

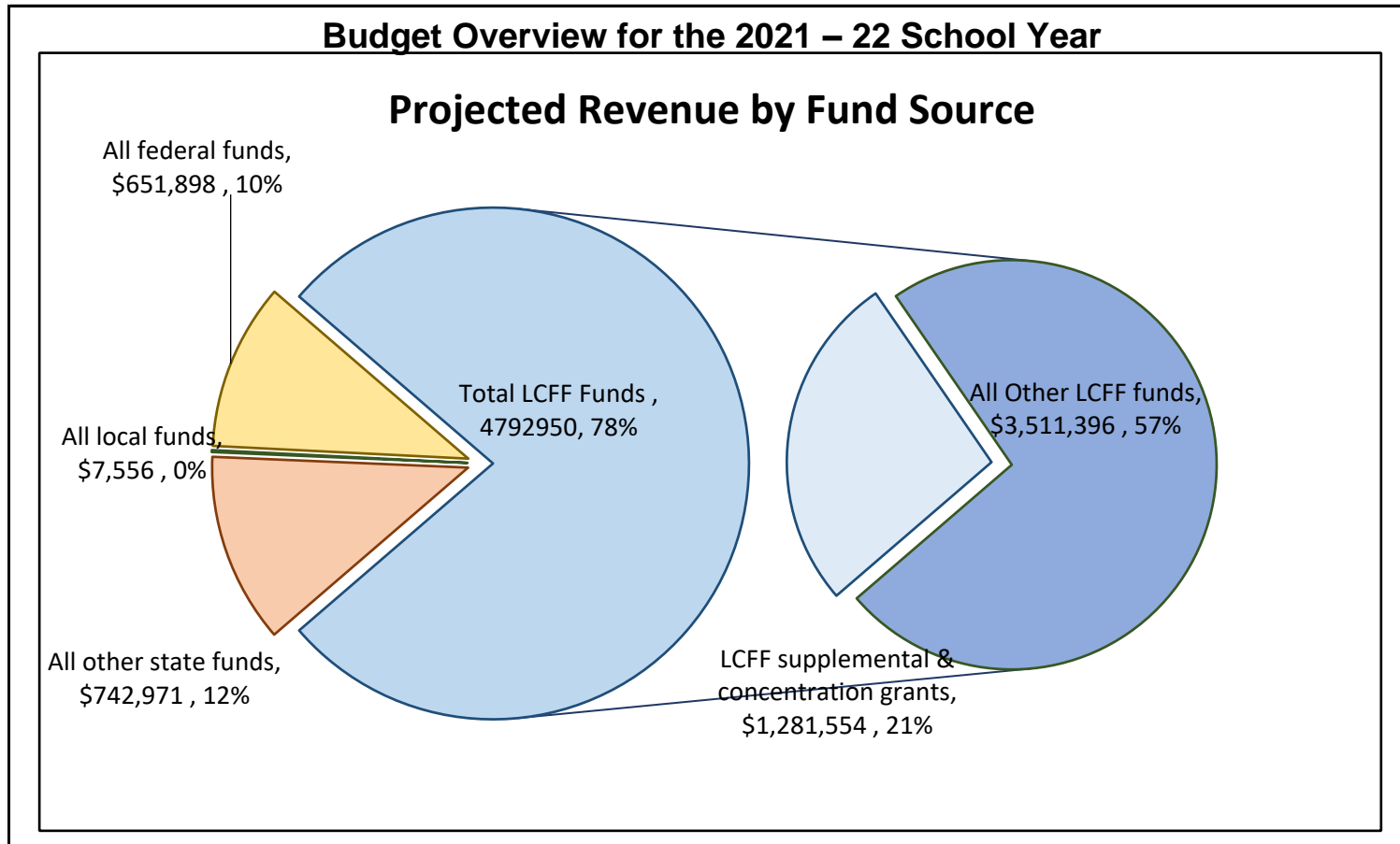
Local Educational Agency (LEA) Name: Carter G. Woodson Public Charter School

CDS Code: 10621661030840

School Year: 2021 – 22

LEA contact information: Dr. Linda Scott

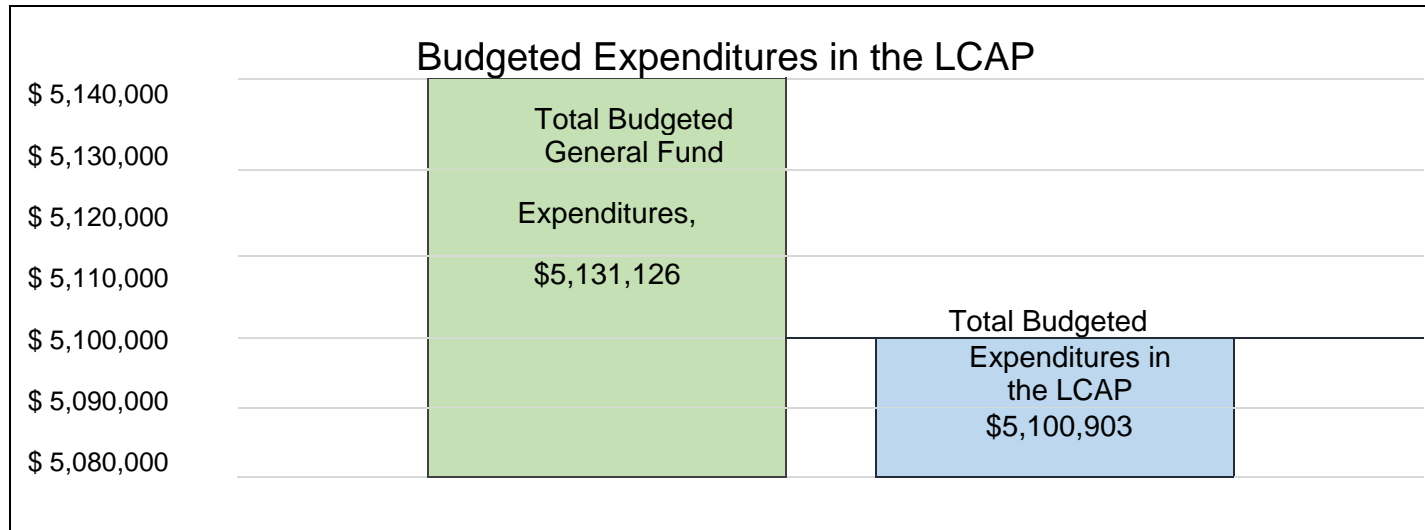
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs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



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

The total revenue projected for Carter G. Woodson Public Charter School is \$6,195,375.00, of which \$4,792,950.00 is Local Control Funding Formula (LCFF), \$742,971.00 is other state funds, \$7,556.00 is local funds, and \$651,898.00 is federal funds. Of the \$4,792,950.00 in LCFF Funds, \$1,281,554.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Carter G. Woodson Public Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

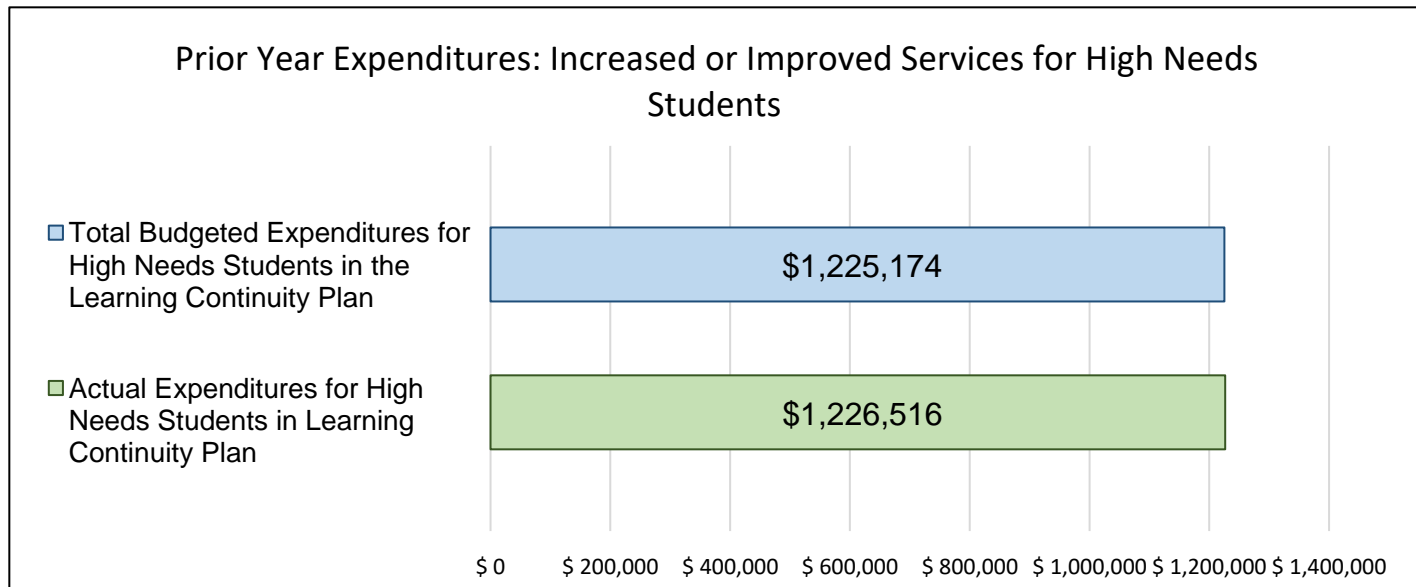
Carter G. Woodson Public Charter School plans to spend \$5,131,126.00 for the 2021 – 22 school year. Of that amount, \$5,100,903.00 is tied to actions/services in the LCAP and \$30,223.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The 8 goals in the LCAP have \$5,723,564 in budgeted expenditures out of a grand total of \$5,753,787 in general fund expenditures. This \$30,223 not in the LCAP is the general fund contribution to the cafeteria fund to meet the projected costs of the program that aren't funded by state and federal grants.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Carter G. Woodson Public Charter School is projecting it will receive \$1,281,554.00 based on the enrollment of foster youth, English learner, and low-income students. Carter G. Woodson Public Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Carter G. Woodson Public Charter School plans to spend \$1,281,554.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Carter G. Woodson Public Charter School's Learning Continuity Plan budgeted \$1,225,174.00 for planned actions to increase or improve services for high needs students. Carter G. Woodson Public Charter School actually spent \$1,226,516.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Carter G. Woodson Public Charter	Dr. Linda Scott, CEO	Lscott@agapeschools.org 559-229-3529

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
ELA SBAC - 28% meet/exceed standards	19-20 Not Applicable Standardized Testing Suspended by the state due to the pandemic
Math SBAC - 8% meet/exceed standards	19-20 Not Applicable Standardized Testing Suspended by the state due to the pandemic

Expected	Actual
<p>ELA District Benchmark - 26% meet/exceed standards</p>	<p>The Fall benchmarks were administered during October 5th-October 16th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson Public Charter:</p> <ul style="list-style-type: none"> • ELA Grade 7 students scored Far below basic (0%), Below Basic (0%), Basic (100%), Proficient (0%), and Advanced (0%). • ELA Grade 8 students scored Far below basic (60%), Below Basic (0%), Basic (20%), Proficient (20%), and Advanced (0%). • ELA Grade 11 students scored Far below basic (37%), Below Basic (43%), Basic (18%), Proficient (2%), and Advanced (0%). <p>The Fall benchmarks were administered during October 5th-October 16th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson Multimedia.</p> <ul style="list-style-type: none"> • ELA Grade 7 students scored Far below basic (0%), Below Basic (100%), Basic (0%), Proficient (0%), and Advanced (0%). • ELA Grade 8 students scored Far below basic (57%), Below Basic (0%), Basic (29%), Proficient (14%), and Advanced (0%). • ELA Grade 11 students scored Far below basic (21%), Below Basic (50%), Basic (21%), Proficient (8%), and Advanced (0%). <p>The Fall benchmarks were administered during October 5th-October 16th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson.</p> <ul style="list-style-type: none"> • ELA Grade 7 students scored Far below basic (0%), Below Basic (100%), Basic (0%), Proficient (0%), and Advanced (0%). • ELA Grade 8 students scored Far below basic (63%), Below Basic (0%), Basic (12%), Proficient (25%), and Advanced (0%). • ELA Grade 11 students scored Far below basic (41%), Below Basic (41%), Basic (16%), Proficient (2%), and Advanced (0%). <p>The Winter benchmarks were administered during December 1st - December 10th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson Public Charter:</p> <ul style="list-style-type: none"> • ELA Grade 7 students scored Far below basic (67%), Below Basic (33%), Basic (0%), Proficient (0%), and Advanced (0%). • ELA Grade 8 students scored Far below basic (70%), Below Basic (12%), Basic (12%), Proficient (6%), and Advanced (0%). • ELA Grade 11 students scored Far below basic (39%), Below Basic (30%), Basic (16%), Proficient (14%), and Advanced (3%). <p>The Winter Benchmarks for ELA were administered the week of December 2, 2019. The Winter Benchmark results demonstrate the following outcomes for Carter G. Woodson Main Campus students tested:</p> <ul style="list-style-type: none"> • ELA Grade 7 students scored Far below basic (20%), Below Basic (0%), Basic (0%), Proficient (60%), and Advanced (20%). • ELA Grade 8 students scored Far below basic (30%), Below Basic (0%), Basic (30%), Proficient (30%), and Advanced (10%). • ELA Grade 11 students scored Far below basic (35%), Below Basic (30%), Basic (27%), Proficient (7%), and Advanced (1%). <p>The Winter benchmarks were administered during December 1st - December 10th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson Multimedia.</p> <ul style="list-style-type: none"> • ELA Grade 7 students scored Far below basic (67%), Below Basic (33%), Basic (0%), Proficient (0%), and Advanced (0%). • ELA Grade 8 students scored Far below basic (37%), Below Basic (25%), Basic (25%), Proficient (13%), and Advanced (0%). • ELA Grade 11 students scored Far below basic (35%), Below Basic (17%), Basic (12%), Proficient (24%), and Advanced (12%).

The Winter benchmarks were administered during December 1st - December 10th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson.

- ELA Grade 7 students scored Far below basic (67%), Below Basic (33%), Basic (0%), Proficient (0%), and Advanced (0%).
- ELA Grade 8 students scored Far below basic (100%), Below Basic (0%), Basic (0%), Proficient (0%), and Advanced (0%).
- ELA Grade 11 students scored Far below basic (39%), Below Basic (33%), Basic (18%), Proficient (10%), and Advanced (0%).

The Winter Benchmarks for ELA were administered the week of December 2, 2019. The Benchmark results demonstrate the following outcomes for Carter G. Woodson Multimedia Campus students tested:

- ELA Grade 7 students scored Far below basic (14%), Below Basic (0%), Basic (29%), Proficient (57%), and Advanced (0%).
- ELA Grade 8 students scored Far below basic (42%), Below Basic (26%), Basic (11%), Proficient (21%), and Advanced (0%).
- ELA Grade 11 students scored Far below basic (50%), Below Basic (30%), Basic (20%), Proficient (0%), and Advanced (0%).

The Spring 2020 benchmarks canceled due to school closure and pandemic.

The Spring benchmarks were administered during February 22nd – February 26th, 2021. The benchmark results demonstrate the following outcomes for Carter G. Woodson Public Charter:

- ELA Grade 7 students that scored Far below basic (80%), Below Basic (10%), Basic (10%), Proficient (0%), and Advanced (0%).
- ELA Grade 8 students that scored Far below basic (39%), Below Basic (13%), Basic (30%), Proficient (17%), and Advanced (0%).
- ELA Grade 11 students that scored Far below basic (42%), Below Basic (22%), Basic (15%), Proficient (13%), and Advanced (0%).

The Spring benchmarks were administered during February 22nd – February 26th, 2021. The benchmark results demonstrate the following outcomes for Carter G. Woodson Multimedia.

- ELA Grade 7 students scored Far below basic (100%), Below Basic (0%), Basic (0%), Proficient (0%), and Advanced (0%).
- ELA Grade 8 students scored Far below basic (67%), Below Basic (33%), Basic (0%), Proficient (0%), and Advanced (0%).
- ELA Grade 11 students scored Far below basic (18%), Below Basic (19%), Basic (25%), Proficient (38%), and Advanced (0%).

The Spring benchmarks were administered during February 22nd – February 26th, 2021. The benchmark results demonstrate the following outcomes for Carter G. Carter G. Woodson.

- ELA Grade 7 students scored Far below basic (86%), Below Basic (0%), Basic (14%), Proficient (0%), and Advanced (0%).
- ELA Grade 8 students scored Far below basic (47%), Below Basic (13%), Basic (27%), Proficient (13%), and Advanced (0%).
- ELA Grade 11 students scored Far below basic (48%), Below Basic (32%), Basic (13%), Proficient (0%), and Advanced (0%).

**Math District Benchmark
- 38.5% meet/exceed
standards**

The Fall benchmarks were administered during October 5th-October 16th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson Public Charter:

- Math Grade 7 students scored Far below basic (75%), Below Basic (25%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 8 students scored Far below basic (81%), Below Basic (19%), Basic (20%), Proficient (20%), and Advanced (0%).
- Math Grade 11 students scored Far below basic (81%), Below Basic (13%), Basic (9%), Proficient (2%), and Advanced (0%).

The Fall benchmarks were administered during October 5th-October 16th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson Multimedia.

- Math Grade 7 students scored Far below basic (100%), Below Basic (0%), Basic (0%), Proficient (20%), and Advanced (0%).
- Math Grade 8 students scored Far below basic (80%), Below Basic (20%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 11 students scored Far below basic (81%), Below Basic (12%), Basic (7%), Proficient (0%), and Advanced (0%).

The Fall benchmarks were administered during October 5th-October 16th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson.

- Math Grade 7 students scored Far below basic (100%), Below Basic (0%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 8 students scored Far below basic (83%), Below Basic (17%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 11 students scored Far below basic (80%), Below Basic (15%), Basic (5%), Proficient (0%), and Advanced (0%).

The Winter benchmarks were administered during December 1st - December 10th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson Public Charter:

- Math Grade 7 students scored Far below basic (87%), Below Basic (13%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 8 students scored Far below basic (65%), Below Basic (23%), Basic (3%), Proficient (9%), and Advanced (0%).
- Math Grade 11 students scored Far below basic (76%), Below Basic (10%), Basic (10%), Proficient (4%), and Advanced (0%).

The Winter benchmarks were administered during December 1st - December 10th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson Multimedia.

- Math Grade 7 students scored Far below basic (100%), Below Basic (0%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 8 students scored Far below basic (66%), Below Basic (17%), Basic (0%), Proficient (17%), and Advanced (0%).
- Math Grade 11 students scored Far below basic (77%), Below Basic (11%), Basic (6%), Proficient (6%), and Advanced (0%).

The Winter benchmarks for Math were administered the week of December 2, 2019. The Winter benchmark results demonstrate the following outcomes for Carter G. Woodson Multimedia students tested:

- Math Grade 7 students scored Far below basic (48%), Below Basic (26%), Basic (11%), Proficient (15%), and Advanced (0%).
- Math Grade 8 students scored Far below basic (55%), Below Basic (12%), Basic (15%), Proficient (18%), and Advanced (0%).
- Math Algebra I students scored Far below basic (71%), Below Basic (13%), Basic (7%), Proficient (7%), and Advanced (2%).
- Math Integrated Math (Alg/Geo) students scored Far below basic (75%), Below Basic (15%), Basic (3%), Proficient (7%), and Advanced (0%).
- Math Geometry students scored Far below basic (67%), Below Basic (12%), Basic (18%), Proficient (2%), and Advanced (0%).
- Math Algebra II students scored Far below basic (75%), Below Basic (12.5%), Basic (0%), Proficient (12.5%), and Advanced (0%).

**Math District Benchmark
- 38.5% meet/exceed
standards**

The Winter benchmarks were administered during December 1st - December 10th, 2020. The benchmark results demonstrate the following outcomes for Carter G. Woodson.

