

Carter G. Woodson Public Charter
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	3333 North Bond Ave. Fresno, CA , 93726-5712	Principal:	Dr. Linda Scott, CEO
Phone:	(559) 486-1166	Grade Span:	7-12

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Dr. Linda Scott, CEO

📍 Principal, Carter G. Woodson Public Charter



About Our School

It is with great excitement that we share this **School Accountability Report Card (SARC)** with you. As principals of **Carter G. Woodson Public Charter School** and **Carter G. Woodson Multimedia Charter School**, we are proud to lead two campuses that share a commitment to academic excellence, student growth, and community partnership. Our schools are built on a legacy of success, and we work each day to ensure that every student has the opportunity to thrive in a supportive and engaging learning environment.

At Carter G. Woodson, we believe that education is a collaborative effort between students, families, staff, and the broader community. Our dedicated educators are committed to fostering both academic achievement and personal development, helping students grow into confident, independent thinkers and future leaders. Whether in the classroom, during school activities, or through community engagement, we strive to create meaningful learning experiences that prepare our students for success.

This **SARC** provides important insights into our schools' academic progress, school climate, and available resources. Transparency and continuous improvement are at the heart of our mission, and we appreciate the ongoing support and involvement of our families and community members. Your partnership plays a vital role in the success of our students and schools.

Thank you for being part of the Carter G. Woodson family. We look forward to another year of learning, achievement, and growth together!

With warm regards,

Angela Brannon

Principal, Carter G. Woodson Public Charter School

Kevin Gilbert

Multimedia Principal, Carter G. Woodson Public Charter School



Ms. Brannon



Mr. Gilbert

Contact

Carter G. Woodson Public Charter
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Fresno, CA 93726-5712

Phone: [\(559\) 486-1166](tel:5594861166)

Email: lscott@agapeschools.org

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Fresno Unified
Phone Number	(559) 457-3000
Superintendent	Her, Mao Misty
Email Address	misty.her@fresnounified.org
Website	www.fresnounified.org

School Contact Information (School Year 2024–25)

School Name	Carter G. Woodson Public Charter
Street	3333 North Bond Ave.
City, State, Zip	Fresno, CA , 93726-5712
Phone Number	(559) 486-1166
Principal	Dr. Linda Scott, CEO
Email Address	lscott@agapeschools.org
Website	https://www.agapeschools.org
Grade Span	7-12
County-District-School (CDS) Code	10621661030840

School Description and Mission Statement (School Year 2024–25)

The Mission & School Purpose

The mission of Carter G. Woodson Public Charter School is to provide a personalized education to students by fostering academics, and career readiness, along with student support tier

interventions leading to a higher education and economic growth.

Our 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 differentiated instruction, career training, college preparation, project based learning, 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 opened in 2016 and is located at 4880 N. First Street. Each school serves a unique urban student population in grades 7th-12th.

Carter G. Woodson has been an asset to the community for 25 years. Our expanding diverse population includes students who meet one or more “high needs” indicators. These indicators include students who are habitually truant, have dropped out of school, are pregnant or parenting, retained in one grade level and suspended or expelled within the school’s eligible criteria for enrollment.

