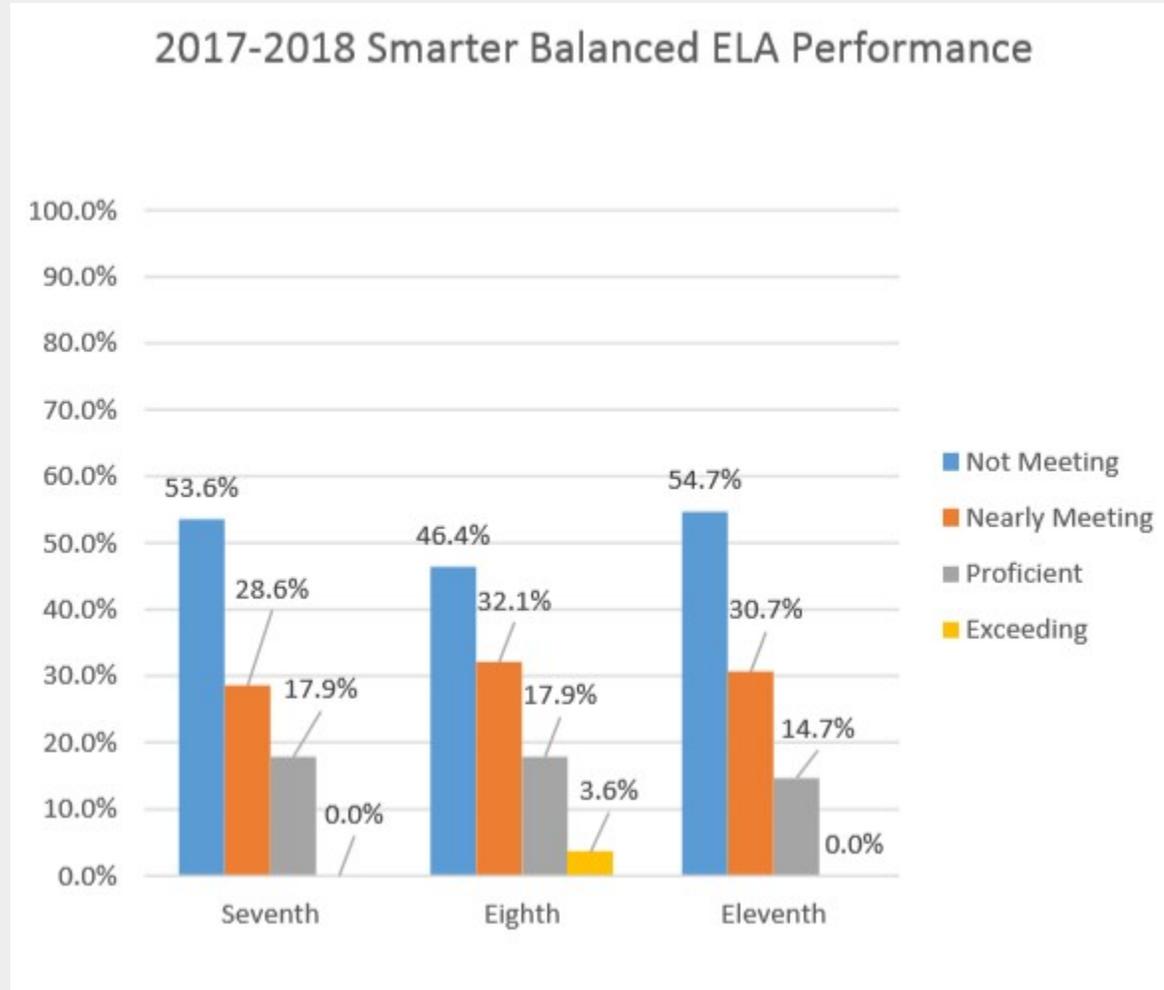
## PERFORMANCE GAPS

### Data analysis about student learning and academic performance

Based on previous historical data Carter G. Woodson student proficiency goals were to increase school wide by 5% as displayed by Benchmark testing. In addition, 10% gains were to be realized with students moving from Below Standard to Basic. SBAC percentages were to increase for ELA and Mathematics by 3% for Proficiency, and 2% gains were to be realized for students moving proficiency to advanced proficiency. The data analysis showed significant gains in English-Language Arts proficiency in essential written, oral, and listening communication skills.

### SBAC ELA 2017-18

2017-2018	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	53.6%	28.6%	17.9%	0.0%
Eighth	46.4%	32.1%	17.9%	3.6%
Eleventh	54.7%	30.7%	14.7%	0.0%

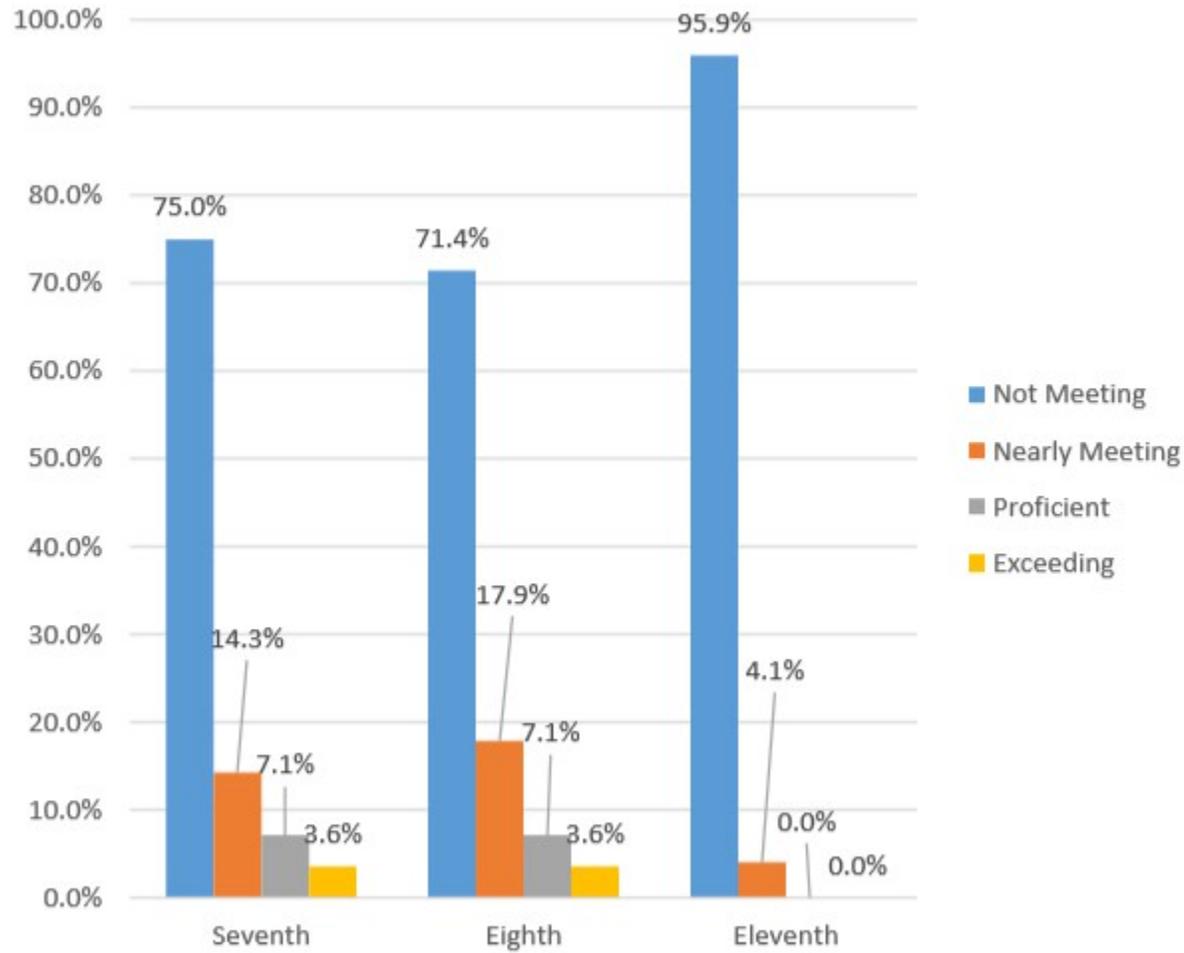


SBAC percentages were to increase Mathematics by 3% for Proficiency, and 2% gains were to be realized for students moving proficiency to advanced proficiency. The data analysis showed significant gains in Math for students in grades 7 and 8.

**SBAC MATH 2017-18**

<b>2017-2018</b>	<b>Not Meeting</b>	<b>Nearly Meeting</b>	<b>Proficient</b>	<b>Exceeding</b>
Seventh	75.0%	14.3%	7.1%	3.6%
Eighth	71.4%	17.9%	7.1%	3.6%
Eleventh	95.9%	4.1%	0.0%	0.0%

### 2017-2018 Smarter Balanced Math Performance



California Dashboard Carter G Woodson  
Academic Performance

CAASPP ELA Comparison Data

School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2015-2016	64%	26%	9%	1%
2016-2017	56.86%	27.45%	10.78%	4.9%
2017-2018	51.18%	31.5%	16.54%	0.79%
<b>Cumulative Average</b>	57.346%	28.31%	<b>12.10%</b>	<b>2.23%</b>

The following describes the three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress for English language arts. Students meeting standards have grown over the past three years. During the 2015-2016 school year the students meeting standards in English language arts were 9%. In comparison to the 2017-2018, the percentage of students meeting standards grew to 16.54%. This is also reflective with the amount of students not meeting standards. In 2016 the amount of students not meeting standards were 64%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 51.18%. With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at Carter G. Woodson Charter Schools have made significant gains towards mastering common core English language arts standards.

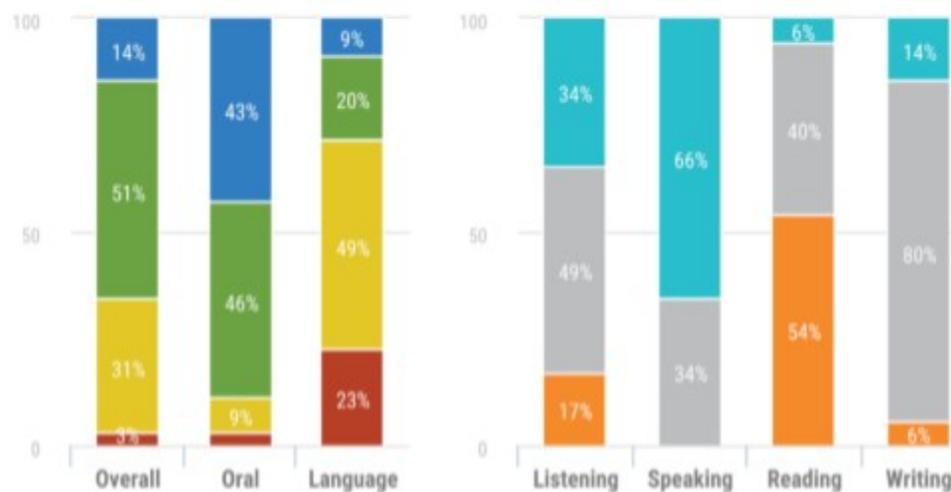
### English Learner Progress

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	14	5	43	15	20	7
Level 3	51	18	46	16	49	17
Level 2	31	11	9	3	23	8
Level 1	3	1	3	1	23	8

Performance Level	Oral				Written			
	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	34	12	66	23	6	2	14	5
Somewhat/Moderately	49	17	34	12	40	14	80	28
Beginning	17	6	0	0	54	19	6	2

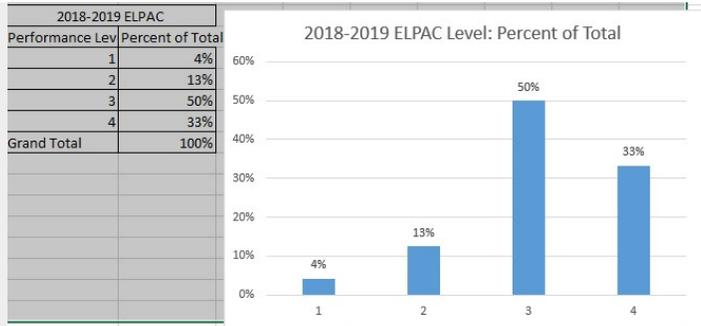
# Tested		35
Overall Average	PL	3
	SS	1532
Oral Average	PL	3
	SS	1532
Listening Average	PL	1
Speaking Average	PL	3
Written Average	PL	2
	SS	1557
Reading	PL	2
Writing	PL	2

Number of Students at Each Level



The number of Carter G. Woodson students tested during the 2017-2018 Summative ELPAC assessment was 35 students. Overall, 14% of students performed at a level 4, the Well-developed Performance Level. 51% of students performed a level 3, the Moderately-developed Performance level. 31% of students performed at a level 2, the Somewhat-developed Performance level. Finally, 3% of students scored at the Beginning Performance Level of 1.

The overall performance level of the students at Carter G. Woodson was at a level 3, Moderately-developed, with a scale-score of 1532. In the category of Oral Language (Reading and Speaking), students scored at the performance level of 3, Moderately-developed, with the scale score of 1532. In the category of Written Language (Reading and Writing), students scored at the Performance level 2, Somewhat-developed with a scale score of 1557. Overall 97% of students at Carter G. Woodson made progress towards mastery of English Language proficiency as only 3% of students scored at the Beginning Performance Level.



At Carter G. Woodson 2018-2019 ELPAC 83% of our students performed at a level 3 or 4.

At Carter G. Woodson 2017-2018 ELPAC 65% of our students performed at a level 3 or 4.

We continued to administer formative baseline and benchmark assessments throughout the school year. Assessment results are evaluated and used directly to inform teachers and guide student instruction. In addition to benchmark testing, we have added ongoing formative assessments cycles to our instructional program. Teachers continue to use Illuminate as our student assessment data management system. Illuminate gives teachers the ability to create standards-aligned formative assessments and then compare the results to student performance on benchmark, Standardized Testing, and ELPAC 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 per year. Students demonstrate mastery levels of grade-level writing standards by completing the writing assessments. Student composition and editing skills are measured against a state-adopted, grade-level appropriate, four point writing rubric. English Learners participate in state standardized testing. Parents receive assessment information from the school through Parent Advisory Council meetings, mail, the Parent Training Series, parent conferences, and Individual Learning Plans (ILP's). Students receive assessment information through teachers, ILPs, counseling conferences, and school-wide assemblies. Students and teachers use Achieve 3000 to assess student individual reading levels (Lexile levels) and provide text at the appropriate reading levels. The level-set assessments in Achieve 3000 help to track and adjust student Lexile levels as they progress. Both programs are computer adaptive meaning the program automatically adjusts the degree of difficulty depending upon student needs. Teachers also create formative assessments using Google Education Apps. 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.

The following describes the three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress for mathematics. Students meeting and exceeding standards have grown over the past three years. During the 2015-2016 school year the students meeting standards in mathematics were 1%, and 0% for exceeding standards. In comparison to the 2017-2018, the percentage of students meeting standards grew to 3.17%, and 1.59% for students exceeding standards. This is also reflective with the amount of students not meeting standards. In 2016 the amount of students not meeting standards were 91%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 85.71%. With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at Carter G Woodson Charter Schools have made gains towards mastering common core mathematics standards.

