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**Carter G. Woodson Public Charter School**  
**Local Control Accountability Plan**  
**2016-17 Update**

## § 15497.5. Local Control and Accountability Plan and Annual Update Template.

### Introduction:

LEA: Carter G. Woodson Public Charter

Contact: Dr. Linda Scott, Superintendent. [lscott@agapeschools.org](mailto:lscott@agapeschools.org) 559-486-1166

LCAP Year: 2016-2017

### ***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

## **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

### **C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Carter G. Woodson leadership staff has made a concerted effort to ensure engagement of all stakeholders in the development of a comprehensive Local Control Accountability Plan. Stakeholder meetings included: The non-profit governing board, School Site Council, Parents, Students, and all staff.</p> <p>Carter G. Woodson is operated by Agape, a local community interest 501c3 non-profit corporation. Oversight of Agape involved a Governing Board for Fiscal and Liability matters and a School Site Council for Curriculum, Instruction, and campus safety matters.</p>	<p>Through the process of communicating with stakeholders, the leadership at Carter G. Woodson gained a large amount of feedback related to our programs and initiatives that will be incorporated into the development of this Local Control Accountability Plan. The feedback addressed issues of Curriculum, Instruction, Initiatives, Safety, Facilities, and campus culture.</p>
<p>Public Hearings were held on April 25, 2016 and May 26, 2016. Notifications were provided to all stakeholders in accordance with the law. In a joint meeting, the Agape Board of Directors and School Site Council met to receive and discuss survey data collected from parents and students. The Board also reviewed student academic performance data. Parents and students attended the meeting to provide input during the hearing and at the time of the action item on the agenda. Parent comments from the public hearing were incorporated into this LCAP plan.</p>	<p>The Board of Directors reviewed feedback from all stakeholders. In addition, a public hearing was held to gather additional feedback. The Board directed leadership staff to incorporate parent and student feedback into ongoing program development. The Board also directed staff leadership to increase the amount of targeted intervention for students that perform below grade level proficiency.</p>

<p>The Agape School Site Council met on April 25, 2016 and May 26, 2016 to discuss their responsibility in the ongoing monitoring of the LCAP. The Council reviewed survey data from parents and contributed their own input to the continuation of program improvement.</p>	<p>The School Site Council reviewed student and parent feedback.</p> <p>The School Site Council also discussed the possibility of increasing course and program offerings for their students based upon survey feedback. These included increased Career Pathways programs and Foreign Language course options for students. The Council requested that school leadership emphasizing student college and career readiness skills while attending school. Other course options that school leadership were requested to look into include Art, Music, Drama, and other performing arts.</p> <p>The School Site Council discussed the Career Pathways program including successes and challenges. Recommendations were discussed for program improvement.</p> <p>The School Site Council recommended an increase in the amount of targeted intervention resources for students that are performing below grade-level proficiency to ensure that students are progressing towards proficiency at a higher rate.</p> <p>Based upon feedback, foreign language will be offered in 2016-17.</p>
<p>Carter G. Woodson leadership staff hosted Parent &amp; Student LCAP information and data gathering meetings at Parent Advisory Council and DELAC meetings on December 3, January 26, 2016, March 10 and May 19, 2016. Staff presented updates on Agape programs and initiatives and specifically discussed the progress of initiatives established by the LCAP.</p> <p>Along with the informational flyers and information meeting, all Woodson students were given the opportunity to complete the annual comprehensive survey to give feedback on multiple aspects of operations at Woodson. Survey items included questions about College &amp; Career Readiness, Instructional Strategies, Campus culture, Student Safety, Instructional Materials, Teacher Support, Rigorous and Relevant instruction, Homeless and Foster Youth Policy, Parent Compact, and staff.</p>	<p>During the data collection processes with students and parents, students and staff gave feedback in the areas of Curriculum and Safety.</p> <p>An overwhelming majority of parents surveyed 'Agree' or 'Strongly Agree' that Woodson is providing a high quality educational experience for their students. 80% of parents agreed that their students feel safe at school.</p> <p>Parent data showed that although progress has been made in creating course options and extra-curricular activities, this should be a continued area of emphasis for program improvement.</p> <p>Parent survey results called for the addition of foreign language classes to our course offerings.</p>

<p>The staff at Carter G. Woodson participated in multiple focus groups on November 20, 2015, February 11, 2016, May 6, 2016 and June 10, 2016 to discuss the Local Control Accountability Plan and their contribution to the continued implementation of the plan. The meetings were facilitated by staff members using prompts and graphic organizers. The meeting involved discussing current progress and proposals for program improvement. The staff completed comprehensive leadership surveys to assess site leadership towards program improvement.</p>	<p>Staff survey and focus group data showed that Woodson has made progress implementing the initiatives established in the LCAP. Results also show that there is a need for continued professional development in the implementation of the Common Core State Standards.</p> <p>Woodson leadership will work with service providers to increase the number of instructional strategies presented in professional development. We will also continue to increase the focus on English Language Learner instructional strategies as we saw a 30% increase in the percentage of students demonstrating proficiency on 2015-16 CELDT. This also resulted in 16 students being redesignated as English proficient.</p> <p>Staff members during focus groups suggested multiple strategies to improve student attendance, parent involvement, student engagement, student graduation rates, and college &amp; career readiness. Along with feedback from students, parents, and governing board members, these issues were addressed in the LCAP goals and action items.</p>
Annual Update	
Involvement Process	Impact on LCAP
<p><b><u>LCAP Meetings &amp; Public Hearings:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Carter G. Woodson Staff</b> focus groups: November 20, 2015, February 11, 2016, May 6, 2016 and June 10, 2016</li> <li>• <b>Woodson Student, Parent, and Staff</b> LCAP Surveys opened to collect LCAP feedback January 2016-June 2016</li> <li>• <b>Parent Advisory Council and DELAC:</b> LCAP Meetings held on December 3, March 9-10 and May 18-19, 2016. LCAP adopted May 18, 2016</li> <li>• <b>School Site Council:</b> LCAP Meetings held on April 25, 2016 (Public Hearing) and June 1, 2016 (Public Hearing)- LCAP adopted June 1, 2016</li> <li>• <b>Agape Board of Directors:</b> LCAP Meetings held on April 25, 2016 (Public Hearing) and May 26, 2016 (Public Hearing)- LCAP adopted May 26, 2016</li> </ul>	<p>Information regarding the LCAP process was provided on an ongoing basis to stakeholders in multiple ways including written correspondence, an LCAP summary document, automated messages, and in-person focus groups, parent meetings, and public hearings. School data was shared (including but not limited to SBAC, CELDT, Redesignation rates, CST Science, Attendance, Behavior, Engagement, Career Pathways, Student/Parent/Staff Surveys, etc.). School staff and stakeholders engaged in conversation and stakeholder feedback and recommendations were included in the LCAP update as appropriate. Feedback primarily centered around safety, expansion of curricular and enrichment options, and information for homeless and foster youth.</p> <p>After the feedback was included, the revised LCAP was shared with stakeholder groups for approval. The LCAP was approved and adopted by all stakeholder groups.</p>



## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

### Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL: 1	Carter G. Woodson will increase student academic proficiency in English-Language Arts		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local: Specify _____	
Identified Need:	2014-15 SBAC ELA performance was 3% met/exceeded.			
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	Long-Term student academic proficiency will increase by 3% in ELA. Measures of student proficiency may include but are not limited to: SBAC, ELA Early Assessment Program (EAP), District Baseline/Benchmark Exams, and Growth Diagnostics.			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
<b>1. Targeted intervention through After-School Intervention and Online Learning Resources.</b> a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000.	LEA Wide	_x_ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$1,681,953</b>  <b>Sup/Con:</b> <b>\$294,260</b>  <b>After School:</b> <b>\$37,500</b>  <b>Lottery Unr.:</b> <b>\$63,280</b>	
<b>2. Workshops and in-class support from consultants.</b> a. Workshops and in-class support is provided by the following consultants and vendors: i. Fresno County Office of Education ii. Center for College & Career Readiness iii. Achieve3000 iv. Kids Invent!	LEA Wide	_x_ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	(Salaries & Benefits: <b>\$1,645,198</b> <b>Books/Supplies/Operating Expenses:</b> <b>\$431,797)</b>	

<b>3. Adoption of Common-Core aligned instructional materials.</b> <ol style="list-style-type: none"> <li>ELA supplemental materials aligned to CCSS have been adopted. They include: <ol style="list-style-type: none"> <li>Common Core Reading and Writing workbooks</li> </ol> </li> <li>The curriculum and instruction focus group has researched CCSS aligned materials to be adopted for 2016-17.</li> </ol>		<p>-----</p> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>4. Technology Upgrades to add instructional technology resources to core subject classrooms.</b> <ol style="list-style-type: none"> <li>Desktop computers have been added and/or upgraded to facilitate use of instructional technology</li> <li>Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.</li> </ol>	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

### LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Long-Term student academic proficiency will increase by 3% in ELA. Measures of student proficiency may include but are not limited to: SBAC, ELA Early Assessment Program (EAP), District Baseline/Benchmark Exams, and Growth Diagnostics.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Targeted intervention through After-School Intervention and Online Learning Resources.</b> <ol style="list-style-type: none"> <li>Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000.</li> </ol>	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$1,961,928</b>  <b>Sup/Con</b> <b>\$271,661</b>  <b>After School:</b> <b>\$37,500</b>

<p><b>2. Workshops and in-class support from consultants.</b></p> <p>a. Workshops and in-class support is provided by the following consultants and vendors:</p> <ul style="list-style-type: none"> <li>i. Fresno County Office of Education</li> <li>ii. Center for College &amp; Career Readiness</li> <li>iii. Achieve3000</li> <li>iv. Kids Invent!</li> </ul>	LEA Wide	<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify) _____</p>	<p><b>Lottery Unr.: \$66,552</b></p> <p><b>(Salaries &amp; Benefits: \$1,812,675 Books/Supplies/ Operating Expenses: \$524,966)</b></p>
<p><b>3. Adoption of Common-Core aligned instructional materials.</b></p> <p>a. ELA supplemental materials aligned to CCSS have been adopted. They include:</p> <ul style="list-style-type: none"> <li>i. Common Core Reading and Writing workbooks</li> </ul> <p>b. The curriculum and instruction focus group has researched CCSS aligned materials to be adopted for 2016-17.</p>	LEA Wide	<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify) _____</p>	
<p><b>4. Technology Upgrades to add instructional technology resources to core subject classrooms.</b></p> <p>a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology</p> <p>b. Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.</p>	LEA Wide	<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify) _____</p>	

**LCAP Year 3: 2018-2019**

Expected Annual  
Measurable  
Outcomes:

Long-Term student academic proficiency will increase by 3% in ELA. Measures of student proficiency may include but are not limited to: SBAC, ELA Early Assessment Program (EAP), District Baseline/Benchmark Exams, and Growth Diagnostics.

