# SARC 2017-18
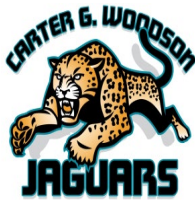
## SCHOOL ACCOUNTABILITY REPORT CARD

## Carter G. Woodson Public Charter

Address: 3333 North Bond Ave. Fresno, CA 93726-5712
Principal: Linda Scott, CEO
Phone: (559) 229-3529
Email: lscott@agapeschools.org
Web Site: www.agapeschools.org
CDS Code: 10621661030840

## Fresno Unified

Superintendent: Bob Nelson
Phone: (559) 457-3000
Email: bob.nelson@fresnounified.org
Web Site: www.fresnounified.org

SchoolCity.

## I   DATA AND ACCESS

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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

### Internet Access

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

## II   ABOUT THIS SCHOOL

### District Contact Information
#### Most Recent Year

District Name: Fresno Unified

Phone Number: (559) 457-3000

Superintendent: Bob Nelson

E-mail Address: bob.nelson@fresnounified.org

Web Site: www.fresnounified.org

### School Contact Information
#### Most Recent Year

School Name: Carter G. Woodson Public Charter

Street: 3333 North Bond Ave.

City, State, Zip: Fresno, CA 93726-5712

Phone Number: (559) 229-3529

Principal: Linda Scott, CEO

E-mail Address: lscott@agapeschools.org

Web Site: www.agapeschools.org

County-District-School (CDS) Code: 10621661030840

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

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 emotional supports leading to a higher education and economic growth.

## Major Achievements – Most Recent Year

- On the SBAC ELA assessment in regards to students meeting/exceeding standards from last year, there was a 17.86% at grade seven and a 12.97% increase at grade eight.

- On the SBAC Math assessment in regards to students meeting/exceeding standards from last year, there was a 10.71% increase at grade seven and a 3.14% increase at grade eight.

- The percentage of chronically absent students declined by 17.9%.

- Our School is WASC Accredited.

- Our school has fully implemented 3-5 pathways per site and students have accomplished meeting the Career Pathway and CTE requirements before graduation.

- Our students are provided opportunity to complete a dual enrollment college credit program and earn a college degree or certificate while earning their high school diploma.

- Our school has developed over 50 intern partnerships to expand job shadowing and internship opportunities.

- Parent surveys express strong satisfactions with our educational programs through 2017-2018.

- Our school has small classroom sizes this helps students to collaborate and learn through differentiated instruction.

- We have increased the number of highly qualified teachers compared to the prior year.

## Focus for Improvement – Most Recent Year

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.

## Homework – Most Recent Year

An important part of the curriculum is the extended practice and practical application of basic and advanced skills. Site-Based Students are given homework three to four times per week as an extension of their class work. At Carter G. Woodson School of Multimedia, all teachers are required to provide two hardcopy homework assignments each week since much of the classwork and homework is posted on Google Classroom. Students on Independent Study are required to demonstrate and document daily academic engagement. Students must complete the assignment by the due date given by the teacher. If students fail to complete homework, their grades and academic credit in the respective subjects might be negatively impacted. Independent-study students missing three or more assignments might be subject to a meeting to determine if independent study is an appropriate placement. Students enrolled in the independent study program are assigned work daily in conjunction with applicable state laws, our Board Policy, and administrative regulations. We utilize supplemental online programs such as ST Math, Edgenuity and Achieve 3000, which can be used both in-school and at home, to provide additional practice for students in English and Math.

## School Schedule – Most Recent Year

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

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

| Grade Level | Number of Students |
|---|---|
| Grade 7 | 18 |
| Grade 8 | 20 |
| Grade 9 | 43 |
| Grade 10 | 66 |
| Grade 11 | 78 |
| Grade 12 | 120 |
| Total Enrollment | 345 |

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

| Student Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 15.4% |
| American Indian or Alaska Native | 0.9% |
| Asian | 2% |
| Filipino | |
| Hispanic or Latino | 70.1% |
| Native Hawaiian/Pacific Islander | 0.6% |
| White | 9.3% |
| Two or More Races | 1.4% |
| Socioeconomically | 96.2% |

| Disadvantaged | |
|---|---|
| English Learners | 12.5% |
| Students with Disabilities | 7.8% |
| Foster Youth | 3.2% |