CAASPP Math Comparison Data

School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standard
2015-2016	91%	8%	1%	0%
2016-2017	90%	8%	2%	0%
2017-2018	85.71%	9.52%	3.17%	1.59%
<b>Cumulative Average</b>	88.9%	8.5%	2.05%	.53%

### College and Career

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

### Implementation of Academic Standards

Carter G Woodson Charter public school has met the requirement of implementing academic standards, as indicated on the California Dashboard.

### Chronic Absenteeism

Chronic Absenteeism has decreased significantly at Carter G Woodson Charter School. Student attendance for grades 9-12 are based on their work completion, as regulated by education code for independent studies program. Chronic Absenteeism has decreased by 17.9%. To continue this decline during the 2018-2019 school year, we have mobilized resources to provide ample opportunities for students to attend school on a frequent basis to receive support and one on one tutoring, to complete assignments to continue the decrease in chronic absenteeism. Currently, the chronic absenteeism rate has decreased to 59.4%.

### High School Graduation

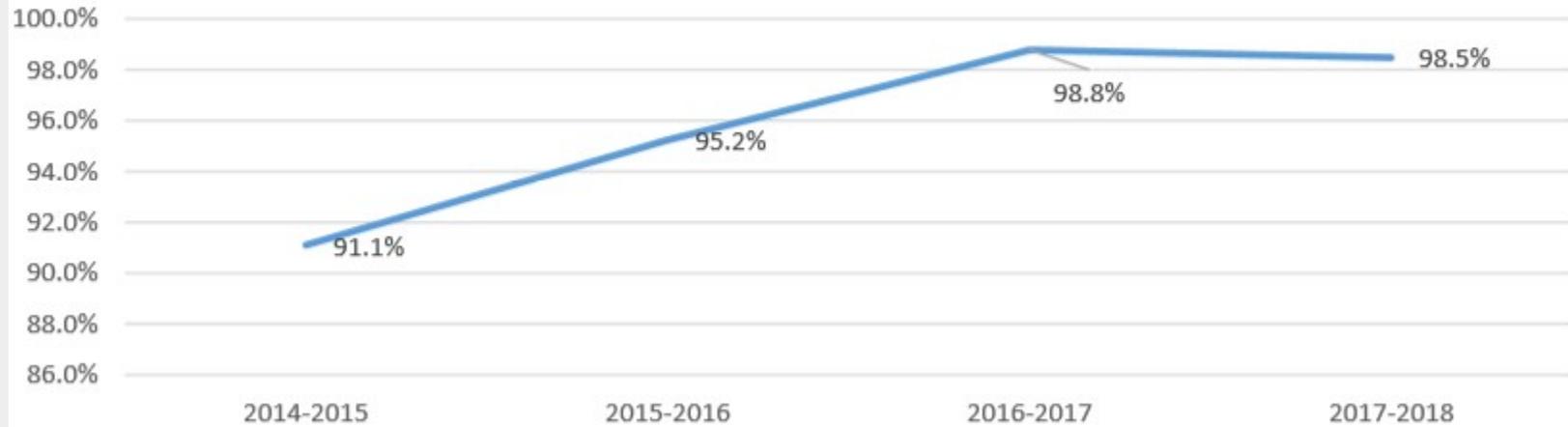
Carter G. Woodson Public Charter									
Class Of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Other Transfers	Other Transfers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate
2017-18	81	29	35.8%	4	4.9%	25	30.9%	23	28.4%
2016-17	139	49	35.3%	42	30.2%	6	4.3%	42	30.2%
2015-16	84	26	31.0%	21	25.0%	NA	NA	37	44.0%
2014-15	141	57	40.4%	36	25.5%	NA	NA	48	34.0%
2013-14	88	19	21.6%	37	42.0%	NA	NA	32	36.4%

There was a significant increase in the graduation rate as noted on the California Dashboard. Students that enter our program are traditionally behind by 2 years on average, which negatively impacts graduation rates, when considering cohort data. With this unique dynamic, Carter G. Woodson Charter school had an increase in graduation rate by 65.3% indicated on the California Dashboard. Students at our school continue with us until they graduate, which when controlling for cohort graduation, the graduation rate increases significantly (please see Credit Eligible Graduation Rate). Students are provided a broad range of courses to accomplish this goal, and Carter G. Woodson Charter School has met this requirement (please see Carter G. Woodson Dashboard Academic Engagement Data in the appendix).

Carter G. Woodson Credit Eligible Graduation Rate

Year	Credit Eligible	Graduates	Drops	Credit Eligible Graduation Rate
2014-2015	90	82	8	91.1%
2015-2016	63	60	3	95.2%
2016-2017	82	81	1	98.8%
2017-2018	66	65	1	98.5%

## Carter G. Woodson Credit Eligible Graduation Rate



Each student between the ages of 14 to 18 (grades 9 - 12) will be required to complete 230 credits, along with two career pathway courses or a full sequence leading to a certification or degree. In addition, seniors will be required to complete a job shadowing or internship requirement before graduating from Carter G. Woodson Public Charter School. Finally, students are no longer required to pass the California High School Exit Exam per Senate Bill (SB) 172.

Young adult students who enter Carter G. Woodson at the age of 19 will be required to be continuously enrolled and in pursuit of a high school diploma. Students over 19 years of age must be making satisfactory progress toward a high school diploma and school attendance as required by Education Code Section 47612 and Title 5 California Code of Regulations Section 11960. Young adults from the ages of 19-21 will be required to complete 200 units including two career pathway courses, along with a job shadowing or internship requirement before graduating.

<b>Graduation Requirements</b>	<b>Class 2016+</b>
<b>Subjects</b>	<b>Units</b>
English I-IV; English II required	40
Fine Arts or Foreign Language	10
Mathematics; Algebra required & Geometry	30
*Physical Education; (10 credits for students who enter Woodson 19 to 21 years of age)	20
Science; Physical Science (10), Biology (10 credits), Note: Physics and Chemistry may be taken by students to meet the credit requirement or to meet A-G requirements.	20
Social Science; Cultural World History (10 credits), US History (10 credits), American Government (5 credits), & Economics (5 credits)	30
Career Technical Training; minimum of 15 credits of training required (within the offered Career Pathways)	15
Career Exploration; Senior Portfolio required	5
*Electives; (40 credits for students who enter Woodson 19 to 21 years of age)	60
<b>Total</b>	<b>230</b>

Total Credits for students 14 to 18 years old – 230 credits

\*Total Credits for students 19 to 21 years old – 200 credits

### Notification to Parents of Transferability of High School Courses

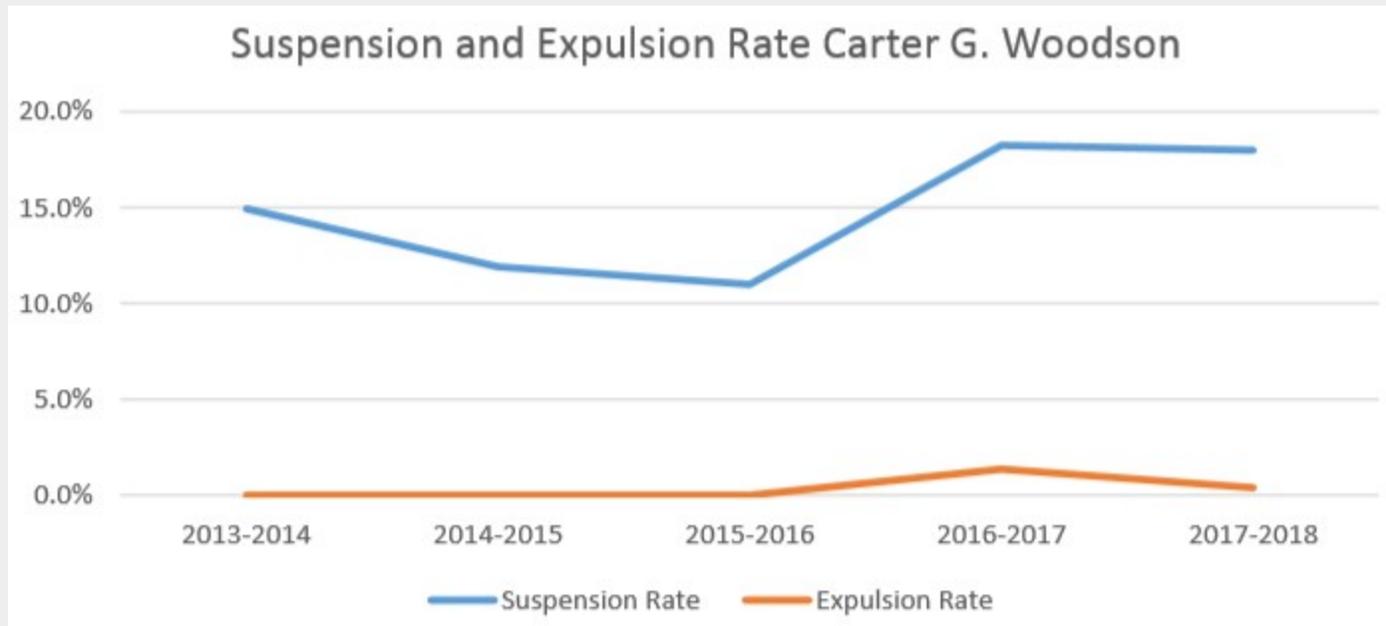
The Carter G. Woodson Public Charter School will annually provide students and parents with a course catalog or its equivalent, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

### Conditions and Climate

Student suspended at Carter G. Woodson Charter School has maintained. According to the California Dashboard, suspensions has decreased by .02%, placing the suspension rate to 18% (please see suspension and expulsion rate chart in the appendix). This is an area of need and we are currently in the tier 1 phase of PBIS. The current rate of expulsions is 0.4%, which is a decrease from the year prior. For the local indicators for Basics: Teachers, Instructional Materials, Facilities; Parent Engagement; and Local Climate Survey, our school site met standard (please see Carter G. Woodson Dashboard Conditions and Climate Data in the Wasc Self-Study report appendix).

Carter G. Woodson Public Charter Suspension Rate							
Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Expulsion Rate
2013 - 2014	562	113	84	14.9%	73.8%	26.2%	0.0%
2014 - 2015	546	75	65	11.9%	86.2%	13.8%	0.0%
2015 - 2016	491	71	54	11.0%	77.8%	22.2%	0.0%
2016 - 2017	515	125	94	18.3%	75.5%	24.5%	1.4%

Carter G. Woodson Public Charter Expulsion Rate					
Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate	
2013-2014	562	0	0	0.0%	
2014-2015	546	0	0	0.0%	
2015-2016	491	0	0	0.0%	
2016-2017	515	7	7	1.4%	
2017-2018	511	2	2	0.4%	



### COMPREHENSIVE SUPPORT AND IMPROVEMENT

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

### SCHOOLS IDENTIFIED

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

Carter G. Woodson Public Charter School.

## SUPPORT FOR IDENTIFIED SCHOOLS

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

Carter G. Woodson leadership team with the support of the cabinet has work with site base principals, teachers, students, parents advisory boards and all necessary stakeholders to gather input utilized for the CSI plan. We have also addressed Inequities through resources and research based practices. Surveys were conducted of students currently at senior status, along with a analysis of data including (needs assessment, graduation rates, grades distribution, suspension rates). Meetings were conducted with a variety of stakeholders including Fresno County Superintendent of Schools board adopted technical assistance provider, Agape College of Business Science, Tools for Teachers, and Insight, as initial providers for professional development, evaluations and student workshops. Inequities were addressed through researched based strategies including avenues to credit recovery, on-time graduation plans, student suspension reduction, work experience and career readiness programs, workshops that address prevention, intervention and resources for students to avoid dropping out of school or not graduating and individualized learning and career plan for every student to be on track for graduation. Finally, the charter is seeking at its next renewal 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.

Survey Analysis of Seniors revealed the following outcomes:

- Top 3 barriers that has prevented our students from graduating on time or by their original graduation date is not passing high school courses, stop attending school due to lost of interest, bullying or behavior, and/ or had to drop out of school to work to survive.
- Students expressed that tutoring, job training, and workshops would prepare students to stay in school along with resources development is needed.
- Additional data that contributed to decreased graduation rates is a high number of student suspensions which detoured some seniors from completing graduation on time.
- Truancy data also revealed a high number of seniors missing school which indirectly affected their graduation status.

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

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

### MONITORING AND EVALUATING EFFECTIVENESS

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

Monitoring will be reported bi-monthly during leadership meetings and reporting by support staff and contracted providers. The evaluation of the plan and its

effectiveness will be guided by the measurable performance outcomes established within the SPSA which includes the CSI plan. The measurable performance outcomes include increasing the number of students graduating on time, decreasing our schools suspension rate, reducing truancy and increasing student engagement in Math and English. The evaluation will use data from SBAC, benchmarks, Individualized Learning Plans, surveys, and DASS and other identified factors to measure improvement. Accountability reporting will be provided to state and federal agencies as regulations require. Our technical assistance providers FCSS will assist in the overall evaluation effectiveness report. Research based practices will consist of resources used as references from the Center of Equity and Excellence in Education and Multi Tier Intervention Models focused on student improvement. The ultimate result will be to increase student graduation rates and students graduation on time from Carter G. Woodson in accordance with the measurable performance outcomes and the CSI plan and DASS indicators.

> ANNUAL UPDATE

LCAP YEAR REVIEWED: 2018-2019

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

>> GOAL 1

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 1**

**Local Priorities:**

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
<p>ELA SBAC - 28% meet/exceed standards</p>	<p>On the SBAC ELA 2018-2019 assessment in regards to students exceeding standards from last year, there was a 12% increase at grade seven, a 3.5% increase at grade eight students meeting or exceeding standards, and a 7.3% increase in grade 11 for students meeting or exceeding standards.</p>
<p>Math SBAC - 8% meet/exceed standards</p>	<p>On the SBAC Math 2018-2019 assessment in regards to students exceeding standards from last year, there was a .04% increase at grade seven, a 6.5% increase at grade eight for students meeting or exceeding standards, and a 2% increase in grade 11 for students meeting standards.</p>

## ELA District Benchmark - 26% meet/exceed standards

The first administration of the fall benchmark was October 8-12. The October 8-12 benchmark results demonstrate the following outcomes for Multimedia students tested:

- ELA Grade 7 students scored Far below basic (25%), Below Basic (38%), Basic (25%), Proficient (1%), and Advanced (0%). District benchmark goal was not met.
- ELA Grade 8 students scored Far below basic (56%), Below Basic (17%), Basic (5%), Proficient (17%), and Advanced (5%). District benchmark goal was not met.
- ELA Grade 11 students scored Far below basic (92%), Below Basic (8%), Basic (0%), Proficient (0%), and Advanced (0%). District benchmark goal was not met.