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>1. Targeted intervention through After-School Intervention and Online Learning Resources.</b> a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	<b>LCFF Base:</b> <b>\$2,302,066</b>  <b>Sup/Con \$69,915</b>  <b>After School:</b> <b>\$37,500</b>  <b>Lottery Unr.:</b> <b>\$66,552</b>
<b>2. Workshops and in-class support from consultants.</b> a. Workshops and in-class support is provided by the following consultants and vendors: i. Fresno County Office of Education ii. Center for College & Career Readiness iii. Achieve3000 iv. Kids Invent!	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	<b>(Salaries &amp; Benefits:</b> <b>\$1,850,544</b> <b>Books/Supplies/ Operating</b> <b>Expenses:</b> <b>\$625,490)</b>
<b>3. Adoption of Common-Core aligned instructional materials.</b> a. ELA supplemental materials aligned to CCSS have been adopted. They include: i. Common Core Reading and Writing workbooks b. The curriculum and instruction focus group has researched CCSS aligned materials to be adopted for 2016-17.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	

<p><b>4. Technology Upgrades to add instructional technology resources to core subject classrooms.</b></p> <ul style="list-style-type: none"> <li>a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology</li> <li>b. Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.</li> </ul>	LEA Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
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GOAL: 2	2) Carter G. Woodson will increase student academic proficiency in Math		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	2014-15 SBAC performance was 3% in Math.			
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:	Long-Term student academic proficiency will increase by 3% in Mathematics. Measures of student proficiency may include but are not limited to: SBAC, Math Early Assessment Program (EAP), District Baseline/Benchmark Exams, and Growth Diagnostics.			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
<b>1. Targeted intervention through After-School Intervention and Online Learning Resources.</b> a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Accelerated Math.	LEA Wide	_x_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$832,304</b>  <b>Sup/Con:</b> <b>\$155,000</b>  <b>(Salaries &amp; Benefits:</b> <b>\$596,539</b> <b>Books/Supplies</b> <b>/Operating</b> <b>Expense:</b> <b>\$390,765)</b>	
<b>2. Workshops and in-class support from consultants.</b> a. Workshops and in-class support is provided by the following consultants and vendors: i. Fresno County Office of Education ii. Center for College & Career Readiness iii. Kahn Academy iv. Kids Invent!	LEA Wide	_x_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>(Salaries &amp; Benefits:</b> <b>\$596,539</b> <b>Books/Supplies</b> <b>/Operating</b> <b>Expense:</b> <b>\$390,765)</b>	

<b>3. Adoption of Common-Core aligned instructional materials.</b> a. Math core and supplemental materials aligned to CCSS have been adopted. They include: i. Go Math Workbooks and supplemental materials	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____
<b>4. Technology Upgrades to add instructional technology resources to core subject classrooms.</b> a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology b. Tablets have been procured to supplement access to instructional technology resources and support research and digital literacy through project and inquiry based learning.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____

### LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Long-Term student academic proficiency will increase by 3% in Math. Measures of student proficiency may include but are not limited to: SBAC, Math Early Assessment Program (EAP), District Baseline/Benchmark Exams, and Growth Diagnostics.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Targeted intervention through After-School Intervention and Online Learning Resources.</b> a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Accelerated Math.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$895,080</b>  <b>Sup/Con:</b> <b>\$155,000</b>  <b>(Salaries &amp; Benefits:</b> <b>\$645,612</b>

<b>2. Workshops and in-class support from consultants.</b> a. Workshops and in-class support is provided by the following consultants and vendors: i. Fresno County Office of Education ii. Center for College & Career Readiness iii. Kahn Academy iv. Kids Invent!	LEA Wide	<u>__ALL</u> ----- OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>	<b>Books/Supplies /Operating Expense: \$404,467)</b>
<b>3. Adoption of Common-Core aligned instructional materials.</b> a. Math core and supplemental materials aligned to CCSS have been adopted. They include: i. Go Math Workbooks and supplemental materials	LEA Wide	<u><b>x</b>_ALL</u> ----- OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>	
<b>4. Technology Upgrades to add instructional technology resources to core subject classrooms.</b> a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology b. Tablets have been procured to supplement access to instructional technology resources and support research and digital literacy through project and inquiry based learning.	LEA Wide	<u><b>x</b>_ALL</u> ----- OR: <u>__Low Income pupils __English Learners</u> <u>__Foster Youth __Redesignated fluent English proficient</u> <u>__Other Subgroups:(Specify)_____</u>	

### LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Long-Term student academic proficiency will increase by 3% in Math. Measures of student proficiency may include but are not limited to: SBAC, Math Early Assessment Program (EAP), District Baseline/Benchmark Exams, and Growth Diagnostics.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Targeted intervention through After-School Intervention and Online Learning Resources.</b> <ol style="list-style-type: none"> <li>Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Accelerated Math.</li> </ol>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<b>LCFF Base:</b> <b>\$1,055,573</b>  <b>(Salaries &amp; Benefits:</b> <b>\$629,764</b> <b>Books/Supplies</b> <b>/Operating</b> <b>Expense:</b> <b>\$425,809)</b>
<b>2. Workshops and in-class support from consultants.</b> <ol style="list-style-type: none"> <li>Workshops and in-class support is provided by the following consultants and vendors:               <ol style="list-style-type: none"> <li>Fresno County Office of Education</li> <li>Center for College &amp; Career Readiness</li> <li>Kahn Academy</li> <li>Kids Invent!</li> </ol> </li> </ol>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
<b>3. Adoption of Common-Core aligned instructional materials.</b> <ol style="list-style-type: none"> <li>Math core and supplemental materials aligned to CCSS have been adopted. They include:               <ol style="list-style-type: none"> <li>Go Math Workbooks and supplemental materials</li> </ol> </li> </ol>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
<b>4. Technology Upgrades to add instructional technology resources to core subject classrooms.</b> <ol style="list-style-type: none"> <li>Desktop computers have been added and/or upgraded to facilitate use of instructional technology</li> <li>Tablets have been procured to supplement access to instructional technology resources and support research and digital literacy through project and inquiry based learning.</li> </ol>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	

GOAL: 3	3) Students performing Below Proficiency on SBAC will be assigned mandatory remediation that includes tutoring before, during, and after school, or basic skills Prep courses.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local: Specify _____	
Identified Need:		CAHSEE Passing rates have been consistently at or below 50% over the past 3 years.		
Goal Applies to:		Schools: Carter G. Woodson Public Charter School Applicable Pupil Subgroups: All		
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:	Long-term 10 <sup>th</sup> grade students will pass the Basic skills test at a rate of 50%			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
<b>1. Online tutorial subscription.</b> a. Achieve3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.	LEA Wide	_x_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$66,593</b>  <b>Sup/Con:</b> <b>\$107,253</b>	
<b>2. After-School program Foundational intervention class.</b> a. The after-school intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.	LEA Wide	_x_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>After School:</b> <b>\$37,500</b>  <b>(Salaries &amp; Benefits:</b> <b>150,055</b>	
<b>3. In-School Foundation intervention classes.</b> a. The in-school intervention class has been expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.	LEA Wide	_x_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>Books/Supplies /Operating Expenses:</b> <b>\$61,291)</b>	

**LCAP Year 2: 2017-2018**

Expected Annual  
Measurable  
Outcomes:

Long-term 10<sup>th</sup> grade students will pass the basic skills test at a rate of 55%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Online tutorial subscription.</b> a. Achieve3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<b>LCFF Base:</b> <b>\$83,020</b>  <b>Sup/Con:</b> <b>\$107,253</b>  <b>After School:</b> <b>\$37,500</b>
<b>2. After-School program Foundational intervention class.</b> a. The after-school intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<b>(Salaries &amp; Benefits:</b> <b>162,400,</b> <b>Books/Supplies</b> <b>/Operating</b> <b>Expenses:</b> <b>\$65,373)</b>
<b>3. In-School Foundation intervention classes.</b> a. The in-school intervention class has been expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	

**LCAP Year 3: 2018-2019**

Expected Annual  
Measurable  
Outcomes:

Long-term 10th grade students will pass the basic skills test at a rate of 60%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Online tutorial subscription.</b> a. Achieve3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$83,020</b>  <b>Sup/Con:</b> <b>\$110,231</b>  <b>After School:</b> <b>\$112,500</b>
<b>2. After-School program Foundational intervention class.</b> a. The after-school intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	<b>(Salaries &amp; Benefits:</b> <b>158,413</b> <b>Books/Supplies /Operating Expenses:</b> <b>\$147,338)</b>
<b>3. In-School Foundation intervention classes.</b> a. The in-school intervention class has been expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	

GOAL: 4	4) Our school will insure our teachers are equipped with training, materials, support, and technology to implement the California Common Core Standards		Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:		Teachers express that they need additional training to effectively implement the Common Core standards. Teachers express that they need adequate instructional supplies to support student learning.		
Goal Applies to:		Schools: Carter G. Woodson Public Charter School Applicable Pupil Subgroups: All		
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:		70% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.		
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>1. Continue comprehensive professional development agreement with Fresno County Office of Education.</b> a. Fresno County of Education was contracted to provide the following services for the 2015-16 school year: i. 11 Professional Development Days ii. 14 In-Class Coaching Days  <b>2. Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.</b> a. This includes: i. Center for College & Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD ii. Achieve3000 program, PD, and in-class coaching		LEA Wide	__x__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$155,051</b>  <b>Sup/Con:</b> <b>\$132,843</b>  <b>Title I: \$49,303</b>  <b>Title II: \$5,190</b>  <b>(Salaries &amp; Benefits:</b> <b>\$214,695</b> <b>Books/Supplies/ Operating</b> <b>Expense:</b> <b>\$87,693)</b>



iii. Accelerated Math program and PD iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.		
<b>3. Maintain qualified support personnel including instructional technology support staff.</b> a. Additional qualified support personnel have been added during the 2015-16 school year.	LEA Wide	<u>  x  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
<b>4. Continue technology upgrades to add instructional technology resources to core subject classrooms.</b> a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.	LEA Wide	<u>  x  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

### LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	80% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p><b>1. Continue comprehensive professional development agreement with Fresno County Office of Education.</b></p> <p>a. Fresno County of Education was contracted to provide the following services for the 2015-16 school year:</p> <ul style="list-style-type: none"> <li>i. 11 Professional Development Days</li> <li>ii. 14 In-Class Coaching Days</li> </ul> <p><b>2. Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.</b></p> <p>a. This includes:</p> <ul style="list-style-type: none"> <li>i. Center for College &amp; Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD</li> <li>ii. Achieve3000 program, PD, and in-class coaching</li> <li>iii. Accelerated Math program and PD</li> <li>iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.</li> </ul>	LEA Wide	<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p><b>LCFF Base:</b> <b>\$134,296</b></p> <p><b>Sup/Con:</b> <b>\$132,843</b></p> <p><b>Title I: \$52,550</b></p> <p><b>Title II: \$6,200</b></p> <p><b>(Salaries &amp; Benefits:</b> <b>\$232,356,</b> <b>Books/Supplies/</b> <b>Operating</b> <b>Expense:</b> <b>\$93,533)</b></p>
<p><b>3. Maintain qualified support personnel including instructional technology support staff.</b></p> <p>a. Additional qualified support personnel have been added during the 2015-16 school year.</p>	LEA Wide	<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	

<p><b>4. Continue technology upgrades to add instructional technology resources to core subject classrooms.</b></p> <p>a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology</p> <p>b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.</p>	LEA Wide	<p><u>x</u>_ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups:(Specify)_____</p>
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**LCAP Year 3: 2018-2019**Expected Annual  
Measurable  
Outcomes:

90% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>5. Continue comprehensive professional development agreement with Fresno County Office of Education.</b></p> <p>a. Fresno County of Education was contracted to provide the following services for the 2015-16 school year:</p> <p>i. 11 Professional Development Days</p> <p>ii. 14 In-Class Coaching Days</p> <p><b>6. Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.</b></p> <p>a. This includes:</p> <p>i. Center for College &amp; Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD</p> <p>ii. Achieve3000 program, PD, and in-class coaching</p> <p>iii. Accelerated Math program and PD</p> <p>iv. Intensive focus on CCSS and instructional strategies in weekly PLC's.</p>	LEA Wide	<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify) _____</p>	<p>LCFF Base: <b>\$134,296</b></p> <p>Sup/Con: <b>\$138,736</b></p> <p>Title I: <b>\$50,918</b></p> <p>Title II: <b>\$6,200</b></p> <p>(Salaries &amp; Benefits: <b>\$226,652</b> Books/Supplies/ Operating Expense: <b>\$103,499</b>)</p>

<p><b>7. Maintain qualified support personnel including instructional technology support staff.</b></p> <p>a. Additional qualified support personnel have been added during the 2015-16 school year.</p>	<p>LEA Wide</p>	<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify) _____</p>
<p><b>8. Continue technology upgrades to add instructional technology resources to core subject classrooms.</b></p> <p>a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology</p> <p>b. Tablets have been procured to supplement access to instructional technology resources that support research and</p>	<p>LEA Wide</p>	<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify) _____</p>

GOAL: 5	5) Our school will increase parent participation in Parent Advisory Council, ELAC, and Feedback Collection Initiatives.		Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Parent attendance at Parent Advisory Council meetings averages 3% of student population. Parent responses to data collection efforts averages 9-10% of school enrollment.			
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	-Parent Advisory Council meeting attendance will be at or above 5% of student population. -ELAC meeting attendance will be at or above 10% of ELL Population. -25% of parents will respond to feedback-gathering initiatives.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Support staff hours to make phone calls.</b> a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.		LEA Wide	_x_ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$22,018</b>  <b>(Salaries &amp; Benefits:</b> <b>\$18,018,</b> <b>Books/Supplies</b> <b>: \$4,000)</b>
<b>2. School Messenger Subscription.</b> a. Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.		LEA Wide	_x_ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<b>3. Food and incentives for parent participation.</b> <b>a.</b> Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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### LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	-Parent Advisory Council meeting attendance will be at or above 6% of student population. -ELAC meeting attendance will be at or above 12% of ELL Population. -28% of parents will respond to feedback-gathering initiatives.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Support staff hours to make phone calls.</b> <b>a.</b> Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$22,018</b>  <b>(Salaries &amp; Benefits:</b> <b>\$18,018,</b> <b>Books/Supplies</b> <b>: \$4,000)</b>
<b>2. School Messenger Subscription.</b> <b>a.</b> Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.	LEA Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>3. Food and incentives for parent participation.</b> <b>a.</b> Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3: 2018-2019**

Expected Annual  
Measurable  
Outcomes:

- Parent Advisory Council meeting attendance will be at or above 7% of student population.
- ELAC meeting attendance will be at or above 15% of ELL Population.
- 30% of parents will respond to feedback-gathering initiatives.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Support staff hours to make phone calls.</b> a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$22,018</b>  <b>(Salaries &amp; Benefits:</b> <b>\$18,018,</b> <b>Books/Supplies</b> <b>: \$4,000)</b>
<b>2. School Messenger Subscription.</b> a. Subscriptions to School Messenger are used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
<b>3. Food and incentives for parent participation.</b> a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	



GOAL: 6	6) Long-Term English Language Learners will progress 1 CELDT level towards English Language Proficiency each year.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:		ELL Student Proficiency		
Goal Applies to:		Schools:	Carter G. Woodson Public Charter School	
		Applicable Pupil Subgroups:	All	
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:	Long-Term English Language Learners will progress 1 CELDT level towards English Language Proficiency each year. Measurements may include but are not limited to AMAO 1 (Percentage of English Learners Making Annual Progress in Learning English) and AMAO 2 (Percentage of ELs Attaining the English Proficient Level on the CELDT), Long-term ELL student CELDT level increase, and redesignation rates.			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
<b>1. Implement professional Development on ELL instructional strategies.</b> a. Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards. b. PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.	LEA Wide	__ALL ----- OR: __Low Income pupils __ <u>x</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$103,086</b>  <b>Lottery Restricted:</b> <b>\$18,532</b>  <b>(Salaries &amp; Benefits:</b> <b>\$86,348</b> <b>Books/Supplies</b> <b>: \$35,269)</b>	
<b>2. Adopt and purchase print and electronic online learning materials to support English Language Learners.</b> a. Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.	LEA Wide	__ <u>x</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

3. ELD/Foundational English classes are built into the master schedule to support English language development.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____

**LCAP Year 2: 2017-2018**

<b>Expected Annual Measurable Outcomes:</b>	Long-Term English Language Learners will progress 1 CELDT level towards English Language Proficiency each year. Measurements may include but are not limited to AMAO 1 (Percentage of English Learners Making Annual Progress in Learning English) and AMAO 2 (Percentage of ELs Attaining the English Proficient Level on the CELDT), Long-term ELL student CELDT level increase, and redesignation rates.
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>1. Implement professional Development on ELL instructional strategies.</b> <ol style="list-style-type: none"> <li>Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards.</li> <li>PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.</li> </ol>	LEA Wide	<u>  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  x  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<b>LCFF Base:</b> <b>\$111,718</b>  <b>Lottery Restricted:</b> <b>\$19,352</b>  <b>(Salaries &amp; Benefits:</b> <b>\$93,452,</b> <b>Books/Supplies</b> <b>/Operating</b> <b>Expense:</b> <b>\$37,618)</b>
<b>2. Adopt and purchase print and electronic online learning materials to support English Language Learners.</b> <ol style="list-style-type: none"> <li>Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.</li> </ol>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
<b>3. ELD/Foundational English classes are built into the master schedule to support English language development.</b>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	

**LCAP Year 3: 2018-2019**

Expected Annual  
Measurable  
Outcomes:

Long-Term English Language Learners will progress 1 CELDT level towards English Language Proficiency each year. Measurements may include but are not limited to AMAO 1 (Percentage of English Learners Making Annual Progress in Learning English) and AMAO 2 (Percentage of ELs Attaining the English Proficient Level on the CELDT), Long-term ELL student CELDT level increase, and redesignation rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Implement professional Development on ELL instructional strategies.</b> <ol style="list-style-type: none"> <li>Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards.</li> <li>PD was provided during PLC's on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.</li> </ol>	LEA Wide	__ALL ----- OR: __Low Income pupils <u>  X  </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$113,432</b>  <b>Lottery Restricted:</b> <b>\$19,352</b>  <b>(Salaries &amp; Benefits:</b> <b>\$91,158</b> <b>Books/Supplies</b> <b>: \$41,626)</b>
<b>2. Adopt and purchase print and electronic online learning materials to support English Language Learners.</b> <ol style="list-style-type: none"> <li>Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.</li> </ol>	LEA Wide	<u>  x  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<p><b>3. ELD/Foundational English classes are built into the master schedule to support English language development.</b></p>	<p>LEA Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
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GOAL: 7	Our school will hire and maintain credentialed and highly-qualified teachers.		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3__ 4 <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	NCLB- Schools must hire and maintain highly qualified teachers.			
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:	100% of core subject area teachers will be credentialed and highly-qualified.			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
<b>1. Use EdJoin to recruit and interview highly qualified teachers.</b> a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff. b. Host a Job Fair in June 2016.	LEA Wide	<u>x</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$98,180</b>  <b>Title I: \$49,303</b>  <b>Educator Effectiveness:</b> <b>\$15,764</b>	
<b>2. Offer competitive salary and benefit packages to maintain high quality teachers.</b> a. A competitive salary and benefits package, comparable to district salaries for hard to fill positions, are offered to attract and retain highly qualified teachers.	LEA Wide	<u>x</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<b>(Salaries &amp; Benefits:</b> <b>\$115,905,</b> <b>Operating Expenses:</b> <b>\$47,342)</b>	

<b>3. Offer opportunities for teacher leadership and career advancement. Including:</b> <ol style="list-style-type: none"> <li>Lead Teachers</li> <li>Professional Development/Workshops/Conferences</li> <li>Participation in District Focus Groups</li> </ol>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____
<b>4. Provide mentoring and coaching for new teachers.</b> <ol style="list-style-type: none"> <li>New teachers participate in the BTSA/FCOE New Teacher Induction Program</li> <li>District coach is assigned to coach and support new teachers</li> </ol>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____
<b>5. Teachers will be provided ongoing Professional Development</b> <ol style="list-style-type: none"> <li>Professional Development opportunities includes (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.</li> </ol>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____

### LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	100% of core subject area teachers will be credentialed and highly-qualified.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Use EdJoin to recruit and interview highly qualified teachers.</b> <ol style="list-style-type: none"> <li>Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff.</li> <li>Host a Job Fair in June 2016.</li> </ol>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<b>LCFF Base:</b> <b>\$98,180</b>  <b>Title I: \$52,550</b>  <b>(Salaries &amp; Benefits:</b>