- Math Grade 7 students scored Far below basic (75%), Below Basic (25%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 8 students scored Far below basic (64%), Below Basic (29%), Basic (7%), Proficient (0%), and Advanced (0%).
- Math Grade 11 students scored Far below basic (75%), Below Basic (10%), Basic (13%), Proficient (2%), and Advanced (0%).

The Winter benchmarks for Math were administered the week of December 2, 2019. The Winter benchmark results demonstrate the following outcomes for Carter G. Woodson Main students tested:

- Math Grade 7 students scored Far below basic (14%), Below Basic (0%), Basic (43%), Proficient (43%), and Advanced (0%).
- Math Grade 8 students scored Far below basic (47%), Below Basic (33%), Basic (0%), Proficient (20%), and Advanced (0%).
- Math Algebra I students scored Far below basic (73%), Below Basic (18%), Basic (7%), Proficient (2%), and Advanced (0%).
- Math Integrated Math (Alg/Geo) students scored Far below basic (78%), Below Basic (5%), Basic (14%), Proficient (3%), and Advanced (0%).
- Math Geometry students scored Far below basic (93%), Below Basic (7%), Basic (0%), Proficient (0%), and Advanced (0%).

The Spring 2020 benchmarks canceled due to school closure and pandemic.

The Spring benchmarks were administered during February 22nd – February 26th 2021. The benchmark results demonstrate the following outcomes for Carter G. Woodson Public Charter:

- Math Grade 7 students scored Far below basic (93%), Below Basic (17%), Basic (0%), Proficient (0%), and Advanced (0%)
- Math Grade 8 students scored Far below basic (80%), Below Basic (20%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 11 students scored Far below basic (82%), Below Basic (11%), Basic (5%), Proficient (0%), and Advanced (0%).

The Spring benchmarks were administered during February 22nd – February 26th 2021. The benchmark results demonstrate the following outcomes for Carter G. Woodson Multimedia.

- Math Grade 7 students scored Far below basic (83%), Below Basic (17%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 8 students scored Far below basic (92%), Below Basic (8%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 11 students scored Far below basic (84%), Below Basic (14%), Basic (2%), Proficient (0%), and Advanced (0%).

The Spring benchmarks were administered during February 22nd – February 26th 2021. The benchmark results demonstrate the following outcomes for Carter G. Carter G. Woodson.

- Math Grade 7 students scored Far below basic (100%), Below Basic (0%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 8 students scored Far below basic (67%), Below Basic (33%), Basic (0%), Proficient (0%), and Advanced (0%).
- Math Grade 11 students scored Far below basic (80%), Below Basic (17%), Basic (3%), Proficient (0%), and Advanced (0%).

<p>SBAC ELA Growth All goals for ELA were based on 2018-19 SBAC scores and 2019-20 Illuminate benchmark assessments.</p> <ul style="list-style-type: none"> • ELA Grade 7 students meeting or exceeding standards on the SBAC will at least achieve 28% • ELA Grade 8 students meeting or exceeding standards on the SBAC will at least achieve 28% <p>ELA Grade 11 students meeting or exceeding standards on the SBAC will at least achieve 28%</p>	<p>SBAC 2018-19 ELA SBAC Scores:</p> <p>ELA Grade 7 students meeting or exceeding standards on the SBAC achieved 27% ELA Grade 8 students meeting or exceeding standards on the SBAC achieved 25%, ELA Grade 11 students meeting or exceeding standards on the SBAC achieved 22%.</p>
<p>SBAC Math Growth All goals for Math were based on 2018-19 SBAC scores and 2019-20 Illuminate benchmark assessments.</p> <ul style="list-style-type: none"> • Math Grades 7 students meeting or exceeding standards on the SBAC will at least achieve 8% • Math Grades 8 students meeting or exceeding standards on the SBAC will at least achieve 8% <p>Math Grades 11 students meeting or exceeding standards on the SBAC will at least achieve 8%</p>	<p>SBAC 2018-19 MATH SBAC Scores:</p> <p>Math Grade 7 students meeting or exceeding standards on the SBAC achieved 8% Math Grade 8 students meeting or exceeding standards on the SBAC achieved 10%. Math Grade 11 students meeting or exceeding standards on the SBAC achieved 2%.</p>

Actions / Services

Planned Action 1/Service	Budgeted Expenditures	Actual Expenditures
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<ol style="list-style-type: none"> 1. Professional Learning Community (PLC) <ol style="list-style-type: none"> a. Framework (Virtual Learning) b. Data analysis (formative/summative) c. Common Core, Rigor, Alignment, Lesson planning 2. Teacher support, trainings and coaching <ol style="list-style-type: none"> a. Workshops and in-class support delivered via online (Zoom, Microsoft Team) by the following consultants and vendors: <ol style="list-style-type: none"> i) Fresno County Office of Education (Science PD was provided for Next Generation Science Standards for teachers) ii) Students needing additional academic support attend after school tutorials with certificated staff/teachers and participated in targeted intervention through online computer adaptive programs such as Achieve 3000 ELA and EL support, Go Math, Khan Academy for Math support and Edgenuity. iii) Blended Learning Resources iv) <ol style="list-style-type: none"> i. Asynchronous and Synchronous Learning ii. PLC; teacher planning, best practices and Common Core alignment iii. Books and supplies v) Data driven Analysis <ol style="list-style-type: none"> i. Guide instruction ii. Progress Monitoring iii. Intervention vi) Ed. Coordinators provide profession development and coaching to decrease achievement gaps b. New Teacher Induction 3. Common-Core Standards and Supplement <ol style="list-style-type: none"> a. ELA supplemental materials: <ol style="list-style-type: none"> i. Common Core Reading and Writing workbooks ii. Professional development for literacy, EL Standards and SEL b. Math supplement materials: <ol style="list-style-type: none"> i. CPM and Go Math ii. Professional development for computations, EL Standards and SEL c. Science supplement materials: <ol style="list-style-type: none"> i. NGSS ii. Professional development for claims, evidence and reasoning support d. The curriculum and instruction focus group has adopted CCSS aligned materials and will continue to research additional supplemental materials to support implementation. 4. Technology and Network Upgrades <ol style="list-style-type: none"> a. Desktop computers, Chromebooks, Tablets and Hotspots <ol style="list-style-type: none"> i. Upgrades and additional devices provide for 1:1 ratio to facilitate use of instructional technology. ii. Updated Wi-Fi devices and Hotspot accessibility iii. Digital licenses, ZOOM, Google Classroom (Student Engagement) 	<p>Amount: \$1,821,964</p> <p>Source: LCFF Base: \$1,051,469 LCFF Sup./Conc \$608,458 Title I: \$131,167 Title II: \$12,970 Mandate Funds: \$7,900 After School Grant: \$10,000</p> <p>Budget Reference: 8011, 8012, 8290, 8550 , 8315</p>	<p>LCFF Base \$1,322,292 LCFF Sup/Conc \$631,522 Title I: 139,889 Title II: \$13,832 Mandated Funds: 8,998 After School Grant \$11,500</p>
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<ul style="list-style-type: none"> 5. Online tutorial subscription <ul style="list-style-type: none"> i. Achieve 3000, Go Math, Edgenunity, Discovery Education interactive programs are used to provide individualized intervention. 6. Intervention Foundation Class. <ul style="list-style-type: none"> a. Two sections of Intervention Foundational English class were provided for students who need additional practice with basic skills. <ul style="list-style-type: none"> i. MTSS: Best practices, Student Tier and Equity ii. Designated ELD (EL Population) b. Implemented Foundational Math class into student's schedules and utilized math intervention class. <ul style="list-style-type: none"> ii. MTSS: Best practices, Student Tier and Equity c. Consistently administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement. <ul style="list-style-type: none"> i. EL, Homeless, Foster, Low-income students ii. SPED and 504 modification and accommodation 		
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Planned Action 2/Service	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> 1. EdJoin and other online job portals were used to recruit and interview highly qualified teachers. <ol style="list-style-type: none"> a. Job boards such as EdJoin.org were utilized to recruit highly qualified teachers and staff. b. In-person Recruitment Fair May 2020 Canceled due to school closure c. Virtual Recruitment Fair May 2021 Canceled due to school closure d. The Agape Youth Job Fair was hosted on May 15, 2021. 2. Offered competitive salary maintain high quality teachers. <ol style="list-style-type: none"> a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science. 3. Aspiring Leaders Program: <ol style="list-style-type: none"> a. Lead Teachers, Coordinators and Administrators b. Professional Development/Workshops/Conferences c. Focus Groups d. Mentorship and Specialized training 4. New teachers Induction <ol style="list-style-type: none"> a. New teachers participated in the Induction/FCSS New Teacher Induction Program b. Professional Development and Coaching to support blended, distance and hybrid learning. c. CTE Credential d. EL Credential 5. Teachers Professional Development. <ol style="list-style-type: none"> a. Professional Development opportunities included (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc. b. Provided professional development activities in the area of instruction to construct core subject pacing guides and strategies to increase frequency of student responses. c. Annual retreat 	<p>Amount: \$436,810</p> <p>Source: LCFF Base: \$216,198 LCFF Sup./Conc.: \$185,815 Title I: \$23,457 Title II:\$4,427 Mandate Funds: \$6,913 After School:\$0.00</p> <p>Budget Reference: 8011, 8012, 8290, 8550, 8315</p>	<p>LCFF Base: \$230,574 LCFF Supp: \$209,903 Title I: \$14,735 Title II: \$3,564 Mandated Funds: \$6,842 After School : \$237</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions/services are being implemented for goal 1. The district provided professional development to teachers to engage students working online in the 19-20 school year. Additionally, teachers were provided professional development on how to analyze formative assessments and benchmark assessments results and utilizing online tools. Core content teachers did not utilize Achieve 3000 at the same rate in prior year due to student burnout with online learning essential content took precedence. Teachers did use assessment data within the framework of the professional learning communities to drive their instruction. Principals are responsible for ensuring implementation goals are met by analyzing and creating illuminate assessment usage and performance reports. Monthly monitoring of assessment data was evident throughout the year, but weekly monitoring was extremely difficult due to in-person restrictions. Teachers were provided professional development in blending learning and digital platforms such as Zoom, Google Docs, Google Classroom and Microsoft Teams. To increase technology accessibility, additional devices were obtained and provided to students and staff for support. Teachers prepared exemplars, modified lesson plans and units, and provided flexibility within instruction to support virtual learning. During school closure, administration refined guided practice instruction to include additional support for teachers by modeling best practices received during leadership training.

- Targeted reading intervention has been occurring after school with classroom teachers. Students receive small group instruction, based on performance and ability in class. During the afterschool program, students received online tutoring in English and Math subjects.

- Administration and teachers have been receiving training from the following educational consultants: engagement and instructional consultants, and FCSS ELA/ELD consultants. Workshops have been organized to support staff with curriculum, instruction, and assessments.
- Technology was available to every student and staff. We have access to the following: desktops, projectors, ELMO projectors, document camera, laptop computers, Google Chromebooks, and student tablets.
- Our online subscriptions are current and used on a daily basis. Students have access to the following: Edgeunity, Achieve3000, Khan Academy and Discovery Education.
- Our Afterschool program works to support our curriculum and instructional program, by providing students access to technology through zoom and Microsoft teams. Afterschool program staff worked diligently to assist student with homework on days they were not on site.
- In School Intervention occurs during learning centers/stations time. Teachers differentiate instruction zoom groups during these ELA and math blocks of time to provide small group targeted instruction to students at different proficiency levels.
- Agape Schools posted vacant positions and also conducted job fairs as needed online, Ed-Join is an online networking program that prospective employees use to apply for different job positions.
- Highly Qualified Teachers (HQT) are sought out during the interview selection process to ensure that teachers are fully credentialed.
- Professional development occurs throughout the year via our Agape Professional Development Calendar. Trainings, workshops, professional development, and meetings are scheduled monthly and were online.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to the pandemic most services were provided to students via online platforms. Students participate in distance, hybrid and in-person learning and are being provided additional opportunities to learn and engage with teachers one on one instruction before and after classes. The school conducted a phase-in approach for returning students to in-person instruction, receiving school supplies and technology resources. Student with special needs such as IEP, 504, Homeless/Foster youth and EL Learners were prioritized. To ensure high risk students had opportunities to reduce loss of learning; middle school and senior students were included into the in-person instruction, school supplies and technology resources phase in model. As student attendance increased, teachers participated in professional development focused on academic rigor and the use of supplemental materials and programs to support Common Core implementation. Teacher non-negotiables to improve academic rigor include, but are not limited to, standards aligned lessons and assessments, differentiated instruction, DOK levels, and mastery of academic vocabulary. The overall successes of these actions/services will help maximize instructional time, streamline teachers' non-negotiables, and support data driven decision-making. The school continues to focus on improving SBAC results as well as consistently administers formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase student achievement. Administration and Ed. Coordinators provided professional development training for staff in blended learning practices to support literacy, math computations and CER in science to highlight interventions within contents and skills. Additionally, the school continues to provide professional development activities in the area of instruction for core subject pacing guides and strategies to increase frequency of student responses. Pacing guides are aligned to Common Core State Standards that include a scope and sequence for all core content areas. We will continue the development of data-driven instruction and vertical collaboration with instructional staff to align standards and curriculum. We will continue to use Illuminate to analyze data with students and communicate the results with all stakeholders.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2 & 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
12% of EL students reclassified	<p>The number of EL students at Multimedia who were reclassified based on the 2018-2019 ELPAC examination results and reclassification criteria was 3 of 13 (23%). The number of EL students at Carter G. Woodson Main campus who were reclassified based on the 2018-2019 ELPAC examination results and reclassification criteria was 3 of 35 (9%). The number of EL students at both Carter G. Woodson schools who were reclassified based on the 2018-2019 ELPAC examination results and reclassification criteria was 6 of 48 (13%).</p> <p>The number of EL students at Multimedia who were reclassified based on the 2019-2020 ELPAC examination results and reclassification criteria was 1 of 6 (17%). The number of EL students at Carter G. Woodson Main campus who were reclassified based on the 2019-2020 ELPAC examination results and reclassification criteria was 0 of 24 (0%). The number of EL students at both Carter G. Woodson schools who were reclassified based on the 2019-2020 ELPAC examinations results and reclassification criteria was 1 or 30 (4%).</p>
5% of EL Students will increase their overall ELPAC performance score by at least 1 performance level from the previous year.	4% of EL Students increased their overall ELPAC performance score by at least 1 performance level from the previous year, goal not met.

Actions / Services

Planned Action 1/Service	Budgeted Expenditures	Actual Expenditures
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<ol style="list-style-type: none"> 1. ELD professional development <ol style="list-style-type: none"> a. Fresno County Superintendent of Schools provided virtual PD on the ELA/ELD Framework as well as ELD standards. b. PLCs on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc. 2. Adopted and purchased print and electronic online learning materials to support English Language Learners. <ol style="list-style-type: none"> a. Online and print instructional materials were adopted that meet student’s individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills. 3. ELD/Intervention Foundational English classes are built into the master schedule to support English language development. <ol style="list-style-type: none"> a. English Learning Authorization certification for teachers 4. Teachers utilized the following supplement strategies to meet expected outcomes for supporting English Language Learners: <ul style="list-style-type: none"> • Visuals and graphic organizers to help scaffold content • Listening and speaking strategies • Use of Achieve3000 to support current reading levels and assist in improving reading levels. • Spanish language text is available through Achieve 3000. • 1-to-1 computer devices • Collaborative groups, learning stations, and cooperative assignments • Data Drive Instruction (DDI) 	<p>Amount: \$411,751</p> <p>Source: LCFF Base: \$243,974 LCFF Sup./Conc.: \$112,756 Lottery Unr: \$55,021</p> <p>Budget Reference: 8011, 8012, 8310, 8550</p>	<p>LCFF Base: \$261,921 LCFF Sup./Conc.: \$120,253 Lottery Unr: \$58,680</p>
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Most services were provided to students via online platforms and later within the school’s hybrid model to reduce loss of learning. The school’s English Learner program was designed to provide targeted interventions based on assessment data (previous ELPAC/SBAC scores) and student engagement within class sessions. Teachers participated in professional development via ZOOM and Microsoft Team focusing on supports for EL students to increase language fluency and comprehension. Through DOK, differentiated instruction and guided practice strategies; teachers provided opportunities for speaking, listening, reading, and writing interventions. Teachers incorporated Sheltered Instruction Observation Protocol (SIOP) and SDAIE strategies through blended instruction with online and printed materials, utilizing interactive online features and student engagement strategies increasing student interest. Through the ELD courses, teachers maximized time on task by providing additional support to students in small group, differentiated instruction and targeted interventions to build skills and stamina with literacy. Teachers provided vocabulary support with targeted visuals and graphic organizers to focus learning on Common Core Standards and interventions to increase Lexile levels and reading comprehension.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to online learning, the school incorporated additional ELD/Intervention Foundational courses into the master schedule to meet the needs of the EL population. Students were given the opportunity to meet with teachers in a small learning environment to obtain personalized learning based on Lexile levels obtained from Achieve3000 pre-school closure. Students were provided with one on one, small group intervention and technology support various interactive learning platforms. In addition, students participated in multiple intensive instructional boot camps focused on the four domains of ELPAC (speaking, listening, writing and reading) for skill development. Due to pandemic restrictions with in-person instruction, staff incorporated Achieve3000 embedded strategies throughout multiple lesson activities focusing on inquiry via digital learning. In addition, CTE courses embedded strategies in project-based learning to maximize time on task and engagement. The district provided professional development to teachers in utilizing specific teaching and assessment strategies for meeting the needs of the school’s El Population. As a result of this training, teachers use assessment data within PLC’s to drive instruction with

scaffolding, questioning and student engagement for academic support and progress monitoring student achievement and goals. In addition, EL standards were tightly aligned with the Scope and Sequence across multiple contents and CTE pathway courses to increase student engagement, interest and academic support.

Site administration is responsible for ensuring implementation goals are met by analyzing student work products, classroom observation, informal assessment results, formal assessments, usage and performance reports, and ELPAC results. EL students in grades 9-12 who need extra support are enrolled in ELD/Intervention Foundational English class in addition to their core English class. Parent notification and training sessions were offered to increase technology support with navigation and academic support.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Teacher LCAP Survey: 96% Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.</p> <p>92% of teachers will agree or strongly agree that Woodson has adequate instructional supplies to support student learning.</p> <p>83% of teachers will agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.</p>	<ul style="list-style-type: none"> • 82% Long-Term teachers at Multimedia Agree or Strongly Agree that they have confidence in their skills and materials to implement the Common Core standards. • 91% of teachers at Multimedia Agree or Strongly agree that Woodson has adequate instructional supplies to support student learning. • 73% of teachers at Multimedia Agree or Strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students. • 100% Long-Term teachers at Main Campus Agree or Strongly Agree that they have confidence in their skills and materials to implement the Common Core standards. • 77% of teachers at Main Campus Agree or Strongly agree that Woodson has adequate instructional supplies to support student learning. • 92% of teachers at Main Campus Agree or Strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.
<p>Teacher PD Survey: 96% Teachers will report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication</p>	<ul style="list-style-type: none"> • 91% Teachers at Multimedia report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication. • 100% Teachers at Main Campus report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication.