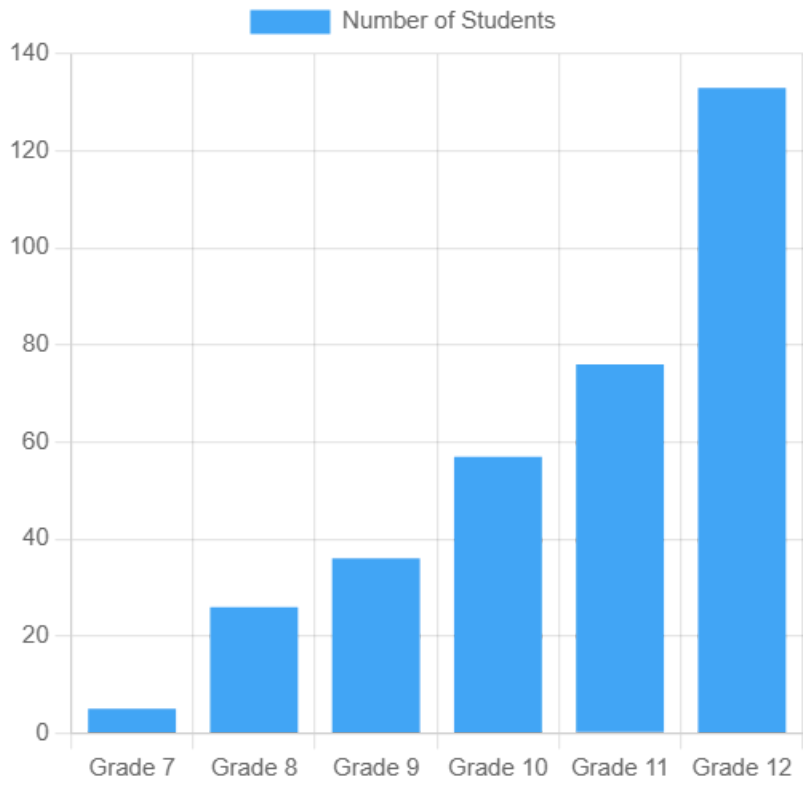
Carter G. Woodson Charter Schools adopt a holistic approach to education, addressing each child’s academic, social, and individual needs. Our model includes personalized learning, a supportive environment, tiered interventions, and career pathways, all aimed at fostering student growth and active citizenship.

At Carter G. Woodson, students engage in site-based instruction or a combination of site-based and personalized learning, as defined by Education Code Section 47612.5. Both instructional models emphasize student-centered learning and authentic assessment aligned with Common Core state standards.

Students are exposed to rigorous academic standards through various learning modalities and technology, preparing them for post-secondary pathways. We measure success not only through proficiency in standards but also through the practical application of knowledge across subjects. The integration of 21st-century skills—Communication, Collaboration, Creativity, and Critical Thinking—is essential to our educational framework.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Grade 7	5
Grade 8	26
Grade 9	36
Grade 10	57
Grade 11	76
Grade 12	133
Total Enrollment	333



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	43.20%
Male	56.80%
Non-Binary	0.00%
American Indian or Alaska Native	1.20%
Asian	3.90%
Black or African American	13.20%
Filipino	0.00%
Hispanic or Latino	70.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.40%
White	8.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	8.10%
Foster Youth	3.00%
Homeless	2.10%
Migrant	0.00%
Socioeconomically Disadvantaged	93.10%
Students with Disabilities	14.40%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.50	53.77%	1940.00	82.79%	228366.10	83.12%
Intern Credential Holders Properly Assigned	3.20	12.91%	55.80	2.38%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.70	26.89%	130.70	5.58%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	2.26%	95.60	4.08%	12115.80	4.41%
Unknown/Incomplete/NA	1.00	4.13%	120.90	5.16%	18854.30	6.86%
Total Teaching Positions	25.10	100.00%	2343.30	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.50	52.43%	3405.80	84.16%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.90	13.60%	101.90	2.52%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.60	25.51%	326.30	8.06%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	3.87%	119.90	2.97%	11953.10	4.28%
Unknown/Incomplete/NA	0.90	4.50%	92.60	2.29%	15831.90	5.67%
Total Teaching Positions	21.90	100.00%	4046.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.30	46.95%	3256.60	85.12%	231142.40	83.24%
Intern Credential Holders Properly Assigned	3.30	15.00%	126.10	3.30%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	27.36%	221.10	5.78%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	4.00%	83.50	2.18%	11746.90	4.23%
Unknown/Incomplete/NA	1.40	6.55%	138.40	3.62%	14303.80	5.15%
Total Teaching Positions	22.00	100.00%	3825.90	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020-21 Number	2021-22 Number	2022-23 Number
Permits and Waivers	0.00	0.90	1
Misassignments	6.70	4.60	5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	6.70	5.60	6

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2020-21 Number	2021-22 Number	2022-23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.50	0.80	0.8
Total Out-of-Field Teachers	0.50	0.80	0.8

Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	30.80%	28%	23.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	34.20%	4.3%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Edgenuity – (School Year 2023-24)

Our schools provide advanced opportunities for students through 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 that enhance creativity, select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of students and advanced learners.