The December 3-7 benchmark results demonstrate the following outcomes for Multimedia students tested:

- ELA Grade 7 students scored Far below basic (36%), Below Basic (36%), Basic (10%), Proficient (10%), and Advanced (10%). District benchmark goal was not met.
- ELA Grade 8 students scored Far below basic (21%), Below Basic (14%), Basic (50%), Proficient (14%), and Advanced (0%). District benchmark goal was not met.
- ELA Grade 11 students scored Far below basic (31%), Below Basic (16%), Basic (37%), Proficient (16%), and Advanced (0%). District benchmark goal was not met.

- Upcoming benchmark administrations are scheduled for May 2019.

The October 8-12 District Benchmark compared to the December 3-7 District Benchmark demonstrate the following increases in ELA for grades 7 and 11:

- ELA Grade 7 increased from 1% to 10% Proficient.
- ELA Grade 7 increased from 0% to 10% Advanced.
- ELA Grade 11 increased from 0% to 16% Proficient.

The first administration of the fall benchmark was October 8-12. The October 8-12 benchmark results demonstrate the following outcomes for Carter G. Woodson Main Campus students tested:

- ELA Grade 7 students scored Far below basic (89%), Below Basic (0%), Basic (0%), Proficient (1%), and Advanced (0%). District benchmark goal was not met.

- ELA Grade 8 students scored Far below basic (71%), Below Basic (29%), Basic (0%), Proficient (0%), and Advanced (0%). District benchmark goal was not met.
- ELA Grade 11 students scored Far below basic (67%), Below Basic (23%), Basic (10%), Proficient (0%), and Advanced (0%). District benchmark goal was not met.

The December 3-7 benchmark results demonstrate the following outcomes for Carter G. Woodson Main Campus students tested:

- ELA Grade 7 students scored Far below basic (85%), Below Basic (7%), Basic (7%), Proficient (0%), and Advanced (0%). District benchmark goal was not met.
- ELA Grade 8 students scored Far below basic (100%), Below Basic (0%), Basic (0%), Proficient (0%), and Advanced (0%). District benchmark goal was not met.
- ELA Grade 11 students scored Far below basic (25%), Below Basic (23%), Basic (20%), Proficient (25%), and Advanced (6%). District benchmark goal was met.
- Upcoming benchmark administrations are scheduled for May 2019.

The October 8-12 District Benchmark compared to the December 3-7 District Benchmark demonstrate the following increases in ELA for grades 11:

- ELA Grade 11 increased from 0% to 6% Advanced.
- ELA Grade 11 increased from 0% to 25% Proficient.

Math District Benchmark - 38.5% meet/exceed standards

The first administration of the fall benchmark was October 8-12. The October 8-12 benchmark results demonstrate the following outcomes for Multimedia students tested:

- Math Grade 7 students scored Far below basic (43%), Below Basic (14%), Basic (14%), Proficient (29%), and Advanced (0%). District benchmark goal was not met.
- Math Grade 8 students scored Far below basic (50%), Below Basic (25%), Basic (17%), Proficient (8%), and Advanced (0%). District benchmark goal was not met.
- Math Grade 8 students scored Far below basic (45%), Below Basic (28%), Basic (18%), Proficient (9%), and Advanced (0%). District benchmark goal was not met.

The December 3-7 benchmark results demonstrate the following outcomes for Multimedia students tested:

- Math Grade 7 students scored Far below basic (38%), Below Basic (38%), Basic (20%), Proficient (10%), and Advanced (10%). District benchmark goal was not met.
- Math Grade 8 students scored Far below basic (29%), Below Basic (14%), Basic (29%), Proficient (23%), and Advanced (0%). District benchmark goal was not met.
- Math Grade 11 students scored Far below basic (35%), Below Basic (30%), Basic (15%), Proficient (20%), and Advanced (0%). District benchmark goal was not met.
- Upcoming benchmark administrations are scheduled for May 2019.

The October 8-12 District Benchmark compared to the December 3-7 District Benchmark demonstrate the following increases in Math for grades 7, 8, 11:

- Math Grade 7 increased from 0% to 10% Advanced.
- Math Grade 8 increased from 9% to 23% Proficient.
- Math Grade 11 increased from 0% to 20% Proficient.

The December 3-7 benchmark results demonstrate the following outcomes for Carter G. Woodson Main Campus students tested: •

- Math Grade 7 students scored Far below basic (66%), Below Basic (33%), Basic (0%), Proficient (0%), and Advanced (0%). District benchmark goal was not met.
- Math Grade 8 students scored Far below basic (83%), Below Basic (16%), Basic (0%), Proficient (23%), and Advanced (0%). District benchmark goal was not met.
- Math Grade 11 students scored Far below basic (77%), Below Basic (18%), Basic (4%), Proficient (0%), and Advanced (0%). District benchmark goal was not met.

SBAC ELA Growth

All goals for ELA were based on 2017-18 SBAC scores and 2017-18 Illuminate benchmark assessments.

- ELA Grade 7 students meeting or exceeding standards on the SBAC will at least achieve 28%
- ELA Grade 8 students meeting or exceeding standards on the SBAC will at

SBAC 2018-19 ELA SBAC Scores:

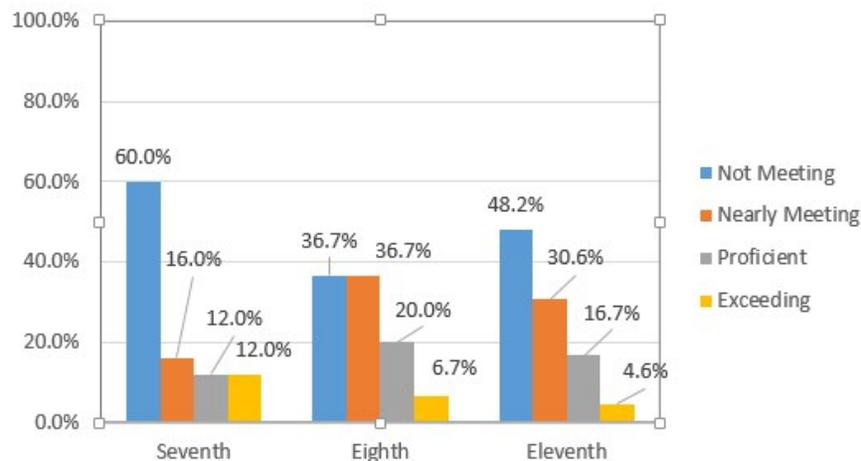
- ELA Grade 7 students meeting or exceeding standards on the SBAC achieved 27%
- ELA Grade 8 students meeting or exceeding standards on the SBAC achieved 25%,
- ELA Grade 11 students meeting or exceeding standards on the SBAC achieved 22%.

least achieve 28%

- ELA Grade 11 students meeting or exceeding standards on the SBAC will at least achieve 28%

2018-2019	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	58%	15.0%	15.0%	12.0%
Eighth	35%	39%	19.0%	6.0%
Eleventh	49%	30%	17.0%	5.0%

2018-2019 Smarter Balanced ELA performance



SBAC Math Growth

All goals for Math were based on 2017-18 SBAC scores and 2017-18 Illuminate benchmark assessments.

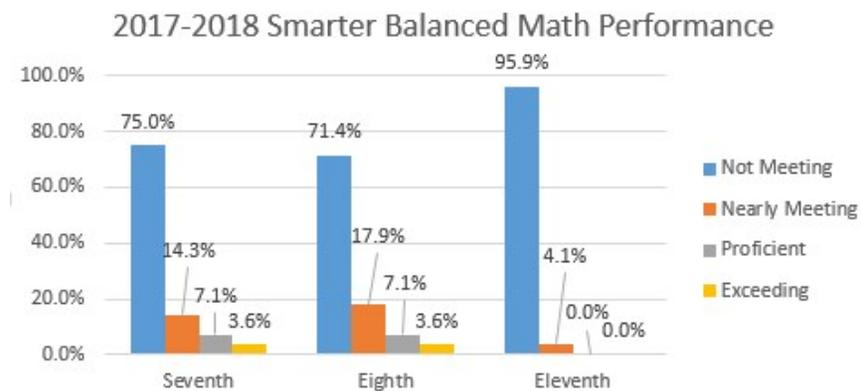
- Math Grades 7 students meeting or exceeding standards on the SBAC will at least achieve 8%
- Math Grades 8 students meeting or exceeding standards on the SBAC will at least achieve 8%

SBAC 2018-19 Math Scores.

- Math Grade 7 students meeting or exceeding standards on the SBAC achieved 8%
- Math Grade 8 students meeting or exceeding standards on the SBAC achieved 10%.
- Math Grade 11 students meeting or exceeding standards on the SBAC achieved 2%.

- Math Grades 11 students meeting or exceeding standards on the SBAC will at least achieve 8%

2018-2019	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	73.0%	19.0%	4.0%	4.0%
Eighth	71.0%	19.0%	10.0%	0%
Eleventh	96.0%	2.0%	2.0%	0.0%



**ACTIONS / SERVICES**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Targeted intervention through After School Intervention and Online Learning Resources. a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through	1. Provided targeted intervention through After School Intervention and Online Learning Resources. a. Students needing additional academic support attend after school tutorials and	<b>Amount:</b> \$2,223,676  <b>Source:</b>	LCFF Base \$1,071,504 LCFF Sup/Conc \$507,958 Title I : \$48,164 Title II: \$5,501 Mandated Funds \$24,016After

online computer adaptive programs such as Achieve 3000 and Khan Academy.

2. Workshops and in-class support from consultants.

- a. Workshops and in-class support is provided by the following consultants and vendors:
  - i. Fresno County Office of Education
  - ii. Center for College & Career Readiness
  - iii. Achieve 3000 iv. Kids Invent! v. Tulare County Office of Education

3. Adoption of Common-Core aligned instructional materials.

- a. ELA supplemental materials aligned to CCSS have been adopted. They include:
  - i. Common Core Reading and Writing workbooks
  - b. The curriculum and instruction focus group has adopted CCSS aligned materials and will continue to research additional supplemental materials to support implementation.

4. Technology Upgrades to add instructional technology resources to core subject classrooms.

- a. Desktop computers will be added and/or upgraded to facilitate use of instructional technology
- b. Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.

5. Online tutorial subscription.

- a. Achieve 3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.

6. After-School Program Foundational intervention class.

- a. The after-school intervention class has been expanded to provide foundational English and

participated in targeted intervention through online computer adaptive programs such as Achieve 3000 and Go Math.

2. Workshops and in-class support from consultants. a. Workshops and in-class support is provided by the following consultants and vendors:

- i. Fresno County Office of Education
- ii. Staff Develop for Educators
- iii. Achieve3000
- b. Conducted professional development in blended learning practices to support Achieve 3000 and Edgenuity online programs

3. Utilized Common-Core aligned instructional materials.

- a. ELA supplemental materials aligned to CCSS have been adopted. They include:
  - i. Common Core Reading and Writing workbooks
  - b. The curriculum and instruction focus group has adopted CCSS aligned materials and will continue to research additional supplemental materials to support implementation.

4. Technology Upgrades to add instructional technology resources to core subject classrooms.

- a. Desktop computers were added and/or upgraded to facilitate use of instructional technology
- b. Tablets were procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.

5. Online tutorial subscription was utilized. a. Achieve 3000 and Go Math computer adaptive programs are used to provide individualized intervention.

6. Foundational intervention class.

- a. Two sections of Intervention Foundational

LCFF Base: \$1,043,326

LCFF Sup./Conc.\$964,606

Title I: \$93,304

Title II : \$10,604

Mandate Funds: \$24,145

After School Grant: \$87,692

**Budget Reference:**

8011, 8012, 8290, 8550, 8315

School Grant \$26,276

Foundational Math support to students who need additional practice with basic skills.

7. In-School Foundation intervention classes.

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

**Timeline**

- Yearlong implementation for actions/services #1-2.
- Actions/services #3-6 were completed before the start of school on 8/14/18.
- The timeline for actions/services #7 has yet to be determined

**Responsible Staff**

District Administration and Site Administration

English class were provided for students who need additional practice with basic skills.

b. Improved SBAC results by implementing the intensive 25-day SBAC Plan.

c. Consistently administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement.

7. Implemented Foundational Math class into student's schedules and utilized math intervention class.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Use EdJoin and other online job portals to recruit and interview highly qualified teachers.</p> <p>a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff.</p> <p>b. Host a Job Fair.</p> <p>2. Work to offer competitive salary maintain high quality teachers.</p> <p>a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.</p> <p>3. Offer opportunities for teacher leadership and career advancement. Including:</p> <p>a. Lead Teachers</p> <p>b. PD/Workshops/Conferences</p> <p>c. Participation in Focus Groups</p> <p>4. Provide mentoring and coaching for new teachers.</p> <p>a. New teachers participate in the BTSA/FCOE New Teacher Induction Program</p> <p>b. Ensure coaching is assigned to coach and support new teachers</p> <p>5. Teachers will be provided ongoing Professional Development</p> <p>a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.</p> <p><b>Timeline</b></p> <ul style="list-style-type: none"> <li>• Before 8/14/18 for actions/services #2 (1-4.)</li> <li>• Action/services #5 (a) will be offered yearlong</li> </ul> <p><b>Responsible Staff</b></p>	<p>1. EdJoin and other online job portals were used to recruit and interview highly qualified teachers.</p> <p>a. Job boards such as EdJoin.org were utilized to recruit highly qualified teachers and staff.</p> <p>b. The Agape Youth Job Fair was hosted on March 30, 2019.</p> <p>2. Offered competitive salary maintain high quality teachers. a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.</p> <p>3. Provided opportunities for teacher leadership and career advancement. Including: a. Lead Teachers</p> <p>b. Professional Development/Workshops/Conferences</p> <p>c. Participation in Focus Groups</p> <p>4. Provided mentoring and coaching for new teachers.</p> <p>a. New teachers participated in the Induction/FCSS New Teacher Induction Program</p> <p>b. Coaching was assigned to coach and support new teachers</p> <p>5. Teachers were provided with ongoing Professional Development</p> <p>a. Professional Development opportunities included (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.</p> <p>b. Provided professional development activities in the area of instruction to construct core subject pacing guides and strategies to</p>	<p><b>Amount:</b></p> <p>\$741,225</p> <p><b>Source:</b></p> <p>LCFF Base: \$347,775</p> <p>LCFF Sup./Conc.: \$321,535</p> <p>Title I : \$31,101</p> <p>Title II : \$3,535</p> <p>Mandate Funds: \$8,048</p> <p>After School: \$29,231</p> <p><b>Budget Reference:</b></p> <p>8011, 8012, 8290, 8550, 8315</p>	<p>LCFF Base: \$343,431</p> <p>LCFF Supp: \$124,346</p> <p>Title I : \$15,437</p> <p>Title II \$1,763</p> <p>Mandated Funds: \$7,698</p> <p>After School : \$8,422</p>

District Administration, Human Resources, Site Administration	increase frequency of student responses. C. Annual retreat		
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**ANALYSIS**

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

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

All actions/services are being implemented for goal 1. The district has provided professional development to teachers in utilizing Illuminate for creating bi-weekly formative assessments and interim benchmark assessments. Core content teachers utilize Achieve 3000 two times at least 45 minutes a session with the expectation of 75% mastery of student activities. As a result of this training, teachers use assessment data within the framework of the professional learning communities to drive their instruction. Principals are responsible for insuring implementation goals are met by analyzing created illuminate assessment usage and performance reports and Achieve3000 usage and performance reports. The Principal reviews this information weekly with the Superintendent.