Actions / Services

Planned Action 1/Service	Budgeted Expenditures	Actual Expenditures
<p>Provided comprehensive professional development agreement with Fresno County Office of Education.</p> <ol style="list-style-type: none"> a. SDE and FCSS provided the following services for the 2020-2021 school year: <ol style="list-style-type: none"> i. Professional Development Days ii. In-Class Coaching Days 2. Professional Development focused on Academic Rigor, Common Core Supplements and Social Emotional Learning (SEL) <ol style="list-style-type: none"> a. This includes: <ol style="list-style-type: none"> i. SDE Provided- Non-Negotiables, Look For's, Standards align, Mapping, Pacing, Differentiated Instruction, DOK 3-4 to enhance instruction to increase rigor and depth of knowledge levels and Academic Vocabulary. ii. Achieve3000 program, PD iii. Go Math program and PD iv. Intensive focus on CCSS and instructional strategies in bi-weekly PLC's. v. Blended (Hybrid and Distance) Learning vi. Social Emotional Learning PD vii. GATE training and coaching 3. Maintained qualified support personnel including instructional technology support staff. 4. Purchase and acquired additional technology software (staff and student devices) <ol style="list-style-type: none"> a. Desktop computers upgrades to facilitate use of instructional technology. (Mac/Dell/HP) b. Mac, Chromebooks, Tablets software updates and Hotspots c. Online licenses for textbooks, supplement materials and digital software 	<p>Amount: \$116,483</p> <p>Source: LCFF Base: \$100,401 Lottery (Restricted): \$16,082</p> <p>Budget Reference: 8011, 8311</p>	<p>Source: LCFF Base: \$108,146 Lottery (Restricted): \$16,082</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Professional Development focused on academic rigor, language, student engagement and the use of supplemental materials to support expected outcomes within Common Core Standards during the school closures. Students receive personalized instruction and are encouraged to excel by pursuing challenging educational activities. Teachers are trained to design appropriate learning and performance modifications for equivalent GATE students that enhance creativity, select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of equivalent GATE students and advanced learners. We have continued training on ELPAC, ELA and ELL plans for student success with speaking, writing, and reading including language development. The principal is responsible for ensuring implementation and goal indicators are met and new technology upgrades are being utilized to maximize student learning. Carter G. Woodson provides opportunities for students to advance and obtain additional credits through the online platform Edgenuity.

- FCSS coaching occurs via online (ZOOM and Microsoft Team) providing support in ELA, ELD, Science and Social Studies.
- Toolz for Teachers provide mentoring and coaching for teachers preparing presentations/materials for PLCs and Staff Meetings.
- CPM coaching were provided by online
- Qualified personnel- support staff and administration have been supporting teachers with their technology questions and needs. Support is available for teachers when needed.

- Desktop and tablets are available for students every day. All computers and tablets are connected to the internet as well as websites such as Google Chrome to allow students to save their work online.
- We will continue to use and monitor Edgenuity to ensure instructional alignment with rigor.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Upgrades in technology devices and software not limited to desktop computers, tablets, Chromebooks, and network accessibility such as Hotspots ensuring our students had access to the technological tools necessary to be 21st Century learners. Priority for distribution technology resources were to middle school, seniors, EL Learners, Foster and Homeless youth and special populations. The use of QR codes on homework assignments, Google Classroom and interactive platforms linked our Independent Study students to additional resources such as Khan Academy Videos, historical and instructional support documents. In addition to a host of other online tools and resources including digital libraries, CTE platforms and Math/ELA supplemental subscriptions. Teacher were provided professional development increasing knowledge and accessibilities online computer adaptive programs, such as ST Math, Edgenuity, Discovery Education and Achieve 3000, to supplement individualized English and Math instruction. Teachers incorporated flipped classroom methodology allowing students to immerse themselves in content using online media prior to teacher-prepared lessons to increase interest and student engagement. Teachers are continuing to use technology such as Google Docs and Google Classroom for PBL project design to support research and project-based learning and to enhance their accessibility to Advanced Placement and Foreign Language courses. The administration is responsible for ensuring that technology devices, software and platforms are available for unlimited access within computer labs and 1-1 student devices for research and coursework. During distance and hybrid instruction, students were provided transportation to the campus to receive in-person interventions by teachers and staff. Lunch is provided as while student are on campus.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
PAC Attendance 12%	Total parent council meeting attendance rate for PAC (average for both schools combined) was 15%, goal met.
DELAC/ELAC Meeting Attendance 12%	Total parent council meeting attendance rate for DELAC/ELAC (average for both schools combined) was 5%, goal met.
LCAP Parent Survey Completion - 30%	Media - 70 of 93 households (75%) Parent Survey Completion, Goal met Main Campus - 83 of 329 Households (25%). LCAP Parent Survey completion rate (average for both schools combined) was 36%, goal met

Actions / Services

Planned Action 1/Service	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> 1. Family Communication for outreach, PBIS and MTSS <ol style="list-style-type: none"> a. Support staff hours to make phone calls. b. Home-visit c. Social Emotional Learning (SEL) <ol style="list-style-type: none"> i. MTSS (Multi-Tiered System of Support) d. Newsletters (multiple languages) 2. School Messenger Subscription to increase parent/guardian communication <ol style="list-style-type: none"> a. School Messenger b. Auto dialer and email 3. Student/Parent Recognition for all students <ol style="list-style-type: none"> a. Student Incentive (School Attendance) b. Parent forums (Virtual) c. School Survey d. Monitor student progress e. Awards assemblies 4. Use of social media platforms such as the school's Facebook and Instagram 	<p>Amount: \$15,747</p> <p>Source: LCFF Base: \$15,747</p> <p>Budget Reference: 8011</p>	<p>LCFF Base \$17,272</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to school closure in March 2020, parent meetings moved to a virtual platform Zoom and/or Microsoft Team. This increased parental involvement can be contributed to the convenience and accessibility to technology devices by student and parents. In addition, parents in need of additional technology support were able to receive support in-person following in-person restriction visitation guidelines. Parent input is readily accepted and infused into board-level decision making in forms of surveys, personal calls, and emails. Along with the Board of Directors, governance and oversight is also provided by the School Site Council (SSC) and the District English Learner Advisory Council (DELAC) which consists of parents, teachers, students, community members, the Superintendent, and the Chief Executive Officer. The SSC makes decisions and recommendations on issues such as curriculum, instructional practices, campus culture, and other school-related issues. Carter G. Woodson's school culture is collaborative and inclusive. Staff members take pride in conducting themselves in a professional and respectful manner during interactions with students, parents, and the public. Administrators and other school leaders listen to and honor all voices in the school community, especially voices that have traditionally been underrepresented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

A contributed increase in parent involvement was due to the technology roll-out enabling students to gain technological support for the household. Teacher's weekly personal calls increased personal connections with families during these check-ins. Check-ins were conducted to verify the health and wellness and SEL of our students and parents enabling the school to provide intervention and services as the closure was extended. Families needing additional service such as food and clothing were assisted with referral services and donations from staff and community partners. During the weekly phone calls, we also remind parents of upcoming meetings, activities and events for students. Our School Messenger system and Parent Portal is also utilized to send verbal and electronic messages in English and Spanish. Electronic flyers were distributed via email and hardcopies by the US postal mail.

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Staff Survey –</p> <ul style="list-style-type: none"> • 100% will feel safe on campus • 91% will agree that the campus is clean 	<ul style="list-style-type: none"> • 100% of staff members at Multimedia report that they felt safe on campus. • 100% of staff members at Multimedia Agree or Strongly Agree the campus is clean. • 100% of staff members at Woodson Main Campus report that they feel safe on campus. • 85% of staff members at Woodson Main Campus Agree or Strongly Agree the campus is clean
<p>Student survey</p> <ul style="list-style-type: none"> • 94% of students will Agree’ or ‘Strongly Agree’ that Woodson is a safe place to attend school. • 95% of students will Agree or Strongly Agree that Woodson facilities are clean and well maintained. • 95% of students will Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs. 	<ul style="list-style-type: none"> • 82% of students Agree or Strongly Agree that Multimedia is a safe place to attend school. • 81% of students Agree or Strongly Agree that Multimedia facilities are clean and well maintained. • 92% of students Agree or Strongly Agree that Multimedia has adequate technology available on campus to meet academic needs. • 96% of students Agree or Strongly Agree that Woodson Main Campus is a safe place to attend school. • 95% of students Agree or Strongly Agree that Woodson Main Campus facilities are clean and well maintained. • 95% of students Agree or Strongly Agree that Woodson
<p>Parent Survey</p> <ul style="list-style-type: none"> • 95% of parents will believe that their children feel safe at Woodson. • 97% of parents will Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials. • 98% of parents will agree that the campus is clean • 99% of parents will Agree or Strongly Agree that Woodson facilities are in good repair. 	<ul style="list-style-type: none"> • 97% of parents Agree or Strongly Agree that their children feel safe at Woodson. • 94% of parents Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials. • 97% of parents Agree or Strongly Agree that the Multimedia campus is clean. • 98% of parents Agree or Strongly Agree that Multimedia facilities are in good repair. • 94% of parents Agree or Strongly Agree that their children feel safe at Woodson Main Campus. • 88% of parents Agree or Strongly Agree that Woodson Main Campus students have access to standards-aligned textbooks and materials. • 91% of parents Agree or Strongly Agree that the Woodson Main Campus is clean. • 98% of parents Agree or Strongly Agree that Woodson Main Campus facilities are in good repair.

Actions / Services

Planned Action 1/Service	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> 1. Maintain safe and high-quality facilities, materials, supplies and repairs. <ol style="list-style-type: none"> a. Mobile handwashing stations b. Disinfecting mist machines (foggers) c. Cleaning and sanitizing upgrades d. PPE (Staff and Student) 2. COVID -19 Procedures and Protocols for prevention and safety for students, staff and visitors <ol style="list-style-type: none"> a. Janitorial Compliance Requisition Forms b. PPE c. HVAC 3. Classrooms and labs accessibility for all students <ol style="list-style-type: none"> a. Technology Specialist ensures that computers are updated, and software licenses are renewed regularly. b. Updated software desktops and 1:1 devices; ZOOM c. CTE Pathway d. Online-Library subscription is available to students for research. e. Instructional Intervention/Supplement Materials 4. Health and Wellness for all students <ol style="list-style-type: none"> a. Summer Programs b. Afterschool Intervention program c. Physical Education and Enrichment d. SEL: Social Emotional Learning support e. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment to enhance health and wellness. <ol style="list-style-type: none"> a. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness for physical education and activity. b. Exercise materials were purchase and sent home for health and wellness during the stay-at-home order 	<p>Amount: \$674,898</p> <p>Source: LCFF Base: \$547,380 Facilities Grant: \$127,518</p> <p>Budget Reference: 8011, 8012, 8545</p>	<p>LCFF: \$492,160 Facilities Grant: \$173,250</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to school closure, administration inspected the buildings for cleanliness, damage, graffiti, lighting, and painting following current and updated procedures and policies. Additional maintenance staff keep our school in good condition according to state and local building codes and receive additional training in sanitizing and cleaning. Maintenance staff effectively identified areas that needed immediate attention to prepare for students returning to campus for in-person and hybrid instruction. Our school complies with city fire codes and is inspected yearly by district and fire safety officials. Our janitors use a janitorial compliance requisition form to ensure that our facilities are maintained throughout the day by incorporating additional cleaning and sanitizing rotations. All Carter G. Woodson building permits including fire permits are up to date. The principal conducts weekly walk throughs with the custodian by filling out the requisition compliance form addressing immediate repairs and upgrades. The custodian documents and inventory needed repairs and ensures sufficient supply of all cleaning supplies and materials. Any repairs or facilities needs are documented and reported from the Principal to Central Office.

Our athletics department along with the maintenance department work together to provide safe environments for fitness and sports for students. Students also have access on a daily basis to recreational equipment for health and wellness, social emotional needs and interventions. We will continue to look into providing more extra-curricular activities for students.

- Our campus is cleaned and each room is sanitized on a daily basis, as well as restrooms, high traffic areas, hallways, kitchen, cafeteria, walkways, and parking lots.

- Janitorial staff receive requisition forms on a weekly basis to ensure that our campus maintains sanitary and safety standards.
- Technology subscriptions are kept up to date. Students have access to our on-site and online library on a daily basis. Students are able to read books and take them home for further learning.

The school safety plan is updated and reviewed by the School Site Council and school staff annually. Students practice fire drills, lock-down drills, and earthquake drills annually. Carter G. Woodson provides and maintains a safe learning and working environments for all students and employees. Agape Inc. has developed procedures for responding to fires, disasters, and other emergencies. Our comprehensive school safety plan is updated yearly and used in case of emergencies. In addition, we provide staff training on the school site safety plan twice each year. Principals implement and execute safety drills each year. Metal detectors are installed to detect and deter weapons and other threats to student safety. Each employee has been fingerprinted in accordance with applicable laws and must supply a tuberculosis clearance on acceptance of employment. We maintain student immunization and health records for middle school and kindergarten students as required by law. Students must have parent permission to take medication at school.

Our school has a zero-tolerance policy for violent and dangerous behaviors. A copy of the policy is in the student handbook that is given to students and their families upon enrollment. We discuss the school code of conduct and other regulations during the first orientation. Teachers and administrators reinforce the school's code of conduct throughout the year.

Our school visitor policy requires that visitors on campus report directly to the office. Parents are advised of our campus visitor policy upon enrollment and again during back-to-school night. Campuses are monitored on an ongoing basis by our campus supervisors and support staff. Before checking in at the office, individuals must first submit their name and the license plate number to the security guard at the front gate. At Carter G. Woodson, we feel that the root of preventing issues of student safety is having relationships with our students. We aim to create a caring community of learners on our campuses so that students communicate their issues with staff before conflicts or safety risks occur.

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

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

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As we continue to expand library options to enable our students to access academic journals and databases. This has enabled our students to conduct college-level research using peer-reviewed journals and other career publications. Our staff has been trained on the use of our Library Internet Resource Network, an online library tool that gives our students and staff access to over 90, 000 full-text journal and newspaper articles, multi-media, and abstracts. Students have access to mini libraries in all classrooms, which is one of the six critical spaces for learning regarding physical classroom environments.

Year and month of the most recent RT report: January 2021

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

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Attendance Rate of students enrolled 90 days or more – 93%	Attendance Rate of students enrolled 90 days or more - 92%
Suspension Rate of students enrolled 90 days or more – 15%	Suspension rate of students enrolled 90 days or more – 3.3%
Expulsion Rate of students enrolled 90 days or more – 1%	Expulsion Rate of students enrolled 90 days or more - 0.4%

Actions / Services

Planned Action 1/Service	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> 1. Qualified dropout prevention and Attendance support staff to reduce loss of learning. <ol style="list-style-type: none"> a. Social Emotional Support PD b. Academic Support Monitoring PD c. Positive Culture and Environment PD 2. Parent Involvement and Resources for community outreach and support. <ol style="list-style-type: none"> a. Personal phone calls (truancy prevention) b. Home visits (chronic absenteeism) c. School messenger (Automatic phone calls and email) d. Mental Health contractors 3. Provide attendance incentives. <ol style="list-style-type: none"> a. Students with positive attendance were entered into raffles and highlighted at break and in monthly newsletters. b. Attendance Incentives Plan <ul style="list-style-type: none"> • Daily, weekly, monthly, individual student incentives raffles • Weekly school-wide incentives for meeting (90% or above attendance rate) c. MTSS/PBIS d. Transportation (bussing) provided to all students d. Increase student engagement e. Monitor chronic absenteeism 4. New methods were utilized to recruit students. <ol style="list-style-type: none"> a. Website and social media Facebook page is utilized to expand presence and connect with potential enrollees. The Facebook has 134 followers and 5-star reviews. 	Amount: \$234,973 Source: LCFF Base: \$234,973 Budget Reference: 8011	LCFF Base: \$248,048

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During school closure, all support staff, teachers and administration are responsible to follow the policies and procedures in the Board Adopted Student Support Manual and 5 step attendance policy in addition to the Attendance Monitoring Plan designed by the Superintendent. Interventions are in place to reduce chronic truant. Goal during the pandemic is ensure students achieve the 90% attendance goals. Daily automatic and personal communication, home visits follow distance restrictions are made to students who are absent and/or have not contacted the school. Community outreach is providing to families with unforeseen circumstance due to school closure and pandemic losses. Within the community outreach, Generational Counseling Incorporated receives a referral for students struggling with issues that may be preventing them from attending school and meeting their social emotional needs to increase daily attendance and support. Students' grades are also monitored by our counselors, teachers, and administration. High school students meet with our guidance counselor periodically regarding credits, interventions and needed support for dropout prevention. Additional transportation routes created for students to arrive and depart from school struggling with distance and hybrid learning.

Incentives for perfect attendance, student engagement and afterschool program participation incentives are available to students to increase student participation and attendance. Daily, weekly bi-weekly and monthly attendance raffles and recognition to promote good attendance and consistent student engagement and participation. School messenger sent weekly with updates for school initiatives and upcoming events in English and Spanish. Afterschool program promotes increase student achievement, participation and performance with weekly incentives and recognition.

During school closure, staff members promote and recognize student achievement through monthly newsletters and online recognition with Facebook and Instagram. Fliers are also distributed to the neighborhoods and community business to promote campus initiatives, support and interventions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall success of the actions/services to achieve the articulated goal relevant to annual measurable goals for the 2020-2021 school year. Additional staff were employed to meet the needs of truant students and to implement new Student Support Counselor Manual and Initiatives. Additional staffing afforded with supplemental/ concentration funds for additional Student Support Counselors and supervising admin. Students needing additional support receive 1:1 support with teachers during afternoon session. Teachers increased communication with families to provide additional social emotional support due to school closure and the pandemic. In addition, counselors and contracted mental health professional provide a family approach with dealing with issues and concerns daily academics supports. School messenger and weekly communication with students, family and community partners increase student participation and engagement with classroom instruction.

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
% of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway – 90%	% of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway – 83%
# of AP courses offered - 1	AP Courses are available through Edgenuity
# of college prep (A-G) approved courses offered - 9	# of college prep (A-G) approved courses offered 12 Carter G. Woodson has met all the A-G requirement approvals except in foreign language. Students seeking the university public system are provided courses through an outside accredited vendor to complete the foreign language requirement and meet the full A-G requirements We offer Edgenuity in Spanish for our middle school students.

Actions / Services

Planned Action 1/Service	Budgeted Expenditures	Actual Expenditures
1. Dual Enrollment Programs <ol style="list-style-type: none"> ACBS (CTE Pathway) Fresno City College Edgenuity Ongoing opportunities with new school partnerships are in the planning phase and moving to implementation. 	Amount: \$258,759 Source: LCFF Base: \$186,759 CSI: \$72,000 Budget Reference: 8011, 8590	LCFF Base: \$191,935 CSI: \$72,000

Actions / Services

Planned Action 2/Service	Budgeted Expenditures	Actual Expenditures
1. Recruitment (Partnerships) Career pathway coordinators to increase post-secondary participation. <ol style="list-style-type: none"> Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school. College nights Career Fairs 2. Career Pathways (Internships, Job Shadowing) <ol style="list-style-type: none"> Upgraded technology software. Student surveys and focus groups. Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing. 	Amount: \$90,657 Source: LCFF Base: \$90,657 Budget Reference: 8011	LCFF \$88,683

Actions / Services

Planned Action 3/Service	Budgeted Expenditures	Actual Expenditures
1. Professional Development PBL for teachers and staff for College and Career Readiness <ol style="list-style-type: none"> a. Tulare Office of Education has provided Professional Development for Project Base Learning and Career Pathways. b. PBL Professional Development within PLC c. Academic Intervention support d. Work base Learning Instruction e. GATE, pedagogy, and student achievement 	Amount: \$99,015 Source: LCFF \$99,015 Budget Reference: 8011	LCFF \$103,678

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the fall semester of the 2019-2020 academic school year, students were given opportunities to meet with CTE pathway professions to increase interest in post-secondary college and career initiatives. Due to the school closure, student participated in virtual career and college fairs within the pathways of Multimedia, Business Administration, Business Accounting, Cosmetology, Entrepreneurship and Patient Care (Medical). Student were able to connect with representatives from Agape College of Business & Science and Fresno City College programs to give students the opportunity and motivation to pursue an A.S. Degree while concurrently working toward a high-school diploma.

Students in CTE courses are exposed to current industry standards by using the latest technologies to research industry sector skills. Courses are aligned to industry skills required to obtain certificate level promotion and/or post-secondary degree. In addition, students were assessed to ensure skill level competencies are met. Students researched the latest labor market trends and standards using Google, LIRN online library and other sources, e.g., business journals in their career pathways such as updates to industry sector information.