## A. CONDITIONS OF LEARNING

**STATE PRIORITY: BASIC**

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

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

## Teacher Credentials

| Teachers | School 2016-17 | School 2017-18 | School 2018-19 | District 2018-19 |
|---|---|---|---|---|
| With Full Credential | 13 | 14 | | |
| Without Full Credential | 5 | 4 | | |
| Teaching Outside Subject Area of Competence (with full credential) | | | | |

## Teacher Missed assignments and Vacant Teacher Positions

| Indicator | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Missing assignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Missed assignments* | 0 | 0 | |
| Vacant Teacher Positions | 2 | 4 | |

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

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

## Leadership – Most Recent Year

Each school site has qualified Principals along with lead staff to support student learning and social development. In the Our Cabinet leadership utilizes a Leadership Institute that provides a comprehensive professional development on the Principal's Leadership Framework including Vision, Instructional Leadership, Engagement, Learner and Collaborator. The Framework expands on the 17 criteria of effective practice that focus on the leadership behaviors with the greatest direct effect.

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

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

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

Month and year in which data were collected: January 2019

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

## GATE – Most Recent Year

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

## Special Education – Most Recent Year

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

District staff also works with teachers at our school to help them modify lessons for special education students. We follow each student's IEP and proceed with teaching and the curriculum accordingly.

Also, the recent acquisition of the BeyondSST 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.

## English Learners – Most Recent Year

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 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 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 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.

## 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 permits including fire permits are up to date.

## School Facility Good Repair Status

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

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

- The Overall Rating

Month and year in which data were collected: January 2019

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

## Overall Facility Rate

Month and year in which data were collected: January 2019

| | Exemplary | Good | Fair | Poor |
|---|---|---|---|---|
| Overall Rating | - | ✓ | - | - |

## Library – Most Recent Year

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

We 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 classrooms, which is one of the six critical spaces for learning regarding physical classroom environments.

## Computers – Most Recent Year

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.

## B. PUPIL OUTCOMES

**STATE PRIORITY: PUPIL ACHIEVEMENT**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

| Subject | Percent of Students Meeting or Exceeding the State Standard | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| | 2016-17 | 2017-18 | 2016-17 | 2017-18 | 2016-17 | 2017-18 |
| English Language Arts/ Literacy (grades 3-8 and 11) | 16% | 17% | 34% | 37% | 48% | 50% |
| Mathematics (grades 3-8 and 11) | 2% | 5% | 24% | 27% | 37% | 38% |

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

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

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 132 | 127 | 96.21% | 17.32% |
| Male | 60 | 58 | 96.67% | 17.24% |
| Female | 72 | 69 | 95.83% | 17.39% |
| Black or African American | 13 | 12 | 92.31% | 0.00% |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | 102 | 98 | 96.08% | 15.31% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 123 | 118 | 95.93% | 14.41% |
| English Learners | 25 | 24 | 96.00% | 0.00% |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | -- |

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

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

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

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 132 | 126 | 95.45% | 4.76% |
| Male | 60 | 57 | 95.00% | 10.53% |
| Female | 72 | 69 | 95.83% | 0.00% |
| Black or African American | 13 | 12 | 92.31% | 0.00% |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | | | | |
| Hispanic or Latino | 102 | 97 | 95.10% | 3.09% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 123 | 117 | 95.12% | 2.56% |
| English Learners | 25 | 23 | 92.00% | 0.00% |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | | | | |
| Foster Youth | -- | -- | -- | -- |

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

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

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

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

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

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

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

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

## Other Measures of Student Achievement – Most Recent Year

We continued to administer formative baseline and benchmark assessments 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 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 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.

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

Career Technical Education is incorporated into each student's graduation sequence in the following areas using technology: 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 has 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 is provide to students with the opportunity to engage in common core and career learning while participating in real application.  Students are introduced to career pathway instruction and hands-on workplace learning. Experiences include, but are not limited to, apprenticeships, career fairs, field studies, guest speakers, job shadowing, and paid and unpaid internships.

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.

## 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% |

**STATE PRIORITY: OTHER PUPIL OUTCOMES**

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

- Pupil outcomes in the subject area of physical education.

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

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|---|---|---|---|
| 5 | | | |
| 7 | 37.00% | 3.70% | 3.70% |
| 9 | 15.10% | 17.00% | 9.40% |

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

## C. ENGAGEMENT

**STATE PRIORITY: PARENTAL INVOLVEMENT**

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

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

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

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

The contact person for parent involvement is the Assistant Superintendent, Mr. Williams, who can be reached at (559) 229-3529.
3529.

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:
· School Site Council/ELAC Council
· Parent Advisory 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 2019
· 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, Edgenuity, and UC Scout

## STATE PRIORITY: PUPIL ENGAGEMENT

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

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

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

| Indicator | School | | | | District | | | | State | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2014-15 | 2015-16 | 2016-17 | 2017-18 |
| Dropout Rate | 25.5% | 25.0% | 30.2% | 11.1% | 11.7% | 10.7% | 11.1% | 9.1% | 10.7% | 9.7% | 9.1% | 9.6% |
| Graduation Rate | 40.4% | 31.0% | 35.3% | 35.8% | 83.8% | 85.5% | 82.0% | 84.3% | 82.3% | 83.8% | 82.7% | 83.0% |

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

| Student Group | School | District | State |
|---|---|---|---|
| All Students | 47.93 | 86.82 | 88.72 |
| Black or African American | 57.14 | 84.58 | 82.15 |
| American Indian or Alaska Native | 66.67 | 77.78 | 82.81 |
| Asian | 42.86 | 92.64 | 94.93 |
| Filipino | .00 | 89.29 | 93.45 |
| Hispanic or Latino | 45.53 | 85.18 | 86.54 |
| Native Hawaiian/Pacific Islander | .00 | 86.36 | 88.56 |
| White | 58.33 | 91.22 | 92.12 |
| Two or More Races | 100.00 | 95.74 | 91.15 |
| Socioeconomically Disadvantaged | 47.56 | 86.93 | 88.64 |
| English Learners | 31.25 | 61.99 | 56.74 |
| Students with Disabilities | 18.18 | 62.88 | 67.12 |
| Foster Youth | 100.00 | 76.74 | 74.08 |

## STATE PRIORITY: SCHOOL CLIMATE

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

- Pupil suspension rates;
- Pupil expulsion rates; and

- Other local measures on the sense of safety.

## Suspensions and Expulsions

| Rate* | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| Suspensions | 11.00 | 18.25 | 18.00 | 6.44 | 6.86 | 7.14 | 3.65 | 3.65 | 3.51 |
| Expulsions | 0.00 | 1.36 | 0.39 | 0.22 | 0.21 | 0.25 | 0.09 | 0.09 | 0.08 |

## Discipline – Most Recent Year

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

Restorative practices are implemented for the purpose of re-establishing the student's purpose, engagement, and expected behavior. In an effort to decrease home suspensions, students are given the option to participate in being involved in re-directing, reflecting, and correcting their behavior without punitive consequences. The PAWS Room, which represents our school mascot (jaguar) and purpose for existence. PAWS stands for taking a "pause" in unproductive behavior. It also stands for Practice Acting Respectful by Working Responsibly and Staying safe. Students complete reflection sheets and analyze how their behavior affects others and their own decision-making process. Some students then will receive a behavior contract and participate in a Check-In, Check-Out form to ensure students are practicing and exhibiting expecting school-wide core values.

Students may also choose to participate in other activities that serve as ways to avoid suspension so that at the end of their day they will not lose out on educational opportunities. The PAWS room is manned by our student support counselors and student interns (Social Services Major) stationed at our campus by Fresno State. They are sure to document all activities, interactions and outcomes as well as making sure parents are notified and at times invited in for conferences.

## School Safety Plan – (School Year 2018-19)

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 (Secondary)

| Subject | Avg. Class Size | 2015-16 Number of Classes* | | |
|---|---|---|---|---|
| | | 1-22 | 23-32 | 33+ |
| English | 9 | 34 | 1 | |
| Mathematics | 16 | 15 | 3 | |
| Science | 15 | 15 | 1 | |
| Social Science | 19 | 12 | 4 | |

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

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

| Subject | Avg. Class Size | 2016-17 Number of Classes* | | |
|---|---|---|---|---|
| | | 1-22 | 23-32 | 33+ |
| English | 9 | 39 | 2 | |
| Mathematics | 13 | 19 | 3 | |
| Science | 13 | 18 | 1 | |
| Social Science | 15 | 16 | 5 | |

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

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

| Subject | Avg. Class Size | 2017-18 Number of Classes* | | |
|---|---|---|---|---|
| | | 1-22 | 23-32 | 33+ |
| English | 8 | 47 | | |
| Mathematics | 13 | 24 | 1 | |
| Science | 11 | 21 | 1 | |
| Social Science | 14 | 15 | 6 | |