The school continues to focus on improving SBAC results as well as consistently administers formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement. The school provides professional development training for staff in blended learning practices to support Achieve 3000 and Edgenuity and highlight application of content and skills in career track classes. Additionally, the school continues to provide professional development activities in the area of instruction to construct core subject pacing guides and strategies to increase frequency of student responses. Last, the school enhances instruction to increase rigor and depth of knowledge to strive for DOK 3 and 4 rigor and further development of rigor in daily instruction to meet the needs of the individual student and expectations of administration.

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

Professional Development is focused on academic rigor and the use of supplemental materials and programs to support Common Core implementation. Teacher non-negotiables to improve academic rigor include, but are not limited to, standards aligned lessons and assessments, differentiated instruction, DOK levels, and mastery of academic vocabulary. The overall effectiveness of these actions/services will help maximize instructional time, streamline teachers’ non-negotiables, and support data driven decision-making.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that Carter G. Woodson School of Multimedia provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF

Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes have been made to this goal.

**>> GOAL 2**

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 1,2,4**

**Local Priorities:**

**ANNUAL MEASURABLE OUTCOMES**

Expected	Actual
12% of EL students reclassified	The number of EL students at Multimedia who were reclassified based on the 2017-18 ELPAC examination results and reclassification criteria was 2 of 6 (33%). · The number of EL students at Carter G. Woodson Main campus who were reclassified based on the 2017-18 ELPAC examination results and reclassification criteria was 5 of 27 (18%). · The number of EL students at both Carter G. Woodson schools who were reclassified based on the 2018-19 ELPAC examination results and reclassification criteria was 6 of 48 (13%), goal met.
5% of EL Students will increase their overall ELPAC performance score by at least 1 performance level from the previous year.	12% of EL Students increased their overall ELPAC performance score by at least 1 performance level from the previous year, goal met.

**ACTIONS / SERVICES**

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

<b>Action 1</b>			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1. Implement professional Development on ELL instructional strategies.  
 a. Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards.  
 b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.

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

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

**Timeline**

- Before 8/14/18 for actions/services #1 (2.)
- Action/services 1 (a-b) will be implemented yearlong

**Responsible Staff**

District Administration, Site Administration, consultants, and Training from FCOE

1. Implemented professional Development on ELL instructional strategies.  
 a. Fresno County Superintendent of Schools provided PD on the ELA/ELD Framework as well as EL standards.  
 b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.

2. Adopted and purchased print and electronic online learning materials to support English Language Learners.  
 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.

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

4. Teachers utilized the following strategies to meet expected outcomes for supporting English Language Learners:

- Visuals and graphic organizers to help scaffold content
- Use of Achieve 3000 to support current reading levels and assist in improving reading levels
- Spanish language text is available through Achieve 3000
- 1-to-1 computer devices
- Collaborative groups, learning stations, and cooperative assignments

**Amount:**  
 \$315,991

**Source:**  
 LCFF Base: \$231,850  
 Lottery Unrestricted: \$51,948  
 Mandate Funds: \$32,193

**Budget Reference:**  
 8011, 8012, 8310, 8550

LCFF Base \$228,954  
 Lottery Unr \$ 42,897 Mandated Funds \$10,292

**ANALYSIS**

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

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

All actions/services are being implemented for goal 2. The school's English Language Learner program is designed to help students acquire language fluency and grade-level proficiency in English. Students are provided with equal access to the academic core curriculum, which incorporates Sheltered Instruction Observation Protocol (SIOP) and SDAIE strategies; academic and content vocabulary support; opportunities for speaking, listening, reading and writing, and online instructional support through Achieve 3000.

Parents are encouraged to attend and participate in ELAC meetings to give input and stay informed regarding the school's English Learner program and services. Students who require additional language and academic support, as determined by ELPAC proficiency and standardized and formative assessment results, are enrolled in English Language Development (ELD) courses. The ELD program offers intensive instruction in English language reading, comprehension, listening, speaking, and writing to prepare for the upcoming ELPAC examination.

We have continued training on ELPAC and are redesigning our ELA and ELL plans for student success. Information is readily disseminated through ELAC meetings with parents and students Bi Monthly. Students are now participating in intensive instructional boot camps focus on speaking, writing, and reading including language development.

Achieve 3000 also provides embedded strategies throughout this on-line platform for ELL students. Students are challenged with improving their Lexile levels through engaging interactive text and rigorous academic tasks. Students are encouraged to utilize skills acquired during ELL instruction in order to interpret text and construct meaningful responses and analysis. Achieve 3000 program allows teachers to provide progress monitoring for all students. The district has provided professional development to teachers in utilizing specific teaching and assessment strategies for meeting the needs of the school's EL student population. As a result of this training, teachers use assessment data within the framework of the professional learning communities to drive their instruction.

Site administration is responsible for ensuring implementation goals are met by analyzing student work products, informal assessment results, formal assessments, usage and performance reports, and ELPAC results. EL students in grades 9-12 who need extra support are enrolled in a Foundational English class in addition to their core English class.

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

The overall effectiveness of the actions/services to ensure Long-Term EL students' progress towards English Language Proficiency each year requires making data analysis more efficient and accurate so teachers can maximize time and focus on improving student outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that Carter G. Woodson School of Multimedia provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference.

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

No changes have been made to this goal.

## >> GOAL 3

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 1,2**

**Local Priorities:**

### ANNUAL MEASURABLE OUTCOMES

Expected	Actual
<p>Teacher LCAP Survey: 65% Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.</p> <p>87% of teachers will agree or strongly agree that Woodson has adequate instructional supplies to support student learning.</p> <p>95% of teachers will agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.</p>	<ul style="list-style-type: none"> <li>• 100% Long-Term teachers at Multimedia Agree or Strongly Agree that they have confidence in their skills and materials to implement the Common Core standards.</li> <li>• 100% of teachers at Multimedia Agree or Strongly agree that Woodson has adequate instructional supplies to support student learning.</li> <li>• 100% of teachers at Multimedia Agree or Strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.</li> <li>• 100% Long-Term teachers at Main Campus Agree or Strongly Agree that they have confidence in their skills and materials to implement the Common Core standards.</li> <li>• 78% of teachers at Main Campus Agree or Strongly agree that Woodson has adequate instructional supplies to support student learning.</li> <li>• 92% of teachers at Main Campus Agree or Strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.</li> </ul>
<p>Teacher PD Survey: 78% Teachers will report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication</p>	<ul style="list-style-type: none"> <li>• 90% Teachers at Multimedia report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication.</li> <li>• 90% Teachers at Main Campus report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication.</li> </ul>

**ACTIONS / SERVICES**

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

<b>Action 1</b>			
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>1. Continue comprehensive professional development agreement with Fresno County Office of Education.</p>	<p>1. Provided comprehensive professional development agreement with Fresno County Office of Education.</p>	<p><b>Amount:</b> \$98,667</p>	<p>LCFF Base \$80,807 Lottery Rest \$19,258</p>

a. Fresno County of Education was contracted to provide the following services for the 2015-16 school year:

- i. 11 Professional Development Days
- ii. 14 In-Class Coaching Days

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

a. This includes:

- i. Center for College & Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD
- ii. Achieve 3000 program, PD, and in-class coaching
- iii. Accelerated Math program and PD
- iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.

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

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

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

- a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology
- b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.

**Timeline**

Before 8/14/18 for Action 2. Action 1 will be implemented yearlong

**Responsible Staff**

Training From FCOE, (SDE), FCSS, and Achieve3000 coach

a. SDE and FCSS provided the following services for the 2017-2018 school year:

- i. 11 Professional Development Days
- ii. 14 In-Class Coaching Days

2. Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation in daily instruction to meet the needs of the individual student and expectations of administration.

a. This includes:

- i. SDE Provided- Non-Negotiables, Look For's, Standards align, Mapping, Pacing, Differentiated Instruction, DOK 3-4 to enhance instruction to increase rigor and depth of knowledge levels and Academic Vocabulary.
- ii. Achieve3000 program, PD, and in-class coaching
- iii. Go Math program and PD
- iv. Intensive focus on CCSS and instructional strategies in bi-weekly PLC's.

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

a. Additional qualified support personnel have been added for the 2018-19 school year.

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

- a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology
- b. Tablets have been utilized to supplement access to instructional technology resources that support research and inquiry.

**Source:**

LCFF Base: \$88,727  
 Lottery (Restricted) : \$17,500

**Budget Reference:**

8011, 8311

## ANALYSIS

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

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

All actions/services are being implemented for goal 3. Professional Development focused on academic rigor and the use of supplemental materials and programs to support Common Core implementation is being used to meet expected student learning outcomes. The Principal is responsible for ensuring implementation goals are met and new technology upgrades are being utilized to maximize student learning. Carter G. Woodson provides opportunities for students to advance their skills through UC Scout and Edgenuity. Students receive personalized instruction and are encouraged to excel by pursuing challenging educational activities. Teachers are trained to design appropriate learning and performance modifications for equivalent GATE students that enhance creativity, select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of equivalent GATE students and advanced learners.

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

We are continuing to infuse up-grades in our computers and network to ensure our students had access to the technological tools necessary to be 21st Century learners. 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 and resources. Our teachers and students also utilize online computer adaptive programs, such as ST Math, Edgenuity and Achieve 3000, to supplement individualized English and math instruction. Teachers have continued to use flipped classroom approaches which allows students to immerse themselves in content using online media prior to teacher-prepared lessons. Teachers are continuing to use technology such as Google Docs for PBL project design and lesson plan sharing. Our school is in the process of establishing Advanced Placement and Foreign Language courses utilizing online instructional services. We continue to use chrome books at each campus to support research and project-based learning. 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. The overall effectiveness of these actions/services will help maximize instructional time, streamline teachers' non-negotiables, and support data driven decision-making for lesson planning and instructional delivery.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that Carter G. Woodson School of Multimedia provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference.

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

No changes have been made to this goal.

>> GOAL 4

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 3**

**Local Priorities:**

**ANNUAL MEASURABLE OUTCOMES**

Expected	Actual
PAC Attendance 12%	Total parent council meeting attendance rate for PAC (average for both schools combined) was 14%, goal met.
DELAC/ELAC Meeting Attendance 12%	Total parent council meeting attendance rate for DELAC/ELAC (average for both schools combined) was 14%, goal met.
LCAP Parent Survey Completion - 30%	Media - 67 of 90 households (75%) Parent Survey Completion, Goal met Main Campus - 52 of 307 Households (17%). LCAP Parent Survey completion rate (average for both schools combined) was 30%, goal met

**ACTIONS / SERVICES**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Support staff hours to make phone calls. a. Support staff makes personal calls to notify parents and guardians of upcoming events and	1. Supported staff hours to make phone calls. a. Support staff made personal calls to notify parents and guardians of upcoming events and	<b>Amount:</b> \$14,727	LCFF Base \$13,468

<p>encourage participation and attendance.</p> <p>2. School Messenger Subscription. a. Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.</p> <p>3. Food and incentives for parent participation. a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.</p> <p><b>Timeline</b></p> <p>Two weeks prior to the event</p> <p><b>Responsible Staff</b></p> <p>SITE Administration, SSCs, Guidance Counselor, Teachers, and Parent/Guardian Officer</p>	<p>encourage participation and attendance.</p> <p>2. School Messenger Subscription. a. Subscriptions to School Messenger were used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.</p> <p>3. Food and incentives for parent participation. a. Food and other incentives were provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.</p> <p>4. Used of social media platforms such as the school's Facebook.</p>	<p><b>Source:</b> LCFF Base: \$14,727</p> <p><b>Budget Reference:</b> 8011</p>	
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**ANALYSIS**

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

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

All actions/services are being implemented for goal 4. Parent input is readily accepted and infused into board-level decision making. Along with the Board of Directors, governance and oversight is also provided by the School Site Council (SSC), which consists of parents, the Superintendent, and Chief Executive Officer. The SSC makes decisions and recommendations on issues such as curriculum, instructional practices, campus culture, and other school-related issues. Carter G. Woodson's school culture is collaborative and inclusive. Staff members take pride in conducting themselves in a professional and respectful manner during interactions with students, parents, and the public. Administrators and other school leaders listen to and honor all voices in the school community, especially voices that have traditionally been underrepresented.

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

The overall effectiveness of the actions/services to achieve the articulated goal relevant to annual measurable goals for the 2018-19 school year are to be determined.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that Carter G. Woodson School of Multimedia provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference.

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

No changes have been made to this goal.

>> GOAL 5

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 1**

**Local Priorities:**

**ANNUAL MEASURABLE OUTCOMES**

Expected	Actual
<p>Staff Survey - 88% will feel safe on campus 96% will agree that the campus is clean</p>	<ul style="list-style-type: none"> <li>• 93% of staff members at Multimedia report that they felt safe on campus.</li> <li>• 100% of staff members at Multimedia Agree or Strongly Agree the campus is clean.</li> <li>• 100% of staff members at Woodson Main Campus report that they feel safe on campus.</li> <li>• 91% of staff members at Woodson Main Campus Agree or Strongly Agree the campus is clean.</li> </ul>

Student survey - 88% of students will Agree' or 'Strongly Agree' that Woodson is a safe place to attend school.  
 90% of students will Agree or Strongly Agree that Woodson facilities are clean and well maintained.  
 93% of students will Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs.

- 82% of students Agree or Strongly Agree that Multimedia is a safe place to attend school.
- 81% of students Agree or Strongly Agree that Multimedia facilities are clean and well maintained.
- 92% of students Agree or Strongly Agree that Multimedia has adequate technology available on campus to meet academic needs.
- 90% of students Agree or Strongly Agree that Woodson Main Campus is a safe place to attend school.
- 84% of students Agree or Strongly Agree that Woodson Main Campus facilities are clean and well maintained.
- 86% of students Agree or Strongly Agree that Woodson Main Campus has adequate technology available on campus to meet academic needs.

Parent Survey - 95% of parents will believe that their children feel safe at Woodson.  
 97% of parents will Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials.  
 99% of parents will agree that the campus is clean. 98.61% of parents will Agree or Strongly Agree that Woodson facilities are in good repair.

- 97% of parents Agree or Strongly Agree that their children feel safe at Woodson.
- 94% of parents Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials.
- 100% of parents Agree or Strongly Agree that the campus is clean.
- 99% of parents Agree or Strongly Agree that Multimedia facilities are in good repair.
- 88% of parents Agree or Strongly Agree that their children feel safe at Woodson Main Campus.
- 88% of parents Agree or Strongly Agree that Woodson Main Campus students have access to standards-aligned textbooks and materials.
- 91% of parents Agree or Strongly Agree that the Woodson Main Campus is clean.
- 98% of parents Agree or Strongly Agree that Woodson Main Campus facilities are in good repair.