During the school closure, work-based learning opportunities were provided to students to increase common core and career learning while participating in real life applications of skills learned. Students were introduced to career pathway instruction and hands-on workplace learning. Experiences included, but are not limited to, apprenticeships, career fairs, field studies, guest speakers, job shadowing, and paid and unpaid internships.

Students learned to recognize opportunities for success all around them, and graduate with the necessary presentation, leadership, and problem-solving skills for continuing their education and contributing to the economy by either running their own businesses or joining the workforce. School Counselors met with parents, students, and administration to set targeted ILP goals in the areas of Academic, Career and Post-Secondary.

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

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall successes of the actions/services to achieve the articulated goal relevant to annual measurable goals are as follows: The school sponsored a total of 13 Career Pathway and job readiness activities before the school closure. The 2nd Annual Youth Job Fair on March 30, 2021 was canceled and postponed until March 30, 2022; this is a co-sponsored event to expose students to representative with the Employment Development Department. The School Counselors worked with students during the closure updating ILPs to be aligned to new interventions with the distance and hybrid learning model. Students completed 8th grade promotion and retention meetings midyear (in-person) and their final via Zoom. Representatives from ACBS met with students individually and in small groups via Zoom and Microsoft Teams to promote additional opportunities to enhance student knowledge of post-secondary endeavors.

CTE Results for the 2019-20 school year are listed below.

Career Technical Education (CTE) Participation (School Year 2019–2020)

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

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

UC/CSU Course Measure
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission

Goal 8

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
% of credit eligible students with learning disabilities who make satisfactory progress towards graduation – 100% (100% of seniors who received SPED services graduated during the 2019-20 school year.)	Multimedia school does not have any students who fit this criteria Main Campus 100%
% of credit eligible homeless youth who make satisfactory progress towards graduation – 100%	The MultiMedia school does not have any students who fit criteria. Main Campus is at 100%
% of credit eligible foster youth who make satisfactory progress towards graduation – 100%	100%, Goal met at MultiMedia

Actions / Services

Planned Action 1/Service	Budgeted Expenditures	Actual Expenditures
1.Maintain partnership with sponsoring school district per Special Education Arrangement. <ul style="list-style-type: none"> a. Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law. 2.Provide tutoring and support services outside of instructional time. <ul style="list-style-type: none"> a. Tutoring and support services are available after school. b. MTSS/PBIS c. Support and Supplement material for Common Core and EL standards d. Instructional support for all teachers and staff 3.Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained. <ul style="list-style-type: none"> a. Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law. 4.Core classroom instruction will support the needs of students with disabilities. <ul style="list-style-type: none"> a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities. b. Ed. Coordinators providing support and coaching. c. Monitor student performance and achievement 	Amount: \$396,640 Source: LCFF (Prop. Taxes): \$396,640 Budget Reference: 8096	LCFF (Prop. Taxes): \$383,026

Actions / Services

Planned Action 2/Service	Budgeted Expenditures	Actual Expenditures
1.Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws. <ul style="list-style-type: none"> a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance. 2.Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students. 3.Develop additional referral resources. <ul style="list-style-type: none"> a. Produce resources in multiple languages. b. Information will be mailed regularly as well as placed in multiple locations throughout the campus. 	Amount: \$4,000 Source: LCFF Sup./Conc \$4,000 Budget Reference: 8011	LCFF Base \$3,947

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Although school closures occurred March 2020, Carter G. Woodson collaborated with Fresno Unified staff ensuring support was provided for students with special learning needs. Teachers ensured that all students with special learning needs were provided additional support with online assignments, interactive learning platforms and interventions such as providing 1 on 1 individualized tutorial sessions before or after classes. In addition, the afterschool program provided targeted tutorials and enrichments to support academic and social emotional needs. Administration ensured all IEPs were available and provided additional support to teachers and staff with intervention and action plans. Community outreach measures provided students and families with additional services (health and wellness) ensuring students stayed on target and engaged during distance and hybrid learning. Teachers participated in weekly coaching sessions for lesson accommodations, modifications and learning flexibility. Teachers conducted weekly monitoring sessions with students and communicated with parents regarding student's performance and achievement. Referrals were sent into the BeyondSST tracking system for students needing to identify for special learning needs for targeted interventions, progress monitoring and next steps. All general education teachers received training and support to effectively provide resources to students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

As a result, all IEPs and 504s have been held according to their annual review dates. Each student's IEP achievement goals were monitored, lessons were modified, and student engagement increased. Student that needed technology support were provided with Hotspots for continuous access to Wi-Fi to ensure consistent support with distance and hybrid learning and access to all online platforms. The increased communication with parents enabled additional support being offered for community outreach and mental health services.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Carter G. Woodson Public Charter School	Dr. Linda Scott, CEO	lscott@agapeschools.org 559-229-3529

Plan Summary [2021]

General Information

A description of the LEA, its schools, and its students.

School Mission:

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

School Vision:

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

Carter G. Woodson Public Charter Schools opened its doors in August of 2001 and has grown to over 400 students with two campus locations. The first campus has been serving students in our community for 20 years and is located at 3333 N. Bond Fresno, Ca 93726. The second Campus open in 2016 and is located at 4880 N. First Street, both schools are in the City of Fresno Region 4. Each school serves a unique urban student population in grades 7th -12th. Carter G. Woodson Public Charter School has been an asset to the community for eighteen years. Our expanding diverse and population includes students who meet one or more “high needs” indicators. These indicators include students who are habitually truant, have dropped out of school, are pregnant or parenting, retained in one grade level and suspended or expelled within the school’s eligible criteria for enrollment.

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

0.48% are expelled from other school districts

2.91% have been suspended more than 10 days in a school year

2.18% are wards of the court

0.24% are recovered dropouts (meaning they were previously out of school 90 days or more)

70.94% are habitually truant

0.97% have been retained more than once since Kindergarten

8.72% are Pregnant & Parenting

97% of our students qualify for Free and Reduced Meals and are living below poverty levels. The existing demographics of Carter G. Woodson are displayed below:

Carter G. Woodson Public Charter School		
SCHOOL INFORMATION	General Information	
Grades Served/Program Description	7 th -12th	
1 st Year of Operation (DATE)	8-17-2001	
Current Enrollment	328	
Free and Reduced Lunch	305	93%
Special Education	29	9%
English language learners	15	5%
American Indian	1	0.3%
African American	40	12%
Asian	10	3%
Hispanic	254	77%
Caucasian	23	7%
Other		

Carter G. Woodson Public Charter School Multimedia Campus		
SCHOOL INFORMATION	General Information	
Grades Served/Program Description	7 th -12th	
1 st Year of Operation (DATE)	8-17-2001	
Current Enrollment	93	
Free and Reduced Lunch	82	88%
Special Education	12	13%
English language learners	5	1.7%
American Indian	0	0%
African American	20	21.5%
Asian	0	0%
Hispanic	61	65.6%
Caucasian	12	13%
Other		

Carter G. Woodson Public Charter School		
SCHOOL INFORMATION	General Information	
Grades Served/Program Description	7 th -12 th	
1 st Year of Operation (DATE)	8-17-2001	
Current Enrollment	421	
Free and Reduced Lunch	393	93%
Special Education	37	9%
English language learners	20	5%
American Indian	0	0.0%
African American	58	14%
Asian	10	2%
Hispanic	315	75%
Caucasian	33	8%
Other	4	0.9%

Reflections: Successes

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

GREATEST PROGRESS

- On the SBAC ELA 2018-2019 assessment in regards to students exceeding standards from last year, there was a 12% increase at grade seven, a 3.5% increase at grade eight students meeting or exceeding standards, and a 7.3% increase in grade 11 for students meeting or exceeding standards. 19-20 SBAC Suspended by the state due to COVID 19.
- On the SBAC Math 2018-2019 assessment in regards to students exceeding standards from last year, there was a .04% increase at grade seven, a 6.5% increase at grade eight for students meeting or exceeding standards, and a 2% increase in grade 11 for students meeting standards. 19-20 SBAC Suspended by the state due to COVID 19.
- Overall, Carter G. Woodson made progress towards mastery of English language proficiency. 47% of EL learners performed at a level 3 or 4 on the 19-20 ELPAC administration.
- The percentage of chronically absent students declined by 9.08%.
- Woodson’s suspension rate decreased by 11.3% this is due to the restructuring of the schools Core Values, Positive Behavioral Interventions Strategies, and the new Support Tier Interventions Program.
- The school received a six-year WASC Accredited.
- Our school received Board Charter Renewal approval from Fresno Unified School District until June 30, 2026.
- The school has fully implemented 3-5 pathways per site and students have accomplished meeting the Career Pathway and CTE requirements prior to graduation.
- Students are provided opportunity to complete a dual enrollment college credit program and earn a college degree or certificate while earning their high school diploma.
- The school has developed over fifty intern partnerships to expand job shadowing and internship opportunities.

- Parent surveys express over 90% satisfaction with facilities, curriculum, and safety.
 - The school has small classroom sizes this helps students to collaborate and learn through differentiated instruction.
 - We have increased the number of highly qualified teachers compared to the prior year.
 - The school has implemented standards-based curriculum and has incorporated blended learning.
-
- Students have opportunities to apply content/skills learned in career track classes
 - Woodson has well established business partnerships.
 - Multi-Tiered System of Supports that provides personalized services in academic, college and career, and social and emotional domains.
 - Personal phone calls and home visits.
 - LCAP goals is the focus of the Woodson education system. Equity and access is a critical element. Incentives are provided for student to attend school
 - Strong PLC's focused on analysis of student progress
 - Professional Development plan
 - A range of RTI and a variety of academic interventions
 - Clear school wide approach to curriculum, planning, documenting, and archiving data
 - Student support and advising
 - Small class sizes
 - Staff is cohesive and collaborative.
 - Support for teachers by observations and checks
 - Diverse teaching staff
 - Credit eligible graduation rate for seniors has reached 100% for the past two years. This means all students that were seniors starting the fall semester graduated in June 2021.
 - Woodson has adopted the online curriculum Edgenuity to fulfill the foreign language requirement for high school students so that the A-G requirement can be met

Reflections: Identified Need

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

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

The anticipated goal of 28% was not met as determined by the 2018-19 ELA SBAC administration for students meeting or exceeding standards. Grade 7 was 27%, grade 8 was 25%, grade 11 was 22%. 19-20 SBAC Suspended by the state due COVID 19.

For grade 11 math the anticipated goal of 8% was not met as determined by the 2018-19 SBAC administration for students meeting or exceeding standards. Students who met or exceeded standards was 2%. 19-20 SBAC Suspended by the state due COVID 19.

Overall Carter G. Woodson met their enrollment goals. We are still working toward our enrollment targets specifically at our Woodson Multimedia campus. The Carter G. Woodson Campus has a need to increase student attendance throughout the year.

Carter G. Woodson overall ELPAC scores remained the same. Our schools will concentrate efforts to increase our scores for the 2020-2021 school year through professional development and increasing reading fluency and writing in all core classes.

Carter G. Woodson is progressing towards increasing graduation rates with CSI fund. Carter G. Woodson will work towards increasing graduation rates above the state minimum required through coordinated planned efforts and evaluation of data.

LCAP Highlights

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

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

- Carter G. Woodson will increase student proficiency in English Language Arts and Math.
- Long-Term English Language Learners will progress towards English Language Proficiency each year.
- Our school will ensure our teachers are equipped with training, materials, support, and technology to implement the California Common Core.
- Our school goal will increase parent participation in Parent Advisory Council, ELAC, and Feedback Collection Initiatives.
- Our school will maintain safe and clean facilities that promote learning with instructional support such as computer labs, online libraries, on-site libraries, sports, summer enrichment, and after-school programs.
- Our school will maintain a minimum of 90% attendance rate for DASS students.
- All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options.
- Students in our special needs populations will make satisfactory progress towards H.S. graduation requirements.

Comprehensive Support and Improvement

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

Schools Identified

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

Carter G. Woodson Charter School strives to be a district of academic excellence through supportive and responsive leadership, system wide approach, and a culture to ensure that all students are college and career ready. The LEA supports the school site staff in the identifying and selecting intervention by aligning data outcomes from the needs assessment to the (School Plan for Student Achievement) SPSA. The SPSA is used to address the requirements for the CSI Plan. To address areas of improvements, the LEA supports the school site in conducting local needs assessment ensuring the CSI school plan is included. From the needs assessment, the LEA works with contracted consultants and site leaders to create a professional development plan identifying area of growth. The LEA and site leaders finalize the professional development plan and work with teachers during PLC time and district in-service days, ensuring professional growth workshops, webinars and activities are aligned to the SPSA and site student achievement goals. The site leaders and lead teachers examine the needs assessment determine trends and patterns, modify district pacing guides, benchmarks and identify priority standards. Utilizing the pacing guides, the teachers use a district adopted lesson plan format that includes standard learning objectives, essential questions, exit tickets, and scaffolding priority standards. The site leadership team work together with the counselors and teachers to determine individual student learning goals, progress monitoring indicators, feedback sequences, and cycles of improvement. Site leadership counselors and teachers align key performance indicators from the needs assessment modifying baseline, interim, and district benchmark assessments to ensure alignment with current year growth targets. The site leadership team creates assessment delivered through Illuminate to which staff analyze raw scores of each student's abilities and progress towards the state standards. The California Dashboard is the guiding tool for intervention, the LEA works with the site leaders to analyze performance data in ELA, Math, graduation rates, suspensions, other state and local indicators. This information is then used to target and modify instructional strategies, instructional growth targets and student learning goals. The data gathered informs the school site plan when creating indicators for meeting goals. This also addresses the trends discovered in the needs assessment when monitoring the CSI plan. The school site plan is used as a guide to review student performance, learning outcomes, and is updated yearly to reflect the progress toward goals with the measurable outcomes. Teachers continue to use Illuminate as our student assessment data management system. Illuminate gives teachers the ability to create standards-aligned assessments and use the results as a comparison to student performance on benchmark, Standardized Testing, and ELPAC performance data. Site leaders and teachers use illuminate for the use of online testing and collaborate in the development of multiple question types in preparations for post-secondary education. Teachers conduct a school-wide writing assessment twice per year using the grade-level writing standards rubric of the Common Core Standards. The data is collected and compared for growth measuring, professional development needs and modification of individual learning plans. Stakeholders work with the leadership team through the school's School Site Council. The School Site Council receives a progress report semi-annually and is provided with tools for analyzing data, formulating indicators and next steps. The LEA and site leadership team works with stakeholders identifying interventions and barriers to overcome. As a team, indicators such as (1) Providing resources preventing our students from graduating on time or by their original graduation date (2) Providing resources minimizing chronic absenteeism for students missing school due to loss of interest, bullying or behavior, and/ or had to drop out of school to work to survive. (3) Analyzing data that contributed to decreased graduation rates due to a high number of student suspensions which impacted some seniors from completing graduation on time; are determined as indicators for overcoming barriers. The LEA, stakeholder, site leaders and with additional support from contracted consultants work in collaboration to identify appropriate evidenced-based interventions, actions, and how to use funds to best serve the identified needs and inequalities. This process of identifying resources for inequalities are guided by the needs assessment, student data and teacher PLC input through surveys and committee meetings. The district leadership team provides final input in the determination of which evidenced- based intervention to use based on research, consultation with other districts, and California's list of approved research-based curriculum. In addition, the consultants provided coaching and support to leaders and teachers that allows for insight into best practices and researched-based intervention. The consultants provide tools, research articles, curriculum, and teaching practices. The community receives assessment information through public board meetings

and the local newspaper. Finally, the charter is seeking a reduced credit threshold for students 18 or older not on track to graduate to assist students toward the goal of graduating from our school.

Actions	Description of Services	Person & Provider Responsible	Timeline Funding CSI
Credit Recovery	Use software programs that assist students in gaining credits year-round outside of the regular school day.	Curriculum Coordinator, Edgenuity Counselors	Ongoing Implementation
Career Readiness, Work Experience	Assist students by providing workshops that prevent students from dropping out of school by providing resources and alternatives. Assist students with Job training through paid internships, career readiness, soft skills, and work experience. Identify the needs of students and develop resources for seniors and mentoring services	Agape College of Business and Science Mentoring provider	March 2020
Tutoring	Ensure students that are not passing classes are identified and invited to participate in afterschool programs, tutoring, and mentoring. Use ILP and other documents to track progress.	Counselors, Principals, After School Coordinator Consults (Nonprofits or Tutoring and mentoring agencies)	April 2020 On-going
Teacher Engagement	Focus on student engagement in the classroom and assist teachers in creating a personalized environment that engages seniors through projects, differentiated Instruction, EL strategies and collaborative learning opportunities.	FCSS Professional Development Toolz 4 Teachers and Insight	March 2020 Ongoing
Truancy and Suspensions	Decrease suspension rates and truancy through professional development, Tier Interventions, and Student Support Individualized Plans	FCSS PD SSC Monitoring and Evaluation	Ongoing
Evaluation	Monitor and Evaluate Plan and actions to increase positive outcomes and report CSI Improvement for increased graduation rates	FCSS Schools SPSA Measurable Outcomes	Ongoing

Support for Identified Schools

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

The LEA, site leaders and lead teachers support teachers with implementation for addressing inequalities with standards-based instruction strategies, providing professional development, aligning learning objectives, pacing, mapping based on the Common Core Standards. The LEA works with site leaders designing a plan for targeted tier interventions within student cohorts to better address the academic and social-emotional needs of students. Carter G. Woodson is progressing towards increasing graduation rates with CSI funds by working intensely with the CSI counselor creating individual learning plans. The individualized learning and career plans are utilized for every student to ensure they remain on track for graduation. The combination of personalized learning,

family-like environment, tier intervention, career pathways and truancy prevention, all contributes to fostering student leaders in our community. In addition, students and parents are provided with holistic services for entire family along with grant funded resources to develop career opportunities leading to partnerships with non-profits, business, and post-secondary education providers. The LEA provides guidance and professional development to staff on conducting meetings with various stakeholders including Fresno County Superintendent of Schools board adopted technical assistance providers, Agape College of Business Science, Tools for Teachers, and Insight, as initial providers for professional development, evaluations, and student workshops. The LEA provides the site leadership team with professional development evaluating and conducting student workshops such as college fairs, financial aid, college registration seminars. With coordinated planned efforts and evaluation of data, the LEA works with site leaders and community partners providing opportunities that lead to post-secondary education, civilian leadership, and self-independence ensuring students become productive citizens. In order to support the school site, the needs assessment, graduation rate, grade distribution and suspension rate data is analyzed to determine disproportionality. Through the analysis of data, the site and district leaders plan next steps at the campus level, subgroup population, and all the way down to individual students. The findings are incorporated into our ongoing progress monitoring of inequities including the mobility rate and credit threshold. We have also addressed inequities through resources and evidence-based practices by surveying students currently at senior status, along with an analysis of data including (needs assessment, graduation rates, grades distribution, suspension rates).

Carter G. Woodson Credit Eligible Graduation Rate

Year	Credit Eligible	Graduates	Drops	Credit Eligible Graduation Rate
2014-2015	90	82	8	91.10%
2015-2016	63	60	3	95.20%
2016-2017	82	81	1	98.80%
2017-2018	66	65	1	98.50%
2018-2019	87	87	0	100%
2019-2020	69	69	0	100%

Monitoring and Evaluating Effectiveness

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

Our LCAP is measured by monitoring each students' ability to demonstrate proficiency on measurable performance standards through methods such as exit slips, unit tests, formative assessments, and tasks explicitly aligned to the Common Core State Standards. Learning is also measured and monitored by the student's ability to practically apply their knowledge in relevant ways. This is especially evident in our PBL/CTE classes where student learning is demonstrated through the students' ability to produce and present work products based on the real-life problems and/or career connections and evaluated using standards-based rubrics. Progress monitoring indicators are reported bi-monthly during leadership meetings by supporting staff and contracted providers. The evaluation of indicators and effectiveness will be guided by the measurable performance outcomes established within the SPSA which includes the CSI plan. District and site leaders use the PLC to improve processes, review and evaluate levels of effectiveness based on data and looking at student growth in a school year. Site leaders and consultants also conduct, monitor, evaluate next steps during PLCs. Based on data, site leaders work along with counselors ensuring intervention and social emotional supports are aligned to the student data. Site leaders provide coaching to teachers to ensure implantation of intervention and social emotional support are present and monitored within the classroom. Consultants continue to provide professional development targets and support in the identified areas of need, as the site leaders compare current data to Dashboard indicators.