Special Education – (School Year 2023-24)

Carter G. Woodson collaborates with the Fresno Unified School District to support students with special learning needs. This collaboration has proven to be beneficial in the areas of organization, compliance, and information gathering. Fresno Unified staff participates in Individualized Education Program (IEP) meetings, testing and evaluating students. District staff work 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.

BeyondSST student support program affords our staff the opportunity to streamline the process for serving our special population students. Teachers submit an online referral to the system identifying students in need of special services and interventions. 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.

English Learners – (School Year 2023-24)

Our English Language Learners program is designed to help students acquire language fluency and grade-level proficiency in English. Students are provided with equal access to the academic core curriculum; which incorporate Sheltered Instruction Observation Protocols (SIOP) and SDAIE strategies; academic and content vocabulary support; opportunities for speaking, listening, reading, and writing, and online instructional support through Achieve3000.

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 Bimonthly. Students are now participating in intensive instructional boot camps focusing 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 to interpret text and construct meaningful responses and analysis. The Achieve3000 program allows teachers to provide progress monitoring for all students.

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt California Collections (7-12)	0
Mathematics	Houghton Mifflin Harcourt Go Math! (7–8) Houghton Mifflin Harcourt (HMH) Into Algebra 1 (Text and Workbooks) Houghton Mifflin Harcourt (HMH) Into Geometry (Text and Workbooks) Houghton Mifflin Harcourt (HMH) Into Algebra 2 (Text and Workbooks) UC Scout Integrated Mathematics III Imagine Learning Edgenuity	0
Science	Discovery Education Science Techbook for California NGSS (7-8 Digital Resources, Textbook and Workbook) Discovery Education The Living Earth - CA Edition (Digital and Textbook) Discovery Education Chemistry in the Earth System - CA Edition (Digital and Textbook)	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Discovery Education Physics of the Universe - CA Edition (Digital and Textbook)	
History-Social Science	Discovery Education Social Science Techbook (7-8) Houghton Mifflin Harcourt (HMH) World History (Online, Text and Workbooks) Houghton Mifflin Harcourt (HMH) American History (Online, Text and Workbooks) Houghton Mifflin Harcourt (HMH) American Government (Online, Text and Workbooks) Houghton Mifflin Harcourt (HMH) Economics (Online, Text and Workbooks)	0
Foreign Language	Edgenuity College Preparatory Electives	0
Health		0
Visual and Performing Arts	Davis Publication, Inc. The Visual Experience Edgenuity College Preparatory Electives	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

Throughout the year, we inspect our buildings for cleanliness, damage, graffiti, lighting, and painting. We employ a full-time maintenance staff to keep our school in good condition according to 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 fire permits, are up to date.

Most Recent FIT data 2024

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating

Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	18%	17%	33%	35%	46%	47%
Mathematics (grades 3-8 and 11)	1%	1%	23%	25%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	134	97.81%	2.19%	17.16%
Female	64	62	96.88%	3.12%	24.19%
Male	72	71	98.61%	1.39%	11.27%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	16	100.00%	0.00%	18.75%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	94	93	98.94%	1.06%	17.20%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	17	16	94.12%	5.88%	18.75%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	130	128	98.46%	1.54%	15.63%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	134	97.81%	2.19%	0.75%
Female	64	62	96.88%	3.12%	0.00%
Male	72	71	98.61%	1.39%	1.41%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	16	16	100.00%	0.00%	0.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	94	93	98.94%	1.06%	1.08%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	17	16	94.12%	5.88%	0.00%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	130	128	98.46%	1.54%	0.78%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	19	19	100.00%	0.00%	0.00%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	4.13%	4.48%	16.32%	17.18%	30.29%	30.73%