**ACTIONS / SERVICES**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Maintain safe and high quality facilities.                      a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.                      b. School has begun to install and upgrade camera security system at both sites.</p> <p>2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.                      a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.</p> <p>3. Supply classrooms and labs with updated computers and software licenses.                      a. Technology Specialist ensures that computers are updated and software licenses are renewed regularly.                      b. Online-Library subscription is available to students for research.</p> <p>4. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.                      a. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.</p> <p><b>Timeline</b></p> <p>Before 8/14/18 and implemented yearlong</p> <p><b>Responsible Staff</b></p> <p>District Administration , Site Administration, and Custodians.</p>	<p>1. Maintained safe and high quality facilities.                      a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.                      b. School has begun conversations to install and upgrade camera security system at both sites.</p> <p>2. Maintained quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized. a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.</p> <p>3. Supplied classrooms and labs with updated computers and software licenses.                      a. Technology Specialist ensured that computers are updated and software licenses are renewed regularly.                      b. Online-Library subscription was available to students for research.</p> <p>4. Purchased or leased and maintained sports, fitness, and recreational facilities and equipment.                      a. Sports, fitness, and recreational facilities and equipment were purchased and replaced as necessary to support health and fitness.</p>	<p><b>Amount:</b> \$603,581</p> <p><b>Source:</b> LCFF Base: \$453,581 Facilities Grant: \$150,000</p> <p><b>Budget Reference:</b> 8011, 8012, 8545</p>	<p>LCFF \$377,100                      Facilities Grant \$136,536</p>

**ANALYSIS**

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

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

All actions/services are being implemented for goal 5. Throughout the year, Administration inspects 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 janitorial requisition form to ensure that our facilities are maintained throughout the day. Carter G. Woodson all building permits including permits including fire permits are up to date. The Principal conducts monthly walk throughs with the custodian by filling out the requisition compliance form. The custodian documents repairs needed and keeps an inventory of all cleaning supplies and materials. Any repairs or facilities needs are documented and reported from the Principal to Central Office.

The school safety plan is updated and reviewed by the School Site Council and school staff annually. Students practice fire drills, lock-down drills, and earthquake drills annually. 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. Each employee has been fingerprinted in accordance with applicable laws and must supply a tuberculosis clearance on acceptance of employment. We maintain student immunization and health records for middle school and kindergarten students as required by law. Students must have parent permission to take medication at school.

Our school has a zero-tolerance policy for violent and dangerous behaviors. A copy of the policy is in the student handbook that is given to students and their families upon enrollment. We discuss the school 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. Before checking in at the office, individuals must first submit their name and the license plate number to the security guard at the front gate. At Carter G. Woodson, we feel that the root of preventing issues of student safety is having relationships with our students. We aim to create a caring community of learners on our campuses so that students communicate their issues with staff before conflicts or safety risks occur.

To ensure the safety of our students, each site administrator has created a supervision map accompanied with a schedule that delineates staff supervision in critical areas of the campus. These supervision assignments are rotated on a monthly basis. Woodson staff members use 2-way radios to provide immediate and efficient communication between staff. Staff uses codes to communicate safety issues. Principals also develop a comprehensive supervision schedule before, during, and after school. The administrators also follow up with core value talks bi-weekly to remind students of behavioral expectations.

All core content classrooms have one to one technology devices that promote learning with instructional support such as reading and math software, Career Pathways software such as Adobe Creative Cloud and Adobe Spark Suites, and online libraries. Our library includes multimedia and Internet-connected computers so students can complete tasks that require online research. Our English language arts and social studies teachers adopt classroom sets of novels and leveled readers to incorporate into reading instruction and a balanced literacy model for their classrooms. The library is staffed by teachers and is open to students every day that school is in session. Our students also have access to public library service throughout the school year. After school enrichment and sports is offered in addition to clubs such as interactive media yearbook, Leadership, and Instrumental Music and Choir.

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

The overall effectiveness of the actions/services to achieve the articulated goal were met. The Overall Facility Rating the school received in January 2019, taken from the school's SARC is shown on the following page:

Carter G. Woodson Public Charter 2018-2019		School Accountability Report Card			
• The Overall Rating					
Month and year in which data were collected: January 2019					
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-		
Interior: Interior Surfaces	✓	-	-		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-		
Electrical: Electrical	✓	-	-		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-		
Safety: Fire Safety, Hazardous Materials	✓	-	-		
Structural: Structural Damage, Roofs	✓	-	-		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-		
<b>Overall Facility Rate</b>					
Month and year in which data were collected: January 2019					
	Exemplary	Good	Fair	Poor	
Overall Rating	-	✓	-	-	

As we continue 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. Students have access to mini libraries in all classrooms, which is one of the six critical spaces for learning regarding physical classroom environments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that Carter G. Woodson School of Multimedia provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference.

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

No changes have been made to this goal.

**>> GOAL 6**

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 5**

**Local Priorities:**

**ANNUAL MEASURABLE OUTCOMES**

Expected	Actual
Attendance Rate of students enrolled 90 days or more – 93%	Attendance Rate of students enrolled 90 days or more - 92%
Suspension Rate of students enrolled 90 days or more – 15%	Suspension rate of students enrolled 90 days or more - 15.08%
Expulsion Rate of students enrolled 90 days or more – 1%	Expulsion Rate of students enrolled 90 days or more - 0.4%

**ACTIONS / SERVICES**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Employ and maintain adequate and qualified dropout prevention and attendance support staff.	1. Employed and maintained adequate and qualified dropout prevention and attendance support staff.	<b>Amount:</b> \$136,382	LCFF \$134,679 LCFF Supplemental/concent: \$97,420

- a. Additional dropout prevention counselors have been added to enhance attendance and social/emotional support
- 2. Make daily attendance calls.
  - a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).
  - b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.
- 3. Provide attendance incentives.
  - a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.
- 4. New methods to recruit students
  - a. Website and social media Facebook page created to expand presence and connect with potential enrollees.

**Timeline**

Before 8/14/18 and implemented yearlong

**Responsible Staff**

Site Administration, SSCs, Guidance Counselor, Registrar, Interns, and Teachers.

- a. Additional dropout prevention counselors were added to enhance attendance and social/emotional support
- b. A training was provided for SSC staff with the latest standards and behavioral health developments.

7 Training days were included for the 2017-2018 school year and will continue for the 2018-19 school year.

- 2. Make daily attendance calls.
  - a. Personal phone calls were made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).
  - b. Automated phone calls were sent out daily reminding students to attend on session on time and to also remind students who are not present by 8:30 am.

- 3. Provide attendance incentives.
  - a. Students with positive attendance were entered into raffles and highlighted at break and in monthly newsletters.
  - b. Attendance Incentives Plan
    - Daily, weekly, monthly, individual student incentives raffles

- Weekly school-wide incentives for meeting 3 (90% or above attendance rate)

- 4. New methods were utilized to to recruit students
  - 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.

**Source:**

LCFF Base: \$147,268

**Budget Reference:**

8011

**ANALYSIS**

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

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

All actions/services are being implemented for goal 6. All support staff, teachers and administration are responsible to follow the policies and procedures in the Board Adopted Student Support Manual and 5 step attendance policy in addition to the Attendance Monitoring Plan designed by the Superintendent. Procedures in place to achieve the attendance goal of 90% include: daily automated and personal attendance phone calls, home visits are made for students who are absent and have not made contact with the school. Daily, weekly, bi-weekly, and monthly attendance raffles are held for students. School-wide incentives are in place for overall attendance on 90% or higher. Community Outreach walks are conducted to spread awareness and garner Community partnerships. Social media is used to expand presence and connect with potential enrollees. Social/emotional counseling is offered at the school through Generational Counseling Incorporated for students struggling with issues that may be preventing them from attending school on time each day.

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

The overall effectiveness of the actions/services to achieve the articulated goal relevant to annual measurable goals for the 2018-19 school year are to be determined.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

Additional staffing afforded with supplemental/ concentration funds for additional Student Support Counselors and supervising admin.

## >> GOAL 7

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 4,7**

**Local Priorities:**

## ANNUAL MEASURABLE OUTCOMES

Expected	Actual
% of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway – 90%	% of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway – 37%
# of AP courses offered - 1	AP Courses are available through Edgenuity
# of college prep (A-G) approved courses offered - 9	# of college prep (A-G) approved courses offered -13

**ACTIONS / SERVICES**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Implement Dual credit partnerships with local and online colleges, trade schools and universities.                      a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.                      b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.                      C. Ongoing opportunities with new school partnerships are in the planning phrase and moving to implementation.</p> <p><b>Timeline</b>                      Before 8/14/18 and implemented yearlong. New partnerships developed during the summer</p> <p><b>Responsible Staff</b>                      District and Site Administration , Guidance Counselor, and Registrar.</p>	<p>1. Implemented Dual credit partnerships with local and online colleges, trade schools and universities.                      a. ACBS partnered with our schools to implement multiple programs for dual credit and will continue to increase.                      b. Fresno City College implemented and partnered with our schools to increase dual credit online programs.                      C. Ongoing opportunities with new school partnerships are in the planning phrase and moving to implementation.</p>	<p><b>Amount:</b>                      \$350,025</p> <p><b>Source:</b>                      LCFF Base: \$235,025                      CTEIG :\$115,000</p> <p><b>Budget Reference:</b>                      8011, 8590</p>	<p>LCFF \$177,776                      CTEIG \$64,367</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Increase recruitment of new partners through advertisement and showcases and career pathway coordination.</p> <p>a. Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue.</p> <p>b. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school.</p> <p>2. Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements.</p> <p>a. The schools have added new career pathways each year.</p> <p>b. Students complete surveys for input and focus groups.</p> <p>C. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing.</p> <p><b>Timeline</b> Before 8/14/18 and implemented yearlong. New partnerships developed during the summer</p> <p><b>Responsible Staff</b> District and Site Administration, Guidance Counselor, and Registrar</p>	<p>1. We have increased recruitment of new partners through advertisement and showcases and career pathway coordination.</p> <p>a. Consortium partners have been increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue.</p> <p>b. New partner was invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school.</p> <p>2. We have increased the number of students participating in career pathways through student input, advertisement, internships, and senior requirements.</p> <p>a. The schools added new career pathways each year.</p> <p>b. Students completed surveys for input and focus groups.</p> <p>C. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing.</p>	<p><b>Amount:</b> \$85,464</p> <p><b>Source:</b> LCFF Base : \$85,464</p> <p><b>Budget Reference:</b> 8011</p>	<p>LCFF \$64,646</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning.</p> <p>a. Tulare Office of Education has provided Professional Development for Project Base Learning and Career Pathways.</p> <p>b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.</p> <p><b>Timeline</b> Before 8/14/18 and implemented yearlong. New partnerships developed during the summer</p> <p><b>Responsible Staff</b> District and Site Administration, Guidance Counselor, CTE Teachers</p>	<p>1. Implemented professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning.</p> <p>a. Fresno County Office of Education has provided Professional Development for Project Base Learning and Career Pathways.</p> <p>b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.</p>	<p><b>Amount:</b> \$106,829</p> <p><b>Source:</b> LCFF : \$113,361</p> <p><b>Budget Reference:</b> 8011</p>	<p>LCFF \$80,807</p>

### ANALYSIS

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

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

All actions/services are being implemented for goal 7. Career Technical Education is incorporated into each student's graduation sequence in the following areas using technology: Multimedia, Business Administration, Business Accounting, Cosmetology, Entrepreneurship and Patient Care (Medical). Each long-term student is required to complete a CTE 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 and Fresno City College while enrolled in the high school program. Our plan includes a program to give students the opportunity to pursue an A.S. Degree while concurrently working toward a high-school diploma. Students in our High School program currently have the opportunity to complete prerequisites for our medical and business programs while completing their diploma.

Students in CTE courses are exposed to current industry standards by using the latest technologies to research industry sector skills. Courses are directly related to industry skills required to obtain certificate level promotion and or post-secondary degree. In addition, students will be assessed to ensure skill level competencies are

met. Students research latest labor market trends and standards using Goggle, LIRN online library and other sources, e.g., business journals in their career pathways such as updates to industry sector information. Our school has established “round tables” the Advisory Committee were formed for each career pathway; round table members are comprised of business community members with occupations relevant to the career pathway. The goal is to assist students by providing current and relevant industry sector information from the perspective of small business, sole proprietorships, LLCs, and corporations local to the valley.

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

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 Guidance Counselor meets with parents, students, administration to set targeted ILP goals in the areas of Academic, and Career and Post Secondary. Students participate in internship and job readiness opportunities to learn what it takes to be successful in the workforce.

Community collaborations with classes to help students learn more about real world application is a year-long process. Summer school and Credit Recovery is available for all students to help students stay on track to graduation.

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

The overall effectiveness of the actions/services to achieve the articulated goal relevant to annual measureable goals are as follows: The school sponsored a total of 20 Career Pathway and job readiness activities and the 2nd Annual Youth Job Fair on March 30, 2019 co-sponsored with the Employment Development Department. Grade 11 students have the highest number of students (12) referred to internship/job shadowing. A total of 100% of credit eligible seniors earned passing grades in all classes Semester 1, 2018. CTE Results for the 2017-18 school year are listed below:

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

Measure	CTE Program Participation
Number of pupils participating in CTE	420
Percent of pupils completing a CTE program and earning a high school diploma	2%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	82%

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

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	95.09%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	2.47%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The planned budgeted expenditures are anticipated to closely mirror the actual budgeted expenditures for this goal. With no large foreseeable changes in actions/services, the future budgets for this goal should be accurately aligned with the actions and services that Carter G. Woodson School of Multimedia provides to serve its students. Decreased enrollment and significant decreases in LCFF projections would account for a material difference.

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

No changes have been made to this goal.

>> GOAL 8

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 7**

**Local Priorities:**

**ANNUAL MEASURABLE OUTCOMES**

Expected	Actual
% of credit eligible students with learning disabilities who make satisfactory progress towards graduation – 100% (100% of seniors who received SPED services graduated during the 2017-18 school year.)	Multimedia school does not have any students who fit this criteria Main Campus 100%
% of credit eligible homeless youth who make satisfactory progress towards graduation – 100%	The MultiMedia school does not have any students who fit this criteria. Main Campus is at 100%
% of credit eligible foster youth who make satisfactory progress towards graduation – 100%	100%, Goal met at MultiMedia Main Campus 100%

**ACTIONS / SERVICES**

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

<b>Action 1</b>			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Maintain partnership with sponsoring school district per Special Education Arrangement. 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.	1. Maintained partnership with sponsoring school district per Special Education Arrangement. a. Carter G. Woodson has continued 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.	<b>Amount:</b> \$306,323  <b>Source:</b> LCFF (Base) : \$31,490 LCFF (Prop. Taxes) : \$274,833	LCFF Base \$58,516 LCFF Prop Taxes \$161,615

2. Provide tutoring and support services outside of instructional time. a. Tutoring and support services are available after school.

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

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

5. Maintain partnership with sponsoring school district per Special Education Arrangement. a. 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.

**Timeline**

Implemented Yearlong

**Responsible Staff**

District and Site Administration, FUSD SELPA, ISGI, Guidance Counselor, Homeless Foster Youth Liaison, and Teachers

2. Provided tutoring and support services outside of instructional time. a. Tutoring and support services were made available after school.

3. Contracted with the school district or other service providers to ensure that student assessment and IEP compliance is maintained. a. Carter G. Woodson did opt 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.