The measurable performance outcomes include increasing the number of students graduating on time, decreasing our school's suspension rate, reducing truancy, and increasing student engagement in Math and English. Research based practices will consist of resources used as references from the Center of Equity and Excellence in Education and Multi-Tier Intervention Models focused on student improvement. Data will be used from SBAC, benchmarks, Individualized Learning Plans, surveys, DASS and other identified factors to measure improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Carter G. Woodson leadership staff has made a concerted effort to ensure engagement of all stakeholders in the development of a comprehensive Local Control Accountability Plan. Stakeholder meetings included: The non-profit governing board, School Site Council, Principals, Teachers, Administrators, Parents, Pupils, and all staff.

Carter G. Woodson is operated by Agape, a local 501c3 non-profit corporation. Oversight of Agape is operated and monitored by the organizations CEO and policy development by the Governing Board for Fiscal and Liability matters. School Site Council provides oversight of charter school Curriculum, Instruction, Single Plan for Student Achievement and campus safety matters.

Public Hearings were held on May 12, 2021, and final approval on June 1st 2021, ELAC/Parent Councils and School Council, and May 24, 2021 and final approval on June 11th, 2021, Agape Board of Directors. Notifications were provided to all stakeholders in accordance with the law. In separate meetings, the Agape Board of Directors and School Site Council met to receive and discuss survey data collected from parents and students. The Boards also reviewed student academic performance data. Parents and students attended multiple ELAC and Parent Council Meetings to provide input during the action items established on the agenda. Parent comments from the public hearings were incorporated into this LCAP plan. The School Site Council met on November 4, 2020, December 15, 2020, February 15, 2021, and April 15, 2021, to discuss their responsibility in the ongoing monitoring of the LCAP. The Council reviewed survey data from parents and contributed their own input to the continuation of program improvement.

A summary of the feedback provided by specific stakeholder groups.

Carter G. Woodson leadership staff hosted Parent & Student LCAP information and data gathering meetings at Parent Advisory Council and DELAC meetings on November 4, 2020, December 15, 2020, February 15, 2020, April 15, 2021, May 13, 2021. Staff presented updates on Agape programs and initiatives and specifically discussed the progress of initiatives established by the LCAP.

Along with the newsletters, informational parent letters, school messenger notices and informational meetings, all Woodson students were given the opportunity to complete the annual comprehensive survey to give feedback on multiple aspects of operations at Woodson. Survey items included questions about EL Learners, College & Career Readiness, Instructional Strategies, Campus culture, Student Safety, Instructional Materials, Teacher Support, Rigorous and Relevant instruction, Homeless and Foster Youth Policy, Parent Compact, and staff.

The staff at Carter G. Woodson participated in PLC's on October 28, 2020, November 9, 2020, December 6, 2020, January 27, 2019, and February 17, 2021 to discuss the Local Control Accountability Plan and how it transitions into the priority areas of their site plans. The meetings were facilitated by staff members site plans with the listed priority areas. The meetings involved discussing current progress and proposals for program improvement. The staff completed comprehensive leadership surveys on February 11, 2021, to assess site leadership towards program improvement.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

School Meetings and/or Public Hearings:

Carter G. Woodson Staff PLC	Carter G. Woodson Student, Parent, and Staff	Parent Advisory Council/DELAC	School Site Council	Agape Board of Directors LCAP Meeting
<p>August 13, 2020 August 26, 2020 September 10, 2020 September 24, 2020 October 15, 2010 October 28, 2020 November 12, 2020 November 9, 2020 December 6, 2020 January 13, 2021 January 27, 2021, LCAP February 11, 2021 Staff Survey – February 12, 2021 March 3, 2021 March 17, 2021 April 8, 2021 April 22, 2021 May 5, 2021 May 19, 2021</p>	<p>LCAP Survey and Reporting of Survey – LCAP feedback February 5, 2021- February 11, 2021</p>	<p>LCAP Meetings held on September 9, 2020 (Separate Parent Advisory) October 9, 2020 (Separate Parent Advisory) November 4, 2020 December 15, 2020 January 21, 2021 (Separate Parent Advisory) February 25, 2021 April 15, 2021 Public Hearing to be held on May 12, 2019. Public Hearing for Final Approval on June 1, 2021</p>	<p>LCAP Meetings held on November 4, 2020 December 15, 2020 February 25, 2021 April 15, 2021 Public Hearing to be held on May 12, 2019. Public Hearing for Final Approval on June 1, 2021</p>	<p>Board Meeting October 26, 2020 December 14, 2020 Board Goals Set. Aligned to LCAP. Board meeting December 7, 2020 February 22, 2021 LCAP Public Hearing/Comments May 24, 2021 LCAP Final Adoption June 11, 2021</p>

Goals and Actions

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

An explanation of why the LEA has developed this goal.

With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at Carter G. Woodson Charter Schools have made gains towards mastering common core Math standards, however the goal and identified need is to increase the number of students meeting and exceeding standards.

The following tables shows a three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress for Math and English Language Arts. Students meeting standards in Math have grown over the past three years, however there is an identified need to increase the number of students who are meeting or exceeding standards. In 2016 the number of students not meeting standards were 90%, whereas during the 2017-2018 school year, the students not meeting standards decreased to 4.3%.

The percentage of students meeting, and exceeding standards have grown over the past three years in ELA. During the 2016 - 2017 school year, the percentage of students meeting standards in English Language Arts were 10.78%, and 4.9% for exceeding standards. By the 2018-2019 school year, the percentage of students meeting standards grew to 17%, and the percentage of students exceeding standards grew to 7.66%.

This trend towards academic growth is also reflective with the decrease in the percentage of students not meeting standards. In 2016-2017, the number of students not meeting standards were 56.86%, whereas during the 2018-2019 school year, the students not meeting standards decreased to 47.33%. With the decrease in the population of students not meeting standards, and the increase of students meeting and exceeding standards, students at Carter G. Woodson have made significant gains towards mastering Common Core State Standards in English language arts. Information provided by the California Dashboard indicated significant increases in English language academic performance of 12.5 points.

CAASPP Math Data: 2016-2017 to 2020-2021

School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2016-2017	90%	8%	2%	0%
2017-2018	85.71%	9.25%	3.17%	1.59%
2018-2019	80%	13.3%	5.3%	1.33%
2019-2020	19-20 SBAC Suspended by the state due COVID 19			
Cumulative Average	85.05% (Average Decrease of - 5%)	10.18% (Average Decrease of 2.65%)	3.49% (Average Growth of 1.615%)	.97% (Average Growth of 0.13%)

CAASPP ELA Data: 2016-2017 to 2019-2020

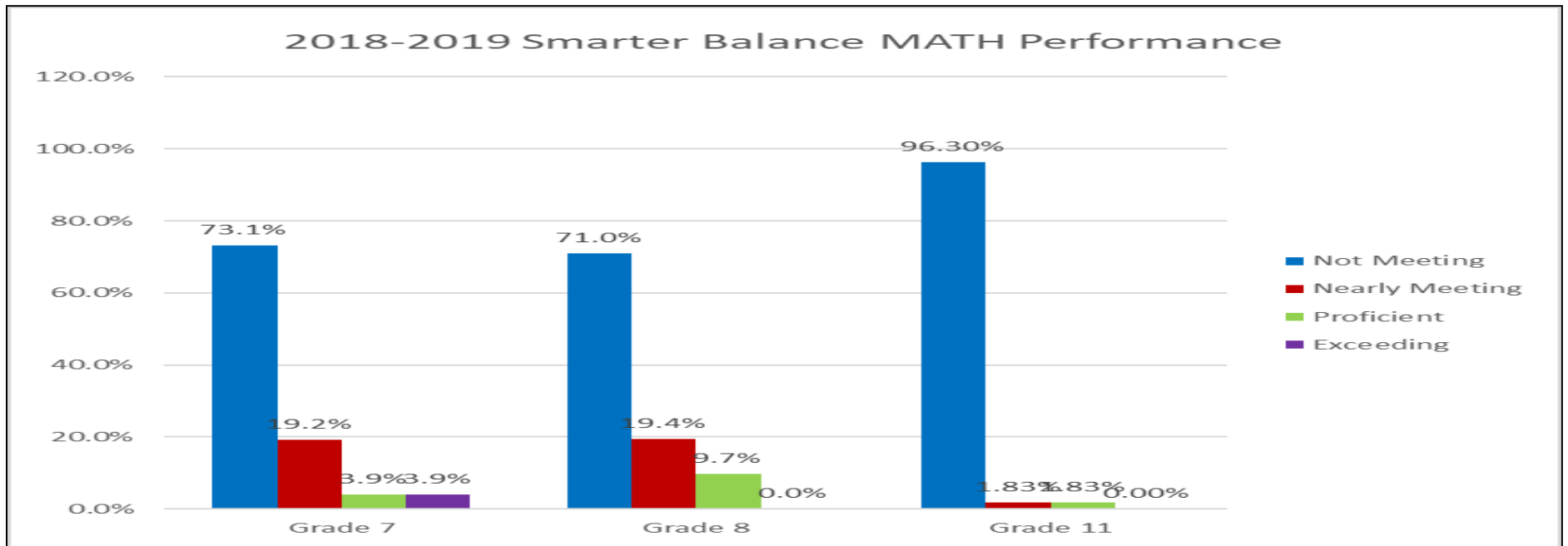
School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2016-2017	56.86%	27.45%	10.78%	4.9%
2017-2018	51.18%	31.5%	16.54%	0.79%
2018-2019	47.33%	28%	17%	7.66%
2019-2020	19-20 Not Applicable Standardized Testing Suspended by the state due to the pandemic			

Cumulative Average	51.79% (Average Decrease of 4.76 % average)	28.98% (Average Growth of 0.275%)	14.77% (Average Growth of 2.61%)	4.45% (Average Growth of 1.38%)
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Data analysis about student learning and academic performance

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

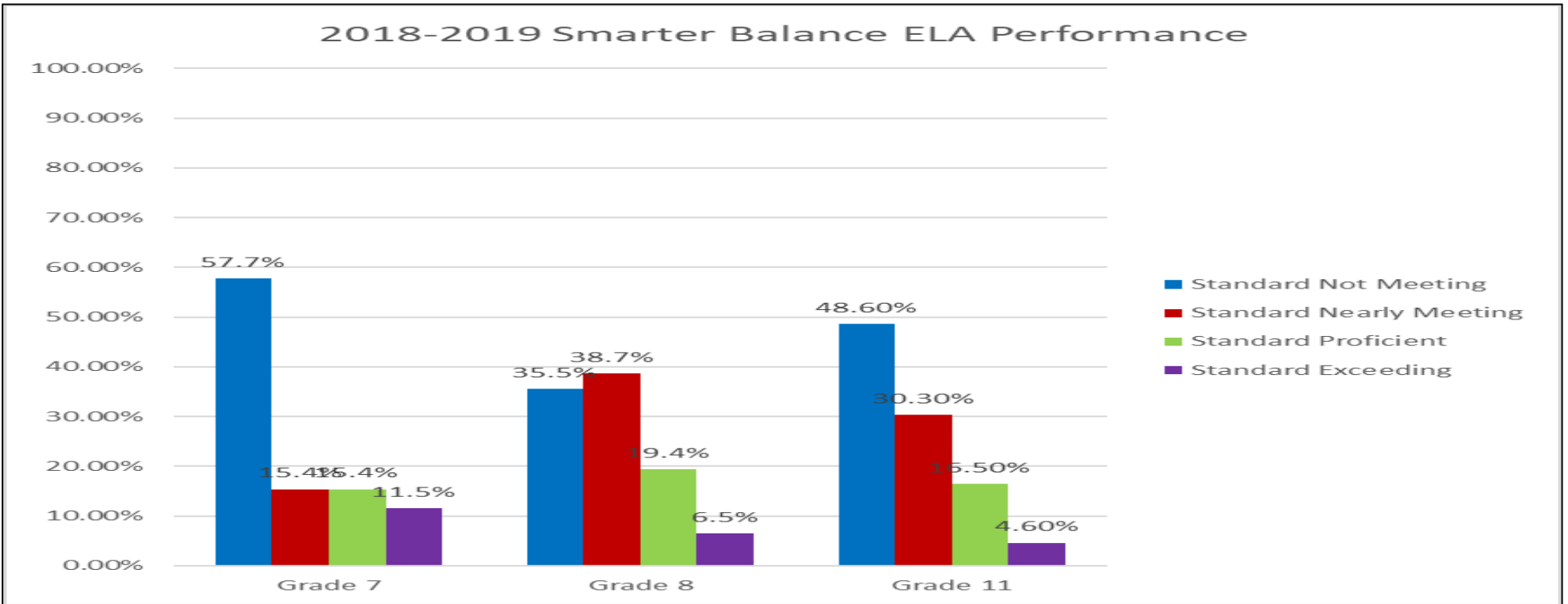
SBAC MATH 2018-19				
MATH 2018-19	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	73.1%	19.2%	3.9%	3.9%
Eighth	71.0%	19.4%	9.7%	0.0%
Eleventh	96.30%	1.83%	1.83%	0.00%



Data analysis about student learning and academic performance

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

SBAC ELA 2018 - 2019				
ELA 2018 - 2019	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	57.7%	15.4%	15.4%	11.5%
Eighth	35.5%	38.7%	19.4%	6.5%
Eleventh	48.60%	30.30%	16.50%	4.60%



Measuring and Reporting Results

Metric	Baseline	2020 - 2021	2021 - 2022	2022 - 2023	Desired Outcome for 2023–24
ELA District Benchmark	10% meet/exceed standards	2021-2022	2021-2022	2021-2022	23% meet/exceed standards
Math District Benchmark	1% increased	2021-2022	2021-2022	2021-2022	18% meet/exceed standards
ELA SBAC	14% meet/exceed standards	2021-2022	2021-2022	2021-2022	23% meet/ exceed standards in total. All grades administered the SBAC will meet or exceed at an additional 3% above the previous year.
Math SBAC	1% meet/exceed standards	2021-2022	2021-2022	2021-2022	18% meet/exceed standards. All grades administered the SBAC will meet or exceed at an additional 3% above the previous year.

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Targeted intervention	<ol style="list-style-type: none"> 1. Professional Learning Community (PLC) <ol style="list-style-type: none"> a. Framework (Virtual Learning) b. Data analysis (formative/summative) c. Common Core, Rigor, Alignment, Lesson planning 2. Teacher support, trainings and coaching <ol style="list-style-type: none"> a. Workshops and in-class support delivered via online (Zoom, Microsoft Team) by the following consultants and vendors: <ol style="list-style-type: none"> i) Fresno County Office of Education (Science PD was provided for Next Generation Science Standards for teachers) ii) Students needing additional academic support attend after school tutorials with certificated staff/teachers and participated in targeted intervention through online computer adaptive programs such as Achieve 3000 ELA and EL support, Go Math, Khan Academy for Math support and Edgenuity. iii) Blended Learning Resources iv) <ol style="list-style-type: none"> i. Asynchronous and Synchronous Learning ii. PLC; teacher planning, best practices and Common Core alignment iii. Books and supplies v) Data driven Analysis <ol style="list-style-type: none"> i. Guide instruction ii. Progress Monitoring iii. Intervention vi) Ed. Coordinators provide profession development and coaching to decrease achievement gaps b. New Teacher Induction 3. Common-Core Standards and Supplement <ol style="list-style-type: none"> a. ELA supplemental materials: <ol style="list-style-type: none"> i. Common Core Reading and Writing workbooks ii. Professional development for literacy, EL Standards and SEL b. Math supplement materials: <ol style="list-style-type: none"> i. CPM and Go Math ii. Professional development for computations, EL Standards and SEL c. Science supplement materials: <ol style="list-style-type: none"> i. NGSS ii. Professional development for claims, evidence and reasoning support d. The curriculum and instruction focus group has adopted CCSS aligned materials and will continue to research additional supplemental materials to support implementation. 4. Technology and Network Upgrades <ol style="list-style-type: none"> a. Desktop computers, Chromebooks, Tablets and Hotspots <ol style="list-style-type: none"> i. Upgrades and additional devices provide for 1:1 ratio to facilitate use of instructional technology. ii. Updated Wi-Fi devices and Hotspot accessibility iii. Digital licenses, ZOOM, Google Classroom (Student Engagement) 5. Online tutorial subscription <ol style="list-style-type: none"> i. Achieve 3000, Go Math, Edgenuity, Discovery Education interactive programs are used to provide individualized intervention. 6. Intervention Foundation Class. <ol style="list-style-type: none"> a. Two sections of Intervention Foundational English class were provided for students who need additional practice with basic skills. <ol style="list-style-type: none"> i. MTSS: Best practices, Student Tier and Equity ii. Designated ELD (EL Population) b. Implemented Foundational Math class into student's schedules and utilized math intervention class. <ol style="list-style-type: none"> ii. MTSS: Best practices, Student Tier and Equity c. Consistently administer formative/summative assessments utilizing data to ascertain explicit, instructional planning necessary to increase in student achievement. <ol style="list-style-type: none"> i. EL, Homeless, Foster, Low-income students ii. SPED and 504 modification and accommodation 	Amount: \$1,921,964	LCFF Base: \$1,151,469 LCFF Sup./Conc \$608,458 Title I: \$131,167 Title II: \$12,970 Mandate Funds: \$7,900 After School Grant: \$10,000

Action #	Title	Description	Total Funds	Contributing
[Action 2]	Common-Core aligned instructional	<ol style="list-style-type: none"> 1. EdJoin and other online job portals were used to recruit and interview highly qualified teachers. <ol style="list-style-type: none"> a. Job boards such as EdJoin.org were utilized to recruit highly qualified teachers and staff. b. In-person Recruitment Fair May 2020 Canceled due to school closure c. Virtual Recruitment Fair May 2021 Canceled due to school closure d. The Agape Youth Job Fair was hosted on May 15, 2021. 2. Offered competitive salary maintain high quality teachers. <ol style="list-style-type: none"> a. Offer competitive salaries in order to attract and retain teachers in the areas of Math and Science. 3. Aspiring Leaders Program: <ol style="list-style-type: none"> a. Lead Teachers, Coordinators and Administrators b. Professional Development/Workshops/Conferences c. Focus Groups d. Mentorship and Specialized training 4. New teachers Induction <ol style="list-style-type: none"> a. New teachers participated in the Induction/FCSS New Teacher Induction Program b. Professional Development and Coaching to support blended, distance and hybrid learning. c. CTE Credential d. EL Credential 5. Teachers Professional Development. <ol style="list-style-type: none"> a. Professional Development opportunities included (but are not limited to): Instructional best practices, CCSS, Independent Studies, Professionalism (policies/procedures), Safety, Positive Discipline, Compliance, etc. b. Provided professional development activities in the area of instruction to construct core subject pacing guides and strategies to increase frequency of student responses. c. Annual retreat 	Amount: \$436,810	LCFF Base: \$216,198 LCFF Sup./Conc.: \$185,815 Title I : \$23,457 Title II : \$4,427 Mandate Funds: \$6,913

Goal Analysis [LCAP 2021]

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

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

To be reported in the 2021-2022 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal #	Description
2	Long-Term English Language Learners will progress towards English Language Proficiency each year.

An explanation of why the LEA has developed this goal.

The number of Carter G. Woodson students tested during the 2019-2020 Summative ELPAC assessment was 17 students. Overall, 6% of students performed at a level 4, the Well-developed Performance Level. 47% of students performed a level 3, the Moderately-developed Performance level. 41% of students performed at a level 2, the Somewhat-developed Performance level. Finally, 6% of students scored at the Beginning Performance Level of 1.

The overall performance level of the students at Carter G. Woodson was at a level 3, Moderately developed, with a scale-score of 1554. In the category of Oral Language (Reading and Speaking), students scored at the performance level of 3, Moderately developed, with the scale score of 1548. In the category of Written Language (Reading and Writing), students scored at the Performance level 2, Somewhat developed with a scale score of 1559. Overall, 47% of students at Carter Woodson made progress. The following describes the three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress. Woodson made progress towards mastery of English Language proficiency as only 6% of students scored at the Beginning Performance Level. Ensuring Long-term English Learners progress towards English Language Proficiency each year remains an identified need because we want 100% of Long-Term English Language

Learners to progress toward English Language Proficiency.

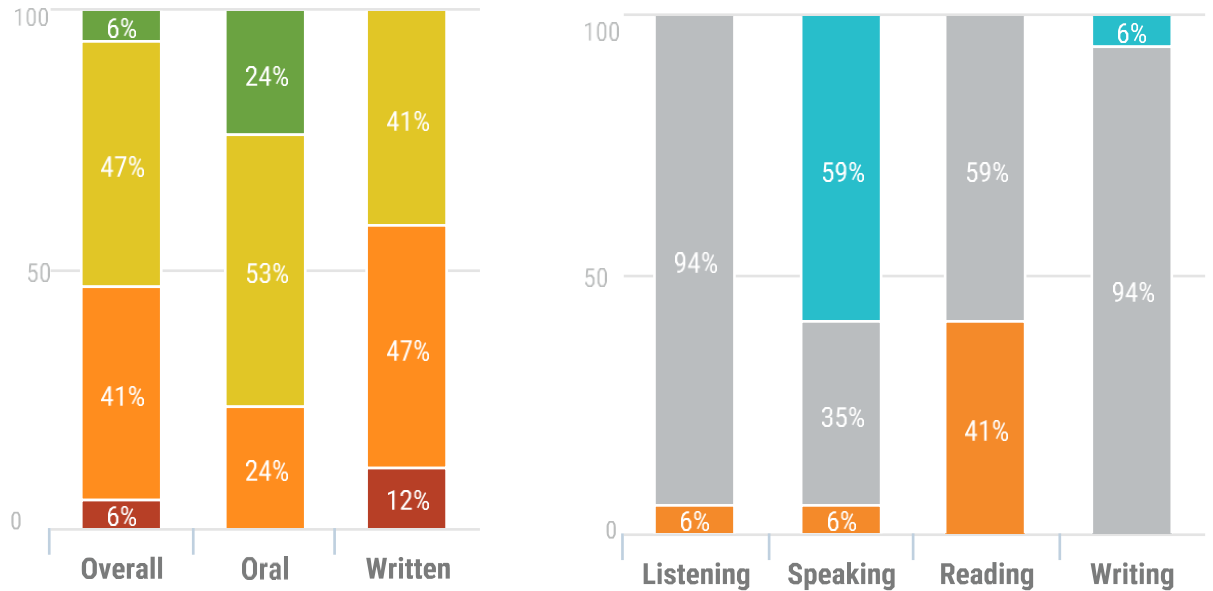
English Learner Progress

Performance Level	Overall		Oral		Written	
	%	#	%	#	%	#
Level 4	6	1	24	4	0	0
Level 3	47	8	53	9	41	7
Level 2	41	7	24	4	47	8
Level 1	6	1	0	0	12	2

Performance Level	Listening		Speaking		Reading		Writing	
	%	#	%	#	%	#	%	#
Well Developed	0	0	59	10	0	0	6	1
Somewhat/Moderately	94	16	35	6	59	10	94	16
Beginning	6	1	6	1	41	7	0	0

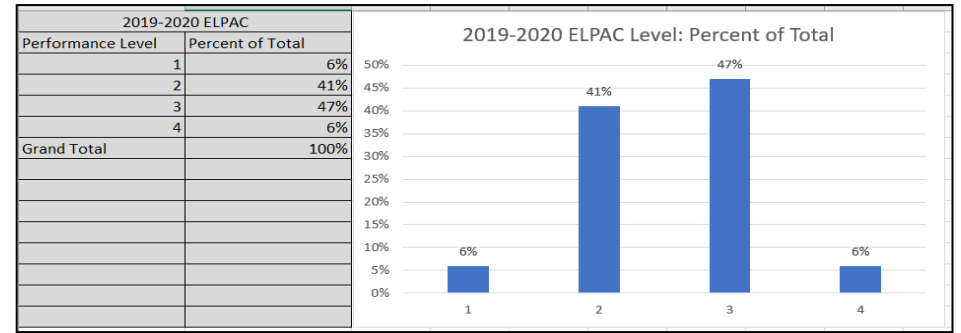
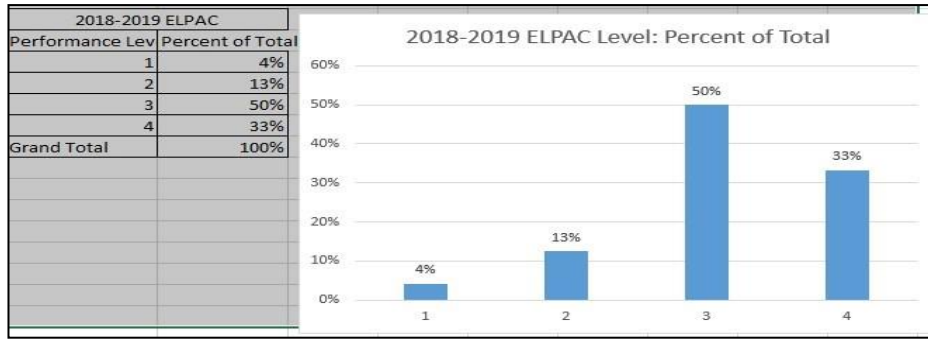
Number of Students at Each Level

# Tested		17
Overall Average	PL	3
	SS	1554
Oral Average	PL	3
	SS	1548
Listening Average	PL	2
Speaking Average	PL	3
Written Average	PL	2
	SS	1559
Reading	PL	2
Writing	PL	2



The number of Carter G. Woodson students tested during the 2019-2020 Summative ELPAC assessment was 17 students. Overall, 6% of students performed at a level 4, the Well-developed Performance Level. 47% of students performed a level 3, the Moderately-developed Performance level. 41% of students performed at a level 2, the Somewhat-developed Performance level. Finally, 6% of students scored at the Beginning Performance Level of 1.

The overall performance level of the students at Carter G. Woodson was at a level 3, Moderately developed, with a scale-score of 1554. In the category of Oral Language (Reading and Speaking), students scored at the performance level of 3, Moderately developed, with the scale score of 1548. In the category of Written Language (Reading and Writing), students scored at the Performance level 2, Somewhat developed with a scale score of 1559. Overall, 47% of students at Carter Woodson made progress. The following describes the three-year comparison of student achievement data, measured on the California Assessment of Student Performance and Progress.



At Carter G. Woodson 2019-2020 ELPAC 47% of our students performed at a level 3 or 4.
 At Carter G. Woodson 2018-2019 ELPAC 83% of our students performed at a level 3 or 4.

We continued to administer formative baseline and benchmark assessments throughout the school year. Assessment results are evaluated and used directly to inform teachers and guide student instruction. In addition to benchmark testing, we have added ongoing formative assessments cycles to our instructional program. Teachers continue to use Illuminate as our student assessment data management system. Illuminate gives teachers the ability to create standards-aligned formative assessments and then compare the results to student performance on benchmark, Standardized Testing, and ELPAC performance data. Illuminate allows for the use of online testing, and the development of several question types.

In addition to benchmark assessments, all students complete a school-wide writing assessment twice per year. Students demonstrate mastery levels of grade-level writing standards by completing the writing assessments. Student composition and editing skills are measured against a state-adopted, grade-level appropriate, four-point writing rubric. English Learners participate in state standardized testing. Parents receive assessment information from the school through Parent Advisory Council meetings, mail, the Parent Training Series, parent conferences, and Individual Learning Plans (ILP's). Students receive assessment information through teachers, ILPs, counseling conferences, and school-wide assemblies. Students and teachers use Achieve 3000 to assess student individual reading levels (Lexile levels) and provide text at the appropriate reading levels. The level-set assessments in Achieve 3000 help to track and adjust student Lexile levels as they progress. Both programs are computer adaptive meaning the program automatically adjusts the degree of difficulty depending upon student needs. Teachers also create formative assessments using Google Education Apps. Students receive assessment information through teachers, ILPs, counseling conferences, and school-wide assemblies. The community receives assessment information through public board meetings and the local newspaper.

Measuring and Reporting Results

Metric	Baseline 2020-2021	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase 1 ELPAC level	12% of ASAM EL students increased at least 1 performance level.	2021-2022	2022-2023	2023-2024	12% of DASS EL students will increase at least 1 performance level from the baseline data.
% of EL students reclassified	0.05% Based on ELPAC	2021-2022	2022-2023	2023-2024	DASS EL students will achieve a 5% increase above baseline data in reclassification.

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Targeted intervention	<p>ELD professional development</p> <ol style="list-style-type: none"> a. Fresno County Superintendent of Schools provided virtual PD on the ELA/ELD Framework as well as ELD standards. b. PLCs on best practices for EL instruction including but not limited to Academic/Content Vocabulary, questioning strategies, communication strategies, multiple modalities, etc. <p>2. Adopted and purchased print and electronic online learning materials to support English Language Learners.</p> <ol style="list-style-type: none"> a. Online and print instructional materials were adopted that meet student’s individual instructional needs. These materials specially focus on developing listening, speaking, writing, and English comprehension skills. <p>3. ELD/Intervention Foundational English classes are built into the master schedule to support English language development.</p> <ol style="list-style-type: none"> a. English Learning Authorization certification for teachers <p>4. Teachers utilized the following supplement strategies to meet expected outcomes for supporting English Language Learners:</p> <ul style="list-style-type: none"> • Visuals and graphic organizers to help scaffold content • Listening and speaking strategies • Use of Achieve3000 to support current reading levels and assist in improving reading levels. • Spanish language text is available through Achieve 3000. • 1-to-1 computer devices • Collaborative groups, learning stations, and cooperative assignments <p>5. Data Drive Instruction (DDI)</p>	<p>Amount: \$411,751</p>	<p>LCFF Base: \$243,974</p> <p>LCFF Sup./Conc.: \$112,756</p> <p>Lottery Unrestricted: \$55,021</p>

Goal Analysis [LCAP 2021]

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

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

To be reported in the 2021-2022 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline 2021-2022	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Teacher LCAP Survey	<p>75% of Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.</p> <p>93% of teachers agree or strongly agree that Woodson has adequate instructional supplies to support student learning.</p> <p>97% of teachers agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.</p>	2021-2022	2022-2023	2023-2024	<p>80% Long-Term teachers will express confidence in their skills and materials to implement the Common Core standards.</p> <p>94% of teachers will agree or strongly agree that Woodson has adequate instructional supplies to support student learning.</p> <p>98% of teachers will agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.</p>

Metric	Baseline 2021-2022	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher PD Survey	88% Teachers reported that they are trained on instructional strategies for our students that promote engagement, creativity, Critical Thinking, Collaboration, and Communication	2021-2022	2022-2023	2023-2024	90% Teachers will report that they are trained on instructional strategies for our students that promote engagement, creativity, Critical Thinking, Collaboration, and Communication
Student survey	95% of students Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs.	2021-2022	2022-2023	2023-2024	97% of students will Agree or Strongly Agree that Woodson has adequate technology available on campus to meet academic needs. 75% of students will agree or strongly agree that classes and teachers are engaging.
Parent Survey	90% of parents Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials.	2021-2022	2022-2023	2023-2024	91% of parents will Agree or Strongly Agree that Woodson students have access to standards-aligned textbooks and materials.

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Teacher Support	<p>Provided comprehensive professional development agreement with Fresno County Office of Education.</p> <ol style="list-style-type: none"> a. SDE and FCSS provided the following services for the 2020-2021 school year: <ol style="list-style-type: none"> i. Professional Development Days ii. In-Class Coaching Days 2. Professional Development focused on Academic Rigor, Common Core Supplements and Social Emotional Learning (SEL) <ol style="list-style-type: none"> a. This includes: <ol style="list-style-type: none"> i. SDE Provided- Non-Negotiables, Look For's, Standards align, Mapping, Pacing, Differentiated Instruction, DOK 3-4 to enhance instruction to increase rigor and depth of knowledge levels and Academic Vocabulary. ii. Achieve3000 program, PD iii. Go Math program and PD iv. Intensive focus on CCSS and instructional strategies in bi-weekly PLC's. v. Blended (Hybrid and Distance) Learning vi. Social Emotional Learning PD vii. GATE training and coaching 3. Maintained qualified support personnel including instructional technology support staff. 4. Purchase and acquired additional technology software (staff and student devices) <ol style="list-style-type: none"> a. Desktop computers upgrades to facilitate use of instructional technology. (Mac/Dell/HP) b. Mac, Chromebooks, Tablets software updates and Hotspots c. Online licenses for textbooks, supplement materials and digital software 	<p>Amount: \$116,483</p>	<p>LCFF Base: \$100,401</p> <p>Lottery (Restricted) : \$16,082</p>

Goal Analysis [LCAP 2021]

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

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

To be reported in the 2021-2022 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

Goals and Actions

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

An explanation of why the LEA has developed this goal.

The parent participation in shared governance councils such as the Parent Advisory Council and English Language Advisory Council for the 2019-2020 school year had a less than 15% attendance rate. Additionally, for the 2019-2020 school year, the response rate for the LCAP survey was less than 75%. The school aims to increase the survey response rate and parent participation in shared governance meetings annually. This year, both school sites formed a School Site Council, so it is imperative that increased parent participation in shared governance councils remain an identified need.

Measuring and Reporting Results

Metric	Baseline 2020-2021	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Parent Meeting Attendance	12%	2021-2022	2022-2023	2023-2024	15%
ELAC Meeting Attendance	12%	2021-2022	2022-2023	2023-2024	15%
Parent Survey Completion	30%	2021-2022	2022-2023	2023-2024	40%

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Parent Involvement	<ol style="list-style-type: none"> 1. Family Communication for outreach, PBIS and MTSS <ol style="list-style-type: none"> a. Supported staff hours to make phone calls. b. Home-visit c. Social Emotional Learning (SEL) <ol style="list-style-type: none"> i. MTSS (Multi-Tiered System of Support) d. Newsletters 2. School Messenger Subscription to increase parent/guardian communication <ol style="list-style-type: none"> a. School Messenger b. Auto dialer and email 3. Student/Parent Recognition for all students <ol style="list-style-type: none"> a. Student Incentive (School Attendance) b. Parent forums (Virtual) c. School Survey d. Monitor student progress e. Student award ceremonies 4. Use of social media platforms such as the school's Facebook. 	Amount: \$15,747	LCFF Base: \$15,747

Goal Analysis [LCAP 2021]

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

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

To be reported in the 2021-2022 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal #	Description
5	Our school will maintain safe and clean facilities to decrease the number of students out of school due to suspensions, absenteeism, and bullying. We will promote learning with instructional support provided through 1:1 devices, online libraries, sports, health and wellness, extended learning opportunities, and after-school programs.

An explanation of why the LEA has developed this goal.

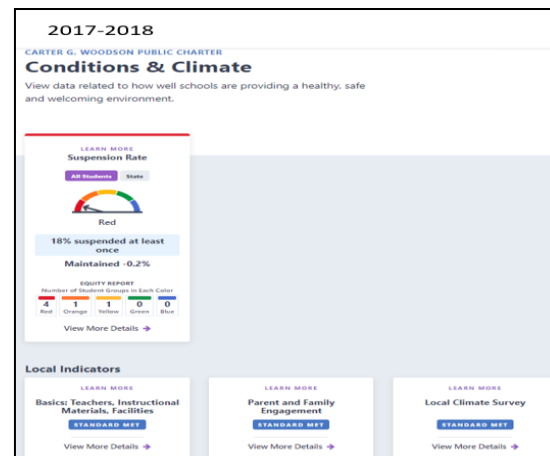
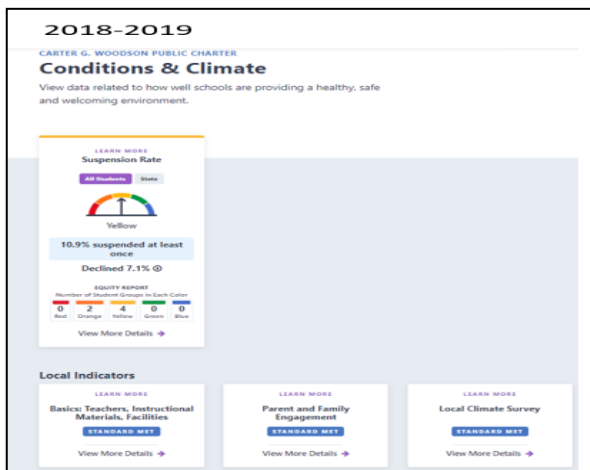
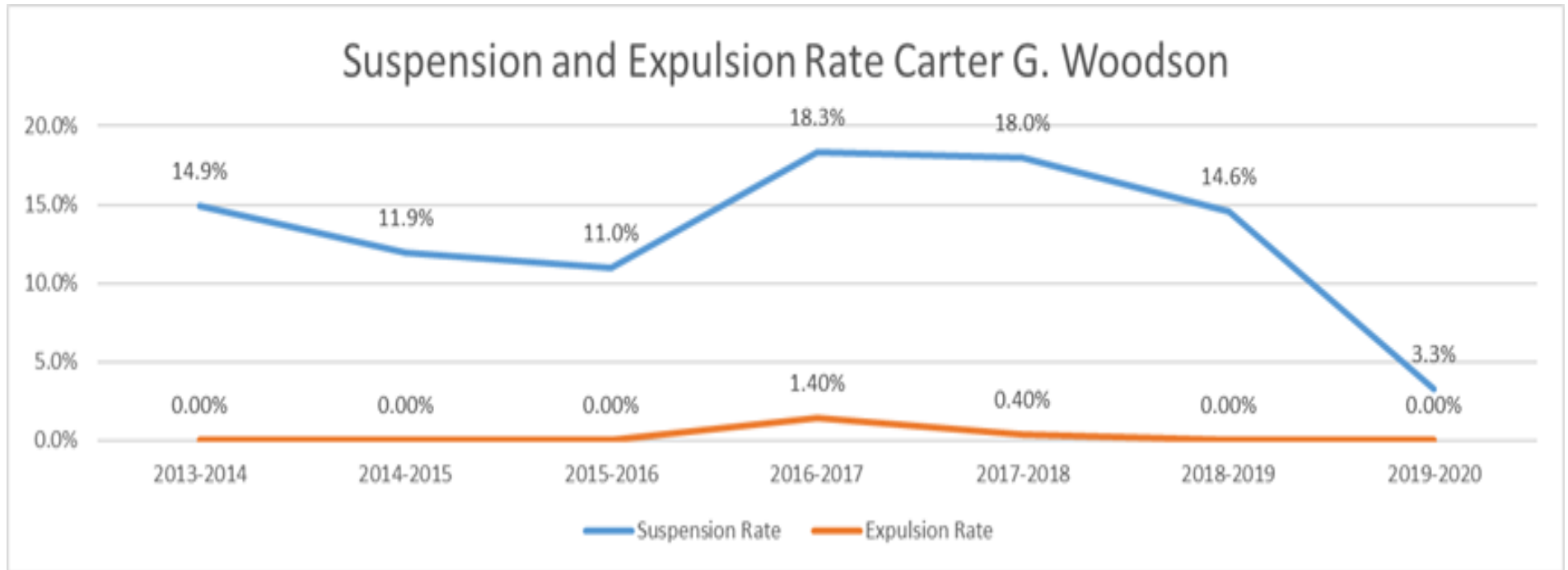
School facilities are clean facilities, safe, and promote learning with instructional support such as technology integration, online libraries, sports, therapeutic holistic services/partnerships, summer enrichment, and after school programs. The identified need can be found in decreasing the number of suspensions each year and implementing a solid Restorative Practices program school wide. According to the California Dashboard, suspensions have decreased by 11.3%, placing the suspension rate to 3.3%. The current rate of expulsions is 0.0%. For the local indicators for Basics: Teachers, Instructional Materials, Facilities; Parent Engagement; and Local Climate Survey, our school site met standard.

Carter G. Woodson Public Charter							
Suspension Rate							
Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions	Expulsion Rate
2013-2014	562	113	84	14.90%	73.80%	26.20%	0.00%
2014-2015	546	75	65	11.90%	86.20%	13.80%	0.00%
2015-2016	491	71	54	11.00%	77.80%	22.20%	0.00%
2016-2017	515	125	94	18.30%	75.50%	24.50%	1.40%
2017-2018	511	151	92	18.00%	70.70%	29.30%	0.40%
2018-2019	633	93	78	14.60%	83.87%	16.10%	0.00%
2019-2020	542	18	18	3.30%	100%	0%	0.00%

Expulsion Rate					
Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate	
2013-2014	562	0	0	0.00%	
2014-2015	546	0	0	0.00%	
2015-2016	491	0	0	0.00%	
2016-2017	515	7	7	1.40%	
2017-2018	511	2	2	0.40%	
2018-2019	633	0	0	0.00%	
2019-2020	542	0	0	0.00%	

Conditions and Climate

Student culture is a priority at Carter G. Woodson Public Charter School. Although we have faced some challenges within our school due to bullying, Oppositional Defiance, and high numbers of students with ADHD, we have taken the challenge and made it into an opportunity to implement Positive Behavioral Interventions and increased the number of Student Support Counselors on campus which has resulted in a decrease in suspensions at Woodson Charter School over time. For the local indicators for Basics: Teachers, Instructional Materials, Facilities; Parent Engagement; and Local Climate Survey, our school site met standards. This is reflective of the continued interventions put in place at Carter G. Woodson Charter School.



Measuring and Reporting Results

Metric	Baseline 2020-2021	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023– 24
The school will maintain a rating of Standard Met on the Local Climate survey on the California Dashboard.	Standard Met	2021-2022	2022-2023	2023-2024	Standard Met or Above Standard on the Local Climate survey on the California Dashboard.
Suspension rate	14%	2021-2022	2022-2023	2023-2024	The school will decrease the suspension rate by 2% per year.
After-school program	33%	2021-2022	2022-2023	2023-2024	The school will increase participation in the After-School program by 3% per year.

Actions

Action #	Title	Description	Total Funds	Contributing
[Action 1]	School Safety and Climate	<ol style="list-style-type: none"> 1. Maintain safe and high-quality facilities materials, supplies and repairs. <ol style="list-style-type: none"> a. Mobile handwashing stations b. Disinfecting mist machines (foggers) c. Cleaning and sanitizing upgrades d. PPE 2. COVID -19 Procedures and Protocols for prevention and safety for students, staff and visitors <ol style="list-style-type: none"> a. Janitorial Compliance Requisition Forms b. PPE c. HVAC 3. Classrooms and labs accessibility for all students <ol style="list-style-type: none"> a. Technology Specialist ensures that computers are updated, and software licenses are renewed regularly. b. Updated software desktops and 1:1 devices. c. CTE Pathway d. Online-Library subscription is available to students for research. e. Instructional Interventional Materials 4. Health and Wellness for all students <ol style="list-style-type: none"> a. Summer Programs b. Afterschool Intervention program c. Physical Education and Enrichment d. SEL: Social Emotional Learning support e. Mental health consultants for staff and students f. Purchase or lease and maintain sports, fitness, and recreational facilities and equipment to enhance health and wellness. Sports, fitness, and recreational facilities and equipment are purchased and replaced as necessary to support health and fitness to support health and fitness for physical education and activity. g. PBIS 	Amount: \$674,898	LCFF Base: \$547,380 Facilities Grant: \$127,518

Goal Analysis [LCAP 2021]

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

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

To be reported in the 2021-2022 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal #	Description
6	Our school will maintain a minimum of 90% attendance rate for DASS students.

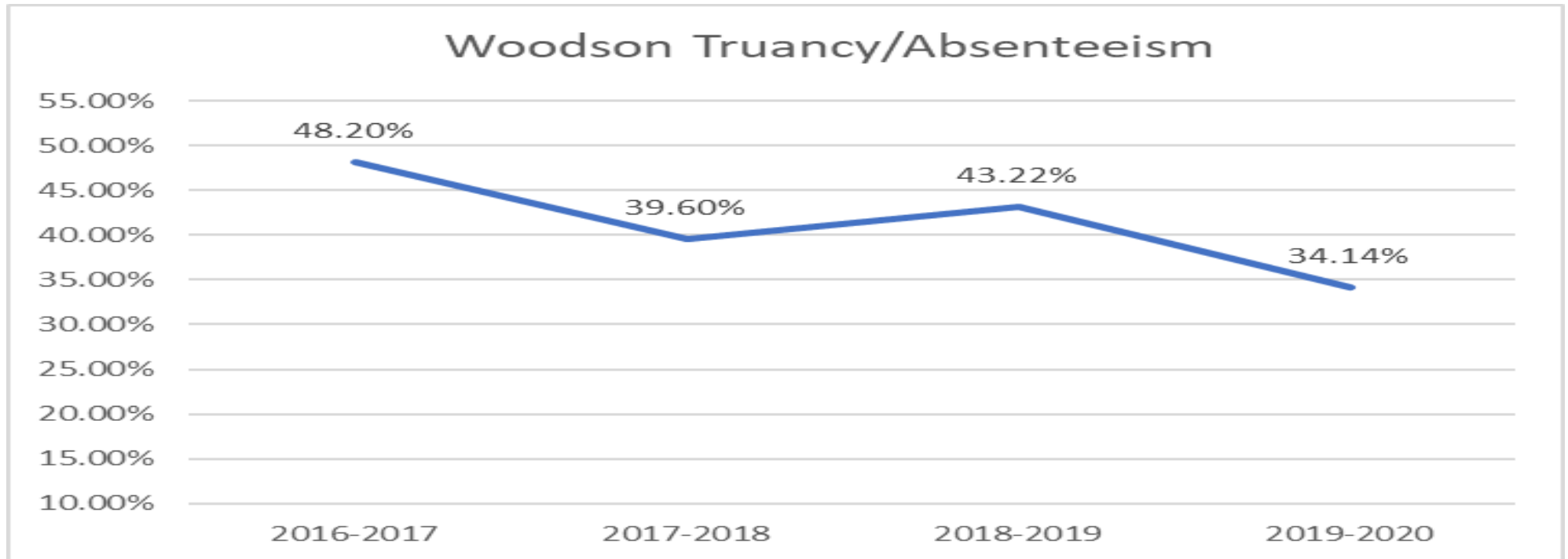
An explanation of why the LEA has developed this goal.

The school has not met the minimum annual attendance rate of 90% for the past three years.
2016 – 2017 shows 89% for Carter G. Woodson
2017 – 2018 shows 91% for Carter G. Woodson
2018 – 2019 shows 90% for Carter G. Woodson
2019 – 2020 shows 93% for Carter G. Woodson

Chronic Truancy & Absenteeism

Chronic Absenteeism has decreased significantly at Carter G Woodson Charter School. Student attendance for grades 9-12 are based on their work completion, as regulated by education code for independent studies program. Chronic absenteeism has decreased by 4.98% over the past 3 years. Absenteeism continues to decline during the 2019-2020 school year due to the mobilizing resources that provide ample opportunities for students to attend school on a frequent basis in order to receive support and one on one tutoring, complete assignments and to continue the decrease in chronic absenteeism.

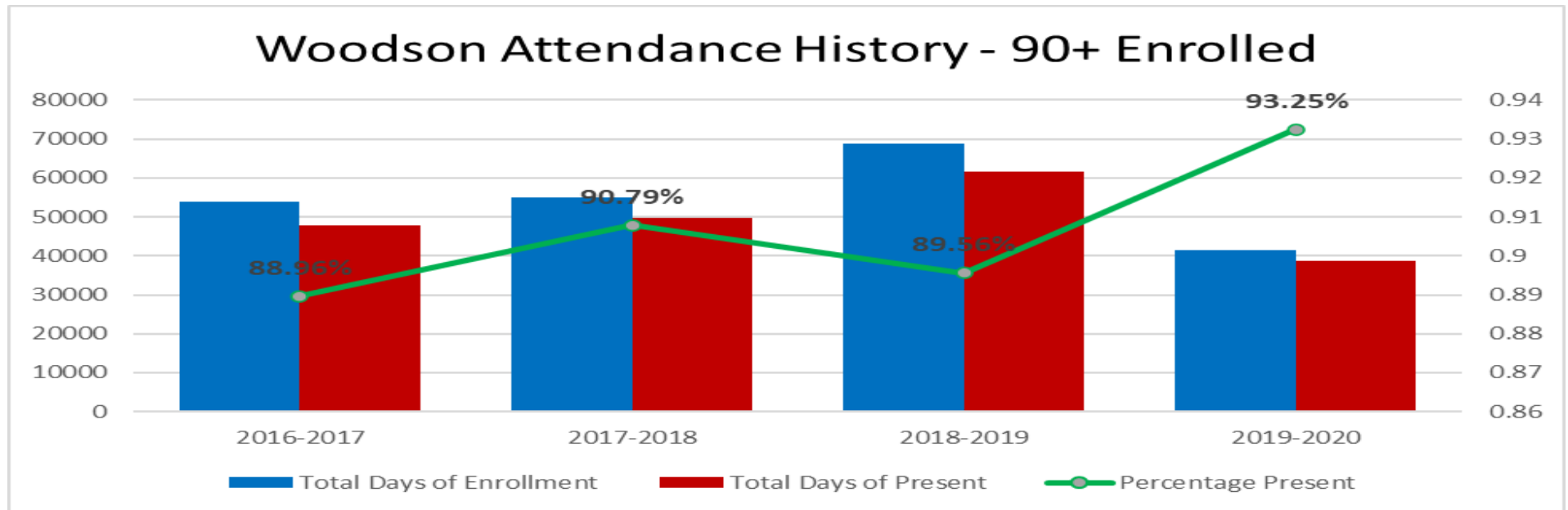
Currently, the chronic absenteeism rate is estimated to decreased by 9.08% for the 2019-2020 school year.



Year	Days Enrolled	Days Present	Percent Present
2016-2017	53754	47822	88.96%
2017-2018	54878	49823	90.79%
2018-2019	68914	61722	89.56%
2019-2020	41440	38643	93.25%

Measuring and Reporting Results

Metric	Baseline 2021-2022	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate of students enrolled 90 days or more	92%	2021-2022	2022-2023	2023-2024	Attendance rate of students enrolled 90 days or more will increase to 93%.
Suspension Rate of students enrolled 90 days or more	13%	2021-2022	2022-2023	2023-2024	Suspension rate of students enrolled 90 days or more will decrease by 2% per each year.
Truancy	34.14%	2021-2022	2022-2023	2023-2024	Truancy rates will decrease by 2% each year.



Action #	Title	Description	Total Funds	Contributing
[Action 1]	90% Attendance Rate	<ol style="list-style-type: none"> 1. Qualified dropout prevention and Attendance support staff to reduce loss of learning. <ol style="list-style-type: none"> a. Social Emotional Support PD b. Academic Support Monitoring PD c. Positive Culture and Environment PD 2. Parent Involvement and Resources for community outreach and support. <ol style="list-style-type: none"> a. Personal phone calls (truancy prevention) b. Home visits (chronic absenteeism) c. School messenger (Automatic phone calls and email) d. Mental Health contractors 3. Provide attendance incentives. <ol style="list-style-type: none"> a. Students with positive attendance were entered into raffles and highlighted at break and in monthly newsletters. b. Attendance Incentives Plan <ul style="list-style-type: none"> • Daily, weekly, monthly, individual student incentives raffles • Weekly school-wide incentives for meeting (90% or above attendance rate) c. MTSS/PBIS d. Transportation (bussing) provided to all students d. Increase student engagement e. Monitor chronic absenteeism 4. New methods were utilized to recruit students. <ol style="list-style-type: none"> a. Website and social media Facebook page is utilized to expand presence and connect with potential enrollees. The Facebook has 134 followers and 5-star reviews. 	Amount: \$134,973	LCFF Base: \$134,973

Goal Analysis [LCAP 2021]

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

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

To be reported in the 2021-2022 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

Goals and Actions

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

An explanation of why the LEA has developed this goal.

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

18 Years Old and Older Graduation Requirements

Graduation Requirements	Class 2019+
Subjects	Units
English I-IV; English II required	30
Visual/Performing Arts or Foreign Language	10
Mathematics; Algebra I required & Geometry	20
Physical Education;	10
Science; Physical Science (10), Biology (10 credits), Note: Physics and Chemistry may be taken by students to meet the credit requirement or to meet A-G requirements.	20
Social Science; Cultural World History (10 credits), US History (10 credits), American Government (5 credits), & Economics (5 credits)	30
Career Technical Training; Minimum of 10 credits of training required	10
Career Exploration; Senior Portfolio required	5
Electives	20
Total	155

Graduation Requirements and Credits

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

Total Credits for students 14 to 17 years old – 230 credits

Measuring and Reporting Results

Metric	Baseline 2021-2022	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway	88%	2021-2022	2022-2023	2023-2024	89% of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway.
# of CTE courses offered and dual-enrollment college options	2	2021-2022	2022-2023	2023-2024	The number of CTE courses and dual-enrollment college options will increase by 1 per year.
# of college prep (A-G) approved courses offered	7	2021-2022	2022-2023	2023-2024	The number of college prep approved courses offered will increase by 1 course per until all are approved.

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Career Pathways, Advanced Placement, and College Preparatory Course Options	Dual Enrollment Programs <ul style="list-style-type: none"> a. ACBS (CTE Pathway) b. Fresno City College c. Edgenunity d. Ongoing opportunities with new school partnerships are in the planning phrase and moving to implementation 	Amount: \$258,759	LCFF Base: \$186,759 CSI: \$72,000

Action #	Title	Description	Total Funds	Contributing
[Action 2]	Career Pathways, Advanced Placement, and College Preparatory Course Options	<ol style="list-style-type: none"> 1. Recruitment (Partnerships) Career pathway coordinators to increase post-secondary participation. <ol style="list-style-type: none"> a. Consortium partners have increased with active recruitment and interest. Invitations of new partners through chamber of commerce will continue. b. New partner will be invited to showcases and PBL exhibitions. Partners have continued to come to Career Days at each school. c. College nights d. Career Fairs 2. Career Pathways (Internships, Job Shadowing) <ol style="list-style-type: none"> a. Upgraded technology software. b. Student surveys and focus groups. <p>Advertisement of programs through literature, meetings, commercials, and PBL exhibitions are ongoing</p>	Amount: \$90,657	LCFF Base: \$90,657
[Action 3]	Career Pathways, Advanced Placement, and College Preparatory Course Options	<ol style="list-style-type: none"> 2. Professional Development PBL for teachers and staff for College and Career Readiness <ol style="list-style-type: none"> f. Tulare Office of Education has provided Professional Development for Project Base Learning and Career Pathways. g. PBL Professional Development within PLC h. Academic Intervention support i. Work base Learning Instruction e. GATE, pedagogy, and student achievement 	Amount: \$99,015	LCFF: \$99,015

Goal Analysis [LCAP 2021]

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

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

To be reported in the 2021-2022 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

Goals and Actions

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

An explanation of why the LEA has developed this goal.

To ensure students in our special needs populations have adequate academic and supportive resources to earn passing grades and credits to matriculate towards graduation.

For Tier 1: Core classroom instruction support the needs of students with disabilities. Teachers ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities.

For Tier 2: Provided academic intervention (tutoring) and support services outside of instructional time.

For Tier 3: Targeted intervention through Multi-Tier Instructional support, EL strategies, After-School Intervention and Online Learning Resources. Students needing additional academic support attend after school tutorials and participate in targeted intervention through online computer adaptive programs such as Achieve3000 and Khan Academy.

High School Graduation

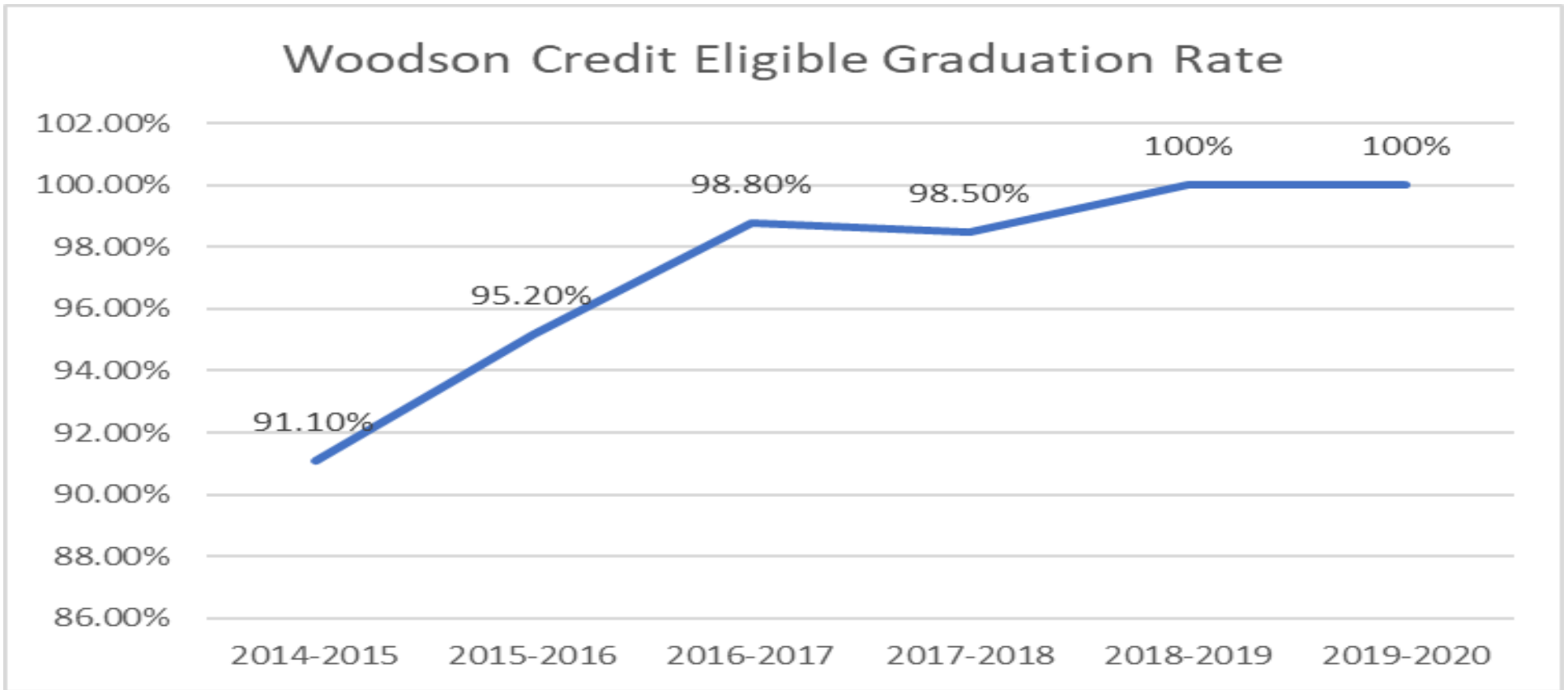
There was a significant increase in the graduation rate as noted on the California Dashboard. Students that enter our program are traditionally behind by 1 year on average, which negatively impacts graduation rates, when considering cohort data. Definitions of graduation cohorts are based on on-time original graduation year of students enrolling in our Charter School. This proves to be difficult as our target population serves students that are truant and traditionally are behind on credits and not on target to graduate upon enrollment. With this unique dynamic, Carter G. Woodson Charter school had an increase in graduation rate to 62.10% indicated on the California Dashboard. Students at our Charter School continue with us until they graduate, which when controlling for cohort graduation, the graduation rate increases significantly (please see Credit Eligible Graduation Rate below). Students are provided a broad range of courses to accomplish this goal, and Carter G. Woodson Charter School has met this requirement (please see Carter G. Woodson Dashboard Academic Engagement Data in the appendix

Carter G. Woodson Public Charter Graduation

Carter G. Woodson Public Charter Graduation Data									
Class Of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Other Transfers	Other Transfers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate
2019-20	124	77	62.10%	32	25.80%	15	12.01%	0	0
2018-19	122	57	46.70%	35	28.60%	0	0	30	24.50%
2017-18	81	29	35.80%	4	4.90%	25	30.90%	23	28.40%
2016-17	139	49	35.30%	42	30.20%	6	4.30%	42	30.20%
2015-16	84	26	31.00%	21	25.00%	NA	NA	37	44.00%
2014-15	141	57	40.40%	36	25.50%	NA	NA	48	34.00%
2013-14	88	19	21.60%	37	42.00%	NA	NA	32	36.40%

Credit Eligible Graduation Rate:

Carter G. Woodson Credit Eligible Graduation Rate				
Year	Credit Eligible	Graduates	Drops	Credit Eligible Graduation Rate
2014-2015	90	82	8	91.10%
2015-2016	63	60	3	95.20%
2016-2017	82	81	1	98.80%
2017-2018	66	65	1	98.50%
2018-2019	87	87	0	100%
2019-2020	69	69	0	100%



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

Young adult students who enter Carter G. Woodson at the age of 19 will be required to be continuously enrolled and in pursuit of a high school diploma. Students over 19 years of age must be making satisfactory progress toward a high school diploma and school attendance as required by Education Code Section 47612 and Title California Code of Regulations Section 11960. Young adults from the ages of 19-21 will be required to complete 155 units including two career pathway courses, along with a job shadowing or internship requirement before graduating.

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

Total Credits for students 19 to 21 years old – 155 credits

Notification to Parents of Transferability of High School Courses

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

18 Years Old and Older Graduation Requirements

Graduation Requirements	Class 2019+
Subjects	Units
English I-IV; English II required	30
Visual/Performing Arts or Foreign Language	10
Mathematics; Algebra I required & Geometry	20
Physical Education;	10
Science; Physical Science (10), Biology (10 credits), Note: Physics and Chemistry may be taken by students to meet the credit requirement or to meet A-G requirements.	20
Social Science; Cultural World History (10 credits), US History (10 credits), American Government (5 credits), & Economics (5 credits)	30
Career Technical Training; Minimum of 10 credits of training required	10
Career Exploration; Senior Portfolio required	5
Electives	20
Total	155

Graduation Requirements and Credits

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

Total Credits for students 14 to 17 years old – 230 credits

Measuring and Reporting Results

Metric	Baseline 2021-2022	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of credit eligible students with learning disabilities who make satisfactory progress towards graduation	2019-2020: 100%	2021-2022	2022-2023	2023-2024	100% of credit eligible students with disabilities who make satisfactory progress towards graduation.
% of credit eligible homeless youth who make satisfactory progress towards graduation	2019-2020: 100%	2021-2022	2022-2023	2023-2024	100% of credit eligible homeless youth will make satisfactory progress towards graduation.
% of credit eligible foster youth who make satisfactory progress towards graduation	2019-2020: 100%	2021-2022	2022-2023	2023-2024	100% of credit eligible foster youth will make satisfactory progress towards graduation.
% of CSI seniors that will make satisfactory progress towards graduation	2019-2020 49%	2021-2022	2022-2023	2023-2024	The percentage of CSI seniors that will make satisfactory progress towards graduation will increase by 3.5% each year.

Action #	Title	Description	Total Funds	Contributing
[Action 1]	Satisfactory Progress for Graduation	<ol style="list-style-type: none"> 1. Maintain partnership with sponsoring school district per Special Education Arrangement. <ol style="list-style-type: none"> a. Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law. 2. Provide tutoring and support services outside of instructional time. <ol style="list-style-type: none"> a. Tutoring and support services are available after school. b. MTSS/PBIS c. Support and Supplement material for Common Core and EL standards d. Instructional support for all teachers and staff 3. Contract with the school district or other service providers to ensure that student assessment and IEP compliance is maintained. <ol style="list-style-type: none"> a. Carter G. Woodson has currently opted into the Fresno Unified School District Special Education Local Plan Area. Woodson retains the option to opt out of the SELPA according to charter law. 4. Core classroom instruction will support the needs of students with disabilities. <ol style="list-style-type: none"> a. Teachers will ensure that all modifications and interventions are implemented as outlined in the IEP for students with disabilities. b. Ed. Coordinators providing support and coaching. c. Monitor student performance and achievement 5. CSI plan incorporation ensuring on-time graduation. 	Amount: \$396,640	LCFF (Prop. Taxes) : \$396,640
[Action 2]	Satisfactory Progress for Graduation	<ol style="list-style-type: none"> 1. Maintain a homeless/foster youth liaison to ensure program compliance with applicable state and federal laws. <ol style="list-style-type: none"> a. A homeless/foster youth liaison has been identified and is responsible for ensuring program compliance. 2. Provide professional learning opportunities for support staff to ensure support for homeless and foster youth students. 3. Develop additional referral resources. <ol style="list-style-type: none"> a. Produce resources in multiple languages. b. Information will be mailed regularly as well as placed in multiple locations throughout the campus 	Amount: \$4,000	LCFF Sup/Con: \$4,000

Goal Analysis [LCAP 2021]

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

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

To be reported in the 2021-2022 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

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

To be reported in the 2021-2022 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.50% of LCFF is Supplemental & Concentration	\$1,281,554 total Supplemental and Concentration

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

All services are being provided school wide according to our SPSA Plan as we are a schoolwide program and we are 100% free and reduced lunch. Specialized services are provided to English Learners in accordance with our EL plan. Students with special needs are provided services and accommodation according to their IEP using in person and on-site learning opportunities. Foster Youth and homeless students are also provided in person one to one learning opportunities twice a week and daily online instruction. Counselors have prioritized students with special needs in order to ensure they are receiving the proper resources and referrals needed.

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

Services will improve by 50% as students that have the highest needs are being serviced currently through one-to-one instructional engagement and additional one on one tutoring tailored to their needs.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All students were provided one-to-one devices to be used for the duration of this school year. Teachers were prepared through professional development and have provided instruction online and in person following COVID-19 guidelines. Students in special population were provided extended learning opportunities during in-person instruction and afterschool program. Additional substitute teachers were hired as instructional aids and reduce classroom sizes. Targeted interventions have been provided to students to decrease student learning losses. Additional PPE materials were supplied to staff and students in order to follow the COVID 19 guidelines.	\$125,870	\$102,525	ESSER I
Additionally, busing has been purchased to ensure our students are able to get to school safely with a lower bus capacity. Employees not feeling well are ask not to report to work and substitute personal are called to fill the employee’s role.	\$25,000	\$67,652	LLMF-GF \$25,000 LCFF-State Aid \$46,652

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All actions were fulfilled according to the In-person plan for student learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In person instruction began in September 2020 for special populations such as SPED, EL Learners, Foster and Homeless Youth. All other students began in-person learning April 1st, 2021. Our school have successfully readapted to in-person learning by providing the following: extended learning hours, on site tutorials, afterschool program enrichment and the implementation of summer learning opportunities. The school offered grab and go lunches and transportation for all students.

Challenges include student struggling with mental health issue, burnout with online software and virtual programing and parent and student fears of contracting COVID-19 preventing students from retuning to campus. The school offered grab and go lunches and transportation for all students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Counselors were employed to assist in student engagement, tracking, and home visits. Teachers' online platforms and one on one in person delivery for students with special needs.	\$398,780	\$432,118	LCFF: Supplemental
Homeless students and students with special needs were provided online and in person one to one instruction on site according to our hybrid model. Supplies and resources were provided to our homeless students including busing, internet and equipment. All supplies are delivered to students the same as it would be in a regular classroom.	\$570,681	\$572,764	LCFF: Concentration Learning Loss Mitigation Funds

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All actions and goals were fulfilled to the distance learning plan.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction

Our school has provided services in accordance with the following 3 components content delivery, access to mobile devices, and access to

Internet. Content delivery has been engaging and interactive for students. Teachers and Counselors use Zoom, Microsoft Teams, Google Classroom, Classroom Dojo, and Google Hangout for communication and instruction. Students are required to attend sessions unless a parent opts out then other alternatives are provided to ensure high quality educational opportunities. Student Support Counselors track attendance of each interactive classroom daily. Students that do not log in the virtual classroom are provided phone calls and social distancing home visits to determine further needs and an individualized plan to be successful. Our school's online curriculum resources are posted to our public website for easier access for parents, students and staff. Parents and students are provided weekly communications by staff for trouble shooting technology difficulties as needed. Teachers participate in continued professional development in order to provide the highest quality of instruction online and ensure a seamless transition for our students. Mobile device access has been swift with devices deployed daily to parents including chrome books, laptops, and tablets. Our school has fulfilled 100% of the needs of all students needing technology for the 2020- 2021 school year. In addition, internet access has been our top priority. Our school has deployed tablets with internet and hot spot access to special populations including SPED, EL, and Foster Youth as a priority. Our students that have special needs are provided services on site according to local health department limitations and guidelines.

In addition for students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools' Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily prerecorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

Access to Devices and Connectivity

Students are provided daily instruction that are site- base students for a period of 4 hours on a block schedule. Special Education services are provided with push in and additional one to one in person assessments and tutoring to meet the terms of the IEP. All students have been serviced since the first day of instruction that were enrolled on the first day of school. Students are issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

Pupil Participation and Progress

Our students are provided instruction and contact by teachers and after school program staff using Zoom, Microsoft Teams, Google Classroom, Dojo and Google Hangout to deliver instruction and communication with parents and students.

Student supervision is conducted by School Counselors and Administration through a tracking system in a Google Docs data base, zoom online monitoring, social distancing home visits, and daily phone calls to students and parents. Counseling services are provided to all students that seek services. Weekly senior meetings have also been conducted by counselors to along with evaluation of schoolwork and credits to ensure the academic progress of seniors toward graduation.

Students with special needs served through our district SELPA and or general ed and special teachers and/or ISG. Students with an IEP participate in daily live instruction for 240 minutes per day in which synchronous instruction is provided by the students' assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned 60 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

Distance Learning Professional Development

Our professional development is provided according to our professional development calendar. The professional development focuses on our SPSA and previous LCAP goals along with distance learning strategies to help teachers with their delivery and strategies for engagement. PD also focuses on language acquisition for EL students.

Staff Roles and Responsibilities

Staff are responsible to check in on students from the time school starts to the time school ends. Staff also perform home visits for students that are not online or sleeping during instruction. Our staff also delivers supplies and exchanges technology as needed. Also, staff have been deployed to best help students through phone calls and ensuring their basic needs are met.

Supports for Pupils with Unique Needs

All students including special populations have been provided equitable access to technology and curriculum resources. English Learners have the same EL specialized curriculum and resources online as provided during traditional school modalities. Student that are EL are provided integrated instruction according to the schools EL plan. Teachers are working with their EL students to improve language acquisition and reading fluency. Our school population is 98% Low-income therefore all students have been provided equitable resources and services. Our foster youth students engage with teachers and counselors weekly to ensure each student needs are met and resources are provided as needed. Students in special populations were provided first access to internet and technology to insure a seamless transition. Students with Special Needs are provided accommodations in accordance with their IEP various modifications that our required are discuss with the parent in accordance with COVID 19 guidelines that limits in person instruction. Student supervision is conducted by School Counselors and Administration through a tracking system in a Google Docs data base, zoom online monitoring, social distancing home visits, and daily phone calls to students and parents. Counseling services are provided to all students that seek services. Weekly senior meetings have also been conducted by counselors to along with evaluation of schoolwork and credits to ensure the academic progress of seniors toward graduation.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil learning loss were addressed through extended learning opportunities, in-person and hybrid model interventions along with the Afterschool program services and supplies	\$65,000	\$62,277	After school program
Students have received one on one tutoring online and/ or in person including being transported to the campus.	\$ 60,533	\$67,652	Learning Loss Mitigation Funds – GF LCFF- Concentration

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

All actions and goals were fulfilled to the pupil learning loss plan. We continued to monitor, modify and evaluate our services to reduce student learning losses.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our school has addressed learning losses through additional tutoring and remediation classes along with after school program and Saturday school. Special Education students have received additional hours of services to meet the terms of their IEP. Student with special needs have learning losses through additional tutoring and remediation classes along with after school program and Saturday school. Special Education students received additional hours of services to meet the terms of their IEP. The services are measured in accordance with benchmarks, SBAC, and local assessments. Assessments were compared to online.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Mental Health services were provided through partnering organizations with certified therapist. Student social and emotional were address through school counselors and follow up with each student along with needed resources and referrals. A mental health has been contracted to prove support to staff and students.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Student Support Counselors track truancy and attendance for each student. Students that are not logging online parents are immediately notified through phone, school messenger, and/ or home visits. Students were provided truancy letters and requested to attend school on afternoon session in order to receive their daily instructions missed in the morning. Afterschool program interventions were conducted for students not logging in to the virtual classroom. Students with the highest needs have been provided in person one to one tutoring.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The Charter has offered curbside grab and go meal service. Free nutritious breakfast and lunch is being provided to students Monday through Thursday from 11 a.m. until 1 p.m. Parents may pick up food for their students. Students and parents pick up their own food by using the drive through and walk-up options at the school. Food is being dispersed from tables using appropriate distancing measures. All students are being served a grab and go meal from the school location during lunch hours and breakfast hours.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	[\$ 0.00]	[\$ 0.00]	[Y/N]
N/A	N/A	[\$ 0.00]	[\$ 0.00]	[Y/N]

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

N/A

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

N/A

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

N/A

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The School Site/DELAC/Parent Councils work with the Site Administration to provide consistent feedback on services to provide to students throughout the 2021-2021 Learning Continuity and Attendance Plan as it related to the outcomes from the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan. Stakeholders were survey for next steps and modifications with delivery of academics, interventions, overcoming learning loss, and health and wellness. Student achievement and attendance included providing 1-1 devices, Hotspots, individual and small group instruction for student in need of interventions and disabilities. Our hybrid and distance learning programs was designed to provide academic and social emotional learning tools to ensure loss of instruction time is minimal.

School Site Council/ELAC/Parent meetings gave additional opportunities for stakeholders to participate in Q/A sessions regarding LCAP, CSI Seniors, COVID-19 Relief, SPSA and Safety Plans. With the input, the Site Administrations developed school site plan based on the feedback and aligned goal matrix to student performance, learning outcomes, and yearly progress with the measurable outcomes. The data gathered informed the school site plan in the regards to setting indicators for meeting individual student goals such as ILP's and IEP's ensuring interventions are in place for on-time graduation.

During PLC, staff provided feedback regarding services and actions in place for in-person and hybrid instruction. Administrators and teachers monitored and evaluated progress with the use of benchmarks and formative assessments.

In comparison to the 2019-2020 LCAP to the 2021-2021 Learning Continuity and Attendance Plan, targeted measures to address classroom instruction support, academic intervention (tutoring) and support services outside of instructional time, and intervention through Multi-Tier Instructional support, EL strategies, After-School Intervention and Online Learning Resources were aligned to additional funding and areas of needs of support. Progress monitoring of support occurs during leadership meetings. Monitoring consist of analyzing excuse and unexcused attendance concerns, benchmarks and weekly assessment data and professional development learning from workshops and seminars.

To increase student interest and reduce loss, we also focus on the CTE and Dual credit program ensuring students have the ability to develop and be provided the needed support during distance learning to increase interest.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,208,533	\$234,735	\$ 7,500	\$142,283	\$4,593,051	\$ 2,799,879	\$1,793,172

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Intervention	All	\$1,281,185	\$80,306	\$ -	\$ 52,088	\$ 1,413,579
1	2	Recruit High Quality Teachers	All	\$194,745	\$ -	\$ 7,500	\$ -	\$ 202,245
2	1	English Language Learners Instructional Strategies	ELL	\$676,896	\$17,508	\$ -	\$ -	\$ 694,404
3	1	Teacher Professional Development	All	\$206,600	\$ -	\$ -	\$ 18,195	\$ 224,795
4	1	Increase Parent Involvement	All	\$23,386	\$ -	\$ -	\$ -	\$ 23,386
5	1	Safe High Quality Facilities	All	\$799,588	\$136,921	\$ -	\$ -	\$ 936,509
6	1	Increase Attendance & Lower Dropout Rates	All	\$100,567	\$ -	\$ -	\$ -	\$ 100,567
7	1	Implement Dual Credit Partnerships	All	\$82,035	\$ -	\$ -	\$ 72,000	\$ 154,035
7	2	Recruitment of Partners To Increase Opportunities for Career Pathways Students	All	\$90,657	\$ -	\$ -	\$ -	\$ 90,657
7	3	Work base Learning Professional Development of Teachers	All	\$99,015	\$ -	\$ -	\$ -	\$ 99,015
8	1	Base: Special Education	All	\$649,859	\$ -	\$ -	\$ -	\$ 649,859
8	2	Foster/Homeless Liaison	Foster/Homeless	\$ 4,000	\$ -	\$ -	\$ -	\$ 4,000

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 4,204,533	\$ 4,593,051
LEA-wide Total:	\$ 4,204,533	\$ 4,593,051
Limited Total:	\$ -	\$ -
School wide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Intervention	LEA-wide	All	All	\$ 1,281,185	\$1,413,579
1	2	Recruit High Quality Teachers	LEA-wide	All	All	\$ 194,745	\$202,245
2	1	English Language Learners Instructional Strategies	LEA-wide	English Learners	All	\$ 676,896	\$694,404
3	1	Teacher Professional Development	LEA-wide	All	All	\$ 206,600	\$224,795
4	1	Increase Parent Involvement	LEA-wide	All	All	\$ 23,386	\$23,386
5	1	Safe High Quality Facilities	LEA-wide	All	All	\$ 799,588	\$936,509
6	1	Increase Attendance & Lower Dropout Rates	LEA-wide	All	All	\$ 100,567	\$100,567
7	1	Implement Dual Credit Partnerships	LEA-wide	All	All	\$ 82,035	\$154,035
7	2	Recruitment of Partners To Increase Opportunities for Career Pathways Students	LEA-wide	All	All	\$ 90,657	\$90,657
7	3	Work base Learning Professional Development of Teachers	LEA-wide	All	All	\$ 99,015	\$99,015
8	1	Base: Special Education	LEA-wide	Special Needs Students	All	\$ 649,859	\$ 649,859
8	2	Foster/Homeless Liaison	LEA-wide	Foster & Homeless	All	\$ 4,000	\$ 4,000

Annual Update

Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$4,593,051	\$5,038,147

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
1	1	Intervention	Yes	\$1,413,579	\$1,601,598
1	2	Recruit High Quality Teachers	Yes	\$202,245	\$212,449
2	1	English Language Learners Instructional Strategies	Yes	\$694,404	\$833,932
3	1	Teacher Professional Development	Yes	\$224,795	\$249,227
4	1	Increase Parent Involvement	Yes	\$23,386	\$24,615
5	1	Safe High Quality Facilities	Yes	\$936,509	\$869,107
6	1	Increase Attendance & Lower Dropout Rates	Yes	\$100,567	\$114,220
7	1	Implement Dual Credit Partnerships	Yes	\$154,035	\$198,009
7	2	Recruitment of Partners To Increase Opportunities for Career Pathways Students	Yes	\$90,657	\$88,683
7	3	Work base Learning Professional Development of Teachers	Yes	\$99,015	\$103,678
8	1	Base: Special Education	Yes	\$649,859	\$738,682
8	2	Foster/Homeless Liaison	Yes	\$4,000	\$3,947

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:

<https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When

responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