<b>2. Offer competitive salary and benefit packages to maintain high quality teachers.</b> <ul style="list-style-type: none"> <li>a. A competitive salary and benefits package, comparable to district salaries for hard to fill positions, are offered to attract and retain highly qualified teachers.</li> </ul>	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>\$100,235, Operating Expenses: \$50,495)</b>
<b>3. Offer opportunities for teacher leadership and career advancement. Including:</b> <ul style="list-style-type: none"> <li>a. Lead Teachers</li> <li>b. Professional Development/Workshops/Conferences</li> <li>c. Participation in District Focus Groups</li> </ul>	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>4. Provide mentoring and coaching for new teachers.</b> <ul style="list-style-type: none"> <li>a. New teachers participate in the BTSA/FCOE New Teacher Induction Program</li> <li>b. District coach is assigned to coach and support new teachers</li> </ul>	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>5. Teachers will be provided ongoing Professional Development</b> <ul style="list-style-type: none"> <li>a. Professional Development opportunities include (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.</li> </ul>	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	



**LCAP Year 3: 2018-2019**

Expected Annual  
Measurable  
Outcomes:

100% of core subject area teachers will be credentialed and highly-qualified.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Use EdJoin to recruit and interview highly qualified teachers.</b> a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff. b. Host a Job Fair in June 2016.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<b>LCFF Base:</b> <b>\$102,112</b>  <b>Title I: \$50,918</b>  <b>(Salaries &amp; Benefits:</b> <b>\$97,156,</b> <b>Operating</b> <b>Expenses:</b> <b>\$55,875)</b>
<b>2. Offer competitive salary and benefit packages to maintain high quality teachers.</b> a. A competitive salary and benefits package, comparable to district salaries for hard to fill positions, are offered to attract and retain highly qualified teachers.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
<b>3. Offer opportunities for teacher leadership and career advancement. Including:</b> a. Lead Teachers b. Professional Development/Workshops/Conferences c. Participation in District Focus Groups	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	

<b>4. Provide mentoring and coaching for new teachers.</b> a. New teachers participate in the BTSA/FCOE New Teacher Induction Program b. District coach is assigned to coach and support new teachers	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____
<b>5. Teachers will be provided ongoing Professional Development</b> a. Professional Development opportunities includes (but is not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____

GOAL: 8	8) Our school will maintain safe and clean facilities that promote learning with instructional support such as computer labs, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 <u>x</u> 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
	Identified Need: Safe, Clean facilities; Adequate instructional materials			
Goal Applies to:		Schools: Carter G. Woodson Public Charter School Applicable Pupil Subgroups: All		
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:	60% of Parent, student, and staff LCAP survey results will indicate Woodson provides adequate instructional materials, resources, and enrichment opportunities in safe environment. Suspension and expulsion rates will continue to be monitored.			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<b>1. Maintain safe and high quality facilities.</b> <ol style="list-style-type: none"> <li>Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.</li> <li>School has begun to install and upgrade camera security system at both sites.</li> </ol>	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$549,588</b>  <b>Prop 39:</b> <b>\$135,000</b>  <b>Facilities Grant:</b> <b>\$20,320</b>  <b>(Salaries &amp; Benefits:</b> <b>\$66,688,</b> <b>Operating Expenses:</b> <b>\$638,220)</b>
<b>2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.</b> <ol style="list-style-type: none"> <li>Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.</li> </ol>	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>3. Supply classrooms and labs with updated computers and software licenses.</b> <ol style="list-style-type: none"> <li>Technology Specialist ensures that computers are updated and software licenses are renewed regularly.</li> <li>Online-Library subscription is available to students for research.</li> </ol>	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<b>4. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.</b> <ol style="list-style-type: none"> <li>Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.</li> </ol>	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 2: 2017-2018**

Expected Annual	60% of Parent, student, and staff LCAP survey results will indicate Woodson provides adequate instructional
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Measurable Outcomes:	materials, resources, and enrichment opportunities in safe environment. Suspension and expulsion rates will continue to be monitored.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Maintain safe and high quality facilities.</b> <ul style="list-style-type: none"> <li>a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.</li> <li>b. School has begun to install and upgrade camera security system at both sites.</li> </ul>	LEA Wide	<u> x </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	<b>LCFF Base:</b> <b>\$549,588</b>  <b>Prop 39:</b> <b>\$22,000</b>  <b>Facilities Grant:</b> <b>\$20,320</b>  <b>(Salaries &amp; Benefits:</b> <b>\$66,688,</b> <b>Operating Expenses:</b> <b>\$525,220)</b>
<b>2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.</b> <ul style="list-style-type: none"> <li>a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.</li> </ul>	LEA Wide	<u> x </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
<b>3. Supply classrooms and labs with updated computers and software licenses.</b> <ul style="list-style-type: none"> <li>a. Technology Specialist ensures that computers are updated and software licenses are renewed regularly.</li> <li>b. Online-Library subscription is available to students for research.</li> </ul>	LEA Wide	<u> x </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
<b>4. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.</b> <ul style="list-style-type: none"> <li>a. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.</li> </ul>	LEA Wide	<u> x </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	

**LCAP Year 3: 2018-2019**

Expected Annual  
Measurable  
Outcomes:

60% of Parent, student, and staff LCAP survey results will indicate Woodson provides adequate instructional materials, resources, and enrichment opportunities in safe environment. Suspension and expulsion rates will continue to be monitored.

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>1. Maintain safe and high quality facilities.</b> <ul style="list-style-type: none"> <li>a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities.</li> <li>b. School has begun to install and upgrade camera security system at both sites.</li> </ul>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<b>LCFF Base:</b> <b>\$547,380</b>  <b>Prop 39:</b> <b>\$80,000</b>  <b>Facilities Grant:</b> <b>\$44,528</b>  <b>(Salaries &amp; Benefits:</b> <b>\$66,688,</b> <b>Operating</b> <b>Expenses:</b> <b>\$605,220)</b>
<b>2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.</b> <ul style="list-style-type: none"> <li>a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.</li> </ul>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
<b>3. Supply classrooms and labs with updated computers and software licenses.</b> <ul style="list-style-type: none"> <li>a. Technology Specialist ensures that computers are updated and software licenses are renewed regularly.</li> <li>b. Online-Library subscription is available to students for research.</li> </ul>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	

<b>4. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.</b> a. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	
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<b>GOAL:</b> 9	Our school will maintain a minimum of 75% attendance rate for ASAM students.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 <u>  x  </u> 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Student attendance rates significantly impact student achievement.			
<b>Goal Applies to:</b>	<b>Schools:</b>	Carter G. Woodson Public Charter School		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1: 2016-2017</b>				
<b>Expected Annual Measurable Outcomes:</b>	ASAM student attendance will be a minimum of 75%			
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>	
<b>1. Employ and maintain adequate and qualified dropout prevention and attendance support staff.</b> a. Additional dropout prevention counselors have been added to enhance attendance and social/emotional support	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups: (Specify) _____	<b>LCFF Base:</b> <b>\$61,738</b>  <b>Title I: 98,606</b>  <b>After School:</b> <b>\$75,000</b>  <b>(Salaries &amp; Benefits:</b> <b>\$127,523,</b>	

			<b>Books/Supplies /Operating Expense: \$107,820)</b>
<b>2. Make daily attendance calls.</b> a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted). b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
<b>3. Provide attendance incentives.</b> a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
<b>4. New methods to recruit students</b> a. Website and social media Facebook page created to expand presence and connect with potential enrollees.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	

### LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	ASAM student attendance will be a minimum of 75%		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<b>1. Employ and maintain adequate and qualified dropout prevention and attendance support staff.</b> a. Additional dropout prevention counselors have been added to enhance attendance and social/emotional support	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$61,738</b>  <b>Title I: 105,100</b>  <b>(Salaries &amp; Benefits:</b> <b>\$138,014,</b> <b>Books/Supplies</b> <b>/Operating</b> <b>Expense:</b> <b>\$28,824)</b>
<b>2. Make daily attendance calls.</b> a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted). b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
<b>3. Provide attendance incentives.</b> a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	



<b>4. New methods to recruit students</b> b. Website and social media Facebook page created to expand presence and connect with potential enrollees.	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	ASAM student attendance will be a minimum of 75%		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Employ and maintain adequate and qualified dropout prevention and attendance support staff.</b> a. Additional dropout prevention counselors have been added to enhance attendance and social/emotional support	LEA Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>LCFF Base:</b> <b>\$62,421</b>  <b>Title I: 101,836</b>  <b>(Salaries &amp; Benefits:</b> <b>\$134,626</b> <b>Books/Supplies /Operating</b> <b>Expense:</b> <b>\$29,631)</b>

<b>2. Make daily attendance calls.</b> <ul style="list-style-type: none"> <li>a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted).</li> <li>b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.</li> </ul>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
<b>3. Provide attendance incentives.</b> <ul style="list-style-type: none"> <li>a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.</li> </ul>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
<b>4. New methods to recruit students</b> <ul style="list-style-type: none"> <li>c. Website and social media Facebook page created to expand presence and connect with potential enrollees.</li> </ul>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	



			<b>\$62,550)</b>
<b>2. Employ staff with certifications and field experience to provide a quality educational experience for students.</b> <ul style="list-style-type: none"> <li>a. Career Pathways instructors possess the appropriate degrees, experience, and certifications to provide expert instruction in the career field.</li> <li>b. Instructors are able to obtain additional CTC credential funded by school to become highly qualified.</li> </ul>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
<b>3. Purchase needed curriculum, equipment, and lab furnishings for hands-on Career Pathway Learning experiences.</b> <ul style="list-style-type: none"> <li>a. Field-specific curriculum, equipment, and furnishings such as medical examination tables, computers/software for media, etc. have been purchased and utilized to create a hands-on experience based career pathway experience.</li> <li>b. A trainer has been hired to align curriculum of career pathways classes with postsecondary curriculum.</li> </ul>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
<b>4. Provide a comprehensive College &amp; Career fair to introduce students to post-secondary college and career options.</b> <ul style="list-style-type: none"> <li>a. A College &amp; Career Fair was held in November.</li> <li>b. Students also attended the Fresno Area College Night in September.</li> <li>c. Each school had a Career Day.</li> <li>d. Students participated in Career-themed field trips throughout the year.</li> <li>e. Graduation requirements include internships and job shadowing.</li> </ul>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	

5. Increase course availability for high-school students at Agape College of Business and Science and Fresno City College. a. Efforts are ongoing.	LEA Wide	<u>  x  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
6. Develop course pathways for students to enroll in Agape College of Business & Science and High School concurrently.	LEA Wide	<u>  x  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	Woodson will have 2 Career Pathways implemented. Woodson will have 1 Advanced Placement courses implemented. Other measurements may include but are not limited to CTE, AP, and A-G completion rates.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Establish course sequences for Career Pathways courses. a. Career Pathway course sequences have been established and implemented. Students are scheduled accordingly.	LEA Wide	<u>  x  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base: \$134,425  CTE: \$150,000  (Salaries & Benefits: \$202,282 Books/Supplies /Operating Expenses: \$82,142)
2. Employ staff with certifications and field experience to provide a quality educational experience for students. a. Career Pathways instructors possess the appropriate degrees, experience, and certifications to provide expert instruction in the career field. b. Instructors are able to obtain additional CTC credential funded by school to become highly qualified.	LEA Wide	<u>  x  </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<b>3. Purchase needed curriculum, equipment, and lab furnishings for hands-on Career Pathway Learning experiences.</b> <ul style="list-style-type: none"> <li>a. Field-specific curriculum, equipment, and furnishings such as medical examination tables, computers/software for media, etc. have been purchased and utilized to create a hands-on experience based career pathway experience.</li> <li>b. A trainer has been hired to align curriculum of career pathways classes with postsecondary curriculum.</li> </ul>	LEA Wide	<u>x</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
<b>4. Provide a comprehensive College &amp; Career fair to introduce students to post-secondary college and career options.</b> <ul style="list-style-type: none"> <li>a. A College &amp; Career Fair was held in November.</li> <li>b. Students also attended the Fresno Area College Night in September.</li> <li>c. Each school had a Career Day.</li> <li>d. Students participated in Career-themed field trips throughout the year.</li> <li>e. Graduation requirements include internships and job shadowing.</li> </ul>	LEA Wide	<u>x</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
<b>5. Increase course availability for high-school students at Agape College of Business and Science and Fresno City College.</b> <ul style="list-style-type: none"> <li>a. Efforts are ongoing.</li> </ul>		<u>x</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
<b>6. Develop course pathways for students to enroll in Agape College of Business &amp; Science and High School concurrently.</b>		<u>x</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

**LCAP Year 3: 2018-19**

Expected Annual  
Measurable  
Outcomes:

Woodson will have 3 Career Pathways implemented.  
Woodson will have 1 Advanced Placement courses implemented. Other measurements may include but are not limited to CTE, AP, and A-G completion rates.

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<b>1. Establish course sequences for Career Pathways courses.</b> a. Career Pathway course sequences have been established and implemented. Students are scheduled accordingly.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	<b>LCFF Base:</b> <b>\$145,792</b>  <b>(Salaries &amp; Benefits:</b> <b>\$113,492</b> <b>Books/Supplies</b> <b>/Operating</b> <b>Expenses:</b> <b>\$32,300)</b>
<b>2. Employ staff with certifications and field experience to provide a quality educational experience for students.</b> a. Career Pathways instructors possess the appropriate degrees, experience, and certifications to provide expert instruction in the career field. b. Instructors are able to obtain additional CTC credential funded by school to become highly qualified.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
<b>3. Purchase needed curriculum, equipment, and lab furnishings for hands-on Career Pathway Learning experiences.</b> a. Field-specific curriculum, equipment, and furnishings such as medical examination tables, computers/software for media, etc. have been purchased and utilized to create a hands-on experience based career pathway experience. b. A trainer has been hired to align curriculum of career pathways classes with postsecondary curriculum.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	

<p><b>4. Provide a comprehensive College &amp; Career fair to introduce students to post-secondary college and career options.</b></p> <ul style="list-style-type: none"> <li>a. A College &amp; Career Fair was held in November.</li> <li>b. Students also attended the Fresno Area College Night in September.</li> <li>c. Each school had a Career Day.</li> <li>d. Students participated in Career-themed field trips throughout the year.</li> <li>e. Graduation requirements include internships and job shadowing.</li> </ul>	LEA Wide	<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify)_____</p>	
<p><b>5. Increase course availability for high-school students at Agape College of Business and Science and Fresno City College.</b></p> <ul style="list-style-type: none"> <li>a. Efforts are ongoing.</li> </ul>		<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify)_____</p>	
<p><b>6. Develop course pathways for students to enroll in Agape College of Business &amp; Science and High School concurrently.</b></p>		<p><u>  x  </u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>      </u> Low Income pupils <u>      </u> English Learners</p> <p><u>      </u> Foster Youth <u>      </u> Redesignated fluent English proficient</p> <p><u>      </u> Other Subgroups:(Specify)_____</p>	



GOAL: 11	Our homeless and foster youth students will make satisfactory progress towards H.S. graduation requirements.		Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Homeless and Foster Youth Support Services			
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-17</b>				
Expected Annual Measurable Outcomes:	90% of credit-eligible homeless students will complete graduation requirements. 90% of credit-eligible foster youth students will complete graduation requirements.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.</b> a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.	LEA Wide	__x__ ALL ----- OR: __Low Income pupils __English Learners __x__ Foster Youth __Redesignated fluent English proficient __x__ Other Subgroups:(Specify) <u>Homeless</u>	<b>LCFF Base:</b> <b>\$4,289</b>  <b>(Salaries:</b> <b>\$2,639,</b> <b>Supplies/Food</b> <b>costs: 1,650)</b>	
<b>2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.</b>	LEA Wide	__x__ ALL ----- OR: __Low Income pupils __English Learners __x__ Foster Youth __Redesignated fluent English proficient __x__ Other Subgroups:(Specify) <u>Homeless</u>		
<b>3. Develop additional referral resources.</b> a. Produce resources in multiple languages b. Information will be mailed regularly as well as placed in multiple locations throughout the campus.	LEA Wide	__x__ ALL ----- OR: __Low Income pupils __English Learners __x__ Foster Youth __Redesignated fluent English proficient __x__ Other Subgroups:(Specify) <u>Homeless</u>		

**LCAP Year 2: 2017-2018**

Expected Annual Measurable Outcomes:	90% of credit-eligible homeless students will complete graduation requirements. 90% of credit-eligible foster youth students will complete graduation requirements.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.</b> a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __x_Foster Youth __Redesignated fluent English proficient __x_Other Subgroups:(Specify) <u>Homeless</u>	<b>LCFF Base:</b> <b>\$4,506</b>  <b>(Salaries:</b> <b>\$2,856,</b> <b>Supplies/Food</b> <b>costs: 1,650)</b>
<b>2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.</b>	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __x_Foster Youth __Redesignated fluent English proficient __x_Other Subgroups:(Specify) <u>Homeless</u>	
<b>3. Develop additional referral resources.</b>  a. Produce resources in multiple languages b. Information will be mailed regularly as well as placed in multiple locations throughout the campus.	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __x_Foster Youth __Redesignated fluent English proficient __x_Other Subgroups:(Specify) <u>Homeless</u>	

**LCAP Year 3: 2018-2019**

Expected Annual Measurable Outcomes:	90% of credit-eligible homeless students will complete graduation requirements. 90% of credit-eligible foster youth students will complete graduation requirements.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.</b> a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>    </u> Low Income pupils <u>    </u> English Learners <u>  x  </u> Foster Youth <u>    </u> Redesignated fluent English proficient <u>  x  </u> Other Subgroups:(Specify) <u>Homeless</u>	<b>LCFF Base:</b> <b>\$4,436</b>  <b>(Salaries:</b> <b>\$2,786,</b> <b>Supplies/Food</b> <b>costs: 1,650)</b>
<b>2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.</b>	LEA Wide	<u>  x  </u> ALL ----- OR: <u>    </u> Low Income pupils <u>    </u> English Learners <u>  x  </u> Foster Youth <u>    </u> Redesignated fluent English proficient <u>  x  </u> Other Subgroups:(Specify) <u>Homeless</u>	
<b>3. Develop additional referral resources.</b>  a. Produce resources in multiple languages b. Information will be mailed regularly as well as placed in multiple locations throughout the campus.	LEA Wide	<u>  x  </u> ALL ----- OR: <u>    </u> Low Income pupils <u>    </u> English Learners <u>  x  </u> Foster Youth <u>    </u> Redesignated fluent English proficient <u>  x  </u> Other Subgroups:(Specify) <u>Homeless</u>	

GOAL: 12	Our students with learning disabilities will make satisfactory progress towards H.S. graduation requirements.		Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Support services for students with disabilities.			
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2016-2017</b>				
Expected Annual Measurable Outcomes:	90% of credit-eligible students with disabilities will complete their high-school graduation requirements.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>1. Maintain partnership with sponsoring school district per Special Education Arrangement.</b> a. Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	<b>LCFF Base:</b> <b>\$11,021</b>  <b>LCFF Base in Lieu of Property taxes:</b> <b>\$332,067</b>	
<b>2. Provide tutoring and support services outside of instructional time.</b> a. Tutoring and support services are available after school.	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	<b>(Special Education Transfer to FUSD:</b> <b>\$343,088)</b>	

<p><b>3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.</b></p> <p>a. Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.</p>	LEA Wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u></p>	
<p><b>4. Core classroom instruction will support the needs of students with disabilities.</b></p> <p>a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.</p>	LEA Wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u></p>	

**LCAP Year 2: 2017-2018**

Expected Annual  
Measurable  
Outcomes:

90% of credit-eligible students with disabilities will complete their high-school graduation requirements.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>1. Maintain partnership with sponsoring school district per Special Education Arrangement.</b> a. Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	<b>LCFF Base in Lieu of Property taxes: \$347,326</b>  <b>(Special Education Transfer to FUSD: \$347,326)</b>
<b>2. Provide tutoring and support services outside of instructional time.</b> a. Tutoring and support services are available after school.	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	
<b>3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.</b> a. Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	

<b>4. Core classroom instruction will support the needs of students with disabilities.</b> a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	
<b>5. Maintain partnership with sponsoring school district per Special Education Arrangement.</b> a. Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	

LCAP Year 3: 2018-2019				
Expected Annual Measurable Outcomes:	90% of credit-eligible students with disabilities will complete their high-school graduation requirements.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
<b>1. Maintain partnership with sponsoring school district per Special Education Arrangement.</b> a. Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.	LEA Wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	<b>LCFF Base in Lieu of Property taxes: \$347,326</b>  <b>(Special Education Transfer to</b>	

<b>2. Provide tutoring and support services outside of instructional time.</b> a. Tutoring and support services are available after school.	LEA Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	<b>FUSD:</b> <b>\$347,326)</b>
<b>3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.</b> a. Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.	LEA Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	
<b>4. Core classroom instruction will support the needs of students with disabilities.</b> a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.	LEA Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Learning Disabilities</u>	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.



## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	1) Long-Term student academic proficiency will increase in ELA.			Related State and/or Local Priorities: 1__ 2__ <u>x</u> 3__ 4__ <u>x</u> 5__ 6__ 7__ 8__ <u>x</u> COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	ELA Student Proficiency will increase by 3% in ELA.		Actual Annual Measurable Outcomes:	2014-15 SBAC ELA Met/Exceeded: 3% 2014-15 Spring Benchmark: 12.7% increased at least 1 performance level 2014-15 Grade 11 percent of students who took the ELA EAP and scored ready: 0%	
<b>LCAP Year: 2015-16</b>					
Planned Actions/Services			Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures	
1) Targeted intervention through After-School Intervention and Online Learning Resources. 2) Workshops and in-class support from consultants. 3) Adoption of Common-Core aligned instructional materials. 4) Technology Upgrades to add instructional technology resources to core subject classrooms.	<b>LCFF Base:</b> <b>\$959,515</b>  <b>Sup/Con:</b> <b>\$224,341</b>  <b>Title I: 16,138</b>  <b>After School:</b> <b>\$37,500</b>  <b>Lottery Unr.:</b> <b>\$13,135</b>  <b>(Salaries &amp; Benefits:</b> <b>\$825,896,</b>	<b>1. Targeted intervention through After-School Intervention and Online Learning Resources.</b> a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000.  <b>2. Workshops and in-class support from consultants.</b> a. Workshops and in-class support is provided by the following consultants and vendors: i. Fresno County Office of Education ii. Center for College & Career Readiness iii. Achieve3000 iv. Kids Invent!  <b>3. Adoption of Common-Core aligned instructional materials.</b> a. ELA supplemental materials aligned to CCSS have	<b>LCFF Base:</b> <b>\$759,961</b>  <b>Sup/Con:</b> <b>\$237,447</b>  <b>After School:</b> <b>\$37,500</b>  <b>Lottery Unr.:</b> <b>\$41,440</b>  <b>(Salaries &amp; Benefits:</b> <b>\$841,841,</b> <b>Books/Supplies</b> <b>/Operating</b>		

	<b>Books/Supplies /Operating Expenses: \$429,732)</b>	been adopted. They include: i. Common Core Reading and Writing workbooks b. The curriculum and instruction focus group has researched CCSS aligned materials to be adopted for 2016-17.  <b>4. Technology Upgrades to add instructional technology resources to core subject classrooms.</b> a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology b. Tablets have been procured to supplement access to instructional technology resources to support research and digital literacy through project and inquiry based learning.	<b>Expenses: \$234,507)</b>
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Student proficiency in ELA remains below our target. Now that we have a baseline established for student proficiency on SBAC, our instructional program (including instructional pedagogy, materials, and training), has been modified to better align to the standards. An inquiry-based instructional design, featuring project based learning and work-based learning experiences have been implemented to reinforce key common core skills (critical thinking, creativity, collaboration, and communication). Particular attention will be given to strengthening both core classroom instruction and intervention. Expenditures and initiatives will continue to be evaluated until growth is seen in student proficiency. The expected measurable outcomes may also be modified in 2016-17 to better reflect an accurate and appropriate growth and continuous improvement plan.		

Original GOAL 2 from prior year LCAP:	2) Carter G. Woodson will increase Long-Term student academic proficiency in Math.			Related State and/or Local Priorities: 1__ 2__x 3__ 4__x 5__ 6__ 7__ 8__x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Math Student Proficiency will increase by 3%			Actual Annual Measurable Outcomes:	2014-15 SBAC Math Met/Exceeded: 3% 2014-15 Spring Benchmark: 10.14% increased at least 1 performance level 2014-15 Grade 11 percent of students who took the Math EAP and scored ready: 0%
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1) Targeted intervention through After-School Intervention and Online Learning Resources. 2) Workshops and in-class support from consultants. 3) Adoption of Common-Core aligned instructional materials. 4) Technology Upgrades to add instructional technology resources to core subject classrooms.		LCFF Base: \$616,361  Sup/Con: \$60,341  (Salaries & Benefits: \$558,252, Books/Supplies/ Operating Expense: \$118,450)	1. Targeted intervention through After-School Intervention and Online Learning Resources. a. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Accelerated Math.  2. Workshops and in-class support from consultants. a. Workshops and in-class support is provided by the following consultants and vendors: i. Fresno County Office of Education ii. Center for College & Career Readiness iii. Kahn Academy iv. Kids Invent!  3. Adoption of Common-Core aligned instructional materials. a. Math core and supplemental materials aligned to CCSS have been adopted. They include: i. Go Math Workbooks and supplemental materials		LCFF Base: \$610,342  Sup/Con: \$60,341  (Salaries & Benefits: \$492,824 Books/Supplies/ Operating Expense: \$177,859)

				<b>4. Technology Upgrades to add instructional technology resources to core subject classrooms.</b> <ul style="list-style-type: none"> <li>a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology</li> <li>b. Tablets have been procured to supplement access to instructional technology resources and support research and digital literacy through project and inquiry based learning.</li> </ul>	
Scope of service:			Scope of service:		
<u>  x  </u> ALL			<u>  x  </u> ALL		
OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____			OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Student proficiency in Math remains below our target. Now that we have a baseline established for student proficiency on SBAC, our instructional program (including instructional pedagogy, materials, and training), has been modified to better align to the standards. An inquiry-based instructional design, featuring project based learning and work-based learning experiences have been implemented to reinforce key common core skills (critical thinking, creativity, collaboration, and communication). Particular attention will be given to strengthening both core classroom instruction and intervention. Expenditures and initiatives will continue to be evaluated until growth is seen in student proficiency. The expected measurable outcomes may also be modified in 2016-17 to better reflect an accurate and appropriate growth and continuous improvement plan. Additional math materials including textbooks will be adopted 2016-17.			

Original GOAL 3 from prior year LCAP:	3) Students performing Below Proficiency on basic skills test will be assigned mandatory remediation that includes tutoring before, during, and after school, or basic skills Prep courses.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ x__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Long-term student 10th grade passing rates will be at 50%		Actual Annual Measurable Outcomes:	CAHSEE has been suspended indefinitely.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
1) Online tutorial subscription. 2) After-School program CAHSEE intervention class. 3) In-School CAHSEE intervention classes.		<b>LCFF Base:</b> <b>\$66,360</b>  <b>Sup/Con:</b> <b>\$66,360</b>  <b>After School:</b> <b>\$37,500</b>  <b>(Salaries &amp; Benefits:</b> <b>154,220,</b> <b>Books/Supplies/</b> <b>Operating</b> <b>Expenses:</b> <b>\$16,000)</b>	<b>1. Online tutorial subscription.</b> a. Achieve3000 and Accelerated Math computer adaptive programs are used to provide individualized intervention.  <b>2. After-School program Foundational intervention class.</b> a. The after-school intervention class has been expanded to provide foundational English and Foundation Math support to students who need additional practice with basic skills.  <b>3. In-School Foundation intervention classes.</b> a. The in-school intervention class has been expanded to provide Foundational English and Foundation Math support to students who need additional practice with basic skills.	<b>LCFF Base:</b> <b>\$62,001</b>  <b>Sup/Con:</b> <b>\$62,000</b>  <b>After School:</b> <b>\$37,500</b>  <b>(Salaries &amp; Benefits:</b> <b>130,001</b> <b>Books/Supplies/</b> <b>Operating</b> <b>Expenses:</b> <b>\$31,500)</b>
Scope of service:			Scope of service:	

<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> <u>x</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While CAHSEE has been suspended, 10 <sup>th</sup> and 11 <sup>th</sup> grade students who perform below proficient on SBAC and benchmark assessments are still targeted for foundational skill support through in-school and after-school foundational skills classes. This intervention is also available to seniors who had not yet passed CAHSEE. Attention will be given to strengthening both core classroom instruction and intervention. Expenditures and initiatives will continue to be evaluated until growth is seen in student proficiency.		

Original GOAL 4 from prior year LCAP:	4) Our school will ensure our teachers are equipped with training, materials, support, and technology to implement the California Common Core Standards		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	80% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.		Actual Annual Measurable Outcomes:	-82% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards. -83% of teachers agree or strongly agree that Woodson has adequate instructional supplies to support student learning. -100% of teachers agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures

<p>1) Continue comprehensive professional development agreement with Fresno County Office of Education.</p> <p>2) Maintain qualified support personnel including instructional technology support staff.</p> <p>3) Continue technology upgrades to add instructional technology resources to core subject classrooms.</p>		<p><b>LCFF Base:</b> <b>\$91,002</b></p> <p><b>Sup/Con:</b> <b>\$120,000</b></p> <p><b>Title I: \$32,544</b></p> <p><b>Title II: \$3,094</b></p> <p><b>(Salaries &amp; Benefits: \$154,220, Books/Supplies/Operating Expense: \$89,325)</b></p>	<p><b>1. Continue comprehensive professional development agreement with Fresno County Office of Education.</b></p> <p>a. Fresno County of Education was contracted to provide the following services for the 2015-16 school year:</p> <p>i. 11 Professional Development Days</p> <p>ii. 14 In-Class Coaching Days</p> <p><b>2. Maintain qualified support personnel including instructional technology support staff.</b></p> <p>a. Additional qualified support personnel have been added during the 2015-16 school year.</p> <p><b>3. Continue technology upgrades to add instructional technology resources to core subject classrooms.</b></p> <p>a. Desktop computers have been added and/or upgraded to facilitate use of instructional technology</p> <p>b. Tablets have been procured to supplement access to instructional technology resources that support research and inquiry.</p> <p><b>4. Offer additional Professional Development focused on Academic Rigor and the use of supplemental materials and programs to support Common Core implementation.</b></p> <p>a. This includes:</p> <p>i. Center for College &amp; Career Readiness DOK, Academic Vocabulary, and Accountable Talk PD</p> <p>ii. Achieve3000 program, PD, and in-class coaching</p> <p>iii. Accelerated Math program and PD</p> <p>iv. Intensive focus on CCSS and instructional strategies in weekly PLC’s.</p>		<p><b>LCFF Base:</b> <b>\$73,409</b></p> <p><b>Sup/Con:</b> <b>\$120,000</b></p> <p><b>Title I: \$32,544</b></p> <p><b>Title II: \$3,094</b></p> <p><b>(Salaries &amp; Benefits: \$155,647 Books/Supplies/Operating Expense: \$73,400)</b></p>
Scope of service:			Scope of service:		



<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Additional programs, instructional materials, and professional development will be considered as necessary to ensure effective Common Core implementation. Funds will continue to be allocated for planned, unplanned and situational Professional Learning opportunities that arise over the course of each school year. Effectiveness will be measured by impact on student growth and will be taken into consideration when renewing services.  Additional funds will be allocated to promote and support additional certifications and Post-Master's degrees for administrative staff.		

Original GOAL 5 from prior year LCAP:	5) Our school will increase parent participation in Parent Advisory Council, ELAC, and Feedback Collection Initiatives.		Related State and/or Local Priorities: 1__ 2__ 3__ <u>x</u> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	-Parent Advisory Council meeting attendance will be at or above 6% of student population. -ELAC meeting attendance will be at or above 12% of ELL Population. -28% of parents will respond to feedback-gathering initiatives.		Actual Annual Measurable Outcomes:	-33% of parents have responded to feedback gathering initiatives -7.5% of parents have attended Parent Advisory Council Meetings
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1) Support staff hours to make phone calls.  2) Call-em-All subscriptions.  3) Food and incentives for parent participation.	<b>LCFF Base:</b> <b>\$15,337</b>  <b>(Salaries &amp; Benefits:</b> <b>\$12,337,</b> <b>Books/Supplies:</b> <b>\$3,000)</b>	<b>1. Support staff hours to make phone calls.</b> a. Support staff makes personal calls to notify parents and guardians of upcoming events and encourage participation and attendance.  <b>2. Call-em-All subscriptions/School Messenger.</b> a. Subscriptions to Call-em-All and School Messenger were used to send automated calls to parents about parent meetings, school events, general school announcements, and opportunities for feedback.  <b>3. Food and incentives for parent participation.</b> a. Food and other incentives are provided at Parent Meetings and other school events to encourage participation and accommodate parents and families.	<b>LCFF Base:</b> <b>\$15,337</b>  <b>(Salaries &amp; Benefits:</b> <b>\$12,337,</b> <b>Books/Supplies:</b> <b>\$3,000)</b>	
Scope of service:		Scope of service:		
<u>  x  </u> ALL		<u>  x  </u> ALL		

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals	We switched from Call-em-All to School Messenger to increase communication options (automated calls, text messaging, email, social media capacity).		

Original GOAL 6 from prior year LCAP:	6) Long-Term English Language Learners will progress 1 CELDT level towards English Language Proficiency each year.			Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:		Schools:	Carter G. Woodson Public Charter School			
		Applicable Pupil Subgroups:		English Language Learners		
Expected Annual Measurable Outcomes:	50% of Long-Term English Language Learners will progress 1 CELDT level towards English Language Proficiency each year.			Actual Annual Measurable Outcomes:	-71% of Long-Term English Language Learners made progress of 1 CELDT level towards English Language Proficiency -2014-15 % of EL students who were reclassified: 0% -2015-16 % of EL students who were reclassified: 57% -AMAO 1 - Percentage of English Learners Making Annual Progress in Learning English: 60% -AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT 66.7% (Less than 5yrs cohort), 31.2% (More than 5yrs cohort)	
LCAP Year: 2015-16						
Planned Actions/Services				Actual Actions/Services		
			Budgeted Expenditures			Estimated Actual Annual Expenditures
1) Implement professional Development on ELL instructional strategies.  2) Adopt and purchase print and electronic online learning materials to support English Language Learners.			Mandate One-time and Block Grant: \$85,816  Lottery	1. Implement professional Development on ELL instructional strategies. a. Fresno County Office of Education provided PD on the ELA/ELD Framework as well as EL standards. b. PD was provided during PLC’s on best practices for		Mandate One-time and Block Grant: \$85,516  Lottery

		<b>Restricted:</b> <b>\$12,136</b>  <b>(Salaries &amp; Benefits:</b> <b>\$51,636,</b> <b>Books/Supplies:</b> <b>\$46,316)</b>	EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc.  <b>2. Adopt and purchase print and electronic online learning materials to support English Language Learners.</b> <ol style="list-style-type: none"> <li>Online and print instructional materials have been adopted that meet student's individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills.</li> </ol> <b>3. ELD/Foundational English classes are built into the master schedule to support English language development.</b> <ol style="list-style-type: none"> <li>EL students have access to the Common Core State Standards and the English Language Development Standards in all classes including integrated and designated settings.</li> </ol>	<b>Restricted:</b> <b>\$12,136</b>  <b>(Salaries &amp; Benefits:</b> <b>\$45,773,</b> <b>Books/Supplies:</b> <b>\$51,877)</b>
Scope of service:			Scope of service:	
__ALL			__ALL	
OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Significant gains were made in the percentage of EL students increasing CELDT levels and being redesignated as proficient. We will continue to incorporate the professional development and instructional practices that led to these gains. Additional instructional materials will be purchased during the 2016-17 school year to further support English language development and the implementation of the ELD standards.		

Original GOAL 7 from prior year LCAP:	7) Our school will hire and maintain credentialed and highly-qualified teachers.		Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>  </u> 4 <u>x</u> 5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>  </u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify <u>                                </u>	
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	100% of core subject area teachers will be credentialed and highly-qualified.		Actual Annual Measurable Outcomes:	90% of core subject area teachers are credentialed and highly qualified.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1) Use Ed-join to recruit and interview highly qualified teachers.  2) Offer competitive salary and benefit packages to maintain high quality teachers.	<b>Title I: \$19,500</b>  <b>Mandate One-Time and Block Grant: \$85,216</b>  <b>Educator Effectiveness: \$26,764</b>  <b>(Salaries &amp; Benefits: \$74,216, Operating Expenses: \$57,264)</b>	<b>1. Use EdJoin to recruit and interview highly qualified teachers.</b> a. Job boards such as EdJoin.org are utilized to recruit highly qualified teachers and staff. b. Host a Job Fair in June 2016.  <b>2. Offer competitive salary and benefit packages to maintain high quality teachers.</b> a. A competitive salary and benefits package, comparable to district salaries for hard to fill positions, are offered to attract and retain highly qualified teachers.  <b>3. Offer opportunities for teacher leadership and career advancement. Including:</b> a. Lead Teachers b. Professional Development/Workshops/Conferences c. Participation in District Focus Groups  <b>4. Provide mentoring and coaching for new teachers.</b>	<b>Title I: \$32,543</b>  <b>Mandate One-Time and Block Grant: \$85,515</b>  <b>Educator Effectiveness: \$11,020</b>  <b>(Salaries &amp; Benefits: \$72,151 Operating Expenses: \$59,927)</b>	

		a. New teachers participate in the BTSA/FCOE New Teacher Induction Program b. District coach is assigned to coach and support new teachers			
		<b>5. Teachers will be provided ongoing Professional Development</b> a. Professional Development opportunities includes (but is not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc.			
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Other recruitment efforts including a Teacher Recruitment Fair and partnerships with local educator preparation programs will be held in preparation for the 2016-17 school year. Additionally, we will continue our partnership with the FCOE New Teacher Induction Program although it is anticipated that the cost per participant will increase in 2016-17.			

Original GOAL 8 from prior year LCAP:	8) Our school will maintain safe and clean facilities that promote learning with instructional support such as computer labs, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	-60% of long-term students will 'Agree' or 'Strongly Agree' that Woodson is a safe place to attend school. -60% or more of parents and students will agree that Woodson facilities are clean, well-maintained, and in good repair. -60% of parents and students will agree that Woodson students have access to adequate technology and instructional materials.		Actual Annual Measurable Outcomes:	-85.18% of students 'Agree' or 'Strongly Agree' that Woodson is a safe place to attend school. -97% of parents believe that their children feel safe at Woodson. -85.4% of students Agree or Strongly Agree that Woodson facilities are clean and well maintained. -96% of parents Agree or Strongly Agree that Woodson facilities are in good repair. -92% of students Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs. -98% of parents Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials. -96% of parents agree that the campus is clean. -2014-15 percent of students suspended: 14.8% -2014-15 percent of students expelled: 0%
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1) Maintain safe and high quality facilities.  2) Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean and sanitized.  3) Supply classrooms and labs with updated computers and software licenses.	<b>LCFF Base:</b> <b>\$364,985</b>  <b>Prop 39:</b> <b>\$108,724</b>  <b>Facilities Grant:</b> <b>\$26,115</b>	<b>1. Maintain safe and high quality facilities.</b> a. Upgrades and ongoing maintenance have been performed to maintain safe and high-quality facilities. b. School has begun to install and upgrade camera security system at both sites.  <b>2. Maintain quality janitorial staff and ensure they have access to necessary supplies to ensure the campus is clean</b>	<b>LCFF Base:</b> <b>\$454,527</b>  <b>Prop 39: \$7,520</b>  <b>Facilities Grant:</b> <b>\$26,115</b>	

4) Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.		<b>(Salaries &amp; Benefits: \$33,464, Operating Expenses: \$466,360)</b>	<b>and sanitized.</b> a. Janitorial Compliance Requisition Forms are utilized as a method of auditing to ensure necessary cleaning and maintenance takes place.		<b>(Salaries &amp; Benefits: \$40,983, Operating Expenses: \$447,179)</b>
			<b>3. Supply classrooms and labs with updated computers and software licenses.</b> a. Technology Specialist ensures that computers are updated and software licenses are renewed regularly. b. Online-Library subscription is available to students for research.		
			<b>4. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment.</b> a. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness.		
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based upon student feedback, additional sports and instructional offerings may be provided in 2016-17. This may require additional materials to accommodate the new offerings such as onsite library, soccer materials, etc.			



Original GOAL 9 from prior year LCAP:	9) Our school will maintain a minimum of 75% attendance rate for ASAM students.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Carter G. Woodson Public Charter			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Our school will maintain a minimum of 75% attendance rate for ASAM students.		Actual Annual Measurable Outcomes:	2014-15 ASAM attendance rate: 90.55%	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1) Employ and maintain adequate and qualified dropout prevention and attendance support staff.		<b>LCFF Base:</b> <b>\$4,573</b>  <b>Title I: 65,087</b>  <b>After School:</b> <b>\$75,000</b>  <b>(Salaries &amp; Benefits:</b> <b>\$96,188,</b> <b>Books/Supplies/</b> <b>Operating</b> <b>Expense:</b> <b>\$48,472)</b>	<b>1. Employ and maintain adequate and qualified dropout prevention and attendance support staff.</b> a. Additional dropout prevention counselors have been added to enhance attendance and social/emotional support  <b>2. Make daily attendance calls.</b> a. Personal phone calls are made to the students and parents for students who are not at school and those who are at risk of truancy (home visits are also conducted). b. Automated phone calls are sent out daily reminding students to attend on session on time and to also remind students who are not present at 7:50 am.  <b>3. Provide attendance incentives.</b> a. Students with positive attendance are entered into raffles and highlighted at break and in monthly newsletters.		<b>LCFF Base:</b> <b>\$9,077</b>  <b>Title I: 65,087</b>  <b>After School:</b> <b>\$75,000</b>  <b>(Salaries &amp; Benefits:</b> <b>\$79,383,</b> <b>Books/Supplies/</b> <b>Operating</b> <b>Expense:</b> <b>\$60,781)</b>

				<b>4. New methods to recruit students</b> a. Website and social media Facebook page created to expand presence and connect with potential enrollees.			
Scope of service:				Scope of service:			
<input checked="" type="checkbox"/> ALL				<input type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Funds will be allocated for training on best practices for attendance and student engagement strategies. We will continue to make personal contact through phone calls and home visits. The Attendance STEP policy is being revised to ensure a comprehensive approach to supporting regular attendance.					

Original GOAL 10 from prior year LCAP:	10) All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options.			Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School				
	Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	Woodson will have 2 Career Pathway implemented.  Woodson will investigate requirements for implementation of 1 Advanced Placement course implemented in SY18.		Actual Annual Measurable Outcomes:	-As of 2015-16, Woodson has implemented 6 Career Pathways. -2014-15 Percent of students who took and passed an Advanced Placement Exam: 0% -2014-15 Percent of 4-year cohort that completed at least 1 Career Technical Education (CTE) Pathway: 3% -2014-15 Percent of a 4-Year Cohort that completed A-G Requirements: 0%		
<b>LCAP Year: 2015-16</b>						
Planned Actions/Services				Actual Actions/Services		

	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1) Establish course sequences for Career Pathways courses.</p> <p>2) Employ staff with certifications and field experience to provide a quality educational experience for students.</p> <p>3) Purchase needed curriculum, equipment, and lab furnishings for hands-on Career Pathway Learning experience.</p> <p>4) Provide a comprehensive College &amp; Career fair to introduce students to post-secondary college and career options.</p> <p>5) Increase course availability for high-school students at Agape College of Business and Science.</p> <p>6) Develop course pathways for students to enroll in Agape College of Business &amp; Science and High School concurrently.</p>	<p><b>LCFF Base:</b> <b>\$135,000</b></p> <p><b>Career Pathways:</b> <b>\$55,000</b></p> <p><b>CTE: \$15,125</b></p> <p><b>Perkins Grant:</b> <b>\$7,339</b></p> <p><b>(Salaries &amp; Benefits:</b> <b>\$96,188,</b> <b>Books/Supplies/</b> <b>Operating</b> <b>Expenses:</b> <b>\$48,472)</b></p>	<p><b>1. Establish course sequences for Career Pathways courses.</b></p> <p>a. All students have access to Career Pathways courses.</p> <p>b. Career Pathway course sequences have been established and implemented. Students are scheduled accordingly.</p> <p><b>2. Employ staff with certifications and field experience to provide a quality educational experience for students.</b></p> <p>a. Career Pathways instructors possess the appropriate degrees, experience, and certifications to provide expert instruction in the career field.</p> <p>b. Instructors are able to obtain additional CTC credential funded by school to become highly qualified.</p> <p><b>3. Purchase needed curriculum, equipment, and lab furnishings for hands-on Career Pathway and Project Based Learning experiences.</b></p> <p>a. Field-specific curriculum, equipment, and furnishings such as medical examination tables, computers/software for media, etc. have been purchased and utilized to create a hands-on experience based career pathway experience.</p> <p>b. A trainer has been hired to align curriculum of career pathways classes with postsecondary curriculum.</p> <p>c. All students have access to hand on practical application of content through Project Based Learning.</p> <p><b>4. Provide a comprehensive College &amp; Career fair to introduce all students to post-secondary college and career options.</b></p> <p>a. A College &amp; Career Fair was held in November.</p> <p>b. Students also attended the Fresno Area College</p>	<p><b>LCFF Base:</b> <b>\$119,690</b></p> <p><b>Career Pathways:</b> <b>\$55,000</b></p> <p><b>CTE: \$24,500</b></p> <p><b>Perkins Grant:</b> <b>\$7,339</b></p> <p><b>(Salaries &amp; Benefits:</b> <b>\$126,591</b> <b>Books/Supplies/</b> <b>Operating</b> <b>Expenses:</b> <b>\$79,938)</b></p>

		Night in September. c. Each school had a Career Day. d. Students participated in Career-themed field trips throughout the year. e. Graduation requirements include internships and job shadowing.			
		<b>5. Increase course availability for high-school students at Agape College of Business and Science and Fresno City College.</b> a. All students have access concurrent enrollment options. b. Efforts are ongoing.			
		<b>6. Develop course pathways for students to enroll in Agape College of Business &amp; Science and High School concurrently.</b>			
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Based upon student feedback, Career Pathways may be offered as specialized academies. Additionally, a foreign language course and AP course will be added to the master schedule based upon student interest and need. Staff will conduct a needs assessment and gather student interest to determine which Advanced Placement courses would interest students on campus.			

Original GOAL 11 from prior year LCAP:	11) Our homeless and foster youth students will make satisfactory progress towards H.S. graduation requirements.		Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Carter G. Woodson		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:	90% of credit-eligible homeless students will complete graduation requirements.  90% of credit-eligible foster youth students will complete graduation requirements.		Actual Annual Measurable Outcomes:	-100% of credit eligible homeless students completed graduation requirements. -100% of credit-eligible foster youth students completed graduation requirements. -4 year cohort high school graduation rate: 22% (all students) -4-year cohort high school dropout rate: 42% (all students) -Middle grade dropout counts and percentage- 0% (all students)
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1) Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.  2) Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.	<b>LCFF Base: \$3,000</b>  <b>(Salaries: \$1,000, Supplies/Food costs: 2,000)</b>	<b>1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws.</b> a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance.  <b>2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students.</b>  <b>3. Develop additional referral resources.</b>  a. Produce resources in multiple languages b. Information will be mailed regularly as well as placed in multiple locations throughout the campus.	<b>LCFF Base: \$3,000</b>  <b>(Salaries: \$1,000, Supplies/Food costs: 2,000)</b>	
Scope of service:		Scope of service:		

__ALL OR: __Low Income pupils __English Learners <u>x</u> Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Homeless</u>		__ALL OR: __Low Income pupils __English Learners <u>x</u> Foster Youth __Redesignated fluent English proficient <u>x</u> Other Subgroups:(Specify) <u>Homeless</u>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Based upon feedback gathered during public hearings and Parent Advisory Council meetings, Agape will ensure that resources and information are provided to parents regularly both on campus and via mail. This information will be provided in multiple languages. Progress and needs of foster youth will be continuously monitored. Planned and actual actions will be adjusted accordingly.		

Original GOAL 12 from prior year LCAP:	12) Our students with learning disabilities will make satisfactory progress towards H.S. graduation requirements.		Related State and/or Local Priorities: 1__ 2__ 3_ <u>x</u> 4_ <u>x</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Carter G. Woodson Public Charter School		
	Applicable Pupil Subgroups:	Students with Disabilities		
Expected Annual Measurable Outcomes:	90% of credit-eligible students with disabilities will complete their high-school graduation requirements.		Actual Annual Measurable Outcomes:	-100% of credit eligible students with learning disabilities completed graduation requirements. -100% of credit-eligible students with disabilities completed graduation requirements. -4 year cohort high school graduation rate: 22% (all students) -4-year cohort high school dropout rate: 42% (all students) -Middle grade dropout counts and percentage- 0% (all students)
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1) Maintain partnership with sponsoring school district per Special Education Arrangement.	<b>LCFF Base:</b> <b>\$4,370</b>  <b>LCFF Base in</b>	<b>1. Maintain partnership with sponsoring school district per Special Education Arrangement.</b> a. Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan	<b>LCFF Base:</b> <b>\$5,279</b>  <b>LCFF Base in Lieu</b>	

<p>2) Provide tutoring and support services outside of instructional time.</p> <p>3) Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.</p>	<p><b>Lieu of Property taxes: \$186,726</b></p> <p><b>(Special Education Transfer to FUSD: \$191,096)</b></p>	<p>Area.</p> <p><b>2. Provide tutoring and support services outside of instructional time.</b></p> <p>a. Tutoring and support services are available after school.</p> <p><b>3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained.</b></p> <p>a. Carter G. Woodson has opted into the Fresno Unified School District Special Education Local Plan Area.</p> <p><b>4. Core classroom instruction will support the needs of students with disabilities.</b></p> <p>a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.</p>	<p><b>of Property taxes: \$185,817</b></p> <p><b>(Special Education Transfer to FUSD: \$191,096)</b></p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><u>__</u> ALL</p>		<p><u>__</u> ALL</p>	
<p>OR:</p> <p><u>__</u> Low Income pupils <u>__</u> English Learners</p> <p><u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient</p> <p><u>x</u> Other Subgroups:(Specify) <u>Students w/Disabilities</u></p>		<p>OR:</p> <p><u>__</u> Low Income pupils <u>__</u> English Learners</p> <p><u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient</p> <p><u>x</u> Other Subgroups:(Specify) <u>Students w/ Disabilities</u></p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Progress and needs of special education students will be continuously monitored. Planned and actual actions will be adjusted accordingly.</p>		

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	FY 15/16: \$479,789 & FY 16/17: \$689,355
<p>Carter G. Woodson will receive approximately \$2,659,336 in Local Control Funding Formula funds beginning in the 2014-15 school year. This amount will increase to approximately \$3,082,582 in 2015-16 and \$5,026,871 in 2016-17. These funds are calculated based on Average daily attendance, supplemented by the number of English Learners, students identified as low income, and foster youth.</p> <p>Carter G. Woodson will offer a variety of programs to support our students that qualify for Free or Reduced meals, English Learners, students with learning disabilities, homeless students, and foster students. These support services will include enhanced after-school programs, behavioral and academic support staff, print and electronic supplemental instructional materials, and Career Pathway course sequences. Schoolwide implementation of these initiatives will have a positive impact on both the targeted demographics and the schools as a whole.</p> <p>As over 96% of Carter G. Woodson students qualify for Free or Reduced price meals, most of the initiatives will be implemented on a school-wide basis. Targeted initiatives such as assessment and instructional support for English learners and students with learning disabilities will be explicitly applied to those student populations.</p>	



- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

96	%
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Based on enrollment reporting, over 96% of the enrolled students at Carter G. Woodson qualify for supplemental funding. The initiatives in this LCAP will apply to the entire student population.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

8-22-14 [California Department of Education]