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

**Budget Reference:**

8011, 8090

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.                      a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.</p> <p>2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.</p> <p>3. Develop additional referral resources.                      a. Produce resources in multiple languages                      b. Information will be mailed regularly as well as placed in multiple locations throughout the campus.</p> <p><b>Timeline</b>                      Implemented Yearlong</p> <p><b>Responsible Staff</b>                      District and Site Administration, FUSD SELPA, ISGI, Guidance</p>	<p>1. Maintained a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.                      a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.</p> <p>2. Provided professional learning opportunities for support staff to ensure support for homeless and foster youth students.</p> <p>3. Developed additional referral resources.                      a. Produced resources in multiple languages                      b. Information was mailed regularly as well as placed in multiple locations throughout the campus.</p>	<p><b>Amount:</b>                      \$4,000</p> <p><b>Source:</b>                      LCFF Base: \$4,000</p> <p><b>Budget Reference:</b>                      8011</p>	<p>LCFF Base \$3,622</p>

### ANALYSIS

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

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

All actions/services are being implemented for goal 8. Carter G. Woodson collaborates with the Fresno Unified School District’s SELPA 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. Also, the recent acquisition of the Beyond SST student support program affords our staff the opportunity to streamline the process for serving our special population students. Now, teachers can submit an online referral to the system and the process for identifying students in need of special services and interventions begin. Throughout the SST process from student entry, Intervention plan, progress monitoring, special education referral process, and exit from the process, the digital

program allows information to be shared and stored more efficiently. All General Education teachers receive student accommodations for students with IEPs. IEPs are scheduled according to compliance dates and stakeholders are informed to attend the meetings. The Principal receives notifications from the BeyondSST when a referral request is submitted. The Instructional Small Group Instructor from FUSD will schedule the IEP with parents/guardians then informs the Principal to attend. FUSD SELPA providers ensure the ISGI is compliant in holding all IEPs on time. The Principal holds teachers accountable for submitting present levels data for each IEP, SST, or Section 504 Plan meeting.

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

The overall effectiveness of the actions/services to achieve the articulated goal relevant to annual measurable goals for the 2018-19 school year are to be determined. Currently, all IEPs and 504s have been held according to their annual review dates. A total of 85% of students with IEPs earned passing grades in all classes Semester 1, 2018. A total of 82% of students with IEPs met their progress report IEP goals Semester 1, 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes have been made to this goal.

## > STAKEHOLDER ENGAGEMENT

### LCAP YEAR: 2019-2020

### INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

#### Stakeholder Engagement

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, 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 oversights of charter school Curriculum, Instruction, Single Plan for Student Achievement and campus safety matters.

Public Hearings were held on May 16, 2019 ELAC/Parent Councils, May 16, 2019 School Council, and May 30, 2019 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 November 8, 2018, February 21, 2019, and April 11, 2019 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.

Carter G. Woodson leadership staff hosted Parent & Student LCAP information and data gathering meetings at Parent Advisory Council and DELAC meetings on November 8, 2018, February 21, 2019, March 14, 2019, April 11, 2019, May 16, 2019, and May 30, 2019. 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 College & Career Readiness, Instructional Strategies, Campus culture, Student Safety, Instructional Materials, Teacher Support, Rigorous and Relevant instruction, Homeless and Foster Youth Policy, Parent Compact, and staff.

The staff at Carter G. Woodson participated in PLC's on October 18, 2018, November 8, 2018, November 15, 2018, December 6, 2018, January 10, 2019, and January 17, 2019 to discuss the Local Control Accountability Plan and how it transitions into the priority areas of their site plans. The meetings were facilitated by staff members site plans with the listed priority areas. The meetings involved discussing current progress and proposals for program improvement. The staff completed comprehensive leadership surveys on January 29, 2019 to assess site leadership towards program improvement.

#### **School Meetings and/or Public Hearings:**

Carter G. Woodson Staff PLC	Carter G. Woodson Student, Parent, and Staff	Parent Advisory Council/DELAC	School Site Council	Agape Board of Directors LCAP Meeting
<p>October 18, 2018, November 8, 2018, November 15, 2018, December 6, 2018, January 10, 2019, January 17, 2019, LCAP Staff Survey –January 29, 2019</p>	<p>LCAP Survey and Reporting of Survey – LCAP feedback February 4, 2019- February 15, 2019</p>	<p>LCAP Meetings held on November 30, 2018, December 13, 2018, January 24, 2019, February 21, 2019, (Separate Parent Advisory Feb. 28, 2019), March 14, 2019, April 11, 2019, May 9, 2019, May 16, 2019. Public Hearing to be held on May 30, 2019.</p>	<p>LCAP Meetings held on November 8, 2018, February 21, 2019, May 16, 2019 (Public Hearing) - LCAP to be adopted May 30, 2019</p>	<p>December 14, 2018 Board Goals Set. Aligned to LCAP.</p>
				<p>Board Meeting February 25, 2019</p>
				<p>Board meeting 5/13/2019, 5/20/2019, LCAP Public Hearing/Comments May 30, 2019</p>
				<p>LCAP Final Adoption June 3, 2019</p>

## IMPACT ON LCAP AND ANNUAL UPDATE

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

The School Site Council ELAC and Parent meetings impacted the LCAP by giving key stakeholders the opportunity to become familiar with the LCAP and develop the contents of the SPSA. Additionally, the SSC reviewed how data demonstrates areas needing improvement and worked collaboratively to discuss solutions and interventions that need to be refined immediately and for the upcoming academic year. Stakeholders provided input through surveys, public comments, electronic correspondence, and community meetings.

## > GOALS, ACTIONS, & SERVICES

### Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

## >> GOAL 1

#### Modified

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

#### State and/or Local Priorities Addressed by this goal:

**State Priorities: 1**

**Local Priorities:**

#### Identified Need:

The following table shows a three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress for English language arts. Students meeting standards have grown over the past three years, however there is an identified need to increase the number of students who are meeting or exceeding standards. During the 2015-2016 school year the students meeting standards in English language arts were 9%. In comparison to the 2017-2018, the percentage of students meeting standards grew to 16.54%. This is also reflective with the amount of students not meeting standards. In 2016 the amount of students not meeting standards were 64%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 51.18%. With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at Carter G. Woodson Charter Schools have made significant gains towards mastering common core English language arts standards, however the goal and identified need is to increase the number of students meeting and exceeding standards.

CAASPP ELA Comparison Data

School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2015-2016	64%	26%	9%	1%
2016-2017	56.86%	27.45%	10.78%	4.9%
2017-2018	51.18%	31.5%	16.54%	0.79%
<b>Cumulative Average</b>	57.346%	28.31%	<b>12.10%</b>	<b>2.23%</b>

The following describes the three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress for mathematics. Students meeting and exceeding standards have grown over the past three years, however there is an identified need to increase the number of students who are meeting or exceeding standards. During the 2015-2016 school year the students meeting standards in mathematics were 1%, and 0% for exceeding standards. In comparison to the 2017-2018, the percentage of students meeting standards grew to 3.17%, and 1.59% for students exceeding standards. This is also reflective with the amount of students not meeting standards. In 2016, the amount of students not meeting standards was 91%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 85.71%. With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at Carter G Woodson Charter Schools have made gains towards mastering common core mathematics standards, however the identified need is to continue to increase the number of students meeting or exceeding standards.

## CAASPP Math Comparison Data

School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeding Standards
2015-2016	91%	8%	1%	0%
2016-2017	90%	8%	2%	0%
2017-2018	85.71%	9.52%	3.17%	1.59%
<b>Cumulative Average</b>	88.9%	8.5%	<b>2.05%</b>	<b>.53%</b>

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Math District Benchmark	1% increased	5% meet/exceed standards	10% meet/exceed standards	13% meet/exceed standards
ELA SBAC	10% meet/exceed standards	17.89% meet/exceed standards	22% meet/exceed standards	25% meet/ exceed standards in total. All grades 7,8,11, administered the SBAC will meet or exceed at a additional 3% above the previous year.

Math SBAC	1% meet/exceed standards	4.07% meet/exceed standards	8% meet/exceed standards	12% meet/exceed standards
ELA District Benchmark	9% meet/exceed standards	12% meet/exceed standards	18% meet/exceed standards	23% meet/exceed standards

**PLANNED ACTIONS / SERVICES**

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

**ACTION 1**

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

Students to be Served	Location(s)
All	All schools

**OR**

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

Students to be Served	Scope of Service	Location(s)

**ACTIONS/SERVICES**

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
1. Targeted intervention through After School Intervention and Online Learning Resources. a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy. 2. Workshops and in-class support from consultants. a. Workshops and in-class support is provided by the following consultants and vendors: i. FCSS ii. SDE, Consultant iii. Achieve3000 3. Common-Core aligned instructional materials. a. ELA supplemental materials aligned to CCSS have	1. Targeted intervention through After School Intervention and Online Learning Resources. a. Students needing additional academic support attended after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve 3000 and Khan Academy. 2. Workshops and in-class support from consultants. a. Workshops and in-class support was provided by the following consultants and vendors: i. Fresno County Office of Education	1. Targeted intervention through Multi tier Instructional support, EL strategies, After-School Intervention and Online Learning Resources. a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy. 2. Workshops and in-class support from consultants. a. Workshops and in-class support is provided by the following consultants and vendors: i. FCSS

been adopted. They include: i. Common Core Reading and Writing workbooks b. The curriculum and instruction focus group has reviewed CCSS aligned materials and will continue to research additional supplemental materials to support implementation.

4. Technology Upgrades to add instructional technology resources to core subject classrooms. a. Computers will be added and/or upgraded to facilitate use of instructional technology b. Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.

5. Online tutorial subscription. a. Achieve3000 and SST Math computer adaptive programs are used to provide individualized intervention. b. Targeted Tiered Interventions for ELA, EL's, and math

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

ii. Center for College & Career Readiness  
iii. Achieve 3000 iv. Kids Invent! v. Fresno County Office of Education

3. Adoption of Common-Core aligned instructional materials.

a. ELA supplemental materials aligned to CCSS have been adopted. They include:

i. Common Core Reading and Writing workbooks  
b. The curriculum and instruction focus group have adopted CCSS aligned materials and will continue to research additional supplemental materials to support implementation.

c. Based on the LCAP public comment results and student survey, we are researching game design software for the Game Design Career Pathway.

4. Technology Upgrades to add instructional technology resources to core subject classrooms.

a. Desktop computers were added and/or upgraded to facilitate use of instructional technology  
b. Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.

5. Online tutorial subscription.

a. Achieve 3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.

6. After-School Program Foundational intervention class.

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

7. In-School Foundation intervention classes.

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

#### **Timeline**

- Yearlong implementation for actions/services #1-2.

ii. Consultants

iii. Achieve3000

3. Common-Core aligned instructional materials.

a. ELA supplemental materials aligned to CCSS have been adopted. They include:

i. Common Core Reading and Writing workbooks  
b. The curriculum and instruction focus group has reviewed CCSS aligned materials and will continue to research additional supplemental materials to support implementation.

4. Technology Upgrades to add instructional technology resources to core subject classrooms.

a. Computers will be added and/or upgraded to facilitate use of instructional technology

5. Online tutorial subscription.

a. Computer adaptive programs are used to provide individualized intervention.

b. Targeted Tiered Interventions for ELA, EL's, and math

6. After-School and Summer Program Foundational intervention and core class.

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

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

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

- Actions/services #3-6 were completed before the start of school on 8/14/18.
  - The timeline for actions/services #7 has yet to be determined
- Responsible Staff**  
District Administration, and Site Administration

**BUDGETED EXPENDITURES**

Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	1,934,737	\$2,223,676	\$2,212,705
<b>Source</b>	LCFF Base: \$863,749 LCFF Sup./Conc.\$855,187 Title I: \$99,666 Title II: \$10,604 Mandate Funds: \$21,858 After School Grant: \$83,673	LCFF Base: \$1,043,326 LCFF Sup./Conc.\$964,606 Title I: \$93,304 Title II : \$10,604 Mandate Funds: \$24,145 After School Grant: \$87,69	LCFF Base: \$1,432,549 LCFF Sup./Conc.\$519,165 Title I: \$101,502 Title II: \$10,371 Mandate Funds: \$26,268 After School Grant: \$122,850
<b>Budget Reference</b>	8011, 8012, 8290, 8550, 8315	8011, 8012, 8290, 8550, 8315	8011, 8012, 8290, 8550, 8315

**ACTION 2**

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

Students to be Served	Location(s)
All	All schools

**OR**

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

Students to be Served	Scope of Service	Location(s)

**ACTIONS/SERVICES**

Unchanged	Unchanged	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services

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

2. Work to offer competitive salary maintain high quality teachers. a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.

3. Offer opportunities for teacher leadership and career advancement. Including: a. Lead Teachers b. Professional Development/Workshops/Conferences c. Participation in Focus Groups

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

5. Teachers will be provided ongoing Professional Development a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc. b. Teachers will receive credentialing assistance in teacher shortage subject areas.

c. Administrators at the approval of the board may receive additional assistance toward PhD, and EDD course work in Education.

1. Used EdJoin and other online job portals to recruit and interview highly qualified teachers.  
a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff.  
b. Host a Job Fair.

2. Work to offer competitive salary maintain high quality teachers.  
a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.

3. Offer opportunities for teacher leadership and career advancement. Including:  
a. Lead Teachers  
b. PD/Workshops/Conferences  
c. Participation in Focus Groups

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

5. Teachers will be provided ongoing Professional Development  
a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.  
b. Teachers will receive credentialing assistance in teacher shortage subject areas.  
c. Administrators at the approval of the board may receive additional assistance toward PhD, and EDD course work in Education.

#### **Timeline**

- Before 8/14/18 for actions/services #2 (1-4.)
- Action/services #5 (a) will be offered yearlong

#### **Responsible Staff**

District Administration, Human Resources, Site Administration

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

2. Work to offer competitive salary maintain high quality teachers.  
a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science.

3. Offer opportunities for teacher leadership and career advancement. Including  
a. Lead Teachers  
b. Professional Development/Workshops/Conferences  
c. Participation in Focus Groups

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

5. Teachers will be provided ongoing Professional Development  
a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.  
b. Teachers will receive credentialing assistance in teacher shortage subject areas.  
c. Administrators at the approval of the board may receive additional assistance toward PhD, and EDD course work in Education.

<b>BUDGETED EXPENDITURES</b>			
<b>Year</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Amount</b>	\$644,912	\$741,225	\$737,563
<b>Source</b>	LCFF Base: \$287,916 LCFF Sup./Conc.: \$285,062 Title I : \$33,222 Title II : \$3,535 Mandate Funds: \$7,286 After School: \$27,891	LCFF Base: \$347,775 LCFF Sup./Conc.: \$321,535 Title I : \$31,101 Title II : \$3,535 Mandate Funds: \$8,048 After School: \$29,23	LCFF Base: \$477,511 LCFF Sup./Conc.: \$173,055 Title I : \$33,834 Title II : \$3,457 Mandate Funds: \$8756 After School: \$40,950
<b>Budget Reference</b>	8011, 8012, 8290, 8550, 8315	8011, 8012, 8290, 8550, 8315	8011, 8012, 8290, 8550, 8315

>> GOAL 2

**Unchanged**

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 1,2,4**  
**Local Priorities:**

**Identified Need:**

The number of Carter G. Woodson students tested during the 2017-2018 Summative ELPAC assessment was 35 students. Overall, 14% of students performed at a level 4, the Well-developed Performance Level. 51% of students performed a level 3, the Moderately-developed Performance level. 31% of students performed at a level 2, the Somewhat-developed Performance level. Finally, 3% of students scored at the Beginning Performance Level of 1.