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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

**CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)**

Other Measures of Student Achievement – (School Year 2023-24)

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 have continued 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 and take the, unless they have been exempted by their parent or guardian. Parents receive assessment information from the school through Parent Advisory Council meetings, mail, the Parent Training Series, parent conferences, and 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	137	134	97.81%	2.19%	4.48%
Female	66	65	98.48%	1.52%	1.54%
Male	71	69	97.18%	2.82%	7.25%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	26	24	92.31%	7.69%	4.17%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	91	91	100.00%	0.00%	4.40%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	11	11	100.00%	0.00%	9.09%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	119	116	97.48%	2.52%	4.31%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2023–24)

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 pre-requisites 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 establish “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 provides 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.

1. Patient Care Pathway
2. Design, Visual, and Media Arts Pathway
3. Business Management Pathway

Career Technical Education (CTE) Participation (School Year 2023–24)

Career Technical Education is incorporated into each student’s graduation sequence in the following areas using technology: Business Administration, Business Accounting, Entrepreneurship and Patient Care (Medical). Each long-

term student is required to complete a CTE course sequence before graduating W.E.B. DuBois Public Charter School. Our school continues to allow students to take post-secondary classes offered by Agape College of Business & Science and Fresno City College while enrolled in the high school program. Our plan includes a program to give students the opportunity to pursue an A.S. Degree while concurrently working toward a high-school diploma. Students in our High School program currently have the opportunity to complete pre-requisites for our ACBS Medical and Business Degree programs while completing diploma.

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

WORK-BASED LEARNING provides 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.

Measure	CTE Program Participation
Number of Pupils Participating in CTE	320
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.3%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	67%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	8.26%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2023–24)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2024–25)

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

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

The contact person for parent involvement is the Superintendent/CEO, Dr. Linda Scott (559)486-1166
We also maintain a welcoming community that offers dynamic opportunities for parents and community members to contribute by inviting them to participate in the following volunteer opportunities:

- Parent Advisory Council
- School Site Council/ELAC Council
- Annual Career Day
- Youth Job Fair
- On Site Career Day Activities
- Awards Banquets
- Sports Events
- College Night
- Career Tech Night

- Career Day Guests
- Agape College Fair
- Work Based Learning Activities for Production & Managerial Arts, Media Design Arts, Game Design and integration career pathways.
- Job readiness workshops on Resume Writing and Employability Skills to help students prepare for Youth Job Fair in May 2024
- Support parents in closing the proficiency gap for their child by sharing best practices and workshops on how to help support their child at home by utilizing online platforms such as Aeries Parent Portal, Google Classroom, Achieve3000, Khan Academy and Edgenuity.