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

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

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | 3 | 118 |
| Counselor (Social/Behavioral or Career Development | 5 | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | .25 | N/A |
| Social Worker | 3 | N/A |
| Nurse | .10 | N/A |
| Speech/Language/Hearing Specialist | .25 | N/A |
| Resource Specialist (non - teaching) | .5 | N/A |
| Other | | N/A |

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

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

## Specialized Program/Staff – Most Recent Year

Each student is assigned to a guidance counselor who informs students of graduation requirements upon enrollment and tracks their progress throughout the year. Guidance counselors also hold meetings with seniors each semester and work with students to develop career and postsecondary goals. The guidance department periodically maintains a report that tracks students' progress toward meeting graduation requirements. Counselors meet with students who are in danger of not graduating, and teachers and administrators provide additional assistance to help them achieve their goals. Finally, each student has an 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 back to school to finish their high school diploma. The ultimate goal is to prevent barriers to education such as homelessness, and truancy.

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | | | | |
| District | N/A | N/A | | $74719 |
| Percent Difference – School Site and District | N/A | N/A | | |
| State | N/A | N/A | $7125 | $80764 |
| Percent Difference – School Site and State | N/A | N/A | | |

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

## Types of Services Funded (Fiscal Year 2017-18)

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

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

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $42798 | $47903 |
| Mid-Range Teacher Salary | $71046 | $74481 |
| Highest Teacher Salary | $99861 | $98269 |
| Average Principal Salary (Elementary) | $115728 | $123495 |
| Average Principal Salary (Middle) | $120010 | $129482 |
| Average Principal Salary (High) | $136435 | $142414 |
| Superintendent Salary | $311166 | $271429 |
| Percent of Budget for Teacher Salaries | 35% | 35% |
| Percent of Budget for Administrative Salaries | 6% | 5% |

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

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

| Subjects | Number of AP Courses Offered* | Percent of Students In AP Courses |
|---|---|---|
| Computer Science | 0 | N/A |
| English | 0 | N/A |
| Fine and Performing Arts | 0 | N/A |
| Foreign Language | 0 | N/A |
| Mathematics | 0 | N/A |
| Science | 0 | N/A |
| Social Science | 0 | N/A |
| All courses | 0 | .0% |

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


**\*** Where there are student course enrollments.


## Professional Development

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


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


Our Professional Development program at Carter G. Woodson includes the following objectives:
Align instructional program with Common Core State Standards and our inquiry and project based learning methodology.
Disaggregate standardized performance data to guide lesson planning.
Principals and support administrators will provide support, coaching, and ongoing feedback to teachers in all curricular subject areas.
The administrative teams serve as instructional leaders to support teachers through frequent observations, coaching, mentoring, and feedback. Lesson plans are analyzed to ensure that lessons have clear and measurable standards-based objectives. Administrators give instructors frequent feedback on lesson plans, instruction, assessment, and re-teaching. Feedback is given with the goal of ensuring that every component of daily interactive instruction—teacher input and modeling, strategic, guided and independent practice, and ongoing assessments—are occurring daily.
The technical assistance provider for Carter G. Woodson is Fresno County Office of Education (FCOE). FCOE helps schools and districts focus on and meet their ultimate goal of increasing student achievement. They help school communities find strategic solutions by offering standards-based instruction and materials, research-based strategies, training and coaching, and intervention programs. They provide coherence across curriculum, instruction, and assessment so that every element of the school works collectively to improve student achievement. Our teachers also

receive professional development specific to our core curriculum, supplemental programs, data information systems, PBIS, guided reading, and special education.

Tuition assistance is also available for teachers and administrators working toward advanced credentials and college units that contribute to their professional growth. Professional development growth plans/goals are created i collaboration with school site administration and staff.

## Evaluation/Improving Teachers – Most Recent Year

Carter G. Woodson seeks to empower its staff with skills needed to fully serve our student population. Our professional development program continually evolves to help staff carry out our mission to develop students both academically and socially. Carter G. Woodson provides several staff development trainings, both mandatory and optional. Professional development includes Standards-Based Instruction, Differentiated Instruction,  ELL Instructional Strategies, Student Support Services, Data-Driven Instruction, Writing Across the Curriculum, Independent Study Compliance, Federal and State Compliance, and State Mandated Trainings and Orientations. Training to improve curriculum and instruction is provided through various training models. Trainers include both school staff and consultants. Teacher performance is then evaluated in accordance with the California Standards for the Teaching Profession. School site administrators conduct weekly walk through observations in addition to mid-year and end of year evaluations for all teachers.

## Substitute Teachers – Most Recent Year

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