The overall performance level of the students at Carter G. Woodson was at a level 3, Moderately-developed, with a scale-score of 1532. In the category of Oral Language (Reading and Speaking), students scored at the performance level of 3, Moderately-developed, with the scale score of 1532. In the category of Written Language (Reading and Writing), students scored at the Performance level 2, Somewhat-developed with a scale score of 1557. Overall 97% of students at Carter G. Woodson made progress towards mastery of English Language proficiency as only 3% of students scored at the Beginning Performance Level. Ensuring Long-term English Learners progress towards English Language Proficiency each year remains an identified need because we want 100% of Long-Term English Language Learners to progress toward English Language Proficiency.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Increase 1 CELDT level	71% of ASAM EL students increased at least 1 performance level. This based on CELDT scores not ELPAC. ELPAC TBD.	Due to the change from CELDT to the ELPAC assessment estimates and calculations have been recalibrated at a decrease percentage based on the difference in the test and transiency of students taking the test. At least 30% will of ASAM students will increase 1 performance	An additional 5% of DASS students will increase from the 2017-18 school year.	An additional 8% of DASS students will increase from the baseline data.

		level		
% of EL students reclassified	0% Based on CELDT	11%	12%	13%

**PLANNED ACTIONS / SERVICES**

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

<b>ACTION 1</b>		
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<b>Students to be Served</b>	<b>Location(s)</b>	
Specific Student Group(s):ELL	All schools	
<b>OR</b>		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
<b>Students to be Served</b>	<b>Scope of Service</b>	<b>Location(s)</b>
<b>ACTIONS/SERVICES</b>		
<b>Unchanged</b>	<b>Unchanged</b>	<b>Modified</b>
<b>2017-2018 Actions/Services</b>	<b>2018-2019 Actions/Services</b>	<b>2019-2020 Actions/Services</b>
1. Implement professional Development on ELL instructional strategies. a. Fresno County Superintendent of Schools and SDE will provide PD on the ELA/ELD Framework as well as EL standards. b. PD was provided during PLC’s on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc. 2. Adopt and purchase print and electronic online learning materials to support English Language Learners. a. Online and print instructional materials have been	1. Implement professional Development on ELL instructional strategies. a. Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards. b. PD was provided during PLC’s on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc. 2. Adopt and purchase print and electronic online learning materials to support English Language Learners. a. Online and print instructional materials have been adopted that meet student’s individual instructional	1. Implement professional Development on ELL instructional strategies. a. Fresno County Superintendent of Schools and Consultants will provide PD on the ELA/ELD Framework as well as EL standards. b. PD was provided during PLC’s on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc. 2. Adopt and purchase print and electronic online learning materials to support English Language Learners. a. Online and print instructional materials have been

adopted that meet student’s individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.  
 3. ELD/Foundational English classes are built into the master schedule to support English language development.

needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.  
 3. ELD/Foundational English classes are built into the master schedule to support English language development.  
 4. b. Develop a Tiered Intervention plan to support English Language Learners.

**Timeline**

- Before 8/14/18 for actions/services #1 (2.)
- Action/services 1 (a-b) will be implemented yearlong

**Responsible Staff**

District Administration and Site Administration.  
 Training from FCOE

adopted that meet student’s individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.  
 3. ELD/Foundational English classes are built into the master schedule to support English language development.  
 4. Develop a Tiered intervention plan to support English Language Learners.

**BUDGETED EXPENDITURES**

Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	\$268,300	\$315,991	\$493,964
<b>Source</b>	LCFF Base: \$191,944 Lottery Unrestricted: \$47,212 Mandate Funds: \$29,144	LCFF Base: \$231,850 Lottery Unrestricted: \$51,948 Mandate Funds: \$32,19	LCFF Base: \$318,341 LCFF Concentration:115,370 Lottery Unrestricted: \$57,276 Mandate Funds: \$2977
<b>Budget Reference</b>	8011, 8012, 8310, 8550	8011, 8012, 8310, 8550	8011, 8012, 8310, 8550

>> GOAL 3

**Unchanged**

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 1,2**

**Local Priorities:**

**Identified Need:**

Teachers are well equipped with technology, training, and support to implement common core. The identified need is in the area of teachers having access to a District wide pacing guide for all core content areas.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Teacher LCAP Survey	74.1% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards. 78.6% of teachers agree or strongly agree that Woodson has adequate instructional supplies to support student learning. 71.3% of teachers agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.	53.34% Long-Term teachers have expressed confidence in their skills and materials to implement the Common Core standards.  80.56% of teachers agree or strongly agree that Woodson has adequate instructional supplies to support student learning.  91.67% of teachers agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.	65% Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.  87% of teachers will agree or strongly agree that Woodson has adequate instructional supplies to support student learning.  95% of teachers will agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.	75% Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.  93% of teachers will agree or strongly agree that Woodson has adequate instructional supplies to support student learning.  97% of teachers will agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.
Teacher PD Survey	68% Teachers reported that they are trained on	72% Teachers reported that they are trained on	78% Teachers will report that they are trained on	88% Teachers will report that they are trained on

instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication

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instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication

**PLANNED ACTIONS / SERVICES**

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

**ACTION 1**

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

Students to be Served	Location(s)
All	All schools

**OR**

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

Students to be Served	Scope of Service	Location(s)

**ACTIONS/SERVICES**

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
1. Continue comprehensive professional development agreement with Fresno County Superintendent of Schools. a. FCSS was contracted to provide the following services i. Professional Development Days ii. In-Class Coaching Days 2. Offer additional Consultants offering Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation. a. This includes:	1. Continue comprehensive professional development agreement with Fresno County Office of Education. a. Fresno County of Education was contracted to provide the following services for the 2018-19 school year: i. 11 Professional Development Days ii. 14 In-Class Coaching Days 2. Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation. a. This includes:	1. Continue comprehensive professional development agreement with Fresno County Superintendent of Schools. a. FCSS was contracted to provide the following services i. Professional Development Days ii. In-Class Coaching Days 2. Offer additional Consultants offering Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation. a. This includes:

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

i. Center for College & Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD ii. Achieve 3000 program, PD, and in-class coaching  
 iii. Accelerated Math program and PD iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.  
 3. Maintain qualified support personnel including instructional technology support staff.  
 a. Additional qualified support personnel have been added during the 2015-16 school year.  
 4. Continue technology upgrades to add instructional technology resources to core subject classrooms.  
 a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology  
 b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.

**Timeline**

Before 8/14/18 for Action 2. Action 1 will be implemented yearlong

**Responsible Staff**

Training From FCOE, (SDE), and FCSS, Achieve3000 coach

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

**BUDGETED EXPENDITURES**

Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	\$83,057	\$98,667	\$171,649
<b>Source</b>	LCFF Base: \$67,745 Lottery (Restricted) : \$15,312	LCFF Base: \$88,727 Lottery (Restricted) : \$17,500	LCFF Base:112,355 LCFF Suppl/Concentrat:40,718 Lottery Restricted:18,576
<b>Budget Reference</b>	8011, 8311	8011, 8311	8011, 8311

>> GOAL 4

**Unchanged**

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 3**

**Local Priorities:**

**Identified Need:**

The parent participation in shared governance councils such as the Parent Advisory Council and English Language Advisory Council for the 2017-18 school year had a less than 10% attendance rate. Additionally, for the 2017-18 school year, the response rate for the LCAP survey was less than 75%. The school aims to increase the survey response rate and parent participation in shared governance meetings annually. This year, both school sites formed a School Site Council so it is imperative that increased parent participation in shared governance councils remain an identified need.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Parent Meeting Attendance	5%	7%	12%	15%
ELAC Meeting Attendance	5%	7%	12%	15%
Parent Survey Completion	17%	21%	30%	35%

**PLANNED ACTIONS / SERVICES**

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

**ACTION 1**

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

Students to be Served	Location(s)
All	All schools

**OR**

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

Students to be Served		Scope of Service	Location(s)
<b>ACTIONS/SERVICES</b>			
Unchanged		Modified	Modified
2017-2018 Actions/Services		2018-2019 Actions/Services	2019-2020 Actions/Services
<p>1. Support staff hours to make phone calls.                      a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.                      2. School Messenger Subscription.                      a. Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.                      3. Food and incentives for parent participation.                      a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.</p>		<p>1. Support staff hours to made phone calls.                      a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.                      2. School Messenger Subscription.                      a. Subscriptions to School Messenger were used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.                      3. Food and incentives for parent participation.                      a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.                      b. Provided daycare and activities for children during meetings.  <b>Timeline</b>                      Two weeks prior to the event  <b>Responsible Staff</b>                      SITE Administration, SSCs, Guidance Counselor, Teachers, and Parent/Guardian Officer</p>	<p>1. Support staff hours to make phone calls.                      a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.                      2. School Messenger Subscription.                      a. Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.                      3. Trainings, Food and incentives for parent participation.                      a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate. Add parent trainings.                      b. Provide daycare and activities for children during meetings.                      C. Provide a parent training program.</p>
<b>BUDGETED EXPENDITURES</b>			
Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	\$11,291	\$14,727	\$ 25,211
<b>Source</b>	LCFF Base: \$11,291	LCFF Base: \$14,727	LCFF Base: \$18,425 LCFF Concentrated: 6786
<b>Budget Reference</b>	8011	8011	8011

>> GOAL 5

**Unchanged**

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 1**

**Local Priorities:**

**Identified Need:**

School facilities are clean facilities, safe, and promote learning with instructional support such as technology integration, online libraries, sports, therapeutic holistic services/partnerships, summer enrichment, and after school programs. The identified need can be found in decreasing the number of suspensions each year and implementing a solid Restorative Practices program school-wide. According to the California Dashboard, suspensions have decreased by .02%, placing the suspension rate to 18%. This is an area of need and we are currently in the tier 1 phase of PBIS. The current rate of expulsions is 0.4%, which is a decrease from the year prior. For the local indicators for Basics: Teachers, Instructional Materials, Facilities; Parent Engagement; and Local Climate Survey, our school site met standard.

Carter G. Woodson Public Charter Suspension Rate

Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Expulsion Rate
2013-2014	562	113	84	14.9%	73.8%	26.2%	0.0%
2014-2015	546	75	65	11.9%	86.2%	13.8%	0.0%
2015-2016	491	71	54	11.0%	77.8%	22.2%	0.0%
2016-2017	515	125	94	18.3%	75.5%	24.5%	1.4%

Carter G. Woodson Public Charter Expulsion Rate

Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2013-2014	562	0	0	0.0%
2014-2015	546	0	0	0.0%
2015-2016	491	0	0	0.0%
2016-2017	515	7	7	1.4%
2017-2018	511	2	2	0.4%

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Student survey	<p>87.3% of students 'Agree' or 'Strongly Agree' that Woodson is a safe place to attend school.</p> <p>83.5% of students Agree or Strongly Agree that Woodson facilities are clean and well maintained.</p> <p>92% of students Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs.</p>	<p>82.6% of students 'Agree' or 'Strongly Agree' that Woodson is a safe place to attend school.</p> <p>82.92% of students Agree or Strongly Agree that Woodson facilities are clean and well maintained.</p> <p>88% of students Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs.</p>	<p>88% of students will Agree' or 'Strongly Agree' that Woodson is a safe place to attend school.</p> <p>90% of students will Agree or Strongly Agree that Woodson facilities are clean and well maintained.</p> <p>93% of students will Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs.</p>	<p>90% of students will Agree' or 'Strongly Agree' that Woodson is a safe place to attend school.</p> <p>93% of students will Agree or Strongly Agree that Woodson facilities are clean and well maintained.</p> <p>95% of students will Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs.</p>

Parent Survey	<p>96% of parents believe that their children feel safe at Woodson.                      90% of parents Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials.                      88.4% of parents agree that the campus is clean.                      90% of parents Agree or Strongly Agree that Woodson facilities are in good repair.</p>	<p>91.4% of parents believe that their children feel safe at Woodson.                       94.9% of parents Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials.                       98.61% of parents agree that the campus is clean.                       98.61% of parents Agree or Strongly Agree that Woodson facilities are in good repair.</p>	<p>95% of parents will believe that their children feel safe at Woodson.                       97% of parents will Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials.                       99% of parents will agree that the campus is clean.                       98.61% of parents will Agree or Strongly Agree that Woodson facilities are in good repair.</p>	<p>97% of parents will believe that their children feel safe at Woodson.                       98% of parents will Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials.                       99% of parents will agree that the campus is clean.                       99% of parents will Agree or Strongly Agree that Woodson facilities are in good repair.</p>
Staff Survey	<p>78% feel safe on campus                      89% agree that the campus is clean</p>	<p>86.2% feel safe on campus                       94.23% agree that the campus is clean</p>	<p>88% will feel safe on campus                       96% will agree that the campus is clean</p>	<p>90% will feel safe on campus                       98% will agree that the campus is clean</p>

**PLANNED ACTIONS / SERVICES**

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

**ACTION 1**

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

Students to be Served	Location(s)
All	All schools

**OR**

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

Students to be Served	Scope of Service	Location(s)

**ACTIONS/SERVICES**

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
<p>1. Maintain safe and high quality facilities.                      a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.                      b. School has begun to install and upgrade camera security system at both sites.</p> <p>2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.                      a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.</p> <p>3. Supply classrooms and labs with updated computers and software licenses.                      a. Technology Planning ensure that computers are updated, and software licenses are renewed regularly.                      b. Online-Library subscription is available to students for research and onsite as desired per site.</p> <p>4. Renovate or lease and maintain sports, fitness, and recreational facilities and equipment.                      a. Design sports clinics and therapeutic fitness and health programs to work with students of all populations.</p>	<p>1. Maintained safe and high quality facilities.                      a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.                      b. School has begun to install and upgrade camera security system at both sites.</p> <p>2. Maintained quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.                      a. Janitorial Compliance Requisition Forms were utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.</p> <p>3. Supply classrooms and labs with updated computers and software licenses.                      a. Technology Specialist ensure that computers are updated and software licenses are renewed regularly.                      b. Online-Library subscription is available to students for research.</p> <p>4. Purchased or leased and maintained sports, fitness, and recreational facilities and equipment.                      a. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.                      b. Based on the LCAP public comment results, we</p>	<p>1. Maintain safe and high quality facilities.                      a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.                      b. School has begun to install and upgrade camera security system at both sites. We will develop a plan for securing our doors electronically.</p> <p>2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.                      a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.</p> <p>3. Supply classrooms and labs with updated computers and software licenses.                      a. Technology Plan ensure that computers are updated, and software licenses are renewed regularly.                      b. Online-Library subscription is available to students for research and onsite as desired per site.</p> <p>4. Renovate or lease and maintain sports, fitness, and recreational facilities and equipment.                      a. Design sports clinics and therapeutic fitness and health programs to work with students of all</p>

are researching nearby gym facilities to use.  
 c. All medical kits were stocked in compliance with the Safe School Plan. Adequate staff are CPR trained. An AED machine is located in the front office, which is checked monthly.

populations.