State Priority: Pupil Engagement

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

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

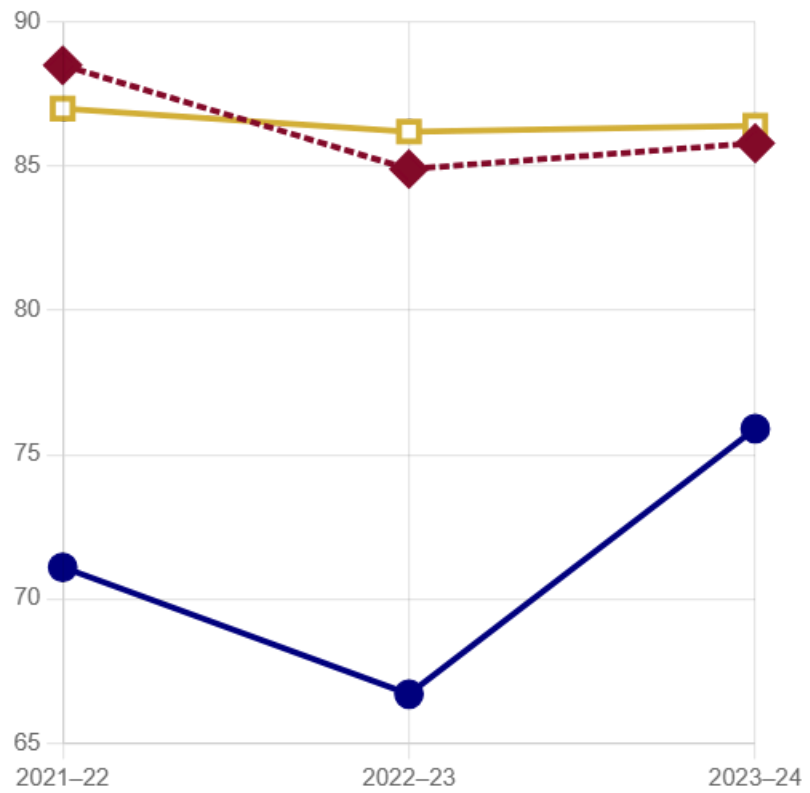
Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

Indicator	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Graduation Rate	71.1%	66.7%	75.9%	88.5%	84.9%	85.8%	87%	86.2%	86.4%
Dropout Rate	25%	29.3%	24.1%	7.8%	8.6%	11.9%	7.8%	8.2%	8.9%

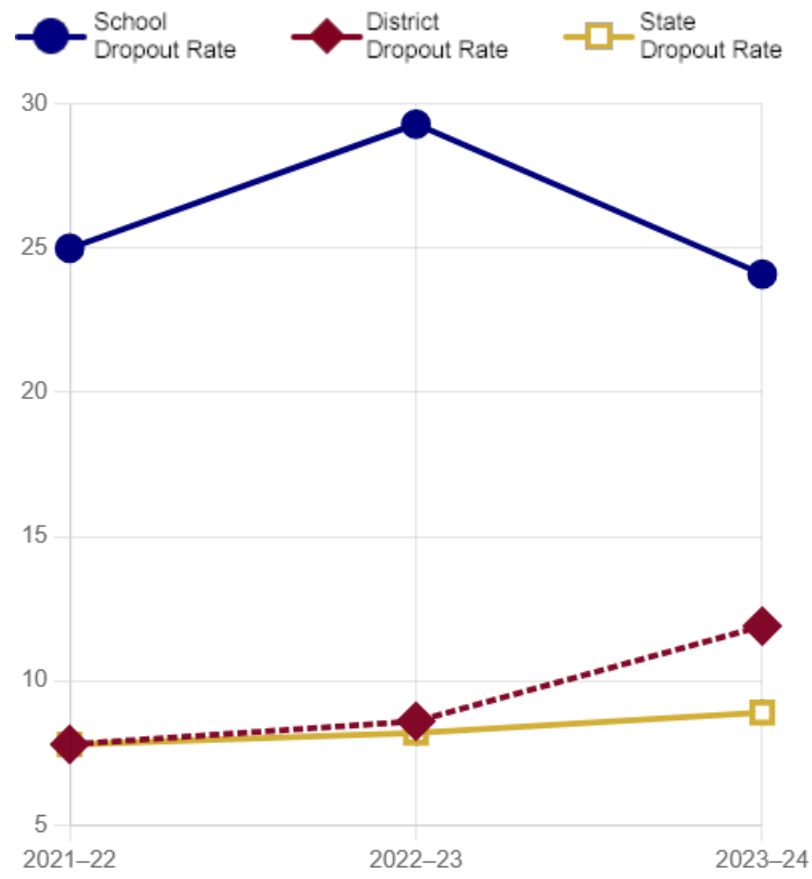
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

● School Graduation Rate ◆ District Graduation Rate □ State Graduation Rate



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2023–24)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	133	101	75.9%
Female	57	47	82.5%
Male	76	54	71.1%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	25	18	72.0%
Filipino	0	0	0.00%
Hispanic or Latino	82	65	79.3%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	13	9	69.2%
English Learners	14	8	57.1%
Foster Youth	--	--	--
Homeless	14	7	50.0%
Socioeconomically Disadvantaged	133	101	75.9%

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	20	12	60.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	474	452	179	39.6%
Female	223	212	84	39.6%
Male	250	239	95	39.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	7	43.8%
Black or African American	74	71	35	49.3%
Filipino	--	--	--	--
Hispanic or Latino	308	295	107	36.3%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	51	46	20	43.5%
English Learners	42	40	10	25.0%
Foster Youth	14	12	8	66.7%
Homeless	18	14	9	64.3%
Socioeconomically Disadvantaged	447	427	171	40.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	65	64	33	51.6%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	1.94%	3.44%	3.80%	5.72%	7.20%	6.57%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.16%	0.23%	0.13%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.8%	0%
Female	3.59%	0%
Male	4%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	4.05%	0%
Filipino	0%	0%
Hispanic or Latino	4.55%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	22.22%	0%
Socioeconomically Disadvantaged	4.03%	0%
Students Receiving Migrant Education Services	0%	0%

Student Group	Suspensions Rate	Expulsions Rate
Students with Disabilities	3.08%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2024–25)

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 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.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.00	34	4	0
Mathematics	14.00	17	5	0
Science	11.00	17	2	0
Social Science	18.00	13	7	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	48	1	0
Mathematics	13.00	19	3	0
Science	12.00	18	2	0
Social Science	14.00	21	3	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	48	0	0
Mathematics	15.00	16	3	0
Science	9.00	24	0	0
Social Science	14.00	23	1	0

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	66.6

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

Student Support Services Staff (School Year 2023–24)

Specialized Program/Staff – (School Year 2023-24)

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

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

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

Our school has partnered with a local counseling agency including Fresno Unified School District, clinicians from Generation Changes and volunteers from Fresno State University Social Worker Department to provide comprehensive counseling services to our students. We have counselors on site and an available psychologist to meet the mental health needs of our students. The goal is to ensure that these risk factors do not interfere with student learning.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	2.00

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

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$21713.85	\$8842.86	--	--
District	N/A	N/A	--	\$93070.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$10770.62	\$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2023–24)

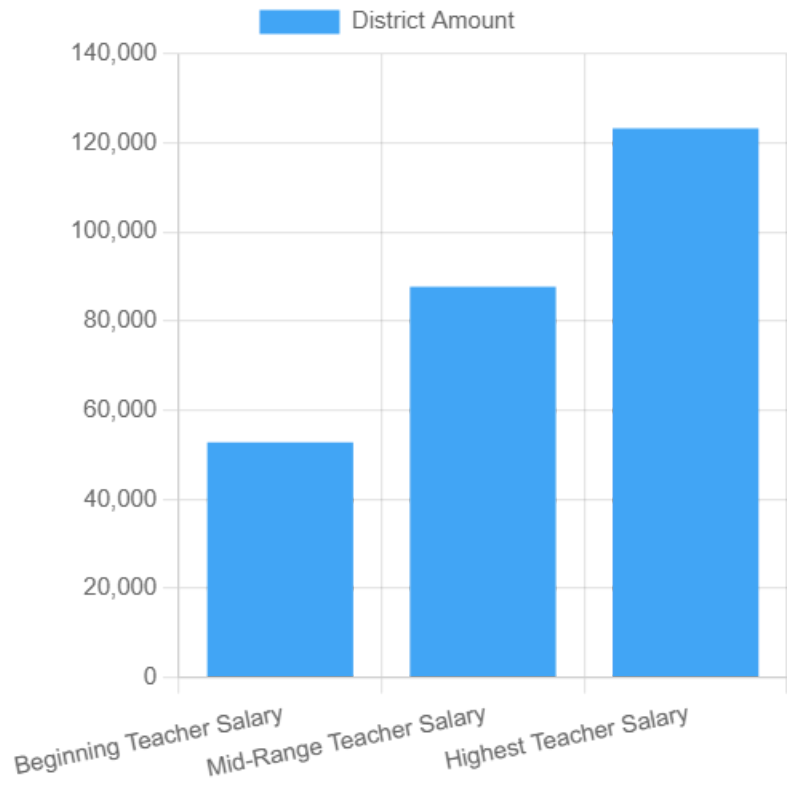
All federal funds received through Title I are used in accordance with federal guidelines to better serve underachieving students. Our charter is designated as a school-wide program for Title I. Federal funds will be used to provide students with supplemental services, counseling, parent training, and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

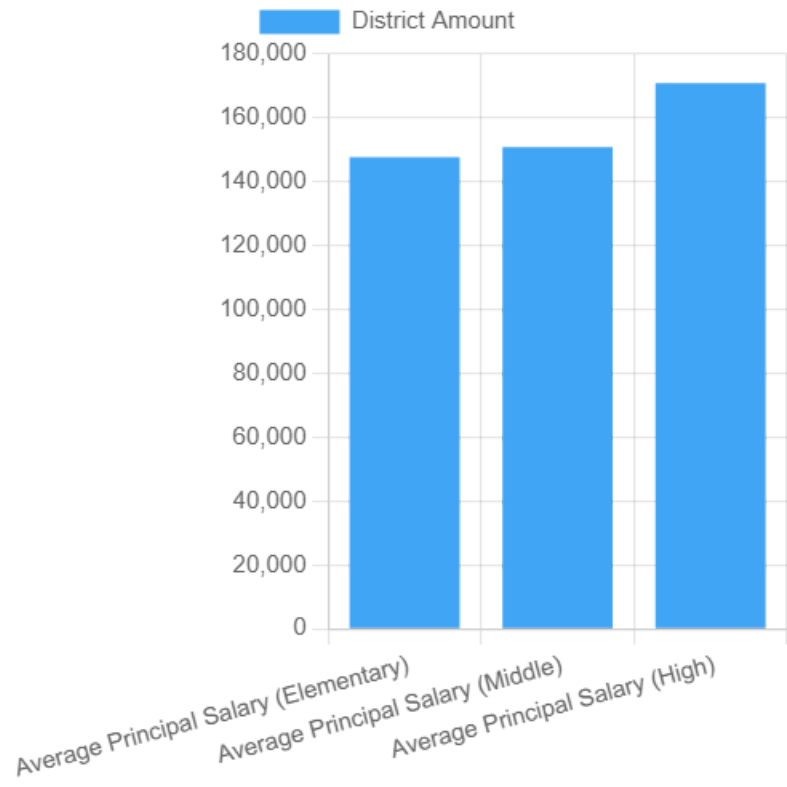
Our school has been actively involved in writing grants to enhance the educational programs for our student body. In addition, each year our students organize fund-raisers to help pay for various student activities such as the prom, graduation night, and extra field trips.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$52842.00	\$56572.74
Mid-Range Teacher Salary	\$87718.00	\$87185.69
Highest Teacher Salary	\$123296.00	\$119664.66
Average Principal Salary (Elementary)	\$147746.00	\$148486.09
Average Principal Salary (Middle)	\$150802.00	\$154835.19
Average Principal Salary (High)	\$170868.00	\$170007.96
Superintendent Salary	\$376452.00	\$338699.13
Percent of Budget for Teacher Salaries	27.45%	31.41%
Percent of Budget for Administrative Salaries	5.57%	4.86%

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





Advanced Placement (AP) Courses (School Year 2023–24)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

Measure	2022– 23	2023– 24	2024– 25
Number of school days dedicated to Staff Development and Continuous Improvement	68	68	68