**Timeline**

Before 8/14/18 and implemented yearlong

**Responsible Staff**

District Administration, Site Administration and Custodians.

**BUDGETED EXPENDITURES**

Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	\$532,276	\$603,581	\$713,862
<b>Source</b>	LCFF Base: \$316,143 Facilities Grant: \$122,870 Proposition 39: \$93,263	LCFF Base: \$453,581 Facilities Grant: \$150,000	LCFF Base:524,326 LCFF Sup/Con: 52,471 Facilities Grant: 137,065
<b>Budget Reference</b>	8011, 8012, 8590, 8545	8011, 8012, 8545	8011, 8012, 8545


**GOAL 6**
**New**

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 5**

**Local Priorities:**

**Identified Need:**

The school has not met the minimum annual attendance rate of 90% for the past three years.

2016-17, Independent Study and Site based did not meet the 90% goal

2017-18, Independent Study met the 90% goal. Site based did not meet the 90% goal

2018-19, Independent Study met the 90% goal. Site based attendance for period 9 (8/13/18-4/19/19) shows 88.73% for Carter G. Woodson Multimedia and 80.98% for Carter G. Woodson Main Campus

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Attendance Rate of students enrolled 90 days or more	92%	92.84%	93%	93.5%
Suspension Rate of students enrolled 90 days or more	18.3%	17%	15%	10%
Expulsion Rate of students enrolled 90 days or more	1.36%	1%	1%	1%

**PLANNED ACTIONS / SERVICES**

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

**ACTION 1**

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

**ACTIONS/SERVICES**

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
<p>1. Employ and maintain adequate and qualified Counseling Staff and attendance support staff.</p> <p>a. Additional student support counselors have been added to enhance attendance and social/emotional support. Revision to the SSC manual and training have been provided.</p> <p>2. Make daily attendance calls.</p> <p>a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).</p> <p>b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.</p> <p>3. Provide attendance incentives.</p> <p>a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.</p> <p>4. New methods to recruit students</p> <p>a. Website and social media Facebook page created to expand presence and connect with potential enrollees.</p>	<p>1. Employed and maintained adequate and qualified dropout prevention and attendance support staff.</p> <p>a. Additional dropout prevention counselors were added to enhance attendance and social/emotional support</p> <p>2. Make daily attendance calls.</p> <p>a. Personal phone calls were made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).</p> <p>b. Automated phone calls were sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.</p> <p>3. Provide attendance incentives.</p> <p>a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.</p> <p>4. New methods to recruit students</p> <p>a. Website and social media Facebook page created to expand presence and connect with potential enrollees.</p> <p>5. Provided Targeted Tier Interventions to address the</p>	<p>1. Employ and maintain adequate and qualified Counseling Staff and attendance support staff.</p> <p>a. Additional student support counselors have been added to enhance attendance and social/emotional support. Revision to the SSC manual and training have been provided.</p> <p>2. Make daily attendance calls.</p> <p>a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).</p> <p>b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.</p> <p>3. Provide attendance incentives.</p> <p>a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.</p> <p>b. Ensure Nutritional Meals</p> <p>c. Ensure safe and secure facilities</p> <p>4. New methods to recruit students</p> <p>a. Website and social media Facebook page created</p>

5. Provide professional training to SSC and GSC's on Counseling standards and plan.

social-emotional needs of students. Also implement Restorative Practices.

6. Provided professional training to SSC and GSC's on Counseling standards and plan.

**Timeline**

Before 8/14/18 and implemented year long

**Responsible Staff**

Site Administration, SSCs, Guidance Counselor, Registrar, Interns, and Teachers.

to expand presence and connect with potential enrollees.

5. Provide Targeted Tier Interventions to address the social-emotional needs of students. Also implement Restorative Practices.

6. Provide professional training to SSC and GSC's on Counseling standards and plan.

7. Implement Tier Interventions and behavioral health supports including community organizations and interns

8. CSI Improvement through student engagement and career training, preparation, workshops, and job placement assistance with ACBS.

**BUDGETED EXPENDITURES**

Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	\$112,908	\$136,382	\$241,123
<b>Source</b>	LCFF Base: \$112,908	LCFF Base: \$147,268	LCFF Base: 87,259 LCFF Sup/con: 67.864 Nutrition: 86,000
<b>Budget Reference</b>	8011	8011	8011


**GOAL 7**
**Unchanged**

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 4,7**

**Local Priorities:**

**Identified Need:**

Although all students have access to Career Pathways, an area of need is ensuring students are able to regularly assess and continually update their career plans to meet their desired career goals. Additionally, we need to ensure students are choosing career pathways aligned with their career and educational goals so students take full advantage of the array of work-based learning activities available to them under Career Pathways. At this time, we have not established a strong Advanced Placement curriculum to enhance college readiness. Although, we do offer all college prep course options, there is a need to improve on the resources available to ensure all students complete Algebra 2 and are ready to complete advanced mathematics courses.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
% of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway	88%	89%	90%	91%
# of AP courses offered	0	1	1	2
# of college prep (A-G) approved courses offered	7	8 UC – Scout Spanish	9	10

**PLANNED ACTIONS / SERVICES**

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

**ACTION 1**

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

Students to be Served	Location(s)
All	All schools

**OR**

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

Students to be Served	Scope of Service	Location(s)

**ACTIONS/SERVICES**

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
<p>1. Implement Dual credit partnerships with local and online colleges, trade schools and universities.                      a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.                      b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.                      C. Ongoing opportunities with new school partnerships, business partners and additional CTE offerings.</p>	<p>1. Implemented Dual credit partnerships with local and online colleges, trade schools and universities.                      a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.                      b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.                      C. Ongoing opportunities with new school partnerships are in the planning phrase and moving to implementation.  <b>Timeline</b>                      Before 8/14/18 and implemented yearlong. New partnerships developed during the summer  <b>Responsible Staff</b>                      District and Site Administration, Guidance Counselor, and Registrar</p>	<p>1. Implement Dual credit partnerships with local and online colleges, trade schools and universities.                      a. ACBS has partnered with our schools to implement multiple programs for dual credit and will continue to increase.                      b. Fresno City College has implemented and partnered with our schools to increase dual credit online programs.                      C. Ongoing opportunities with new school partnerships, business partners and additional CTE offerings.</p>

**BUDGETED EXPENDITURES**

Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	\$367,657	\$350,025	\$336,763
<b>Source</b>	LCFF Base: \$204,039 College Readiness: \$48,618 CTEIG :\$115,000	LCFF Base: \$235,025 CTEIG :\$115,00	LCFF Base: \$247,182 LCFF Sup/Con: \$89,581
<b>Budget Reference</b>	8011, 8590	8011, 8590	8011, 8290

**ACTION 2**

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

Students to be Served	Location(s)
All	All schools

**OR**

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

Students to be Served	Scope of Service	Location(s)

**ACTIONS/SERVICES**

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
1. Increase recruitment of new partners through advertisement and showcases and career pathway coordination. a. Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue. b. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school. 2. Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements.	1. Increased recruitment of new partners through advertisement and showcases and career pathway coordination. a. Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue. b. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school. 2. Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements.	1. Increase recruitment of new partners through advertisement and showcases and career pathway coordination. a. Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue. b. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school. 2. Increase the number of students participating in career pathways through student input, advertisement, internships, and senior requirements.

a. The schools have added new career pathways each year.  
 b. Students complete surveys for input and focus groups.  
 C. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing.

a. The schools have added new career pathways each year.  
 b. Students complete surveys for input and focus groups.  
 C. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions have been ongoing.

a. The schools have added new career pathways each year.  
 b. Students complete surveys for input and focus groups.  
 C. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing.

**Timeline**

Before 8/14/18 and implemented yearlong. New partnerships developed during the summer

**Responsible Staff**

District and Site Administration, Guidance Counselor, and Registrar

**BUDGETED EXPENDITURES**

Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	\$74,196	\$85,464	\$122,459
<b>Source</b>	LCFF Base : \$74,196	LCFF Base : \$85,464	LCFF Base : \$89,884 LCFF Sup/Con: 32,575
<b>Budget Reference</b>	8011	8011	8011

**ACTION 3**

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

**ACTIONS/SERVICES**

Unchanged	Modified	Modified

2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
<p>1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning.</p> <p>a. Consultants and Administration has provided Professional Development for Project Base Learning and Career Pathways.</p> <p>b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.</p>	<p>1. Implemented professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning.</p> <p>a. Fresno Office of Education has provided Professional Development for Project Base Learning and Career Pathways.</p> <p>b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.</p> <p><b>Timeline</b> Before 8/14/18 and implemented yearlong. New partnerships developed during the summer</p> <p><b>Responsible Staff</b> District and Site Administration (Ms. Padilla, Dr. Montanez, Mr. Green, Ms. Oblenis), Guidance Counselor (Ms. Montoya), CTE Teachers</p>	<p>1. Implement professional Development through partnerships with consortium partners and consultants including PBL and instructional strategies for work base learning.</p> <p>Consultants and Administration has provided Professional Development for Project Base Learning and Career Pathways.</p> <p>b. Staff participated in PLC's for best practices with PBL and CTE courses, instruction including but not limited to, CTE Standards, Inquiry model of questioning strategies, Work base Learning Instruction, communication strategies, multiple modalities, etc.</p>

**BUDGETED EXPENDITURES**

Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	\$92,745	\$106,829	\$153,073
<b>Source</b>	LCFF : \$92,745	LCFF : \$113,361	LCFF : \$112,355 LCFF Sup/Con:\$ 40,718
<b>Budget Reference</b>	8011	8011	8011

>> GOAL 8

**Unchanged**

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

**State and/or Local Priorities Addressed by this goal:**

**State Priorities: 7**

**Local Priorities:**

**Identified Need:**

To ensure students in our special needs populations have adequate academic and supportive resources to earn passing grades and credits to matriculate towards graduation. Combined Carter G. Woodson percentages from both schools show that 62% of SPED students are on track to graduate or be promoted to the next grade level. Of this population, 38% of students are below standard and need extra support to help them improve their promotion or graduation standing.

Total: 23/37 (62%) on track to promotion or graduation, 14/37 (38%) not on track to promotion or graduation  
 Carter G. Woodson Multimedia: 10/12 (83%) on track to promotion or graduation, 2/12 (17%) not on track to promotion or graduation  
 Carter G. Woodson Main Campus: 13/25 (52%) on track to promotion or graduation, 12/25 (48%) not on track to promotion or graduation

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
% of credit eligible students with learning disabilities who make satisfactory progress towards graduation	2016-17: 100%	100%	100%	100%
% of credit eligible homeless youth who make satisfactory progress towards graduation	2016-17: 100%	100%	100%	100%
% of credit eligible foster youth who make satisfactory progress towards graduation	2016-17: 100%	100%	100%	100%

**PLANNED ACTIONS / SERVICES**

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

**ACTION 1**

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

Students to be Served	Location(s)
All	All schools

**OR**

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

Students to be Served	Scope of Service	Location(s)

**ACTIONS/SERVICES**

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
<p>1. Maintain partnership with sponsoring school district per Special Education Arrangement.                      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.                      2. Provide tutoring and support services outside of instructional time.                      a. Tutoring and support services are available after school.                      3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.                      a. 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.                      4. Core classroom instruction will support the needs of students with disabilities.                      a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.</p>	<p>1. Maintained partnership with sponsoring school district per Special Education Arrangement.                      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.                      2. Provided tutoring and support services outside of instructional time. a. Tutoring and support services are available after school.                      3. Contracted with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.                      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.                      4. Core classroom instruction supported the needs of students with disabilities.                      a. Teachers ensur that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.                      5. Maintained partnership with sponsoring school district per Special Education Arrangement.</p>	<p>1. Maintain partnership with sponsoring school district per Special Education Arrangement.                      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.                      2. Provide tutoring and support services outside of instructional time.                      a. Tutoring and support services are available after school.                      3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.                      a. 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.                      4. Core classroom instruction will support the needs of students with disabilities.                      a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.</p>

5. Maintain partnership with sponsoring school district per Special Education Arrangement.  
 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.

a. Carter G. Woodson 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.  
**Timeline**  
 Implemented Yearlong  
**Responsible Staff**  
 District and Site Administration, FUSD SELPA, ISGI, Guidance Counselor, Homeless Foster Youth Liaison, and Teachers

5. Maintain partnership with sponsoring school district per Special Education Arrangement.  
 a. Carter G. Woodson has 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.

**BUDGETED EXPENDITURES**

Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	\$282,152	\$306,323	\$160,573
<b>Source</b>	LCFF (Base) : \$31,490 LCFF (Prop. Taxes) : \$250,662	LCFF (Base) : \$31,490 LCFF (Prop. Taxes) : \$274,833	LCFF (Base) : \$112,355 LCFF Con/Sup : \$40,718 Local Funds: 7,500
<b>Budget Reference</b>	8011	8011, 8090	8011

**ACTION 2**

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)

**ACTIONS/SERVICES**

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services

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

1. Maintained a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.  
 a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.  
 2. Provided professional learning opportunities for support staff to ensure support for homeless and foster youth students.  
 3. Developed additional referral resources.  
 a. Produce resources in multiple languages  
 b. Information will be mailed regularly as well as placed in multiple locations throughout the campus.  
 4. Ensure the CSI Plan is implemented for all students to work toward on time graduation.

**Timeline**

Implemented Yearlong

**Responsible Staff**

All Administration, All Teachers, All Stakerholders, and Technical Assistanct providers

1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.  
 a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.  
 2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.  
 3. Develop additional referral resources.  
 a. Produce resources in multiple languages  
 b. Information will be mailed regularly as well as placed in multiple locations throughout the campus.  
 4. Ensure the CSI Plan is implemented for all students to work toward on time graduation.

**BUDGETED EXPENDITURES**

Year	2017-2018	2018-2019	2019-2020
<b>Amount</b>	\$4,000	\$4,000	\$153,073
<b>Source</b>	LCFF Base: \$4,00	LCFF Base: \$4,000 CSI Improvement	LCFF Base: \$112,355 LCFF Sup/Con: 40,718 CSI Improvement
<b>Budget Reference</b>	8011	8011	8011

## DEMONSTRATION OF INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED PUPILS

### LCAP YEAR: 2017-2018

Estimated Supplemental and Concentration Grant Funds

**\$ 0**

Percentage to Increase or Improve Services:

**0%**

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

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

### LCAP YEAR: 2018-2019

Estimated Supplemental and Concentration Grant Funds

**\$ 1,140,249**

Percentage to Increase or Improve Services:

**43.63%**

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

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

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

### LCAP YEAR: 2019-2020

## Estimated Supplemental and Concentration Grant Funds

**\$ 1,357,296**

## Percentage to Increase or Improve Services:

**28%**

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

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

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

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

- Highlight application of content and skills in career track classes
- Our schools consistently administered formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement.