

Carter G. Woodson Public Charter Schools

(Parent Organization) Agape Inc.

Charter School Renewal Petition



July 1, 2021 to June 30, 2026

**Presented to
Fresno Unified School District**

September 29, 2020

Original approval date: February 2001

Renewal Term: July 1, 2021– June 30, 2026

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Appendix B: Bell Schedule and Instructional Minutes

Appendix C: Sample Schedule and School Calendar

Appendix D: Budget and Financial Plan

Appendix E: Board of Directors Bios

Appendix F: Agape Organizational Chart

Additional items on file in the Charter School office, available upon request:

- Charter School Board Policy and Administrative Regulations for Independent Study
- Curriculum Plan
- Scope and Sequence for grades 7–12 for Each Core Subject
- Course Guide
- Guidance department procedures for enrollment process
- Agape' Fiscal Controls Policy
- Professional Development Plan
- Personnel Manual
- Student Handbook

Purpose

Agape' presents this renewal petition to the Fresno Unified School District Board of Trustees for a multisite charter named **Carter G. Woodson Public Charter School**. Agape' is proceeding with a request for a five-year renewal term from July 1, 2021 to June 30, 2026. This renewal petition has been developed in accordance with applicable provisions of the Education Code to provide more innovative methodologies in public school education as an effort to reach students who have not been successful in the mainstream school system.

AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Dr. Linda Scott, hereby certify that the information submitted in this petition for renewal of a California public charter school, named Carter G. Woodson Public Charter School (herein referred to as “Carter G. Woodson,” “Woodson,” or the “Charter School”), operated by Agape’, and located within the boundaries of the Fresno Unified School District, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; I understand that if awarded charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School; and further, the Charter School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Agape’ declares that it shall be deemed the exclusive public-school employer of the employees of Carter G. Woodson for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend the Carter G. Woodson, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as described in Education Code Section 47605(e)(2) and Education Code Section 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- Shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans

with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. California Education Code Sections 47605(l) and 47605.4(a)]
- Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. California Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- Carter G. Woodson shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- Carter G. Woodson shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- Carter G. Woodson shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

- Carter G. Woodson shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47610 and 47612]
- Carter G. Woodson shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- Carter G. Woodson shall comply with the Public Records Act.
- Carter G. Woodson shall comply with the Family Educational Rights and Privacy Act.
- Carter G. Woodson shall comply with the Ralph M. Brown Act.
- Carter G. Woodson shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47064.1.
- The Charter School shall comply with the Political Reform Act.
- Carter G. Woodson shall meet or exceed the legally required minimum number of school days. [Ref. 5 CCR 11960]

Dr. Linda Scott, Lead Petitioner

Date

Agape's Background History

Agape' is a California non-profit, public benefit corporation with tax exempt status under the Internal Revenue Code Section 501(c)(3). The organization's mission is to *provide an education and support resources to those most in need while empowering the economic progress of youth and families in the community*. Agape's founders intended to fulfill that commitment by designing needed resources and services that reduce and/or eliminate obstacles preventing economic growth.

Agape' has identified various *risk factors* through research and previous program development. As such, Agape' serves as an innovator for providing services to youth and families, by increasing their likelihood of becoming resilient, productive, prosperous, self-reliant and successful members of their community. Success will be reached through the following organizational principles:

- Outreach and collaboration with community organizations and districts
- Visible and accessible programs that provide a continuum of services
- High quality educational options for students in grades K-12 to post-secondary
- Flexibility and innovation inside and outside the classroom
- Performing civic duties and promoting social change
- Valid research and evaluation of educational and social services

Agape' has been in existence in the community for 22 years. Agape's staff has over 28 years of experience working with youth and families in the community. Currently our organization has implemented several programs to address the needs of children & young adults including two premiere charter schools, and Agape' College of Business and Science a post- secondary institution (offering Associates of Science Degrees, industry recognized certifications and career pathways).

Agape' is actively fulfilling, its vision through outreach to students who have the highest needs. In addition, Agape' establishes schools in impoverished communities in order for students to benefit from a comprehensive educational program. Agape's holistic design provides high needs students' targeted instruction and social tier intervention support. Subsequently, there are opportunities for career pathway options ultimately leading students to workforce skills as they complete a high school diploma and college degree concurrently. Students choosing Carter G. Woodson are offered the opportunity to complete a high school diploma and college degree or certificate within four (4) to five (5) years concurrently through dual enrollment credit earning opportunities. Agape has developed business partnerships to ensure students have job shadowing and work-based learning that promotes real world application. Finally, in order to address emotional and social supports needed, Agape' has formed partnerships that provide students with therapeutic counseling to address vital social issues such as substance abuse, mental/behavioral health, and truancy in order to illuminate issues that can impede on each child's educational progress.

By submitting this charter renewal to serve students in 7-12th grades, Agape' will continue to be successful in implementing educational program of the Carter G. Woodson Public Charter School based on its proven history and its efforts to provide an education to students in the local community.

The fifteen elements of a charter petition, as required by law are described below, as well as other necessary provisions mandated by the Education Code. The law requires that a school district shall not deny a petition for the renewal of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of five applicable findings in Education Code Section 47605(c), or meets other legal requirements.

Carter G. Woodson Public Charter School

EXECUTIVE SUMMARY

Major Achievements

Carter G. Woodson's Smarter Balanced Assessment Consortium ("SBAC") ELA increased student performance by meeting/exceeding standards in 2019 compared to 2018. There was a 9% increase in the 7th grade, 4.4% increase at 8th grade and 3.4% in the 11th grade.

Carter G. Woodson's Smarter Balanced Assessment Consortium ("SBAC") Math assessment increased student performance in 2019 by meeting or exceeding standards from the previous year with a 1% increase in the 8th grade and 1.8% increase in the 11th grade.

Overall, 67.4% of students at Carter G Woodson made progress towards mastery of English language proficiency according to the prior two years of ELPAC scores.

Carter G. Woodson's chronic absenteeism has decreased 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.

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 2020.

Carter G. Woodson was awarded a WASC Accreditation from 2019 to 2024 and just completed a successful accreditation renewal.

Woodson has fully implemented five (5) career pathways and multiple CTE courses. All seniors are expected to complete a pathway in order to become career ready before graduation.

Woodson students are provided an opportunity of a dual enrollment college program. Students are able to earn a college degree or certificate while earning their high school diploma.

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

Parent surveys express strong satisfactions with our educational programs through the 2019-20 school years.

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

We have increased the number of well qualified teachers compared to the prior year and raised teacher salaries to a higher scale.

School Wide Strengths expressed by the WASC Visiting Team (February 2019 WASC Accreditation Report):

- Woodson's assessment data demonstrates student improvement. Woodson's main goal is to provide a program to improve student achievement with the appropriate supports in place. Their personalize model clearly meets the standard "critical learner needs."
- Woodson's plan includes: a multi-tier system of support, investing various tech tools, providing emotional and academic intervention, improving instructional practices and rigor in the classroom, promoting a culture where students are engaged and take ownership, community involvement and college and career pathways. This maintains fidelity to their "long range school-wide plan."
- The vision and purpose (action plan) supports achievement for all students. Woodson continues to define growth in areas of instruction, curriculum, intervention, and culture.
- Woodson leadership provides a system which supports teachers and staff. Leadership is highly effective in working with teachers and staff. Teachers employ a variety of evidenced based, instructional strategies as evidenced by lesson plans which include standards, essential questions, key vocabulary, differentiated strategies, assessment and exit ticket requirements.
- The action plan is "user friendly" which leads to a variety of best practices:
- Woodson uses Illuminate on a regular basis.
- Use of Achieve3000 to provide a visual representation of student academic growth over time (Exit Tickets).
- Involving the student (the main stakeholder) in their assessment data on a consistent basis.
- Use of assessments to drive individualized support options for students (e.g. After School Program, Saturday School and Student Support Counseling referrals, etc.)
- Professional development surrounding assessment driven differentiated teaching.
- Clear focus on standards-based learning
- Benchmarks, Illuminate
- Data-driven instruction is apparent in all classrooms
- Data walls
- Students have opportunities to apply content/skills learned in career track classes
- Edgenuity presented opportunities for continued success
- Woodson has established Career Pathway programs that provides many career readiness opportunities for students.
- Woodson has well established business partnerships.
- Multi-Tiered System of Support 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 are a critical element. Simply their focus is to provide incentive for students to come to school and when they arrive, provide them the support necessary for success regardless of student status.

Is the school an academic success?

Has the Charter School shown growth over the charter term?

In determining Carter G. Woodson's academic success, we must first analyze the mission of Carter G. Woodson and the purpose of its existence. Carter G. Woodson Public Charter School opened its doors in August of 2001 and has grown to over 400 students across two 7-12 grade campuses in Fresno, located at 3333 North Bond Avenue and 4880 North First Street. Carter G. Woodson has been in existence for 20 years. The Charter School is located in the heart of Fresno and is a part of the City of Fresno Region 8. The Charter School serves a unique urban student population in grades 7-12.

Our expanding diverse population includes students who meet one or more "high needs" indicators. These indicators include students who are habitually truant, have dropped out of school, are pregnant or parenting, retained in one grade level, credit deficient, and suspended or expelled within the school's eligible criteria for enrollment. The following represents the most recent factors that qualify our Charter School for the Dashboard Alternative Schools Status ("DASS"), previously known as the Alternative Schools Accountability Model ("ASAM"):

One hundred percent of our students qualify for Free and Reduced-Price Meals and are living below poverty levels. The current demographics of Carter G. Woodson are displayed below:

Carter G. Woodson Public Charter School DASS Qualifier (August of 2020)	
Dass Qualifiers	Percentages
Homeless	3%
Foster	4%
Transient	5%
Gap	2%
Credit Deficient	38%
Retained	0%
Truant	21%
Dropout	1%
P/P	4%
Ward	1%

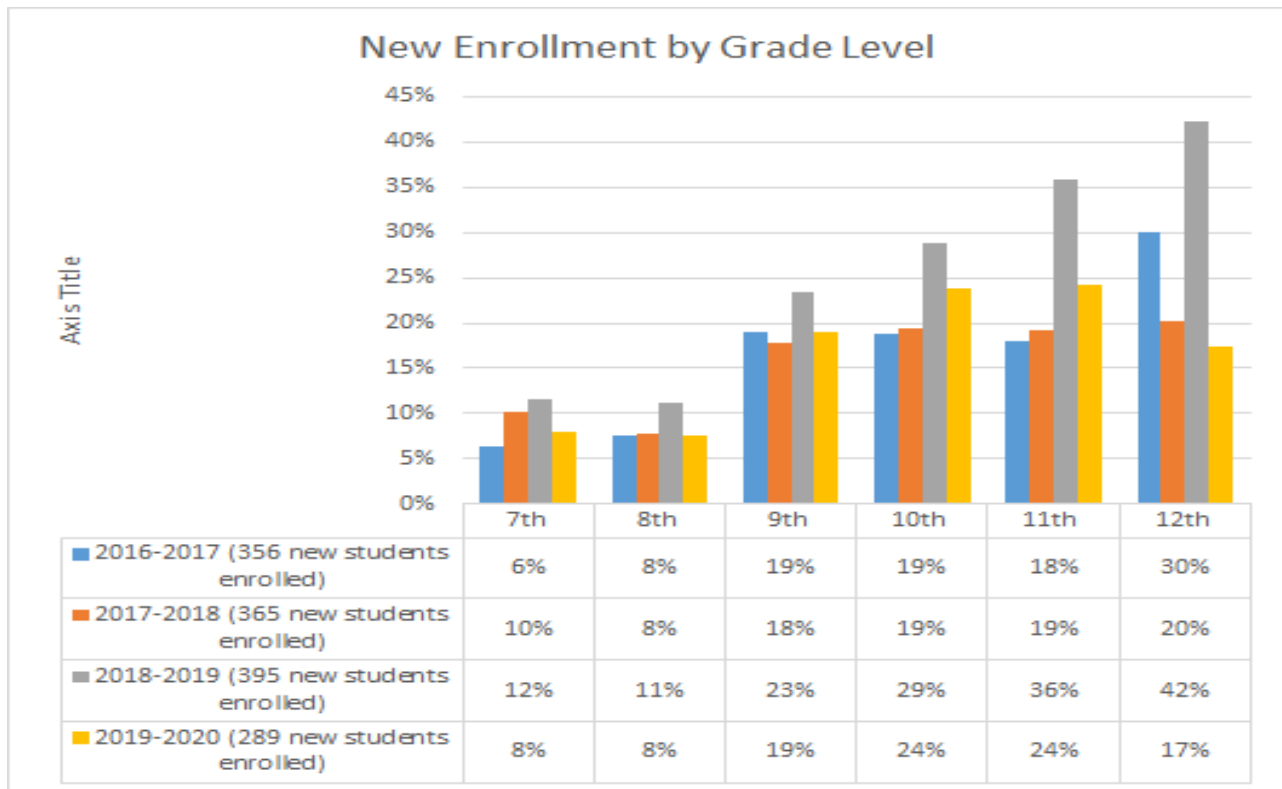
Suspended	1%
Expelled	1%
Totals:	79%

Student Demographics (CALPADS 2020)

SCHOOL INFORMATION							General Information							
Grades Served/Program Description							7TH -12th							
1 st Year of Operation (DATE)							8-20-2001							
Current Enrollment							385							
Free and Reduced Price Lunch							385				100% CEP			
Special Education							36				9%			
English learners							27				7%			
American Indian							3				1%			
African American							62				16%			
Asian							5				1%			
Hispanic							279				72%			
Caucasian							31				8%			
Other							5				1%			
Ethnicity	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Total
Hispanic or Latino of any Race								11	23	30	50	79	86	279
Indian/Alaskan Nat, Not									1		1		1	3
Asian, Not Hispanic												1	4	5
Black/African									7	4	8	16	27	62
White, Caucasian								3	3	8	3	4	10	31
Two or More Races, Not Hispanic											2	1	2	5
Grand Total								14	34	42	64	101	130	385

Evidence: Aeries Student Information System Enrollment Data, Cal Pads

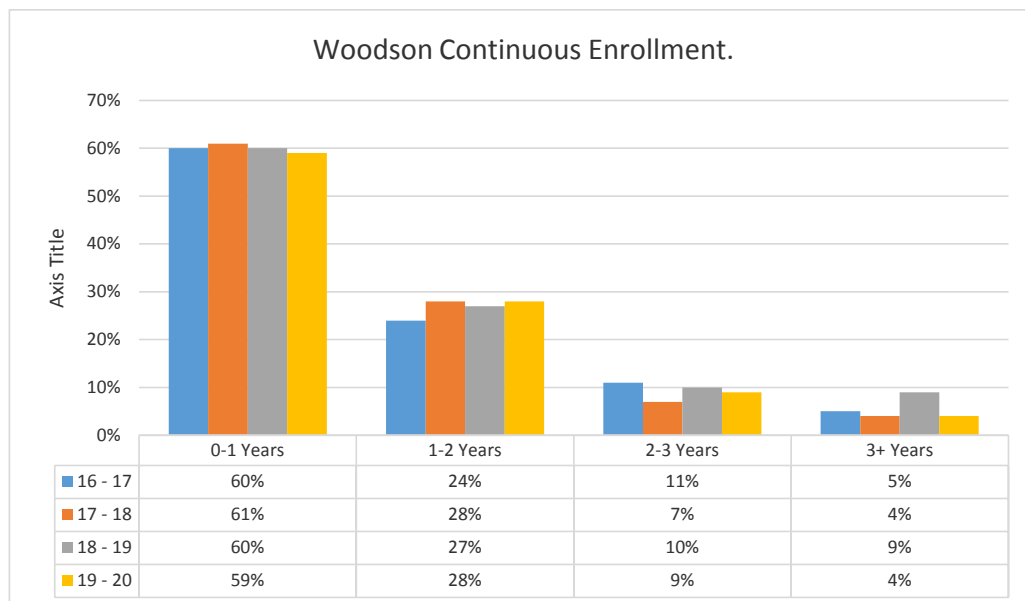
Our largest student population by ethnicity is Hispanic and African American; both are qualifying subgroups for state standardized testing.



Evidence: Aeries Student Information System Enrollment Data, Cal Pads

Analysis:

Based on four years of enrollment data, the average student who comes to enroll at Carter G. Woodson for the first time enrolls in grade 11 and 12, with the majority of the students enrolling in grades 10 through 12. Although students enroll at these grade levels, an overwhelming majority of students are at least one (1) year deficient in academic credit in high school. Grades 10th through 12th represent nearly 64% of our new student population each year. Many of these students are older students between the ages of 17-19 years of age. As students enroll with significant credit deficiencies this ultimately affects Woodson's graduation rate.



Analysis:

Carter G. Woodson continuous enrollment data over a four-year period revealed 60% of students are enrolled for one (1) year or less while all other students generally return to their district of origin. There are several factors that contribute to these statistics, including age, grade level upon enrollment, and academic credit standing. Carter G. Woodson students on average enroll at age 16 through 19 years of age. As stated previously, the majority of our students (38%) are credit deficient at enrollment or have struggles with habitual truancy (21%). As a result of these factors many of our enrollees are completing the program within three years, while the rest of our enrollees earn sufficient credits and transfer back to their home schools within the Fresno Unified School District.

STUDENT OUTCOMES & DEMONSTRATED ABILITIES 2015-20

Pupil Outcomes	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets (annually)	Final Evaluation Results
Academic Goals					
Over a three-year period credit eligible 11 grade students will pass a basic skills exam to graduate.	Illuminate local benchmark tests	1 per semester	.5 level per long term student		Fall 2017, 8% ELA; 0% Math Spring 2018, 16% ELA, 37% Math Fall 2018, 5.2% ELA, 4.1% Math Spring 2019, 7.5% ELA, 6.7% Math Fall 2019 17.32% ELA, 4.5% Math Spring 2020 Testing Suspended due to COVID 19.
	CAHSEE (10 th Grade) (Suspended) Students will complete an Alternative Exam during the time of Suspension the exam will be a basic skills test at 8 th grade level. Publisher (Wonderlic)	2 per year Grade Level 9-12 will complete the test up two twice per year until passed.	60% minimum passing for credit eligible 11 grade students.	Year 1 45% passing by 11 th Year 2 55% passing by 11 th Year 3 60% passing by 11 th	CAHSEE no longer an available administered exam. This goal was not legally obtainable.
	Smarter Balanced	Annually	TBD		Smarter Balanced temporarily suspended for 2019-2020
Over the next 5 years Carter G. Woodson will increase its Academic Performance	Academic Performance Index, as may be amended	Annually	Minimum of 25% increase in API points over a 5-year period	2017 - 5 points 2018 - 10 points 2019 - 15 points 2020 - 20 points 2021 - 25 points -	API is discontinued and replaced by the Dashboard
Woodson will increase the number of students scoring at proficient/advanced on the Smarter Balanced Assessment	Carter G. Woodson standards based subject area mastery test Illuminate benchmark test Report card	One per unit	10% of the students who have attended the school for at least 2 years will reach proficiency or advanced status on the Smarter Balanced Assessment	10% of 2-year students will be proficient at the end of charter term.	2016-17: 3.5% ELA 2017-18: 5.76% ELA 2017-18: 1.17% Math 2018-2019: 30% ELA 2018-2019: 4.2% Math 19-20 SBAC Suspended due to COVID 19

Carter G. Woodson will increase the number of students becoming proficient in CTE courses	Students will earn a C or better in a minimum of two courses within a career pathway/ CTE sequence	Bi-Annually	50% of credit eligible graduating seniors that have been enrolled in the school at least two years will complete at least two CTE courses leading to the completion of a Career Pathway	2017- 15% 2018- 20% 2019-30% 2020-40% 2021-50%	2016-17: 47.9% 2017-18: 83% 2018-2019: 72% 2019-2020: 83%
School Wide Performance Goals					
Graduates of Carter G. Woodson will be self-directed life-long learners	Individual Career Learning Plan Written reflections	Ongoing Quarterly	Each student enrolled more than 90 days will set short and long-term academic, career, and personal-social goals	100% completion	2015-2016: 100% 2016-2017: 100% 2017-18: 100% 2018-2019: 100% 2019-2020: 100%
	Graduation rate Completed college enrollments Senior exit survey Request for records Post-grad follow-up survey	Annually	Graduates will pursue a post-secondary degree, or will be enrolled in a vocational trade/certification program upon graduation	Minimum of 90%	2015-2016: 95.2% 2016-2017: 98.8% 2017-18: 98.5% 2018-2019: 89% 2019-2020: 94%
All long-term students will exhibit the attitude to be self-motivated through improved school attendance and continuous enrollment	Student attendance reports ASAM credit completion report Report cards	Daily/Weekly Monthly/Annually	The school will maintain a minimum of 87% attendance rate as measured by ASAM	87% or better	2018-2019: 92% 2019-2020: 94%
	Suspension rate Expulsion rate	Weekly/Monthly Annually	Lower discipline/suspension/expulsion rate	Average below 12% over a 5-year period	Suspension Rate 2015-2016: 11.0% 2016-2017: 18.3% 2017-18: 18.0% 2018-2019: 14.6% 2019-2020: 3.3% Expulsion Rate 2015-2016: 0.0% 2016-2017: 1.40% 2017-18: 0.40% 2018-2019: 0.00% 2019-2020: 0.00%

Analysis:

Each one of our previous student outcomes from our last charter petition has been met. Carter G. Woodson showed growth in each of its charter goals and successfully met all its performance outcomes, with the exception of SBAC Math which shows no final scores due to COVID-19. Carter G. Woodson, however, does recognize the continual room for improvement to ensure that we can better educate and serve our students.

Charter Renewal Criteria

Carter G. Woodson' qualifies for Dashboard Alternative School Status, as described above.

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607(c)(7) (DASS School)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the tiers has unique qualifying criteria.

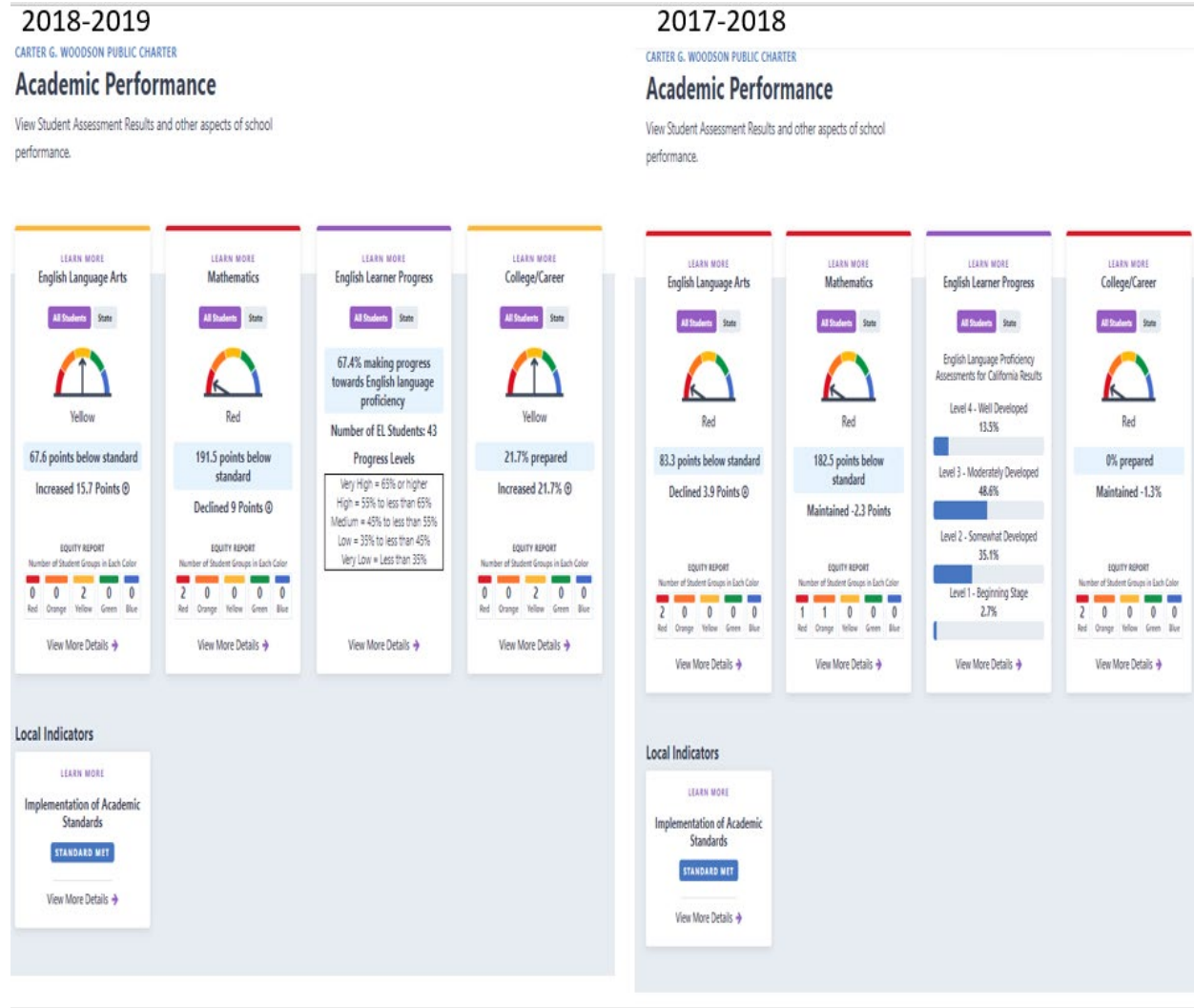
Education Code Section 47607(c)(7) states the three-tiered system shall not apply to a charter school that has qualified for DASS, as Woodson has. Instead, the renewal criteria for a DASS school is:

In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the [Dashboard], the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

The new charter renewal criteria became effective law on July 1, 2020. Woodson and FUSD could not go backwards in time to have a discussion about which alternative metrics would be reviewed at the time of charter renewal. The data below is presented to provide FUSD a snapshot of Woodson's performance on the Dashboard, followed by the Charter School's performance on alternative metrics. Carter G. Woodson is making gains and closing the Charter School is certainly not in the best interest of students.

Carter G. Woodson has included below data to demonstrate our students' performance during the course of the last charter term.

California School Dashboard



Analysis: Carter G. Woodson has made significant improvement in four areas of the Dashboard: SBAC ELA, English Learner Progress, Suspensions, Expulsions, and the area of College and Career.

Carter G. Woodson' California Assessment of Student Performance and Progress ("CAASPP") Performance

As demonstrated in the table below, there is a steady increase in our students' performance on both the English Language Arts ("ELA") and Math on the CAASPP, both for students schoolwide and in significant subgroups over the past 4 years.

Carter G. Woodson takes pride in our ability to support all of our students to succeed academically and will continue to work towards ensuring an increase in our students' academic performance, as demonstrated on the CAASPP and in our internal assessments.

Analysis of Woodson CAASPP Data

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%)

Analysis: The above table describes the three-year comparison of student achievement data, measured on the CAASPP for English Language Arts. The percentage of students meeting, and exceeding standards have grown over the past three years. 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%)

Analysis: The above table describes the three-year comparison of student achievement data, measured on the CAASPP for mathematics. The percentage of students meeting and exceeding standards have grown over the past three years. During the 2016-2017 school year, the percentage of students meeting standards in mathematics were 2%, and 0% for exceeding standards. By the 2018-2019 school year, the percentage of students meeting standards grew to 5.3%, and the percentage of students exceeding standards were 1.33%. 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 90%, whereas during the 2018-2019 school year, the students not meeting standards decreased to 80%. With the decrease in the population of students not meeting standards, and the increase of students meeting or exceeding standards, students at Carter G. Woodson have made gains towards mastering Common Core State Standards in mathematics.

Carter G. Woodson' CAASPP Scores, 2017-2019: Percentage of Students Meeting or Exceeding Standards:

Demographic	Assessment	2016 - 17	2017 - 18	2018 -19	2019-2020
Schoolwide	ELA	15.69	17.32	22.89	19-20 Not Applicable Standardized Testing Suspended by the state due to the pandemic
	Math	2.0	4.76	4.22	
Hispanic or Latino	ELA	14.29	15.31	14.16	
	Math	2.94	3.09	1.77	
English Learner	ELA	0.0	0.0	10.0	
	Math	6.67	0.0	0.0	
Economically Disadvantaged	ELA	15.22	14.41	22.01	
	Math	2.22	2.56	3.77	

Academic Performance of Similar Schools

Below are tables that demonstrate the academic performance of similar schools within Fresno Unified School District.

Cambridge Continuation High (Fresno Unified School District) California Assessment of Student Performance and Progress Scores, 2016-2019: Percentage of Students Meeting or Exceeding Standards

School	Schoolwide Assessment	2015- 2016	2016- 2017	2017- 2018	2018-2019
Schoolwide	ELA	9%	1.87%	5.38%	2.46%
	Math	0%	0%	0%	0
Hispanic or Latino	ELA	8%	1.56%	5.11%	2.53%
	Math	0%	0%	0%	0
English Learner	ELA	0%	0%	0%	0
	Math	0%	0%	0%	0
Economically Disadvantaged	ELA	7%	1.98%	5.11%	2.57%
	Math	0%	0%	0%	0

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.

School of Unlimited Learning (Fresno Unified School District) California Assessment of Student Performance and Progress Scores, 2016-2019: Percentage of Students Meeting or Exceeding Standards

School	Schoolwide Assessment	2015- 2016	2016- 2017	2017- 2018	2018-2019
Schoolwide	ELA	18%	15.91%	22.45%	19.15%
	Math	0%	2.33%	0%	0%
Hispanic or Latino	ELA	15%	9.68%	21.95%	18.18%
	Math	0%	3.33%	0%	0%
English Learner	ELA	0%	*	*	*
	Math	*	*	*	*
Economically Disadvantaged	ELA	19%	13.16%	22.73%	20.51%
	Math	0%	2.70%	0%	0%

Fresno Unified School District California Assessment of Student Performance and Progress Scores, 2016-2019: Percentage of Students Meeting or Exceeding Standards

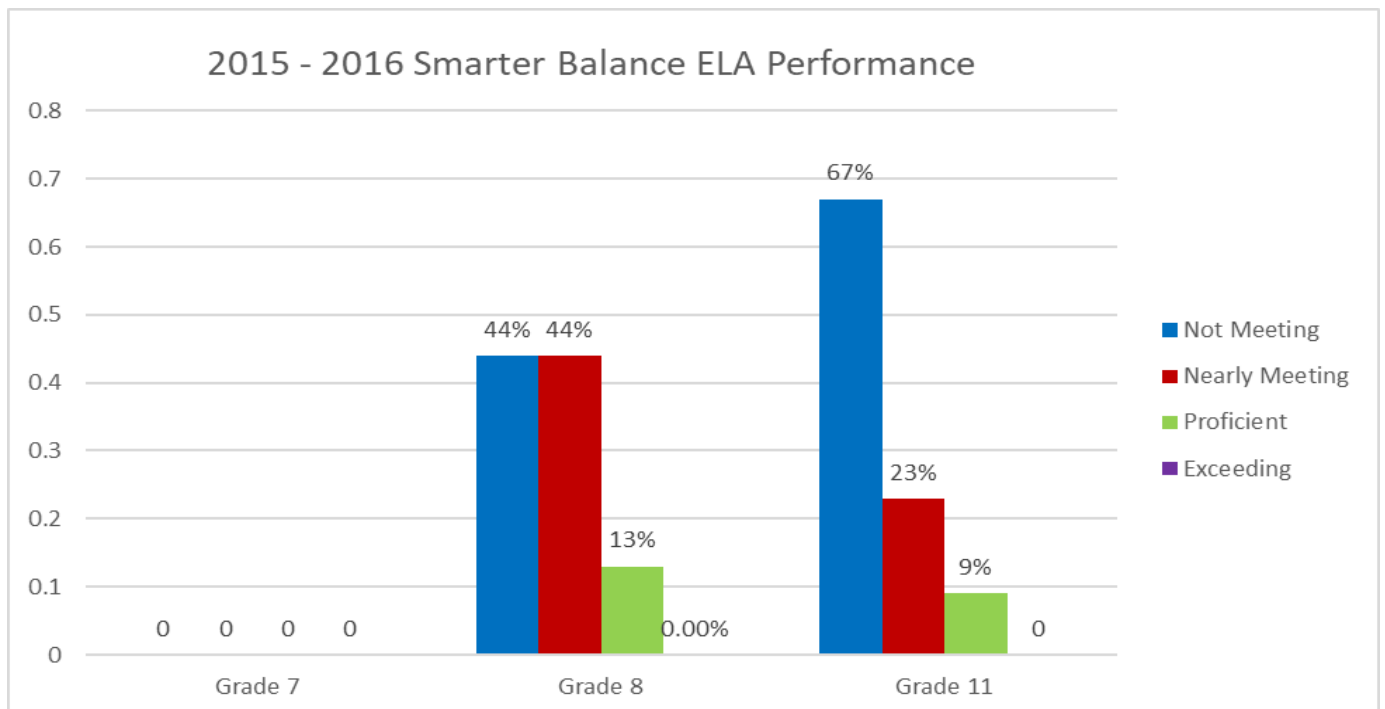
School	Schoolwide Assessment	2015-2016	2016-2017	2017-2018	2018-2019
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Schoolwide	ELA	31%	34%-	37%	38%
	Math	22%	24	27%	30%
Hispanic or Latino	ELA	28%	31%	34%	36%
	Math	19%	21%	24%	28%
English Learner	ELA	4%	4%	9%	8%
	Math	6%	6%	9%	9%
Economically Disadvantaged	ELA	28%	31%	34%	35%
	Math	19%	21%	24%	27%

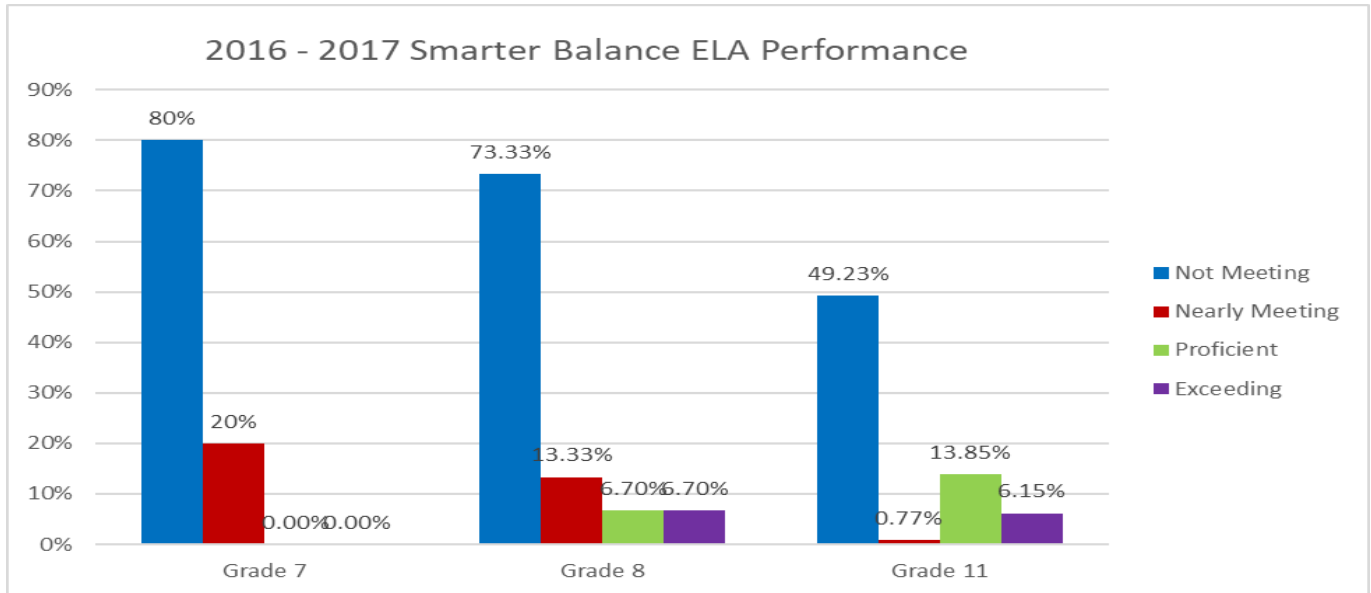
School Wide Data: SBAC Results

<u>SBAC Met and/or Exceeded Standards</u> (grades 7, 8, 11 combined)	2014-15	2015-16	2016-17	2017-18	2018-2019	Increase of past 3 years
Math	1%	1%	2%	4.76%	4.22	2.22%
ELA	3%	10%	16%	17.33%	22.89	6.89%
Literacy						
Met Standards	3%	9%	10.50%	16.54%	17%	6.5%
Exceeded Standards	0%	1%	5.50%	0.79%	7.66%	2.16%
Math						
Met Standards	1%	1%	2%	3.17%	5.3%	3.3%
Exceeded Standards	0%	0%	0%	1.59%	1.33%	1.33%

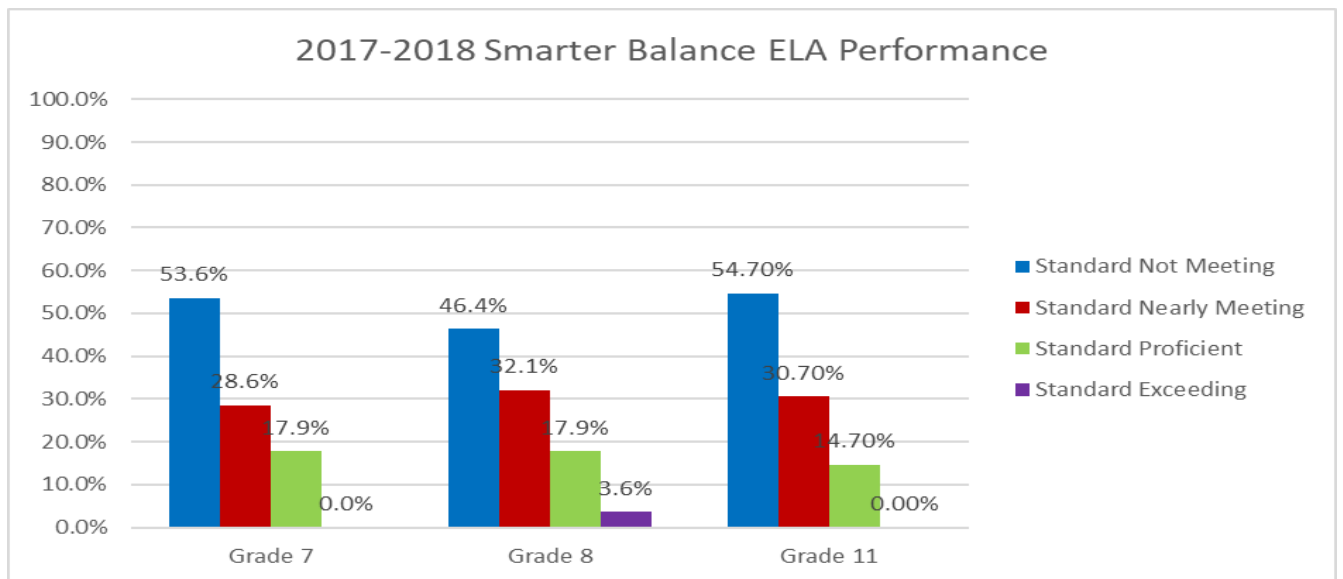
SBAC ELA 2015 - 2016				
ELA 2015 - 2016	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	*	*	*	*
Eighth	44%	44%	13%	0.0%
Eleventh	67%	23%	9%	1%



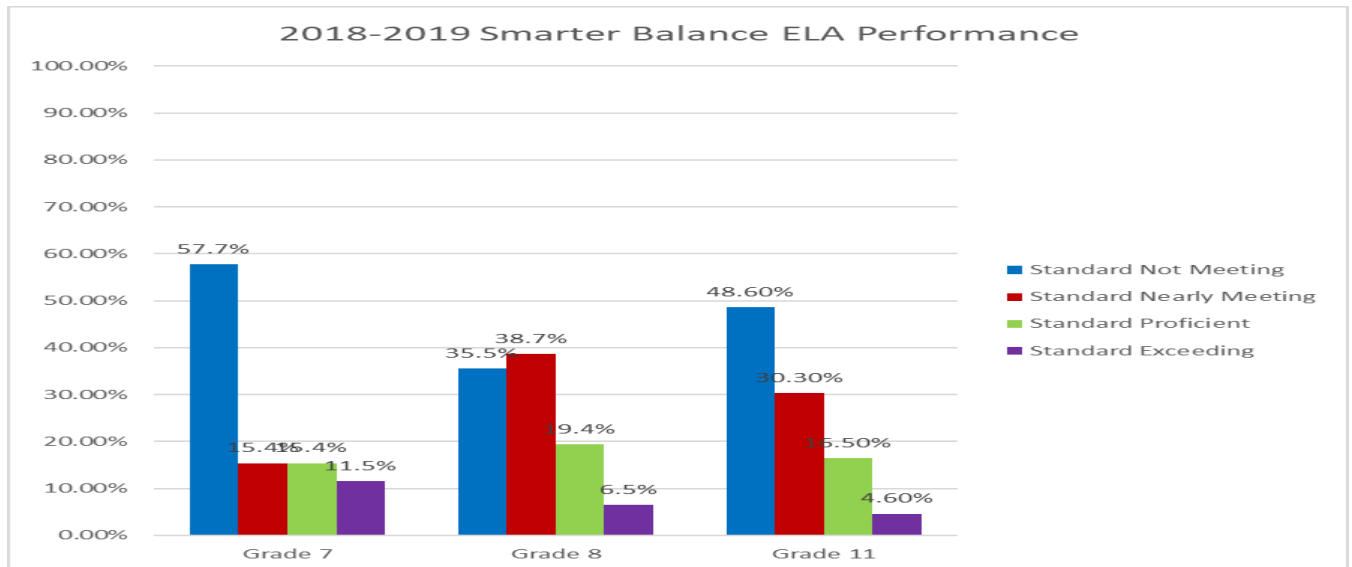
SBAC ELA 2016 - 2017				
ELA 2016 - 2017	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	80%	20%	0.0%	0.0%
Eighth	73.33%	13.33%	6.7%	6.7%
Eleventh	49.23%	0.77%	13.85%	6.15%



SBAC ELA 2017 - 2018				
ELA 2017 - 2018	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	53.6%	28.6%	17.90%	0.0%
Eighth	46.4%	32.1%	17.90%	3.6%
Eleventh	54.7%	30.7%	14.7%	0.0%

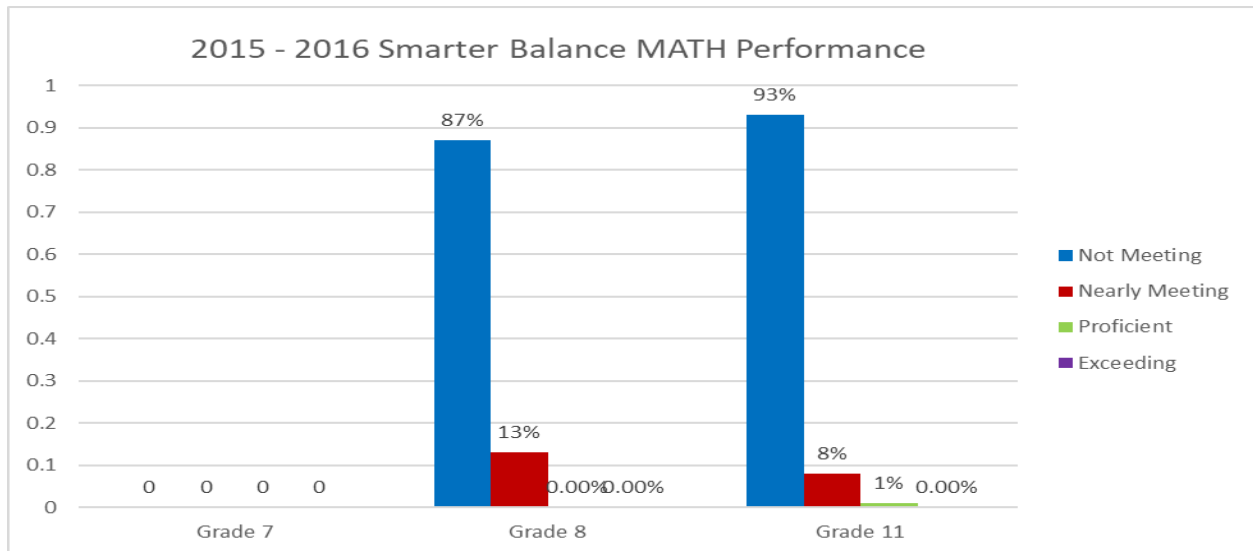


SBAC ELA 2018 - 2019				
ELA 2018 - 2019	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	57.7%	15.4%	15.4%	11.5%
Eighth	35.5%	38.7%	19.4%	6.5%
Eleventh	48.60%	30.30%	16.50%	4.60%

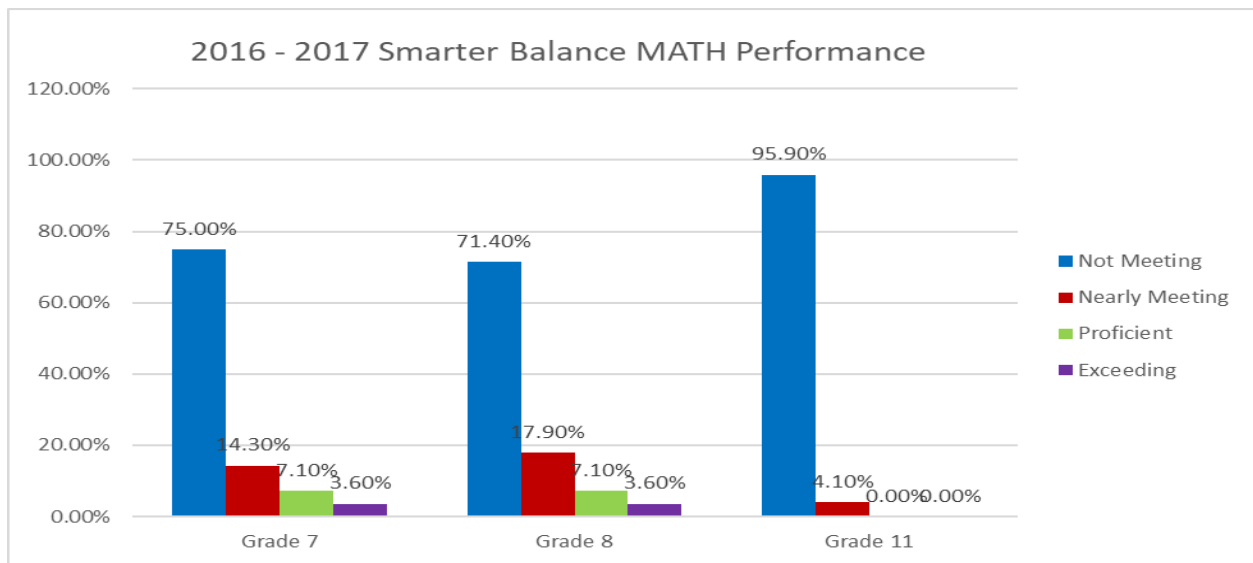


CAASPP ELA Comparison Date				
School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2016-2017	56.86%	27.45%	10.78%	4.9%
2017-2018	51.18%	31.5%	16.54%	0.79%
2018-2019	47.33%	28%	17%	7.66%
Cumulative Average	51.79% (Average Decrease of 4.76 % average)	28.98% (Average Growth of 0.275%)	14.77% (Average Growth of 2.61%)	4.45% (Average Growth of 1.38%)

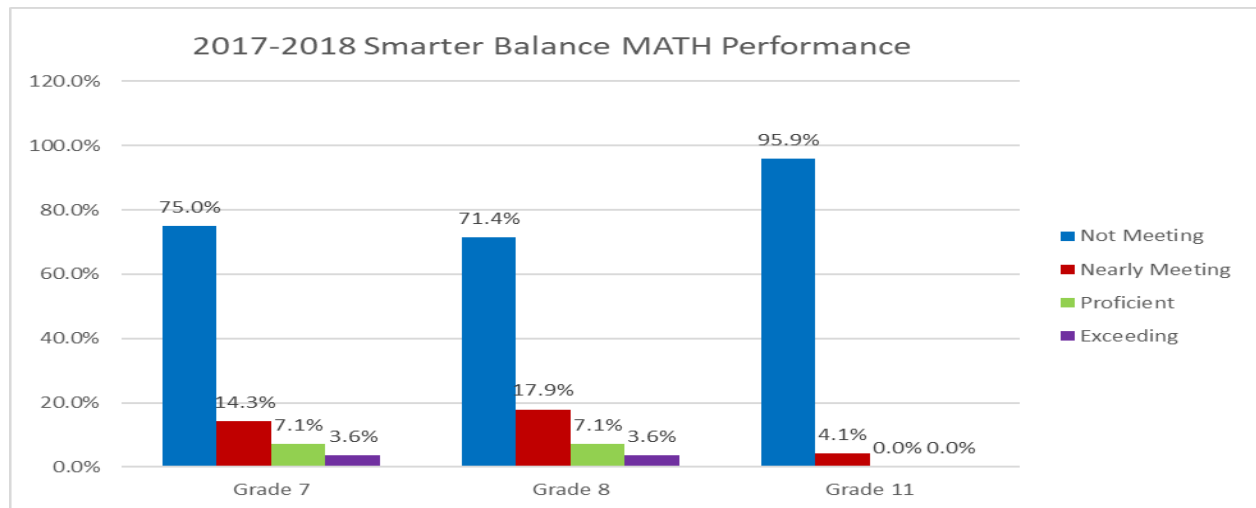
SBAC MATH 2015 - 2016				
MATH 2015-16	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	*	*	*	*
Eighth	87%	13%	0.0%	0.0%
Eleventh	93%	8%	1%	0.0%



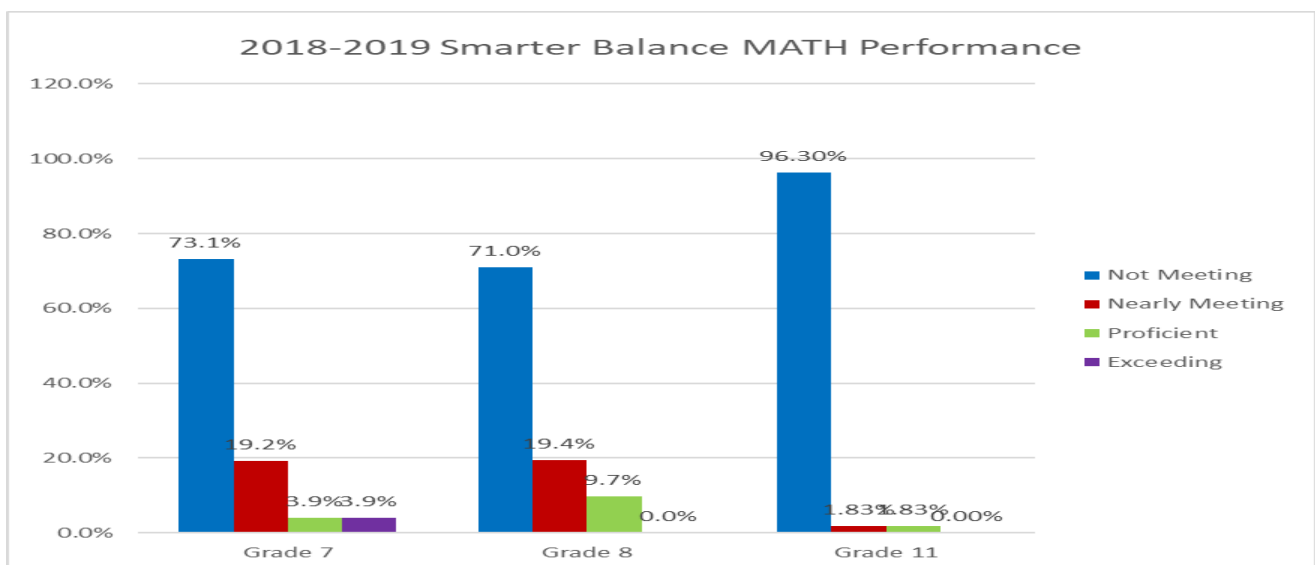
SBAC MATH 2016 - 2017				
MATH 2016 - 2017	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	75.0%	14.3%	7.1%	3.6%
Eighth	71.4%	17.9%	7.1%	3.6%
Eleventh	95.9%	4.1%	0.0%	0.0%



SBAC MATH 2017-18				
MATH 2017-18	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	75.0%	14.3%	7.1%	3.6%
Eighth	71.4%	17.9%	7.1%	3.6%
Eleventh	95.9%	4.1%	0.0%	0.0%

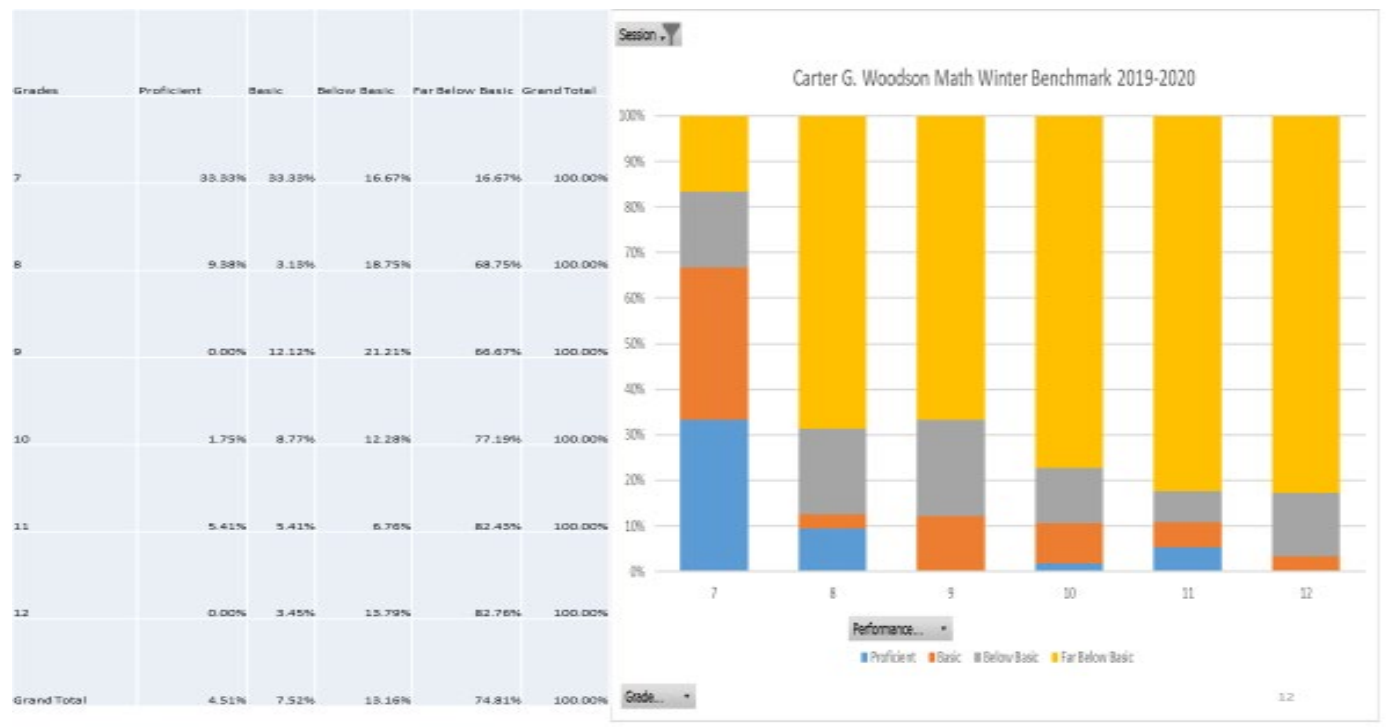
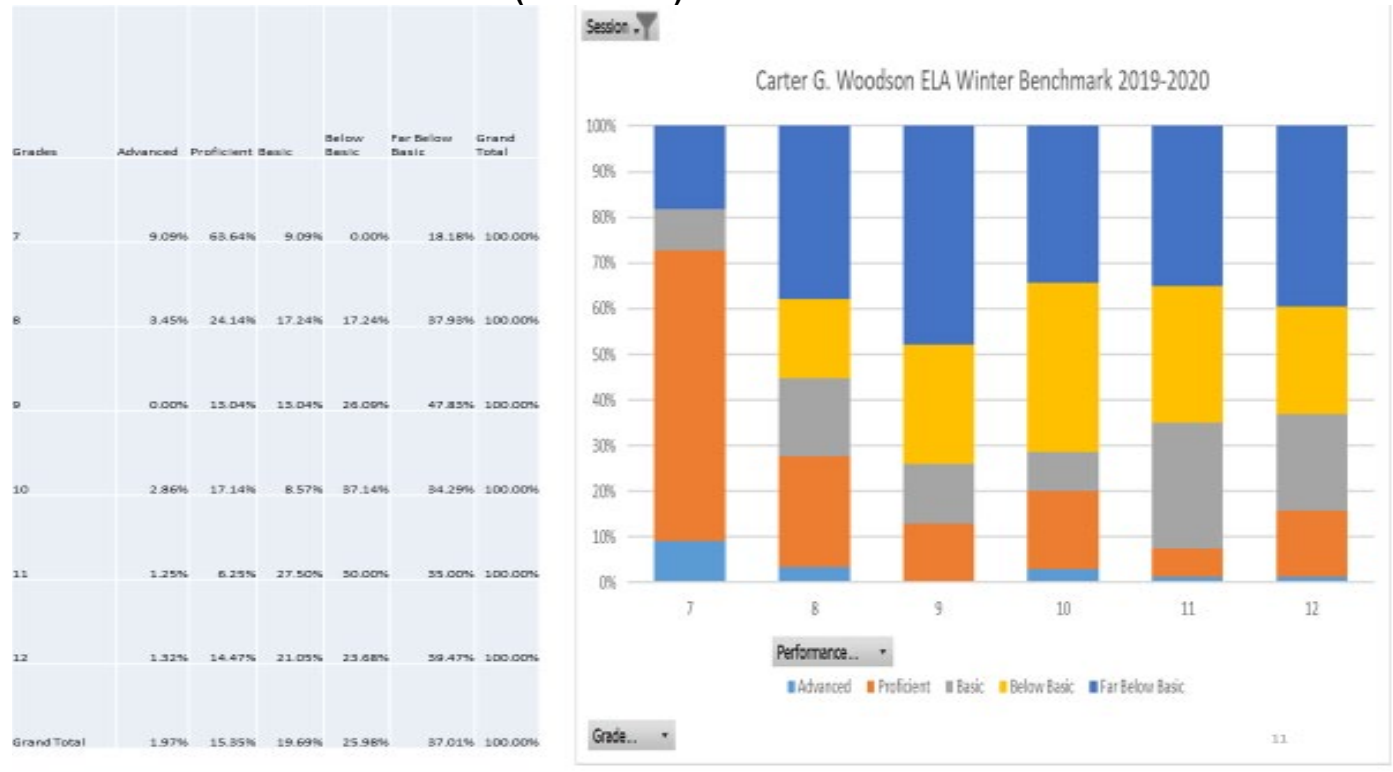


SBAC MATH 2018-19				
MATH 2018-19	Not Meeting	Nearly Meeting	Proficient	Exceeding
Seventh	73.1%	19.2%	3.9%	3.9%
Eighth	71.0%	19.4%	9.7%	0.0%
Eleventh	96.30%	1.83%	1.83%	0.00%

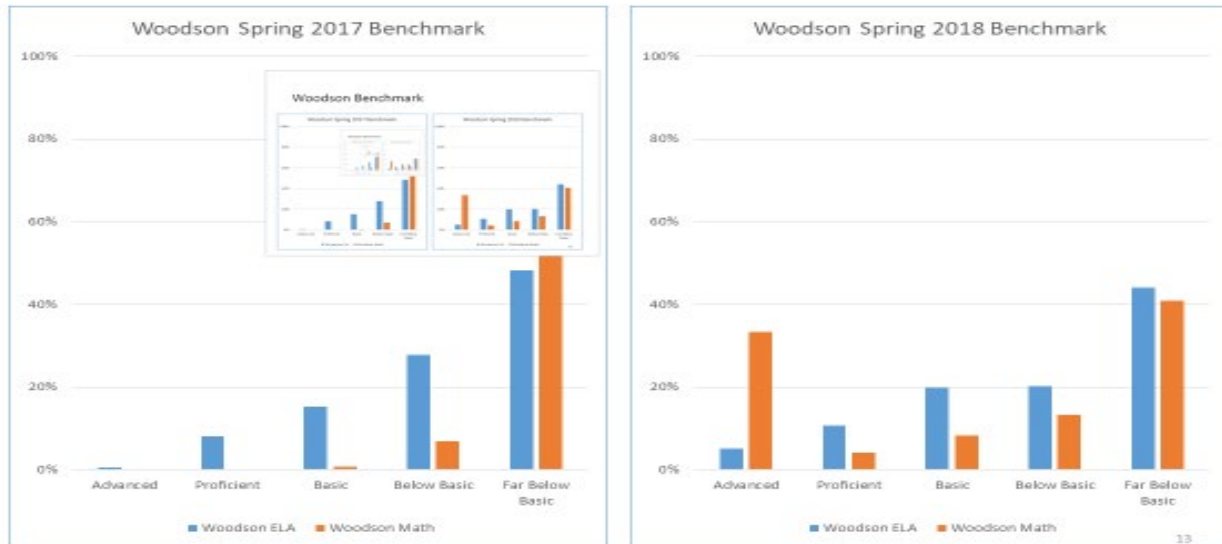


CAASPP Math Comparison Data				
School Year	Not Meeting Standards	Nearly Meeting Standards	Meeting Standards	Exceeded Standards
2016-2017	90%	8%	2%	0%
2017-2018	85.71%	9.25%	3.17%	1.59%
2018-2019	80%	13.3%	5.3%	1.33%
Cumulative Average	85.05% (Average Decrease of -5%)	10.18% (Average Decrease of 2.65%)	3.49% (Average Growth of 1.615%)	.97% (Average Growth of 0.13%)

Carter G. Woodson Benchmarks (Illuminate)



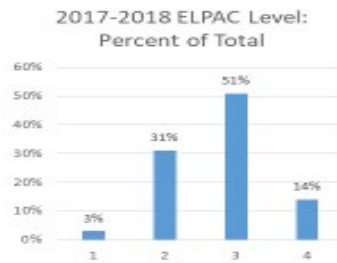
Woodson Benchmark



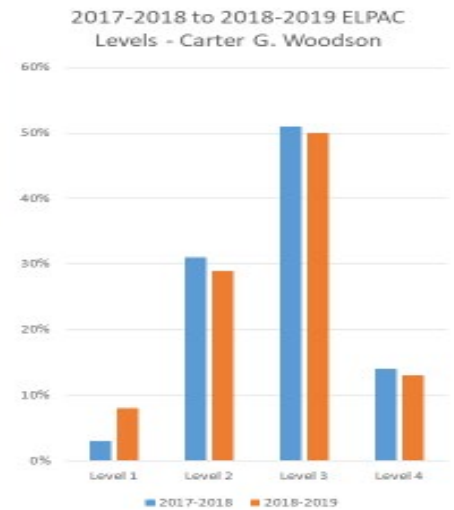
Analysis: Students are progressing on the benchmarks schoolwide as teachers are using the benchmarks to guide instruction and modify student curriculum along with pacing. Benchmarks are also utilized to forecast student anticipated performance on SBAC.

English Learner Student Achievement

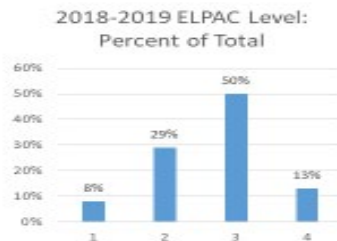
2017-2018 ELPAC	
Performance Level	Percent of Total
1	3%
2	31%
3	51%
4	14%
Grand Total	100%



ELPAC Results by Level		
	2017-2018	2018-2019
Level 1	3%	8%
Level 2	31%	29%
Level 3	51%	50%
Level 4	14%	13%



2018-2019 ELPAC	
Performance Level	Percent of Total
1	8%
2	29%
3	50%
4	13%
Grand Total	100%

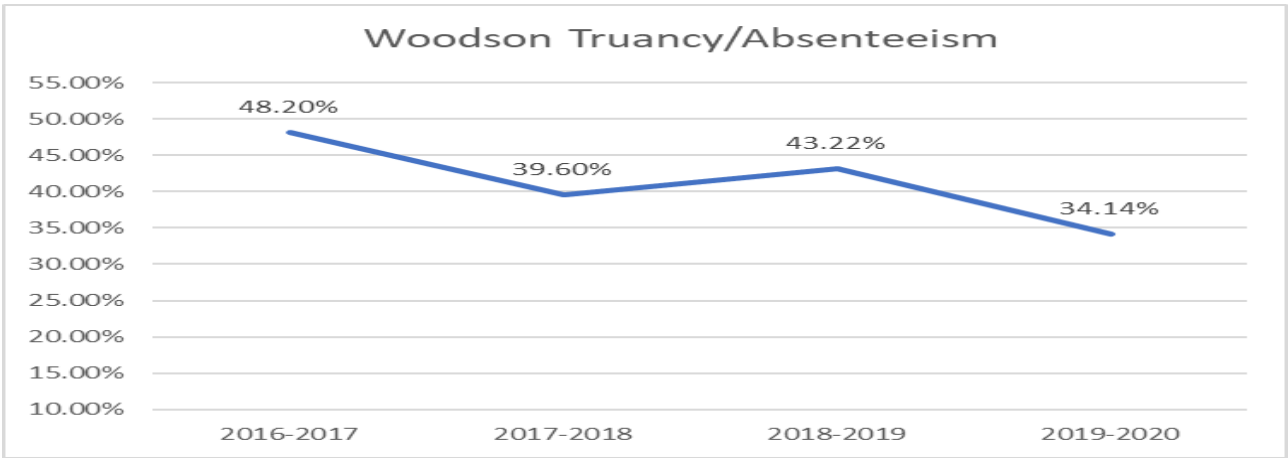


Carter G. Woodson EL Redesignation

School	Year	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Carter G. Woodson Public Charter	2019	385	27 (7.0 %)	44 (11.4 %)	6 (13.3 %)
	2018	430	45 (10.5 %)	40 (9.3 %)	5 (11.6 %)
	2017	345	43 (12.5 %)	41 (11.9 %)	0 (0.0 %)
	2016	352	40 (11.4 %)	35 (9.9%)	8 (16.7)

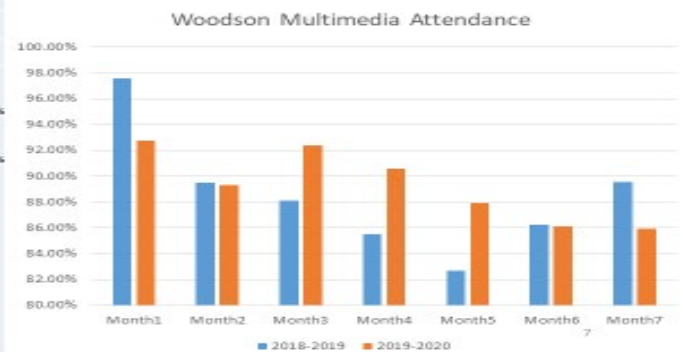
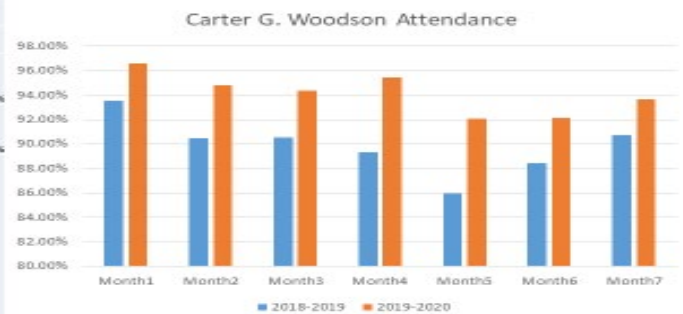
Analysis: Woodson has been successful at increasing the number of EL redesignation for the past two years.

Chronic Truancy & Absenteeism



Carter G. Woodson							
	Month1	Month2	Month3	Month4	Month5	Month6	Month7
2018-2019	93.52%	90.45%	90.56%	89.34%	85.97%	88.44%	90.71%
2019-2020	96.56%	94.78%	94.56%	95.44%	92.08%	92.15%	95.63%

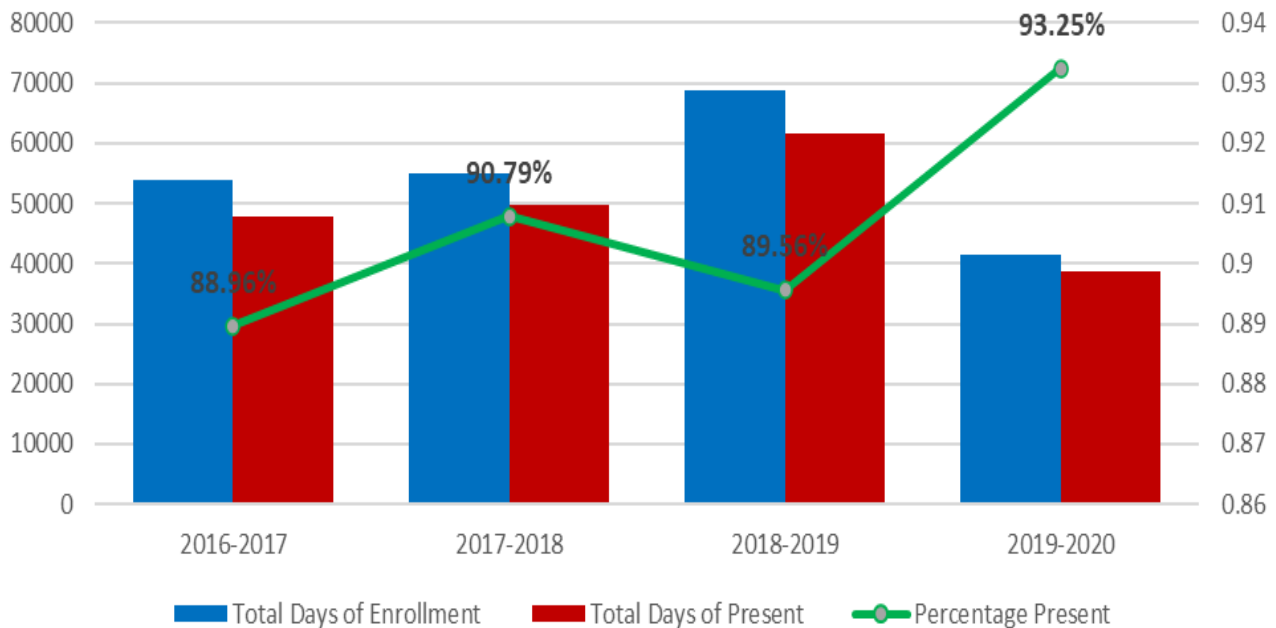
Carter G. Woodson Media							
	Month1	Month2	Month3	Month4	Month5	Month6	Month7
2018-2019	97.58%	89.48%	88.10%	85.53%	82.64%	86.23%	89.53%
2019-2020	92.75%	89.30%	92.57%	90.55%	87.94%	86.09%	85.94%



Analysis:

Chronic absenteeism has decreased significantly at Carter G. Woodson Charter School. Chronic absenteeism has decreased by 5.46% 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.

Woodson Attendance History - 90+ Enrolled



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%

High School Graduation

Four-year Cohort Note: Students at Carter G. Woodson are not on time graduates as measured by graduation year, as they enroll in the Charter School as credit deficient and truant. Therefore, the formula that measures this chart will ultimately decrease the graduation rate although our Charter School did show growth despite the variables that do not fit our student population.

In the new DASS system Carter G. Woodson is at 60.8% graduation rate for two-year cohort, with an increase of 7.5%.

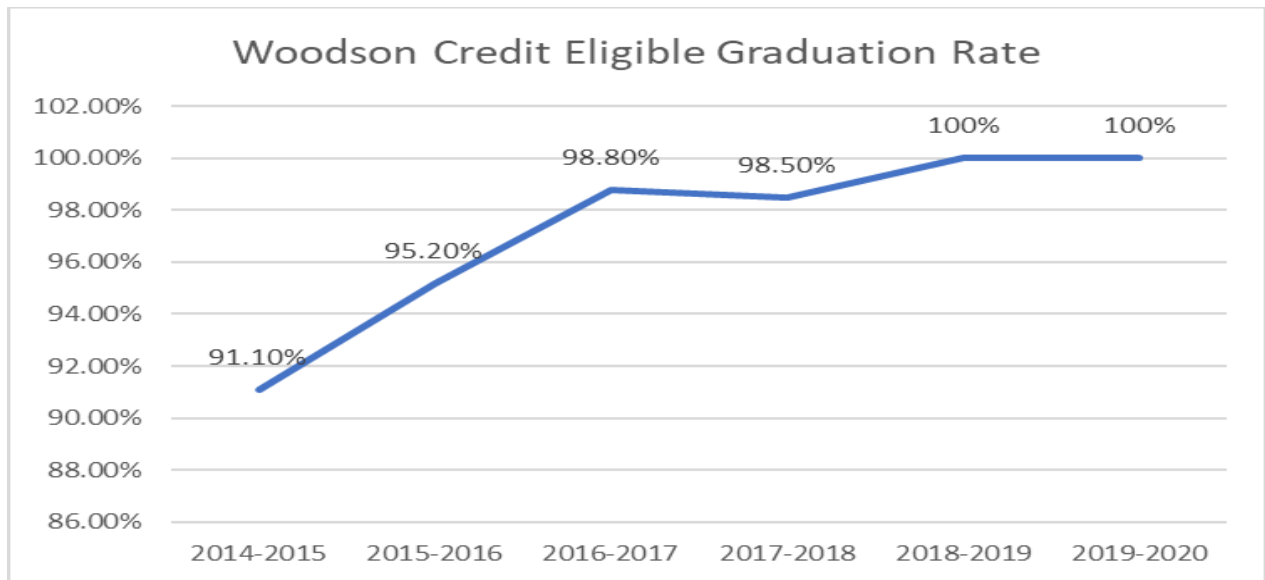
Carter G. Woodson Public Charter Graduation Data									
Class Of	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropout Rate	Other Transfers	Other Transfers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate
2018-2019	122	57	46.70%	35	28.60%	0	0	30	24.50%
2017-18	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%

Graduation Rate DASS Two-year Cohort

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 by 59% 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 Woodson Charter School has met this requirement.

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%



School 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. According to the California School Dashboard, suspensions has decreased by 11.3%, placing the suspension rate to 3.30%. By instituting positive behavior interventions and partnering with outside agencies to provide social work strategies and therapeutic supports, Woodson Charter School has been able to maintain an expulsion rate of 0%. 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.

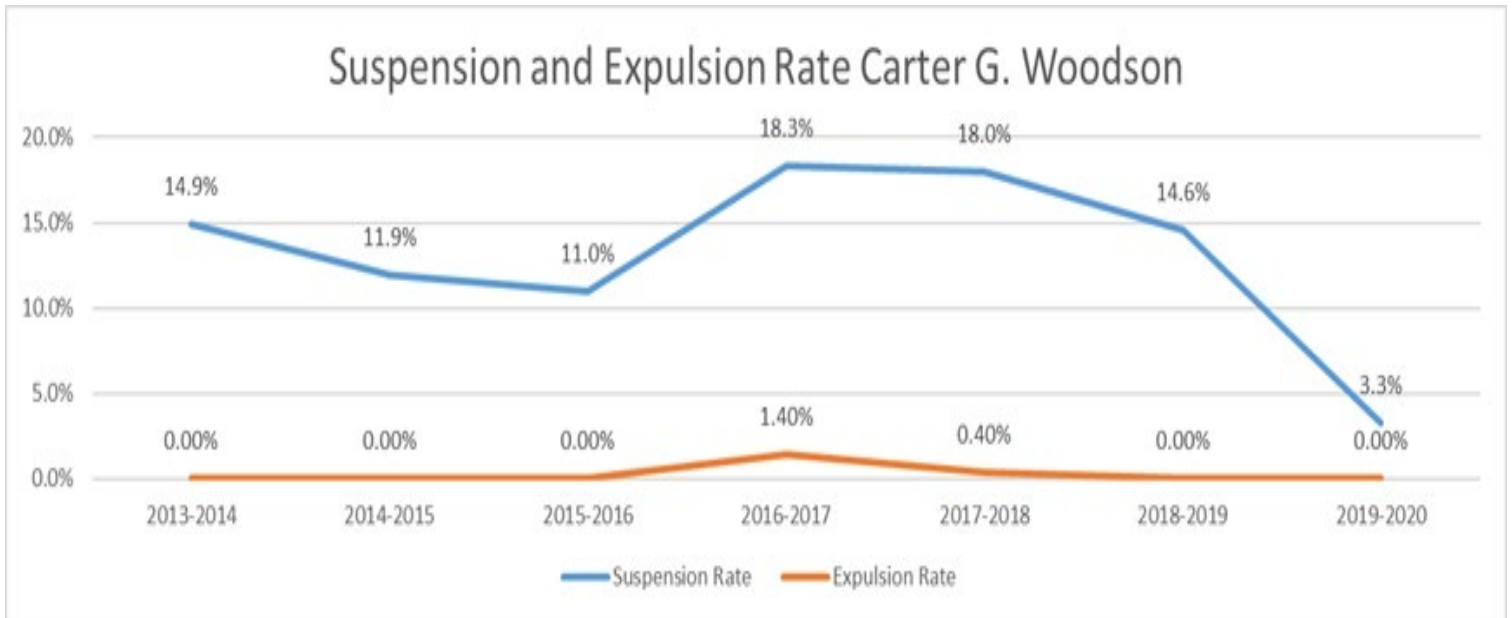
Carter G. Woodson Public Charter

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%

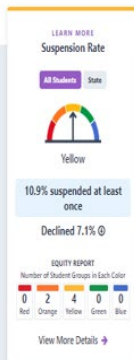


2018-2019

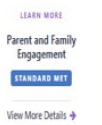
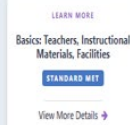
CARTER G. WOODSON PUBLIC CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Local Indicators

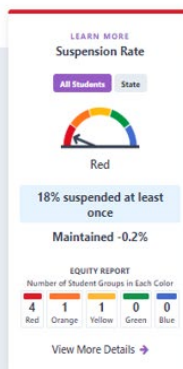


2017-2018

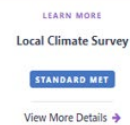
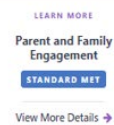
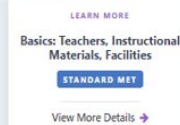
CARTER G. WOODSON PUBLIC CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Local Indicators



Evidence: Dashboard, Aeries, Calpads

Career Technical Education

Career Pathways and Work-Based Learning

Charter Your Pathway to Success is a career pathway program offered to Carter G. Woodson students. The program prepares students for a career by exposing students to work-based learning skills and infusing academic standards into a comprehensive industry-driven curriculum. Each pathway is designed to prepare students for high-skills, high-wage, and high growth jobs. Carter G. Woodson participated in this program with other local charter schools which assists in sustaining the program through student participation, pooling resources, and collectively obtaining additional grant funding. Charter Your Pathway to Success provides students with the following pathways leading to industry skills and development; Business Administration, Education, Game and Design Arts, Media and Design Arts, Patient Care, Personal Services, Production and Managerial Arts, and Professional Sales. Students enrolled in the career pathway program are given opportunities to participate in work assimilation activities. These activities allow our students to engage in real-life workplace experiences. Students are engaged by connecting common core academic instruction in the classroom to hands-on job skills. Experiences include, but are not limited to, career fairs, guest speakers, job shadowing, and paid and unpaid internships.

- *Career Technical Education Instruction-* Career Technical Education instruction exposes student to career pathways of their choice and provides real world application and the

exploration of job skills and industry standards. Students learn from teachers that are experts in the field. Instruction is provided by using curriculum that reflects industry standards at a post-secondary level. Upon completion of the pathway students are matched to a job shadowing opportunity in their chosen field.

- *Work Based Learning*- opportunities are branded within the Carter G. Woodson instructional model through career exploration engagement and real-life application. In addition, our program connects career pathways instruction to hands-on workplace learning through business partnerships and rich classroom post-secondary experiences include, but are not limited to, apprenticeships, career fairs, field studies, guest speakers, job shadowing, both paid and unpaid internships.

Each pathway includes milestones to enable students to enter the workforce at different levels of high-skill, high-wage, and high-growth jobs. Milestones in the pathways include completion certificates, industry recognized certifications, and Associate Degrees. Throughout the pathways, students will be assessed for college entrance readiness through online assessment tools. Partnerships include Fresno City College, and Agape College of Business and Science, who in partnership with Carter G. Woodson will teach students several different trades and careers to become self-employed and economically independent. The following training is available to charter school students wanting to apply:

- Career Technical Education- offered to students from 13 to 21 years of age.
- The Career Technical Education program will involve training in a variety of careers according to each students chosen career pathway.
- Post-Secondary Degree Programs- students have the opportunity to attend Agape College of Business and Science concurrently toward their Associate of Science (“AS”) Degree while attending the Woodson High School Diploma program.
- Fresno City College- is a Career Pathway partner with Carter G. Woodson. students have attended classes toward a certificate or degree in Education and Retail Sales

Career Pathway Outcomes

- In the last seven years (2013-2020), eight Carter G. Woodson graduates have obtained an AS Degree or a certificate from Agape College of Business and Science (“ACBS”). Three graduates have earned their AS degree in Business Administration, four graduates earned their Medical Assistant Certificate, and one graduate has earned both the Medical Assistant Certificate and AS degree in Medical Administration. Out of the eight graduates, 75% of the available graduates obtained successful employment in their field of study and 15% continued their education in other programs within ACBS.
- In addition, it is projected that by June 2021 there will be three additional Carter G. Woodson graduates that will obtain their Medical Assisting Certificate from ACBS. The Career Pathways program has given Carter G. Woodson the ability to expand its post-

secondary partnerships and provide students the ability to earn a degree or certificate while attending the charter school and earning a high school diploma.

Charter Renewal Criteria Conclusion

In accordance with Education Code Section 47607(c)(7), the default outcome is for the chartering authority to approve a charter renewal petition for a DASS school. The chartering authority can only deny a charter renewal if it makes written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

As demonstrated by the data above, Carter G. Woodson has helped students improve their opportunities to graduate from high school and have a successful career. Thus, Carter G. Woodson requests a five-year renewal term, from July 1, 2021 to June 30, 2026.

Curriculum & Content

Carter G. Woodson assembles a Curriculum and Instruction focus group to make decisions regarding curriculum and curriculum content. The Woodson administration team is responsible for ensuring that our curriculum aligns with Common Core State Standards, UC approved course descriptions, and the board adopted curriculum plan. Carter G. Woodson has fully implemented Common Core State Standards. The Curriculum & Instruction focus groups consist of teachers, administrators, and are co-chaired by a teacher and Education Coordinators. During the spring semester focus group activities concentrate on group members inventorying materials, reviewing standardized and formative assessments and all other student performance data. Based on state standards, student performance and materials alignment, decisions are made to maintain or adopt new materials. Teachers are currently participating in Personalized Learning Communities to identify supplemental instructional materials needs as we continue our implementation of the Common Core State Standards. Ideas that have evolved from preliminary meetings include magazine subscriptions, newsletters, and other sources of historical, scientific, and career-related informational text. Once materials are selected and final recommendations are reviewed by Woodson administration, the adoption process moves forward to the Board of Directors.

Currently, instructional materials are purchased from the following vendors:

- Glencoe McGraw-Hill
- Houghton Mifflin
- Holt
- National Geographic-EDGE (ELD)
- Measure Up Go Math
- Standards Plus-Common Core

- CPM

Electronic Instructional Subscriptions include but are not limited to:

- Edgenuity
- Populi
- Achieve 3000
- LIRN (electronic library)
- Think Central

Students and parents are informed of course content through orientation materials, course syllabi, student evaluations, student/parent handbooks, and our course catalog. The course catalog is a detailed course description guide that highlights each course taught at Carter G. Woodson. The course catalog also describes in depth the transferability of credits to other high schools and colleges. Currently, Carter G. Woodson has been successful at gaining UC course approval in all ELA, Math, Science, and History subjects. Our courses are readily accepted by high schools within and outside of Fresno County. Carter G. Woodson is WASC accredited, has successfully completed a 3-day WASC Visitation, and received a 6-year renewal through 2025.

Evidence: Course Catalog, Student/ Parent Handbook, WASC Accreditation, Survey.

How has the Inquiry learning model utilizing differentiated instruction and Project Base Learning worked over the past five years?

Over the past five years Carter G. Woodson changed from the Direct Interactive Instruction (“DII”) model to the Inquiry Instructional Model to meet the challenges of teaching common core standards. Our teachers have begun implementing the full model in various instructional phases. First, Carter G. Woodson staff began by receiving and implementing professional training utilizing the Inquiry Instructional Learning (“IIL”) model which included Depth of Knowledge (“DOK”) levels of questioning and complexity, and blooms taxonomy critical thinking. Although the instructional staff engaged in full implementation of the IIL model the data provided mixed results as evidenced of alternating patterns of growth and declines in student achievement was evident in mathematics. Furthermore, the data clearly revealed students across grade levels typically performed better on ELA than Mathematics standards. Growth was primarily seen in ELA on SBAC, District Benchmarks, and CAHSEE assessments (no longer administered). In conclusion, Carter G. Woodson has had to enhance the instructional framework by adding two more instructional methods, Project Based learning and Differentiated Instruction to better assist our students mastering subject content standards. We believe these changes will lead to consistent and successful performance outcomes for our students.

Instructional Minutes & Calendar Days

Carter G. Woodson has fulfilled its commitment to provide students the appropriate amount of instructional days and instructional minutes. The following is an overview of the total school days provided to students from 2015-16 to 2019-2020. Woodson provides the FUSD and the approved Independent Auditor Instructional minutes compliance and reporting each year as provided by required by law. Independent Study is taught in accordance with all applicable laws, the Carter G. Woodson Board Policy and administrative regulations.

2015-2016	2016-2017	2017-2018	18-19	19-20
180 days	180	180	180	180/ 114 P-2

Evidence: Annual J210, School Accountability Report Card, J18/19, and Board Policy

Classroom Size and Student / Teacher Ratios

Carter G. Woodson has fulfilled its original charter agreement to provide students with small classroom sizes. The original petition stated the ratio for High School will not exceed 25 to 1 ADA. The following chart is a display of student teacher ratios on average over the last 5 years:

2015-2016	2016-2017	2017-18	18-19	19-20
24:1	18:1	18:1	20:1	19:1

Evidence: Total FT teachers divided by total P-2 ADA

Extended Day Programs

Carter G. Woodson has obtained an After-School Program Grant to provide students with an organized academic enrichment program. The program is designed to enhance and influence the overall achievement of students by offering study skills strategies, tutorials, intervention courses, career pathways in connection with local colleges and social activities to keep students in school and safe. Carter G. Woodson 9th – 12th grade students are currently participating in the Charter School Athletic League (“CSAL”); students participate in organized sports programs in the areas of football, basketball, volleyball, and track and field. Extended day programs are open to all students at Carter G. Woodson including students attending site based and independent study models. Finally, Carter G. Woodson provides after school counseling to youth struggling with mental health disorders and/or drug and alcohol dependency. Students are receiving these services through an outside provider at no cost to the school. All extended day programs have performance goals toward helping students to be successful.

Currently After School Program offers the following services to Woodson students:

- Core academic and elective classes provided through Edgenuity, Achieve 3000, CPM, and Think Central
- STIP- Tier Interventions
- Tutoring for students at risk of failing, or being retained or needing assistance
- Counseling Services

- Student leadership training
- Credit recovery
- Extra-curricular sports

Additionally, we have implemented an intramural sports program in which our students compete against charter schools, alternative education, and area private schools. Students also have the opportunity to participate in college courses, fine arts, core academics, and competitive sports teams.

Evidence: After School Program Yearly Reports, School Surveys, Sign in Sheets

School Climate

Carter G. Woodson is a safe, positive, student-centered environment. This is evident in the discipline data that reveals a reduction in suspensions and 0% Expulsions. In addition, Carter G. Woodson employs Student Support Counselors that work closely with students and parents to ensure students are at school and ready to learn. Our counselors provide students with needed resources such as clothing, food, shelter, and health care by referring students to resources located within their community. In addition, the Student Support Counseling (“SSC”) serves as a liaison between the school and parent. SSC provides homevisits, phone calls, conferences and Tier Intervention supports.

Professional Development

Woodson seeks to empower its staff through professional development in order to apply higher order skills to fully educate our student population. The mission of Carter G. Woodson encompasses both the academic and social development of our students and the professional development program seeks to continuously improve the ability of staff to carry out the mission. Woodson provides several staff development trainings, both mandatory and optional. Professional development includes but is not limited to: Common Core State Standards-Based Instruction, Inquiry Model, Differentiated Instructional Strategies and model, Project Base Learning, English Learner (“EL”) Instructional Strategies, Student Support Services, Data-Driven Instruction, Writing Across the Curriculum, Independent Study Compliance, Federal and State Compliance, and State Mandated Trainings and Orientations. Professional development is targeted to improve academic instruction and is provided through various training materials and research driven models. Trainers include both school staff and consultants.

Carter G. Woodson has provided professional development to teachers in utilizing Illuminate for creating parallel formative and summative assessments aligned with the SBAC. As a result of this training, teachers were able to use assessment data within the framework of the professional learning communities to drive their instruction. Carter G. Woodson on the Smarter Balanced Assessment Consortium ELA assessment increased student performance by meeting/exceeding standards from last year. There was a 9% increase in the 7th grade, 4.4% increase in the 8th grade

and 3.4% in the 11th grade. This year, all teachers were engaged in professional development which focused on non-negotiables associated with our Walk-Through Look-For tool.

Teachers were expected to follow procedures outlined in the Walk-Through Look-For tool. Classroom expectations categories included classroom environment, instruction, and rituals and routines developing relationships, assessments, and developing relationships. Administration routinely provided teachers with feedback through the Walk-Through Look-For tool. Teachers were trained on Achieve3000 to support student vocabulary and reading comprehension. This supported our students at the middle school level in increasing their proficiency levels in ELA. Our Charter School will continue and maintain its efforts in increasing literacy by providing high quality language instruction and implementing units of study with an emphasis on cross-content collaboration. Administration, education coordinators, and consultants have provided quality professional development opportunities on lesson design, unpacking Common Core learning standards, lesson design, and modification of units of study to support English Learners, low income students, and foster youth. These professional learning opportunities are directly tied to student achievement, based on data analysis, formal and informal teaching observations by administration, and personalized coaching. We will continue to utilize Positive Behavioral Interventions and Supports (“PBIS”) as part of the School Core Values and expectations communicated to our students, staffs, and families.

Teachers promoted word walls and academic vocabulary from reading materials. Additionally, students worked with online reading programs to increase fluency and reading comprehension with fiction and non-fiction text. Each English Language Arts and Math class incorporated standards-based instruction. Teachers received professional development on SBAC blueprint standards, outlining objectives, pacing, non-negotiables, DOK, and instructional strategies. Teachers participated in professional learning communities bi-weekly to review students formative and summative assessments including – benchmarks, state standardized testing performance and local assessments. Data was used to modify pacing and instruction of lessons. Administrators and teacher monitored site plans to include the review of data and the monitoring and evaluation of instruction. A 25-Day Plan was incorporated prior to the end of the school year assessment to reinforce priority standards.

Agape administrators also participate in a year-round leadership institute that provides a “train the trainer” model, effective coaching, instructional leadership, collaboration, observation, and evaluation strategies. Administrators are encouraged to obtain higher degrees and seek outside professional development to enhance their skill set through universities. Many of Carter G. Woodson administrators have doctoral degrees and no less than a master’s degree.

Parent & Student Survey Data

A parent survey was conducted in February of 2020, in which 100% of Carter G. Woodson parents Strongly Agree or Agree that our Charter School seeks parent input and participation. One hundred percent believe in the instructional content the Charter School provides. Ninety-eight percent of parents believe Carter G. Woodson is preparing their child to be college and career ready. The survey results also revealed that the majority of Carter G. Woodson parents agree with the Charter School’s direction and that Carter G. Woodson encourages parent participation. Selected survey

questions have been highlighted in this report as evidence that the majority of parents are satisfied with the Charter School and its efforts to provide a quality education to its students. Parents that have expressed dissatisfaction have been contacted and their input has been taken into consideration to make changes to the Charter School instructional design, offerings and programming. Parents have requested in this year's survey a playground, third building, more activities, and new cameras for security. Our Charter School ensures stakeholder input is included in our Local Control and Accountability Plan ("LCAP") annually. The Charter School also obtains student surveys annually and transforms the survey responses into a leadership development and communication dialog to improve the Charter School for our student body.

Q6 My child's school seeks parent input and encourages parent participation.

ANSWER CHOICES	RESPONSES	
Strongly Agree	57.3%	35
Agree	42.6%	26
Disagree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		61

Q7 My child's instruction is guided by academic content and performance standards.

ANSWER CHOICES	RESPONSES	
Strongly Agree	46.8%	29
Agree	53.2%	33
Disagree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		62

Q8 The school is preparing my child to be college and career ready.

ANSWER CHOICES	RESPONSES	
Strongly Agree	62.9%	39
Agree	35.5%	22
Disagree	1.6%	1
Strongly Disagree	0.00%	0
TOTAL		62

GOAL 1

Metrics/Indicators	2019-2020	2019-2020 Actual
ELA SBAC	25% meet/exceed standards in total. All grades 7, 8, 11, administered the SBAC will meet or exceed at an additional 3% above the previous year.	Testing Year (18-19) 22.89% Met or Exceeded 7 – 26.92% 8 – 25.80% 11 – 21.10% 2019-2020 ELA SVAC not administered
Math SBAC	12% meet/exceed standards	Testing Year (18-19) 4.21% Met or Exceed 7 – 7.70% 8 – 9.68% 11 – 1.83% 2019-2020 Math SVAC not administered

GOAL 2 Long-Term English Learners will progress towards English Language Proficiency each year**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	2019-2020	2019-2020 Actual
% of EL students reclassified	13%	2016-2017 – 1 st year of ELPAC, 0 students were redesignated, 2018-2019 3 rd year of ELPAC, 6/48-13% were redesignated, 2019-2020 4 th year of ELPAC, (unknown, due to school closures, students were prepped and tested, but no data was collected) 2019-2020 TBD

GOAL 3 Carter G. Woodson: Our school will ensure our teachers are equipped with training, materials, support, and technology to implement the Common Core State Standards

Expected	Actual
75% Long – Term teachers will express confidence in their skills and materials to implement the Common Core standards.	76% Long – Term teachers expressed confidence in their skills and materials to implement the Common Core standards.
93% of teachers will agree or strongly agree that Woodson has adequate instructional supplies to support student learning.	87% of teachers agreed or strongly agreed that Woodson has adequate instructional supplies to support student learning.

97% of teachers will agree or strongly agree that Woodson provides textbooks and instructional materials to meet the needs of all students.	84% of teachers agreed or strongly agreed that Woodson provides textbooks and instructional materials to meet the needs of all students.
88% Teachers will report that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication.	88% Teachers reported that they are trained on instructional strategies for our students that promote creativity, Critical Thinking, Collaboration, and Communication.

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2019-2020	2019-2020 Actual
Parent Meeting Attendance	15%	6.8%
ELAC Meeting Attendance	15%	1.4%
Parent Survey Completion	35%	Parent surveys (combined) = 40%

GOAL 5 Carter G. Woodson: 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.

Expected	Actual
90% of students will 'Agree' or 'Strongly Agree' that Woodson is a safe place to attend school.	84% of students 'Agreed' or 'Strongly Agreed' that Woodson is a safe place to attend school.
93% of students will 'Agree' or 'Strongly Agree' that Woodson facilities are clean and well maintained.	87% of students 'Agreed' or 'Strongly Agreed' 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.	87% of students will 'Agreed' or 'Strongly Agreed' that Woodson has adequate technology available on campus to meet academic needs.
97% of parents will believe that their children feel safe at Woodson.	92% of parents believed that their children feel safe at Woodson.
98% of parents will 'Agree' or 'Strongly Agree' that Woodson students have access to standards-aligned textbooks and materials.	100% of parents 'Agreed' or 'Strongly Agreed' that Woodson students have access to standards-aligned textbooks and materials.
99% of parents will agree that the campus is clean.	100% of parents will agreed that the campus is clean.

99% of parents will 'Agree' or 'Strongly Agree' that Woodson facilities are in good repair.

100% of parents will 'Agree' or 'Strongly Agree' that Woodson facilities are in good repair.

GOAL 6 Our school will maintain a minimum of 90% attendance rate of DASS students

EXPECTED ANNUAL MEASUREABLE OUTCOMES

Metrics/Indicators	2019-2020	2019-2020 Actual
Attendance Rate of students enrolled 90 days or more	93.5%	94%
Suspension Rate of students enrolled 90 days or more	10%	.16%
Expulsion Rate of students enrolled 90 days or more	1%	0%

GOAL 7 All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options

EXPECTED ANNUAL MEASUREABLE OUTCOMES

Metrics/Indicators	2019-2020	2019-2020 Actual
% of credit eligible seniors enrolled 2 years or more with a C or better in a career pathway	91%	83%
# of AP course offered	2	0
# of college prep (A-G) approved courses offered	10	13

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

EXPECTED ANNUAL MEASUREABLE OUTCOMES

Metrics/Indicators	2019-2020	2019-2020 Actual
% of credit eligible students with learning disabilities who make satisfactory progress towards graduation	100%	100%
% of credit eligible homeless youth who make satisfactory progress towards graduation	100%	100%
% of credit eligible foster youth who make satisfactory progress towards graduation	100%	100%

ELEMENT (A) – EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(c)(5)(A)(iii).

Mission and School Purpose

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

Vision

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

Carter G. Woodson staff strives to achieve excellence by:

- Improving teaching and learning to enhance the academic achievement and social emotional development of all students.
- Maintaining a safe, inviting, drug free learning environment.
- Improving staff, parent and community participation in the educational process.

- Enhancing community trust.
- Enabling students to be self-motivated, competent, lifelong learners.

Carter G. Woodson shares the following beliefs about promoting student learning through the following objectives:

- **High Educational Standards** aligned with the Common Core State Standards and the ESSA framework.
- **Ensuring Classes** are taught by well qualified certificated teaching staff.
- **Small Class Sizes** with personalized learning
- **Tier Interventions** including mental health, behavioral restorative justice strategies, PBIS, and alternatives to discipline.
- **Individualized Learning Plans (“ILPs”)** tailored to each student's needs.
- **Career Pathways** and **College** preparation that leads to workforce skill development, high wages, and economic prosperity.
- **Supportive Resources** for the entire family including parent training, shared governance and higher education opportunities.

Whom the School is attempting to educate – Target Student Population

Carter G. Woodson Public Charter School has been an asset to the community for nineteen years. Our target population includes students who meet one or more “at-risk” indicators. This generally includes 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. The following DASS demographics as of August 2020. the most recent factors that qualify our Charter School for DASS, which replaced the Alternative Schools Accountability Model. The qualifiers below established the percentages that make up our school population and our target group:

Carter G. Woodson Public Charter School DASS Qualifier

0.48% Expelled
2.91% Suspended
2.18% Wards of the Court
8.72% Pregnant and/or Parenting
0.24% Recovered Dropout
70.94% Habitually Truant
0.97% Retained More Than Once in kindergarten through grade eight
86.44% Total DASS Students

100% of our students qualify for Free and Reduced Price Meals (“FRPM”) and are living below poverty levels. The existing demographics of Carter G. Woodson are displayed below:

SCHOOL INFORMATION	General Information	
Grades Served/Program Description	7TH-12THth	
1 st Year of Operation (DATE)	8/20/2001	
Current Enrollment	352 (as of 10/2/2019, CBEDS date)	
Free and Reduced Price Lunch	348	100% CEP
Special Education	26	7%
English learners	114	32%
American Indian	3	1%
African American	49	14%
Asian	3	1%
Hispanic	278	79%
Caucasian	5	1%
Other	5	1%

What does it mean to be an educated person in the 21st century?

An “educated person” in the 21st century is characterized by the ability to think critically and creatively, collaborate and communicate with diverse audiences, and apply a wide range of knowledge and skills, including digital literacy, to equate theory to practical application. The 21st century learner is expected to master concepts by using previously learned knowledge and skills to build on obtaining new skills in search of new and innovative ways to overcome life’s challenges. As such, a truly educated student should be able to apply learned concepts to real-life situations using a vast array of skills and mediums. Educated individuals in the 21st century are able to use learned knowledge to become independent, self-sufficient and productive citizens in an ever-changing society.

Agape’ is committed to providing a charter school that will provide the children of this community with a quality educational experience and the tools to be successful in the 21st century. Many under achieving students lack the basic and advanced skills to compete in the career market of the 21st century. Such students need interventions, resources, and small, specialized programs focused on improving literacy. Agape’ is committed to providing alternatives to poverty, crime, and illiteracy by developing an academic program that is focused on an exemplary hybrid instructional model which encompasses differentiated Instruction with elements of Project Based Learning (“PBL”) and the Inquiry Learning model strategically tailored to meet the unique and diverse needs of our student population. Students will demonstrate proficiency by meeting rigorous academic performance standards set forth by the state and the charter. Through our abundance of resources, students will be provided standards-based and data-driven instruction, various skills training, and advanced levels of technology to prepare them to become self-sufficient lifelong learners. Agape’ believes that when students are taught to be critical thinkers and are properly equipped with the academic and social-emotional knowledge and skills to face life’s challenges, they will have a brighter future inclusive of an abundance of career options and opportunities to establish economic independence in the 21st century.

School-Wide Learner Outcomes:

1. Carter G. Woodson will increase student proficiency in English Language Arts and Math.
2. Long-Term English Learners will progress towards English Language Proficiency each year
3. Our Charter School will ensure our teachers are equipped with training, materials, support, and technology to implement the Common Core State Standards.
4. Our school goal will increase parent participation in Parent Advisory Council, English Learner Advisory Committee (“ELAC”), and Feedback Collection Initiatives.
5. Our Charter 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.

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

How Learning Best Occurs

Educational research has highlighted both the importance and effectiveness of instructional strategies delivered through proven, research-based methods. This has never been more important than today given the increasing demands of the 21st century workforce and the rigor of the State Standards, which include the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and any other applicable state content standards (hereinafter, collectively referred to as “State Standards”). As such, learning at Carter G. Woodson Public Charter School best occurs in an environment which promotes:

- Critical thinking and practical application of skills in a variety of contexts
- Flexibility and adaptability
- Healthy cognitive behavioral development that supports positive interactions and effective communication
- Tier Interventions including mental health counseling, restorative practices, academic growth, along with college and career readiness
- Independence and self-motivation
- Leadership and service
- Innovation and creativity
- Opportunities that leads to a higher education, career and/or the workforce

Carter G. Woodson provides students with a comprehensive holistic approach to education by addressing each child’s academic, social, and individual needs. A combination of personalized learning, family-like environment, tier interventions, career pathways and truancy prevention fosters student learning, active citizenship and productive leaders in our community. Furthermore, at Carter G. Woodson we believe learning best occurs by focusing on the entire child. In addition, students and parents are provided with holistic services which includes educating the entire family and utilizing grant funded resources to develop career opportunities leading to partnerships with nonprofits, businesses, and post-secondary education providers. Finally, these resources and training opportunities have furthered the success of our students and families as they prepare to be educated positive contributing citizens, in society.

Instructional Methodology

Students at Carter G. Woodson Charter School shall learn via site-based instruction or a combination of site-based and independent study as defined by Education Code Section 47612.5. Both instructional delivery models emphasize student centered instruction and ongoing authentic assessment aligned to CCSS. The foundation of the Carter G. Woodson's instructional methodology is the process of effectively shifting to a student-centered model that emphasizes critical problem solving which is foster within the inquiry model. Carter G. Woodson is currently using the inquiry learning model, by transforming student understanding as the central focus. Students engage in critical thinking by developing essential questions and investigating solutions. Teachers in turn are facilitating learning by selecting, designing and planning tasks, asking probing questions, observing students at work to identify misconceptions and planning follow up experiences. Furthermore, Carter G. Woodson is in its second phase of using the differentiated instruction learning model to enhance student research, develop critical thinking projects and evaluate what they are learning from different perspectives. Students are assessed for individual strengths and areas of development in order to allow for flexible groups. The differentiated model allows teachers to tailor students assignments according to the students' needs at their pace. Additionally, the model calls for scaffolding and providing students with lessons in small increments in various learning stations. Students are provided formative assessments to evaluate what they have mastered and to modify and reteach the material when necessary to close gaps in learning. Students are provided flexible grouping through learning stations. The differentiated instructional model and the inquiry model has encouraged our most challenged learners and assisted teachers in aligning career pathways concepts by engaging students in making connections and responding like experts in the field.

Carter G. Woodson students are exposed to rigorous academic standards, tasks and activities inclusive of multiple learning modalities and technology, as well as scaffolded instruction. These instructional modalities ensure that all students regardless of proficiency level, exceptionality or learning strength have access to the content at the appropriate depths of knowledge. In addition, these adaptive teaching strategies provides for opportunities that improve the ability of each student to think logically, present ideas persuasively and translate new skills and content knowledge to applied post-secondary pathways. Learning is then measured by the students' ability to demonstrate proficiency on measurable performance standards and tasks explicitly aligned to the CCSS. Student's will have the ability to practically apply acquired knowledge, and relevant tasks across the content areas.

Essential in this model is the ability to obtain, evaluate, and utilize information. As such, the California ELA/ELD Framework which emphasizes literacy across the content areas, is also another critical aspect in this model. Carter G. Woodson has implemented the 4 C's of Common Core in every classroom including:

The 21st-century skills of Communication, Collaboration, Creativity, and Critical Thinking.

Communication

Carter G. Woodson students learn to:

- Adapt their communication in relation to audience, task, purpose, and discipline.
- Be familiar with the strengths and limitations of various technological tools and mediums and can select and use those mediums to communicate their goals;
- Actively seek to understand other perspectives and cultures through reading and listening, and by communicating effectively with people of varied backgrounds;
- Justify their conclusions, communicate them to others, and respond to the arguments of others;
- Communicate precisely to others;

To accomplish this, teachers purposefully teach students speaking and listening skills through activities such as collaborative discussion, listening and media literacy, questioning and reasoning, speech presentation, effective multimedia use, and adapting speech to different content and tasks. Additionally, through our CTE courses utilizing Project-based learning our students ultimately develop a product for exhibition (presentation, research paper, physical model, etc.) that conveys information to an identified group of stakeholders. Carter G. Woodson has a variety of student work and student created products that can be found posted in classrooms as visual from of communicate information.

Collaboration

Learners must effectively communicate with each other to reach a common goal. The College and Career Readiness Standards that anchor the English Language Arts Common Core State Standards provide cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. Students work in flexible groups to complete tasks and are explicitly taught best practices for effective group work. For example, students follow protocols that help them identify group roles and responsibilities and create groups norms and compacts as they learn what it means to be accountable to a group or team. To support collaboration, tools such as Google Docs and Google Classroom (docs.google.com) are used to give teachers flexibility on collaboration, as the “Share” button can be used to decide who can collaborate on a document, presentation, spreadsheet, form, or drawing—and the level of access they should receive (owner, edit, comment, or view only). Features like Revision History also allow educators to monitor how each student is contributing. Our project-based learning approach supports collaboration as students work in groups to research, present, and exhibit evidence of their learning.

Creativity

Our focus on creativity is two-fold. First, we provide a platform for students to think and create new forms of expression that reflect their interpretation of their learning. Secondly, through

project-based learning, students have the ability to create by physically making tangible representations of their learning for exhibition and presentation. The three models of instruction including inquiry, differentiated instruction and project-based learning offers students a multitude of opportunities to create representations of their learning in a variety of forms.

Critical Thinking

Carter G. Woodson students need critical thinking and problem-solving skills not just to solve the problems of their current assignments, but to meet the challenges of adapting to our constantly changing workforce. Embedded within the Common Core State Standards for English Language Arts are the higher-order critical thinking skills of analyze, compare, and distinguish. In math, Carter G. Woodson students are asked to solve real-world problems. Each subject area provides unique opportunities to teach critical thinking and problem solving, but one opportunity that is relevant across all grade levels and content areas is Information Literacy. The ability to find, validate, and effectively use information is fundamental to college and career readiness.

We are continuously seeking new ways to provide students with opportunities that promote critical thinking and problem-solving skills to meet the challenges of adapting to our constantly changing society. In line with the requirements of the CCSS, the shift to the Experiential and Project Based Learning model engages Carter G. Woodson students in opportunities that allow them to experience and feel the content through authentic research and practical application. In this model, students interact with each other and with the information and materials through project and inquiry-based learning opportunities. At Carter G. Woodson, teachers plan lessons that require students to research and learn about topics using a variety of informational texts and use prior knowledge to form opinions, develop solutions, and properly cite evidence.

Evaluation and Continuous Improvement:

Our student performance data is used to assess, modify and promote differentiated instruction. Measurable student outcomes are monitored, evaluated, and sustained for long term growth. Once students are able to successfully demonstrate they have accomplished meeting the standards by demonstrating the aforementioned competencies, they are then determined to have met the requirements of mastery.

Instructional Program Changes

True to its mission, Carter G. Woodson is meeting the challenging and unique needs of its student population while also upholding high academic expectations. To ensure that our instructional program incorporates Common Core State Standards along with high quality and rigorous programming the following changes and instructional improvements have been implemented since 2018:

- Utilizing differentiated instruction to assist students in acquiring content with flexible grouping, building lessons and learning stations to work with individual students at a personalized level.
- Utilizing formative assessments to modify instruction and evaluate student learning.
- Alignment of objectives, tasks, and assessments to the CCSS;
- Data driven instruction and re-alignment of assessment content.
- Emphasis on increasing rigor through effective questioning, critical thinking, and tasks that appropriately span the recall, skill/concept, strategic thinking, and extended thinking levels of the DOK;
- Retraining teachers through technical assistance providers on pedagogy of the inquiry model using a constructivist approach.
- Increasing student engagement and participation through incorporation of opportunities for inquiry and project-based learning.
- College and Career connections through the addition of Career Pathways and the opportunity for students to take courses through Fresno City College and the Agape College of Business and Science to earn a high school diploma and college degree concurrently.

Carter G. Woodson's instructional staff have worked diligently to foster the schools instructional focus by planning and implementing lessons that engage students through differentiated instruction, and student-centered learning opportunities. Teachers have been professionally trained to utilize student learning stations that promote flexible grouping, task development, and other opportunities at depths of knowledge to increase academic rigor and cognitive demand is a key component of the school instructional plan. Differentiated instruction is also used to engage students at all levels including EL learners and struggling readers. Furthermore, the school has focus on learning by uniquely managing the needs of students through tier interventions and delivering instruction that appeals to the needs of a diverse population.

A typical Carter G. Woodson lesson is planned with tasks at various DOK levels, questions that require students to think critically, and activities that apply knowledge to a real-life problem or career connection. Carter G. Woodson teachers plan weekly lessons and instructional units that embed higher-order thinking skills through tasks that span the Depth of Knowledge and Bloom's continuums.

Lesson objectives and essential questions are developed through a combination of student interest and grade level standards. Students are required to research and learn about topics using a variety of informational texts and use prior knowledge to form opinions. Furthermore, students will

develop solutions, and properly cite evidence to meet lesson objectives. Formative assessments are also used to guide instruction by using data to keep both the teacher and students aware of student knowledge and skill levels. Formative Assessments will also be used to modify and reteach concepts.

Learning is measured by the 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 CCSS. Learning is also measured by the student's ability to practically apply their knowledge in relevant ways. This is especially evident in our PBL pilot CTE classes where student learning is demonstrated through the students' ability to produce and present work products that answer the essential questions based on the real-life problems and/or career connections using standards-based rubrics.

In alignment with the CCSS focus on communication, at Carter G. Woodson students are given opportunities to communicate using a variety of mediums for various purposes. Teachers encourage students to articulate their position and justify it with evidence both verbally and in writing. They also teach and encourage students to use accountable talk strategies; asking questions when you do not understand, justifying your rationale using evidence, asking for evidence from others, and using ideas from others to add to your own.

The school is currently moving toward, A-B partner seating. Carter G. Woodson A-B Productive Partner Protocol is used campus wide to ensure that students have purposeful opportunities to talk and collaborate with peers during the lesson. During these in-class discussions, teachers and students use the protocol where students are grouped into pairs and/or small groups when appropriate and encouraged to lean in, look at the speaker while they are talking, actively listen, and ask questions/provide feedback when working with one another. Students work together to complete projects, conduct labs, and engage in research.

In our school site plan, we have a goal to increase student academic achievement through participation and engagement. Carter G. Woodson's is seeking by preparing students for success in college and careers. Students will actively participate in career days, work-based learning, college field trips and career exploration. With that in mind, we are leveraging technology and give students opportunities to move from the role of passive content consumers to content creators with authentic audiences. Students are provided chances to develop innovative solutions to real-life problems. Teachers encourage students to think outside of the box by using a variety of questioning techniques and visual media to stimulate and push student thinking. Students are expected to be able to use technology, including the internet, to produce and publish writing and to interact and collaborate with others. Students also learn how to create videos, PowerPoint presentations, draft essays, present thoughtful speeches, and engage in debate among other modes of communication.

In conjunction with rigor and student engagement and participation, Carter G. Woodson's instructional plan contains an intentional focus on supporting the needs of English Learners. Teachers use the EL Standards as well as the ELA/ELD Framework to plan lessons that target the needs of EL learners. The lessons utilized the differentiated instructional model to instruct and assist students with guided and independent practice of Reading, speaking, listening, writing. Along with the implementation the previously described initiatives and strategies, our instructional

approach also includes planning and implementing strategies such as explicitly teaching content and academic vocabulary using Marzano's 6 Step process, building background knowledge, and providing physical, visual, oral, and auditory exposure to the content, among other techniques specific to EL students. Furthermore, we use Common Core State Standards aligned with supplemental computer adaptive programs and core text materials, including Achieve3000 ELD strands, Connections, Edge, ST Math, and Edgenuity.

Through our Differentiated Instruction (DI) and the Inquiry-based model, EL students receive Designated English Language Development during their protected time, through learning stations from their general education teachers, while non-EL students are working independently at other learning stations. Instructional Aides are available to provide support to English Learners in classrooms. Teachers provide instruction onsite as well as strategies at home that provides support to students. Designated ELD is taught in the form learning stations that includes:

- Small group instruction of Designated ELD curriculum/lessons onsite with teachers to enhance speaking and listening.
- vocabulary development to improve fluency in reading, speaking and accuracy in writing.
- sentence frames/ structure support to enhance writing development
- grammar development to enhance writing
- EL language support from our digital online programs to enhance reading- *Achieve 3000*

Additional research-based strategies, techniques, and current best practices in instruction are implemented by teaching staff. See Instructional strategies outlined below:

Carter G. Woodson Instructional Practices and Examples of Evidence				
Facilitates organized, student-centered, objective-driven lessons	Differentiates instruction for student needs by employing a variety of instructional strategies	Checks for student understanding and responds to student misunderstanding	Engages students in work that develops higher-level thinking skills	Maximizes instructional time
<ul style="list-style-type: none"> Teacher selects and executes instructional strategies that effectively support lesson objectives. Students connect lesson content to prior knowledge in order to build new learning. Students explain the lesson's objective and what they will be doing in the lesson in their own words. Students articulate how their work will be assessed or what assessment the teacher is using to measure their learning. Students practice, apply, and demonstrate the skills and knowledge they are learning during the lesson through meaningful learning activities. Students demonstrate an understanding of lesson content and skills through correct responses in student work or by asking relevant clarifying or extension question 	<ul style="list-style-type: none"> Students engage with lesson content in multiple ways that are appropriate to lesson objectives and responsive to their needs. Teacher provides extra support, enrichment, or variation of work in order to meet the needs of each student, where necessary. Teacher strategically utilizes flexible instructional groups and varied instructional arrangements that are appropriate to the students and to the instructional purposes of the lesson. Students engage in learning experiences or performance tasks that allow for interest- or skill-based choice in processes or products. Teacher differentiates through project-based learning by differentiating groups, reflection and goal setting, and mini-lessons. 	<ul style="list-style-type: none"> Teacher checks for understanding and accurately diagnoses student misunderstanding at key moments during a lesson using a variety of methods. Teacher adjusts lesson to ensure student understanding in response to assessments during the lesson and without interrupting the flow of the lesson. Teacher provides feedback throughout the lesson that affirms correctly understood content, clarifies misunderstood content, and extends student thinking. Teacher uses clear systems and routines for assessing student understanding during the lesson. 	<ul style="list-style-type: none"> Teacher uses a variety of instructional strategies and questioning techniques to develop students' higher-level thinking skills. Teacher provides students the support and guidance (e.g., scaffolding) needed to exercise higher-level thinking skills. Teacher embeds higher-level thinking skills into the lesson objective so that mastery of the objective requires students to meaningfully employ higher-level thinking skills. Students employ higher-level thinking skills to engage with lesson concepts, questions, and tasks and to demonstrate understanding of the lesson's objectives. Students engage in hands-on practical application of the content and skills learned through project-based learning. 	<ul style="list-style-type: none"> Teacher allocates time within a lesson by selecting high impact instructional strategies that lead students to mastery of lesson objectives. Teacher effectively designs, teaches, and implements consistent classroom routines and procedures that allow students to maximize time spent on learning activities. Teacher directs classroom aides, paraprofessionals, and other classroom support personnel in a manner that effectively supports lesson objectives. Students execute routines and procedures in an orderly manner.

Carter G. Woodson Instructional Practices and Examples of Evidence				
Communicates content and concepts to students	Promotes high academic expectations for students	Students actively participating in lesson activities	Sets and implements discipline management procedures	Builds a positive and respectful classroom environment
<ul style="list-style-type: none"> Teacher explains concepts and skills clearly and coherently. Teacher conveys accurate content to students. Teacher uses developmentally appropriate explanations and explains new terms and vocabulary. Teacher emphasizes key points needed to master lesson objectives. Teacher communicates content and skills using visuals or technology in situations where such methods facilitate student understanding of lesson objectives. Teacher emphasizes real-world connections to content (including career connections) in a variety of ways including a project-based learning approach. 	<ul style="list-style-type: none"> Teacher plans and implements tasks and activities aligned to Common Core State Standards Teacher communicates and reinforces the expectation that all students will meet annual learning goals and connects this achievement to students' long-term or personal goals. Teacher encourages students to work hard towards mastering lesson objectives and to persist when faced with difficult material. Teacher highlights examples of recent student work that meet high expectations. Teacher facilitates discourse that requires all students to use academic and content vocabulary while justifying their reasoning. 	<ul style="list-style-type: none"> Students demonstrate engagement by participating in and completing instructional tasks, volunteering responses to questions, following teacher directions, and asking appropriate questions. Students display active effort in learning activities during independent and group work and projects. Students actively engage in communication, collaboration, critical thinking, and creative thought. Students engage in a variety of activities and tasks that lead to deeper understanding and practical application of the content learned. Teacher uses various strategies to ensure that all students have an opportunity to participate in discussion (cold calling, think-pair-share, turn & Talk, productive partner protocol, etc.) 	<ul style="list-style-type: none"> Teacher effectively implements district and campus discipline management procedures. Teacher consistently communicates high behavioral expectations with students, addresses non-compliance, and reinforces appropriate behavior, as needed. Teacher maintains lesson momentum because there is no inappropriate or off-task behavior, or because the teacher redirects it in a subtle and preventative manner. Teacher consistently follows-through with consequences that are logical, appropriate to the level of student behavior, and effective at changing student behavior, when necessary. Students demonstrate a clear understanding of behavioral expectations and rules through their actions 	<ul style="list-style-type: none"> Teacher demonstrates caring and respect for all students and creates a positive, energetic, and orderly climate and culture in the classroom. Teacher communicates and reinforces expectations for positive student behavior and interactions between students, including a respect for individual, cultural, and linguistic differences. Teacher arranges and organizes furniture, supplies, reference materials, and student work in a way that supports learning activities. Students demonstrate respect by actively listening and responding positively to each other and to the teacher. Student work is posted; other classroom materials and decorations support student learning.

How have these researched based strategies been proven to work?

Research based practices such as differentiated instruction increase access for all students. Research provided by the National Center on Response to Intervention has noted differentiated instruction to be one of the best instructional modalities used to provide equitable access for educational opportunities and resources that meet the needs of diverse populations. The research has also been linked to performance competencies such as critical thinking and problem solving have been linked to improved student performance and engagement. Some of the noted benefits included a deeper understanding and retaining of content as well as improved critical thinking, self-reliance, and engagement.

Methods of Instructional Delivery

Methods of instructional delivery include but may not be limited to:

- *Differentiated Instruction*- is provided to students through interest in shared topics and teaching to different student learning styles. Differentiated techniques have been implemented to assist students in learning the content by implementing flexible grouping and facilitating formative assessments to evaluate student learning. This instructional delivery has shown results among Carter G. Woodson 's student population, and their diverse learning needs.
- *Cooperative Learning*- is promoted through allowing students to work in small fluid groups to promote collaboration, discourse, and positive student interaction during learning. Examples used to demonstrate purposely structured discourse include opportunities for accountable talk, think, pair, share, and A-B partner protocol.
- *Instructional Technology*- is provided through the use of technology and exposing students to current industry standards by using the latest technologies to research industry sector skills. Courses are related to industry skills are required to obtain certificate level promotion and or post-secondary degree. In addition, students are now evaluated using online formative assessment tools to ensure skill level competencies are met. Moodle Rooms, Populi, Goggle classroom and other online learning environments are incorporated within classroom instruction and at home to foster student learning. Finally, students' complete course-specific projects that may include spreadsheets, word processing, power point presentations, and internet research. 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 also use various standards-aligned computer adaptive technology to supplement instruction in core academic areas. Data driven intervention and

acceleration is delivered through the use of ELA and Math adaptive software, web-based programs, and other online learning environments and on-site computer classes. Specific supplemental programs such as UC Scout, Edgenuity, Khan Academy, Achieve3000 and Accelerated Math are being used to assist in the mastery of skills in core academic areas. In consideration of the Smarter Balanced Common Core assessments, teachers continue to increase technology use by utilizing Illuminate formative assessments to increase student familiarity and comfort with online testing formats. Students also use technology to complete formative and benchmark assessments in selected classes.

- *Career Technical Education Instruction*- each student is required before graduation to complete two CTE course sequence in their chosen career pathway. Students are engaged in learning industry standards and skills, though embedded technologies and applied sciences. In addition, through our CTE courses students are offered opportunities to advance academically through dual enrollment in college courses leading to a professional industry certificate or Associate's Degree while concurrently working on their High School Diploma. Career Technical Education instruction exposes student to career pathways of their choice and provides real world application and the exploration of job skills and industry standards. Students learn from teachers that are experts in the field. Instruction is provided by using curriculum that reflects industry standards at a post-secondary level. Upon completion of the pathway students are matched to a job shadowing opportunity in their chosen field.
- *Work Based Learning*- opportunities are branded within the Carter G. Woodson instructional model through career exploration engagement and real-life application. In addition, our program connects career pathways instruction to hands-on workplace learning through business partnerships and rich classroom post-secondary experiences include, but are not limited to, apprenticeships, career fairs, field studies, guest speakers, job shadowing, both paid and unpaid internships.
- *Project Based Learning*- is in its first phase of instruction. The PBL model provided at Carter G. Woodson engages students in project-based-learning experiences designed to address real-world problems and issues. Students are required to investigate using diverse skills such as researching, writing, interviewing, collaborating, and public speaking to produce various work products, such as research papers, scientific studies, public-policy proposals, multimedia presentations, video documentaries, art installations, or musical and theatrical performances. As we implement Career Technical Education standards our instructional program is increasing the emphasis on project-based learning in order to prepare students for cross-discipline connections presented within the CCSS.
- *Performance Tasks*- assessments reflect the challenging CCSS content in a way that emphasizes students' knowing, and also doing. Performance tasks are projects and

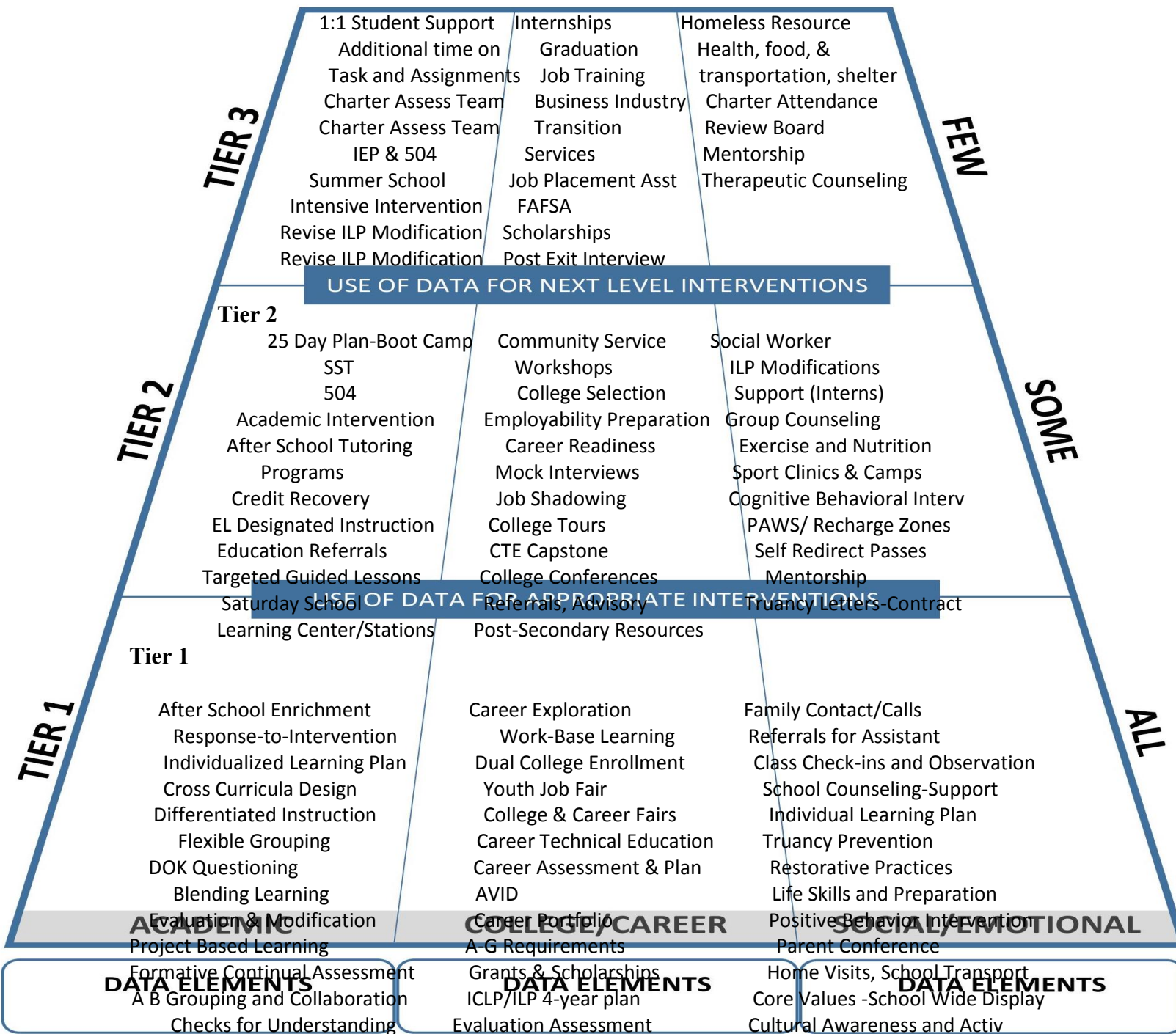
activities that require students to utilize their knowledge and skills to successfully carry out the required task. As called for by an increased emphasis on rigor and relevance, our teachers are continuously developing and researching performance tasks to include instructional units. The implementation of Performance Tasks includes both guided performance tasks and those used for assessment purposes.

Support Tier Intervention Program-(STIP)

The innovation of Agape's Schools Support Tier Intervention Program-STIP is a hybrid blend of Response-to-Intervention (RTI) model with a Student Support School Counseling model that emphasizes holistic support interventions and college and career readiness opportunities and guidance. The STIP model is vital to the support of our students needing an academic triage approach and targeted interventions to enhance social development. In order for students to receive intensive academic support, the necessity of a research-based, tiered model is an appropriate pathway for student support and achievement. First, the traditional tiered model is not adequate for serving our student population as a stand-alone academic intervention program. Second, the goal for students to achieve college and career readiness requires a multi-layer tiered program that prepares a foundation for post-secondary preparation and success. The College & Career Pathways program along with Agape College and Business Science supports the opportunity for concurrent dual enrollment for high school students and multi-tiered model in order to serve our unique students. Thirdly, research suggests that an advance social-emotional component that supports the intrapersonal development of students is critical to a holistic approach to student support services. The STIP model was created to assist students in reaching their goals and achieving success and will assist students in overcoming barrier that impede progress. The Agape Schools STIP Model has implemented a practical, research-based model which emphasizes student support from three distinct tiers. The three (3) domains consist of academic instructional support, college & career readiness, and social-emotional delivery services.

Support Tier Intervention Program-(STIP)

MULTI-TIERED MULTI-DOMAINED SYSTEM OF SUPPORT (MTMDSS)



Extended Day Programs

Carter G. Woodson has obtained an After-School Program Grant to provide students with an organized academic enrichment program. The program is designed to enhance and influence the overall achievement of students by offering study skills strategies, tutorials, intervention courses, career pathways in connection with local colleges and social activities to keep students in school and safe. Carter G. Woodson 9th – 12th grade students are currently participating in the CSAL; while elementary school students participate in the Fresno Parochial Athletic League to provide students with organized sports programs in the areas of football, basketball, volleyball, track and field. Extended day programs are open to all students at Carter G. Woodson including students attending site based and independent study models. Finally, Carter G. Woodson provides after school counseling to youth struggling with mental health disorders and/or drug and alcohol dependency. Students are receiving these services through an outside provider at no cost to the school. All extended day programs have performance goals toward helping students to be successful.

Career Pathways and Work-Based Learning

Charter Your Pathway to Success is a career pathway program offered to Carter G. Woodson students. The program prepares student for a career by exposing students to work-based learning skills and infusing academic standards into a comprehensive industry-driven curriculum. Each pathway is designed to prepare students for high-skills, high-wage, and high growth jobs. Carter G. Woodson participates in this program with other local charter schools which assists in sustaining the program through student participation, pooling resources, and collectively obtaining additional grant funding. Charter Your Pathway to Success provides students with the following pathways leading to industry skills and development, Business Administration, Education, Game and Design Arts, Media and Design Arts, Patient Care, Personal Services, Production and Managerial Arts, and Professional Sales. Students enrolled in the career pathway program are given opportunities to participate in work assimilation activities. These activities allow our students to engage in real-life workplace experiences. Students are engaged by connecting common core academic instruction in the classroom to hands-on job skills. Experiences include, but are not limited to, career fairs, guest speakers, job shadowing, and paid and unpaid internships.

Each pathway includes milestones to enable students to enter the workforce at different levels of high-skill, high-wage, and high-growth jobs. Milestones in the pathways include completion certificates, industry recognized certifications, and Associate Degrees. Throughout the pathways, students will be assessed for college entrance readiness through online assessment tools. Partnerships include Fresno City College, and Agape College of Business and Science, who in partnership with Carter G. Woodson will teach students several different trades and careers to become self-employed and economically independent. The following training will be available to charter school students wanting to apply:

- Career Technical Education- will be offered to students from 13 to 21 years of age. The Career Technical Education program will involve training in a variety of careers according to each student's chosen career pathway.
- Post-Secondary Degree Programs- students have the opportunity to attend Agape College of Business and Science concurrently toward their A.S. Degree while attending the Woodson High School Diploma program.
- Fresno City College- is a Career Pathway partner with Carter G. Woodson. Carter G. Woodson students have attended classes toward a certificate or degree in Education and Retail Sales

Site-Based Instructional Hours and School Calendar Days

The Carter G. Woodson Public Charter School will have at least 175 days of instruction for Site Based and Independent Study students. Classes will operate Monday through Friday according to the board approved calendar, bell schedule and instructional minutes. All site-based classes will be no less than 45 up to 90 minutes in length. A minimum of five periods per day will be required, although many students will have a course load of six periods (exceptions to this policy apply to students on modified schedules). Friday's schedule will be a shortened day reserved for staff development. Each session will include the sufficient amount of breaks as mandated by law. Our schedule will meet the minimum number of minutes as required by Education Code Section 47612.5(a)(1). Carter G. Woodson will complete a verification of instructional minutes for each grade level before each new school year. The verification of instructional minutes will be kept on file at the Fresno Unified School District. Please see Appendix C for sample schedule and for a school calendar.

Independent Study/ Personalized Learning Instructional Minutes

Independent Study/ Personalized Learning will comply with the Carter G. Woodson's adopted Board Policy and Administrative Regulations and all applicable charter school and independent laws including but not limited to Education Code Section 51745, *et seq.* (and implementing regulations); Education Code Sections 47612.5 and 47634.2 (and implementing regulations); SB 740 regulations, Board Policy and Administrative regulations. Independent Study/Personalized Learning students will have the same access and resources as classroom-based students. The charter petition shall apply to all students enrolled within the Carter G. Woodson Charter School. Students that are enrolled within the personalized learning program will meet with their teacher in accordance with their master agreement and subsidiary contracts. Enrollment in independent study shall be voluntary and is an optional educational alternative that no pupil will be required to attend. The master agreement will meet all the legal elements and be signed by a parent, student, supervising teacher, and other personal as deemed appropriate according to board policy. The duration of a master agreement shall not be longer than one school year. Independent study shall not commence until a signed agreement is established between the parent, student, and supervising teacher, and other staff according to the board policy. Attendance for independent study will be calculated in accordance Carter G. Woodson board policy along with work samples provided within the time frame outlined within the master agreement and contract. The school will claim

apportionment for independent study only to the extent of the time value of pupil or student work products, as personally judged in each instance by a certified teacher. A certificated (credentialed) supervising teacher shall certify student apportionment each attendance period. Average Daily Attendance shall be in compliance with state law, state audit guide, board policy, and all other applicable regulations and board policies.

7th through 12th grade schedule

Classroom based 7th-12th	Independent Study (7th - 12th)	Evidence
Students will attend on a traditional schedule with 45 to 90 minute classes. The early dismissal schedule will have shorter periods. Bell Schedules will be submitted each year to the district along with an instructional minute's verification. Monday through Friday	The school will maintain contemporaneous records for students according to charter law. Independent Study will comply with the Carter G. Woodson 's adopted Board Policy and Administrative Regulation and all applicable charter school and independent laws including but not limited to Education Code Sections 51745, et seq. (and implementing regulations); Education Code Section 47612.5 and 47634.2 (and implementing regulations); Title 5, Ed Code 489 SB 740 regulations, Board Policy and Administrative regulations.	See School Schedule (Appendix C) See Charter School Board Policy and Administrative Regulations for Independent Study on file in FUSD charter office.
	After School Programs	Evidence
Carter G. Woodson will comply with the minimum instructional minutes per grade level. Grades 7-8 =54,000 minutes Grades 9-12 = 64,800 minutes	Students will be able to receive services from the Carter G. Woodson after school program. Each student desiring to participate will need to complete an application. The application will inform them of the activities to be offered each semester along with a schedule of times and dates. After school programs will focus on academic enrichment, remediation, intervention and vocational training.	See Bell Schedule and Instructional Minutes Appendix B

Class Sizes and Student/ Teacher Ratios

Small student to teacher ratios and instruction tailored to the student's individual needs will be an essential focal point of the Carter G. Woodson Public Charter School. Student to teacher ratios will be 27:1 ADA for site-based classes in grades 7 through 12. Independent study teachers will carry a ratio of students no larger than a 25:1 ADA to FTE ratio. All independent study ratios will stay in compliance with applicable law. Each classroom will be equipped with technology.

The enrollment projections for the 2019-2024 charter term is as follows:

Carter G. Woodson Public Charter School Enrollment Projections	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Totals	425	450	450	450	450

A detailed breakdown of our enrollment projections is reflected in our financial documents, attached as Appendix D.

Curriculum and Content Areas

Curriculum for core academic subjects will be continuously refined to help students meet State Standards. As a charter school, we are free to explore several different types of innovative curriculum, which may or may not be state mandated.

We reserve the right to use other companies or change companies upon approval by the Agape' Board of Directors. A very important part of the Charter School's curriculum explores the cultural heritage of ethnic groups throughout the history of the world. Along with state standards, humanities studies will mirror the cultural images of the student population. Core curriculum materials will be selected in accordance with State Standards. The goal is to have high quality instructional materials that assist students toward becoming proficient in basic and advanced content areas. The Curriculum and Instruction focus group is responsible for reviewing materials in accordance with the Charter School's data to determine if there is a need and how it will engage students to meet performance outcomes. Our Coordinator of Curriculum and Instruction is instrumental in articulating school data and developing a professional development plan that fulfills the needs of teachers, and students to become academic successful. Curriculum for core subjects is aligned with State Standards.

Scope and Sequence

All students have anchor standards and performance objectives that will be displayed in each classroom daily. Teachers are using pacing guides to teach curriculum in accordance with state standards. Students are expected to demonstrate mastery of performance objectives in accordance with the State Standards. Students will be administered formative and interim assessments along with benchmark testing to determine if standards are being mastered and which skills need to be re-taught. Students who fall below proficiency will be given additional instruction and assessment in specific areas.

Technology Ready Environments

Carter G. Woodson has updated its technology plan and is seeking necessary approvals as applicable by law. Classrooms are be equipped with computers, tablets, electronic boards, and software for students and teachers in accordance with the Technology Plan and Capital Outlay budget. Grants will be sought to enhance and purchase additional equipment and provide professional development. Internet accessibility is currently readily available to all students. Students with disabilities are assisted with technology in accordance with their IEP. The Charter School will maintain a Student Data Management System for records, transcripts, demographics, and reports. The technology team provides professional development to staff on the various software purchased by the school in order to improve student academics.

Promotion and Retention

Students meeting or progressing toward grade level standards as established by the charter will be promoted to the next grade level. Parents receive notification of their child's progress through

Individual Learning Plan meetings, SBAC Assessments, report cards and local benchmark assessments.

Students not making adequate progress toward meeting the charter schools established standards are identified as “at risk of retention” and will be required to enroll in additional intervention services before being considered for grade level promotion. Student interventions will be designed to assist the students in reaching grade level expectations in core academic areas. Opportunities may include, but are not limited to, tutorial, and after school enrichment programs. In addition, ongoing assessment of each student’s progress will be part of all intervention services.

Ninth through Twelfth Grade Courses and Content

Students in grades 9 through 12 will be classified by graduate year. Our Charter School offers small class sizes for students to work cooperatively together to master the course content. Students are engaged in literacy, reading, writing, and speaking across the content areas. Technology will be integrated in all core subject areas such as Language Arts, Mathematics, Humanities, and Science. Our Charter School has received approval from the UC system acquiring A-G requirements in the areas of Mathematics, English, Art, Science and Social Studies. Carter G. Woodson is currently seeking approval in all areas offered to our students.

We currently have a six-year term for WASC accreditation through 2025 with a Mid-Cycle one-day visit. The course guide is updated as needed and submitted to the District to be kept on file. The course guide focuses on subjects aligned with CCSS and seeks to fulfill the A through G requirements for college entrance. The Course Guide is on file at the district office.

Graduation Requirements

Each student in grades 9 – 12 (under the age of 18) 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.

Young adult students that are 19 years of age upon enrollment 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 have continuous school attendance as required by Education Code Section 47612 and Title 5 California Code of Regulations Section 11960. Young adults from the ages of 18-21 will be required to complete 155 units including two career pathway courses, along with a job shadowing or internship requirement before graduating. Carter G. Woodson is also following compliance for AB167/216/1806 and addressing a minimum state requirements and evaluations for homeless, foster, and juvenile justice youth.

Graduation Requirements and Credits

Graduation Requirements	
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

***Total Credits for students 18 to 21 years old – 155 credits**

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

Notification to Parents of Transferability and Eligibility 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.

At this time, Carter G. Woodson credits have been accepted between other high schools as we continue to hold WASC Accreditation. The credits are transferable to other high schools; however, the receiving school/district reserves the right to apply the credits according to their graduation requirements.

Promotion - Retention

Students meeting or progressing toward grade level standards, complete state standardized testing and the required credits will be promoted to the next grade level.

Grade 09:	0 – 49 credits required
Grade 10:	50 – 109 credits required
Grade 11:	110 – 169 credits required
Grade 12:	170 – up credits required

Parents will be notified if their child is not making adequate progress toward meeting the Charter School's established criteria for promotion. These students will be identified as being at risk of retention and will be provided additional opportunities to learn through before, after and summer school. The interventions prescribed will be designed to assist the students in reaching grade level expectations in core academic areas.

College Entrance Requirements

Community College

A graduate of an accredited high school may be admitted to a community college upon completion of an application. Also, any person having successfully completed the California High School Proficiency Exam ("CHSPE") or the General Educational Development test ("GED") with scores of 45 overall and with no subtest lower than 35 may be admitted. Placement tests are required for all admissions.

CSU and UC Freshman Admission Requirements

Carter G. Woodson has met all the A-G requirement approvals except in foreign language. Carter G. Woodson staff are currently seeking to gain approval of A-G requirements for foreign language. Students seeking the public university system are provided courses through an outside accredited vendor to complete the foreign language requirement and meet the full A-G requirements.

The preparatory course admission requirements for both the California State University and the University of California systems are the completion of the following courses with a grade of “C” or better:

CSU-UC Eligibility Requirements		
	California State University (CSU)	University of California (UC)
HIGH SCHOOL GPA		
	Calculate GPA using only “A-G” approved courses completed during the summer after the 9 th grade through summer after the 11 th grade ----excluding deficient grades which have been repeated.	
SUBJECT REQUIREMENTS		
Courses Required	15 yearlong college preparatory courses (equivalent to 30 semesters) are required with grade of C or better:	
		11 UC-required college preparatory (“A-G”) courses must be completed prior to senior year (including summer courses)
A-History/Social Science	2 years/4 semesters of history/social science, including one year of U.S. history OR one semester of U.S. history and one semester of American government, AND...	
	1 year of history/social science from either the “A” or “G” subject areas	1 year of world history, cultures, and geography from the “A” subject area
B-English	4 years/8 Semesters of college preparatory English composition/literature (including no more than one year of Advanced ESL/ELD Courses.	
		The ESL/ELD cannot be completed during the senior year.
C-Mathematics	3 years/6 Semesters math (including or integrating topics covered in algebra I and II, geometry)*; 4 years recommended* (Integrated math sequences may be used to satisfy the “C” Mathematics requirement.)	
		Students applying to UC must complete a geometry course (or a series of integrated math courses with geometry content).
D-Laboratory Science	2 years/4 Semesters laboratory science	
	At least one year of physical science and one year of biological science, one from the “D” subject area and the other from the “D” or “G” area** Integrated/Interdisciplinary courses may be sued to fulfill either physical or biological science.	Must include at least two of the three foundational subjects of biology, chemistry, and physics (including Biology/Earth & Space Sciences, Chemistry/Earth & Space Sciences, and Physics/Earth & Space Sciences as part of the Next Generation Science Standards [NGSS] 3-course model); or two years of the NGSS integrated science 3-course model; or one year of biology, chemistry, or physics and one year of an approved lab science chosen from the earth & space sciences or interdisciplinary sciences disciplines. Courses approved for the D subject area in the applied science, computer science, and engineering disciplines may only be used for a 3rd year (or beyond) of the lab science requirement. ***
E-Language Other than English	2 years/4 Semesters (or equivalent to the 2 nd level high school course instruction) of language other than English (must be the same language, American Sign Language accepted)*	
		3 years recommended

<i>F-Visual & Performing Arts</i>	1 year/2 Semesters (or two one-semester courses in the same discipline) required, chosen from the following disciplines: Dance, Interdisciplinary Arts, Music, Theater, or Visual arts
<i>G-College Preparatory Elective</i>	1 year/2 Semesters of elective course work chosen from any of the areas on approved “A-G” course list

* High school-level coursework completed in 7th and/or 8th grade can be used to meet the area C and/or E requirements.

** It is best to prepare for both UC and the CSU by completing two laboratory science courses from the D subject area.

***UC area D requirement updated as of February 2019.

CSU-UC Comparison of Minimum Freshman Admission Requirements. Information accurate as of February 2019.

<https://admission.universityofcalifornia.edu/counselors/files/csu-uc-a-g-comparison-matrix.pdf>

Parent Involvement

Parent involvement is essential to the progress of the children at the Carter G. Woodson Public Charter Schools. Parent involvement is most effective through school and family partnerships. At Carter G. Woodson, parents are part of our family of educators. Our staff will serve as a liaison between school and home in addition to providing counseling resources for parents to utilize. All parents are asked to take part in their children’s education by volunteering, serving on committees, attending parent conferences, trainings, and providing assistance with school activities. However, consistent with Education Code Section 47605(n), the Charter School shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Parents are a large part of the shared decision-making process by participating in the Charter School’s Parent Advisory Committee, School Site Council and the Charter School’s Governing Board. Parents are able to view student grades via internet accessibility. Each parent upon enrollment will sign a Parent Compact that outlines the responsibilities of the Charter School, parent and students. Each parent that has a student enrolled at Carter G. Woodson will have a Parent Compact. The Parent Compact is used as an agreement between all stakeholders to better serve the child.

Parent Surveys and Evaluations- are issued to each parent annually in order to give parents the opportunity to provide input into the Charter School’s program and services. Parent survey data will be used to evaluate and make modifications within the schools educational programing. In addition, the data is used to determine what services are valuable and meets the students’ needs of our children.

Serving Students with Disabilities

Overview

The Carter G. Woodson Public Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the

Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

The Charter School shall be its own local educational agency (“LEA”) and shall apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School has a membership in the Fresno County SELPA.

As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow the SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible

students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Serving English Learners

Overview

Carter G. Woodson Charter School will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification

Students that are recommended for reclassification are evaluated using criteria required by California Department of Education. For students to be reclassified, they must meet the following criteria:

CDE Reclassification Criteria	Assessment Tool	Criteria
1. Assessment of English language proficiency, using an objective assessment instrument, including, but not limited to, the state test of English language development; and	ELPAC	Overall performance score of level 4 or above on the English Language Proficiency Assessments for California (ELPAC);
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and	Teacher Evaluation	Teacher evaluation of student's language use on the Teacher Observation Matrix.
3. Parent opinion and consultation through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process; and	Parent opinion and consultation	Parent opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age	SBAC	Meet or Exceed Standards on the SBAC ELA or Proficient or Basic on district ELA baseline and/or benchmark assessments.

Strategies for English Learner Instruction and Intervention

All students that are English Learners will participate in a quality instructional program that focuses on language development including reading, listening, speaking, and writing skills, core academics, CTE training, technology, leadership, and skills that ensure success in becoming educated, self-sufficient, and economically independent.

It is the responsibility and intent of Carter G. Woodson to comply with all applicable Federal, State, and local regulations as they relate to students that are English Learners. The United States Department of Education Office for Civil Rights outlines six main steps in any language support program: enrollment, identification, assessment, services, transition/exiting, and monitoring. Carter G. Woodson has developed a EL program that follows the guidelines of federal and state.

The instructional program for students that are English Learners is designed to:

- Help students acquire fluency in English,
- Provide students with equal access to the academic core curriculum, and
- Help students maintain a positive self-concept.

Carter G. Woodson provides an option of classroom-based instruction or learning-center model independent study to students who are English Learners. Students are taught the California standards using Specially Designed Academic Instruction in English (“SDAIE”) instructional strategies. Lessons are designed and delivered using Differentiated Instruction and the Sheltered Instruction Observation Protocol (“SIOP”) instructional models. Along with academic vocabulary reinforcement, teachers use knowledge of students’ background and learning styles to establish content connections for students. Teachers also utilize gestures and visual aides to reinforce vocabulary acquisition.

Integrated ELD is also within our program and focuses on content with language support. In addition we have incorporated **Designated ELD services** which focuses on language skills using content.

Students that are English Learners are assessed annually in the spring semester of each year for Reclassification and movement between English proficiency levels. The assessment evaluates student ELPAC, SBAC ELA and/or other internal assessments, benchmarks, and instructor language use assessment against California ELD language proficiency standards. Student proficiency levels are updated and the students’ instructional program is evaluated for scheduling the following year.

Student Monitoring after Reclassification

Students who have been Reclassified as Fluent English Proficient (“RFEP”) receive follow-up monitoring from site personnel at intervals according to state and federal regulations (for a period of four years). RFEP students not making satisfactory academic progress are referred to tutoring and other interventions as deemed necessary.

A review of language proficiency may be conducted at any time upon request by the parent, teacher, administrator, or the student, if the student is a secondary student.

Transition/Exiting

The goal of the English Language Development program at Carter G. Woodson for participating students is English Language proficiency and demonstration of mastery in grade-level standards. Through ongoing evaluation of formative assessment, ELPAC performance data, SBAC performance, and other local assessments students are assessed for transition through the stages of English proficiency towards reclassification.

Carter G. Woodson has adopted a standard for student transition and reclassification that includes assessment performance including ELPAC, SBAC, and teacher assessment and evaluation.

Students who are ELs are assessed annually in the Spring semester of each year for reclassification and movement between ELD proficiency levels. The assessment evaluates student ELPAC, SBAC ELA, Benchmark, and instructor language use assessment against California ELD language proficiency standards. Student language proficiency levels are updated, and the students' instructional program is evaluated for scheduling the following year.

Each English Learner who meets the established multiple reclassification criteria is classified as RFEP. This data is noted and referenced in student records as well as assessment demographics for assessment performance tracking.

Carter G. Woodson monitors the academic progress of students who are reclassified from the language support program for a period up to four years. The goal of the monitoring progress is to ensure that students are progressing through the standards-based curriculum without the limitations normally caused by limited English proficiency. Student classroom performance and assessment data are monitored throughout the four-year period to ensure that reclassified students continue to perform satisfactorily in their grade-level coursework without the intensive English Learner program of non-fluent English Learners.

Program Monitoring

Each year, Charter School administrators, guidance counselors, and registrars receive both formal and local compliance training on English Learner program implementation and documentation. Administrative staffs observe and evaluate teachers throughout the year to ensure appropriate placement and teaching practices targeted to students that are English Learners and other special populations. Administrative staff audit student cum files annually to ensure English Learner program documentation compliance. The audit ensures that student files include: assessment results, home language surveys, reclassification forms, annual assessments, and any other information pertinent to adequate program placement and compliance.

Parent Involvement

Carter G. Woodson continuously makes a concentrated effort to maximize parent involvement and participation in the English Learner program. Carter G. Woodson has established an English Learner Advisory Committee (ELAC). The ELAC serves as a committee formed by the Agape Board of Directors to provide opportunities for parents to assist the Board and school administration in making effective program decisions in the English Learner program. The ELAC consists of Charter School administrators, teachers, parents or guardians of English Learners, and parents or guardians of native English-speaking students.

ELAC member responsibilities include but are not limited to:

- Contribute to, review, and evaluate implementation of the Carter G. Woodson ESSA Federal Addendum and LCAP.
- Contribute to, review, and evaluate school program, goals, and objectives for programs and services for English Learners.
- Contribute to, review, and evaluate annual Language Census Reports.

School staff reports student assessment performance information, parent rights and responsibilities, and English Learner student rights and responsibilities to ELAC members in quarterly meetings.

Parents are encouraged to attend and participate in the ELAC meetings to give input and stay informed regarding the schools English Learner program and services. Parents are also required to approve students Reclassification, instructional program, and movement between ELD levels.

Funding

Adequate general fund resources are used to provide each English Learner with learning opportunities in the English Learner program, including Intensive Intervention, English Language Development, individual access to tutoring, or supplemental resources in their core curricular program.

Professional Development

California credentialing requirements hold that credentialed teachers satisfy a Developing English Language skills course sequence. Credential holders must also complete a comprehensive reading instruction course sequence that includes the following: the systematic study of phonemic awareness, phonics and decoding; literature, language and comprehension; and diagnostic and early intervention techniques. Teachers that instructing EL students in ELD courses are required to obtain an EL certification with their credential.

In addition to meeting state credentialing requirements, intensive professional development on the new ELA/ELD framework and the 2012 ELD standards, along with other best practices for EL instruction is available to all teachers and administrators. Teachers receive specific SIOP training to support the learning of long-term EL students through a partnership with the Fresno County Superintendent of Schools. Trainings include both large group and department-specific workshops. The training will continue to focus on student data and providing long-term EL students with differentiated instruction for the varying ELD Levels. Teachers receive training on deliberately teaching content and academic vocabulary as well as how to effectively use instructional strategies and project-based learning with EL students in mainstream English courses that are identified EL.

Contracted professional development services provided by the Fresno County Superintendent of Schools specifically focuses on best practices for EL instruction. Ongoing professional development will specifically concentrate developing teacher and administrator awareness of integrated ELD, English Language Development throughout the day and across disciplines and designated ELD, protected time during the regular school day that allows for deeper content learning in English.

The evidence from ongoing professional development and weekly PLC's includes the planning, implementation, and accurate articulation of strategies used to support EL learners. This professional development will be revisited on an ongoing basis through observation and feedback, research, reflection, data analysis, and collaboration through professional learning communities.

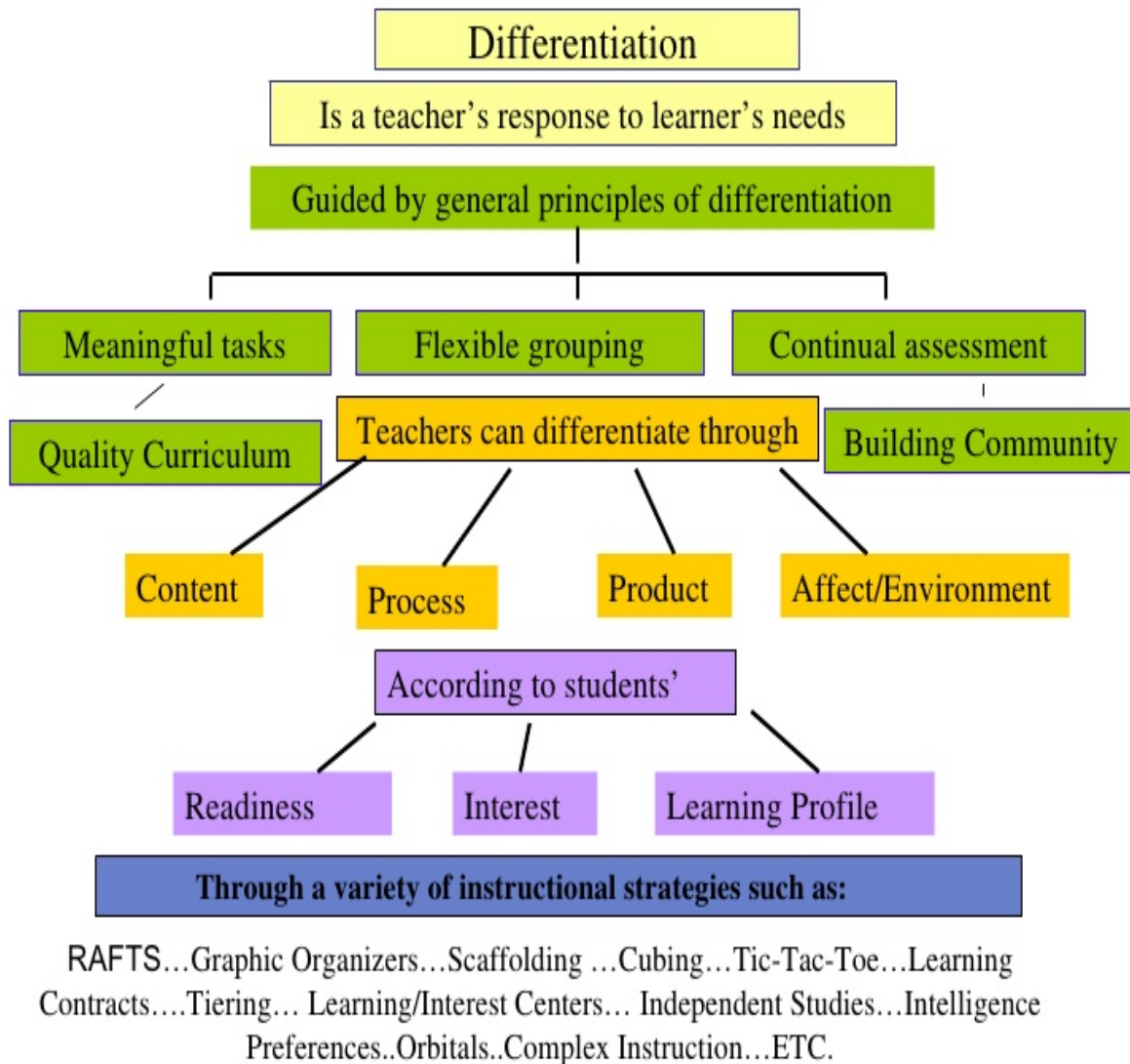
Through our Differentiated Instruction (DI) and Inquiry-based model, EL students receive Designated English Language Development during their protected time, through learning stations from their general education teachers, while non-EL students are working independently at other learning stations. Instructional Aides are available to provide support to English Learners in classrooms. There are also two teachers available at the high school level to provide support to students.

Designated ELD is taught in the form learning stations that includes:

- Small group instruction of Designated ELD curriculum/lessons onsite with teachers to enhance speaking and listening.
- vocabulary development to improve fluency in reading, speaking and accuracy in writing.
- sentence frames/ structure support to enhance writing development
- grammar development to enhance writing
- EL language support from our digital online programs to enhance reading- *Achieve 3000*

Differentiated Instruction (DI) and SIOP Instructional Models for Language and Content Acquisition		
DI Academic Activities/Characteristics	SIOP Lesson Characteristics	Student-Led Practices/Examples/Evidence
Content Objectives Clearly Defined, Displayed, and Reviewed Learning Objectives Clearly States and Posted for Students	Language Objectives Clearly Defined, Displayed, and Reviewed Concepts linked to students' background experiences Content objectives Appropriate for Age and Educational Background	Pocket charts Completed Organizers Chart paper Student friendly language Bulleting objectives Sentence Strips Completed projects Restatement
Meaningful Tasks Flexible Grouping Continual Assessment Quality Curriculum Building Community	Content is adapted to all levels of student language proficiency.	Pacing and chunking information Ending with success Continuous scaffolding Success orientation
Symphony Exit Tickets Learning Stations/ Centers	Supplementary Materials used to a high degree making the lesson clear and meaningful (technology, visuals, manipulative, graphs, models)	Choral Response I-say, You-say Hand on Head Pair-Share Proximity to students Voting with your feet Quiet hand Thumbs-Up Touch your nose
Scaffolding Graphic Organizers Multiple Intelligences	Meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and /or speaking.	Call and Response Blending Routines Thinking Protocols Timers

	Sufficient Wait Time	
According to students' readiness, interest, and learning profile	Key Vocabulary Emphasized (Introduced, written, repeated, and highlighted for students to see)	Consistent Cueing Systems Wait Time
Academic Language through use of Word Walls and Vocabulary Walls	Deliberate academic language reinforcement using visual and other non-verbal cues.	Clear and consistent academic language Voice Inflection Avoiding synonyms for concepts Use of proximity Hand signals Speed of Speech Presentation Signals
Consistent feedback	Content adapted to all levels of student proficiency. Student response cues (sentence starters, scripted response, etc.) Regular feedback provided to students on their output (language, content, work samples)	Motor Errors Discrimination Errors Memory Errors Process Errors
Formative Assessments Summative Assessments	Comprehensive review of key vocabulary Comprehensive review of key content concepts	Checking For Understanding Identifying Specific Behaviors Group reinforcement to recognize achievement Using a variety of questioning strategies Levels of Questions (High-level Bloom's questions)
Power of 3 Model		Common routines Common rules



Plan for Students Below Grade Level Proficiency

Students that are achieving below proficiency level will be identified through SBAC Assessments, Charter Benchmarks and teacher grade analysis. Students who are performing below grade level according to state and formative assessments will have a meeting with the Charter Assessment Team. The Charter Assessment Team will be made up of selected teachers, administrators, and counselors. The team will develop the students Individualized Career Learning Plan (“ICLP”) to raise achievement. Students identified will be assigned mandatory supplemental academic enrichment in order to raise academic achievement. Students with disabilities will be assisted in accordance with their IEP including granting the use of assist technology to enhance their learning experience. Students will also receive individualized tutoring as needed. Parents will be notified of other available opportunities within the STIP Model.

Student Study Team

A Student Study Team uses a systematic problem-solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. An SST is a general education function. All students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to the SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student’s strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement. The meeting is designed to meet the needs and best interest of the child.

The Carter G. Woodson’s 12 SST meeting steps shall include:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

After implementation of the SST plan and follow up, if the problem continues, revisions to the plan may be discussed, or if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the SST.

Plan for Students At/Above Grade Level Proficiency

Students who are identified as proficient according to SBAC Assessments, and District Benchmark Assessments will have the option to participate in special programs outlined in their Individualized Career Learning Plan. Students who are considered high performing or qualify for Gifted and Talented Education (“GATE”) programs will meet with the Charter Assessment Team and determine what plan is appropriate to promote continued academic challenges and educational success. Parents are contacted to attend a Charter Assessment Team meeting and will be given optional programs or classes to further enhance their child’s education and abilities. Higher achieving students have the option to attend post-secondary career pathway concurrent programs through Agape College of Business and Science and Fresno City College and will be able to enroll in AP classes.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Section 47605(c)(5)(A)(ii), a reasonably comprehensive description of the Charter School’s annual goals and actions, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroup. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with District and is also available on our website at <http://www.agapeschools.org/lcap.html>. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

ELEMENT (B)- MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(c)(5)(B).

AND

ELEMENT (C) - METHODS OF MEASUREMENT OF PUPIL OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C).

Student Outcomes

The Charter School affirms that its exit outcomes will align to its mission, curriculum, and assessments.

Pupil Outcomes	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets (annually)
Academic Goals				
Carter G. Woodson Students will increase proficiency in Math and English.	Illuminate local benchmark tests	1 per semester	.5 level per long term student from Pre to Post	Average 5% increase in overall grade level per year.
	SBAC assessments ELPAC	Annually	10% of the students who have attended the school for at least 2 years will reach proficiency or advanced status on the SBAC assessments	
Carter G. Woodson will increase the number of students becoming proficient in CTE courses	Students will earn a C or better in a minimum of two courses within a career pathway/ CTE sequence	Bi-Annually	70% of credit eligible graduating seniors that have been enrolled in the school at least two years will complete at least two CTE courses leading to the completion of a Career Pathway	Each year the goal shall be met at 100% with the exception of students with a I.E.P.
School Wide Performance Goals				

Graduates of Carter G. Woodson will be self-directed life-long learners	Individual Career Learning Plan Written reflections	Ongoing Quarterly	Each student enrolled more than 90 days will set short and long-term academic, career, and personal-social goals	100% completion
	Graduation rate Completed college enrollments Senior exit survey Request for records Post-grad follow-up survey	Annually	Graduates will pursue a post-secondary degree, or will be enrolled in a vocational trade/certification program upon graduation DASS Qualifier	Minimum of 90%
All long-term students will exhibit the attitude to be self-motivated through improved school attendance and continuous enrollment	Student attendance reports DASS credit completion report Report cards	Daily/Weekly Monthly/Annually	The school will maintain a minimum of 90% attendance rate as measured by DASS	88% or better
	Suspension rate Expulsion rate	Weekly/Monthly Annually	Lower discipline/suspension/expulsion rate	Average below 10% over in a 5-year period

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroup. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with District and is also available on our website at <http://www.agapeschools.org/lcap.html>. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

Our **Schoolwide Learning Outcomes** includes eight goals associated with improving our student’s academic performance:

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

- Long-Term English 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 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 ASAM students.
- All students will have access to Career Pathways, Advanced Placement, and College Preparatory Course Options.
- Students in our special education populations will make satisfactory progress towards H.S. graduation requirements.

An ***Individual Career and Learning Plan*** will be developed by staff, parent(s), and student(s) to be a guide for assessing and tracking each student's academic and social needs. Students must be enrolled for one semester and attend an ILP meeting in order to have a completed plan. The Individual Learning Plan will encompass the following fifteen main elements:

- Academic Evaluation of Each Student's Strengths
- Academic Evaluation of Each Student's Deficiencies
- Benchmarks and Formative Assessment Results
- State Standardized Testing Results
- Teaching Strategies for each individual child
- Social Functioning Skill Levels
- Support Services (childcare needs, housing needs etc.)
- Counseling Services and Treatment Services
- Educational Goals
- Career Goals and Pathways
- Career Assessments
- Employment and Training

- College Readiness and Preparation
- Truancy Difficulties and Modifications Required
- Behavioral Issues and Modifications Required
- Previous School Attended
- Transcript Evaluation and an Academic Evaluation Plan

Student Goals and Demonstrated Abilities

A primary goal of Carter G. Woodson is to produce graduates who will possess leadership skills and become positive role models for the community. They will be effective communicators and public speakers. They will be able to create an atmosphere of mutual respect between themselves and others in their workplaces. They will be globally and culturally knowledgeable. They will become decision-makers in the community.

Students will be required to demonstrate proficiency of the following competencies through practical application and other forms of assessment before graduation from the Carter G. Woodson Public Charter Schools:

Global Communication

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions.
- Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade).
- Use multiple media and technologies and know how to assess impact and their effectiveness.
- Communicate effectively in diverse environments (including multilingual and multicultural).

Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.

- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

21st Century Thinking Skills

- Solve problems
- Manage oneself.
- Adapt and respond to change.
- Analyze, synthesize, conceptualize complex information
- Reflect upon and improve performance
- Communicate verbally and in writing with diverse audiences.
- Work in collaborative teams to solve problems.
- Create / innovate / critique new information.
- Engage in continuous learning throughout life.

Study Skills

- Identify and utilize effective study strategies.
- Utilize technology to research and save resources.
- Take notes or write summaries and outlines of daily lessons.
- Use focus cards to remember information.
- Utilize technology by inputting notes into a database for references.
- Use reference materials, such as dictionaries and computerized encyclopedia database
- Utilize Internet resources.
- Interpret visual representations, such as symbols, flowcharts, and schematics.
- Identify and utilize test-taking skills.
- Practice time management and studying increments.

Civic and Community Responsibility

- Research issues on the local community and develop proposed solutions.
- Interpret information about civic organizations and public service groups.

- Understand and demonstrate leadership in the community.
- Serve as a role model for small children the community.
- Interpret and understand cultural diversity in the community.
- Take part in school or community service-learning projects.
- Interpret information about environmental issues in the community.
- Interpret and understand politics and its impact on the community.

Measurable Assessment Methods I

Information from assessment results must be delivered in ways that are instructionally useful for schools and teachers as well as meaningful for students. Such examples include authentic assessment exercises as they are similar to real-world tasks that would be expected by a professional. Authentic assessment in combination with an inquiry-based learning activity which enhances students' learning and rehearses them for their future roles. On-going evaluation assessments will be developed by Carter G. Woodson staff using the illuminate program. The results will be used to measure student academic performance, literacy skills, dropout retention, social development, and family stability.

School Wide Action Plans- are used as a guide for teachers to review data in accordance with student performance. The School Wide action plan is updated yearly to reflect the progress toward goals in accordance with the measurable outcomes. The School Site Council will receive progress reports on student outcomes outlined in the plan.

Baseline, Interim, and Benchmark Assessments- are completed by students in order to determine their progress toward proficiency of the content standards. A baseline beginning of year assessment is administered to determine student's entry proficiency levels in English and Math. Formative assessments occur throughout the year and the benchmark tests are administered twice, once in the fall and once in the spring for both subjects. Currently, our school utilizes Illuminate to produce the baseline and benchmark tests. In addition, students are required to complete a pre and post writing sample. This will give our teachers a raw score of each student's abilities and progress toward the state standards in order to target and modify instructional strategies.

Students also complete a career assessment evaluation through Eureka Software. Guidance counselor's counsel students in grades 7-12 on their results and how it relates to their academic plan. Assessments are recorded and placed in the student's portfolio. As students obtain mastery levels their teachers will update the student's ICLP and report cards. Independent study students maintain a portfolio that will consist of required work samples according board policy. Site base and independent study students will have an educational file maintained as a life record that will include local benchmarks and state standardized testing documents. Parents receive copies of benchmark results in the mail for their students twice a year. This information is also explained to parents during parent advisory meetings, and ICLP's. Students in grades 3-5 will complete PAWS & Jobland Career Assessment and be posed to career concepts their Career Days, field trips and in class lessons.

Classroom Grades- to evaluate student academic performance and their ability to master competency standards. Educational consultants and lead teachers are involved in the development and selection of student assessments. Benchmarks are taken by each student in alignment with state adopted standards. Courses will be calculated on the following percentage system:

60%	Completion of Course Work (class assignments, projects etc.)
30%	Mastery of State Standards
10%	Class Participation & Attendance
100%	Student Achievement

Students will be assigned letter grades A through D and R for repeat, due to lack of achievement. Credit and No Credit grades may be given in courses related to vocational and career training. Although the Carter G. Woodson Individualized Learning Evaluation (report cards) will have a traditional grading section. In addition, parents will receive student benchmark reports each semester. Grades will be reported to parents by mail either by report card or progress report. Teachers are required to complete a grade analysis report at the end of each semester to review student progress.

State Standardized Testing- is required by Education Code Section 47605(d). The results of the state standardized testing including Dashboard and SBAC assessment results are used as an evaluation indicator for student academic progress along with other assessments identified within the charter agreement. Carter G. Woodson staff will request previous State Standardized Test results through transcript information from previously attended schools. Previous test scores are now compared to current scores including district scores. The Charter Assessment Team ("CAT") committee will work with parents and students to interpret the results and devise a plan, if

necessary, to improve the percentile achievement. Both Governing Boards will be responsible to analysis data yearly. An annual report and SARC will be available to all stakeholders to review schoolwide information.

The Charter School affirms that its methods for measuring pupil outcomes for the State Priorities, as described herein, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Student Assessment Methods II

Outreach Services

Carter G. Woodson's Student Support Program ("SSP") mission is to provide our students with comprehensive counseling services by establishing adequate resources and intervention services for our students to succeed. Our focus on recovery, intervention, counseling, parent involvement, community partnerships, resource development and attendance incentives will increase the academic and social success of our students.

Carter G. Woodson has effectively established a Student Support Counseling ("SSC") program to work with students with severe truancy issues. Upon enrollment, each student is assigned a Student Support Counselor who serves as a liaison between school and home. The SSC staff becomes a mentor to the child and ensures the child is attending school on a regular basis. Currently, services include individual and family counseling, attendance recovery, resource referrals, and student follow-up for post-graduation. The SSC team works with students to improve social development by reducing student truancy, suspensions, and by establishing a positive school culture on campus.

Counseling supportive services is provided for middle and high school students needing conflict resolution, anger management, mental health and substance abuse counseling. Carter G. Woodson Student Support Counselors will work with other agencies to establish collaborative efforts for referrals for issues outside of their scope of expertise. Students may also be referred to substance abuse intervention services as deemed necessary by a volunteer treatment plan.

The Student Success team will follow a 5-step attendance policy when working with Carter G. Woodson students.

Student attendance will be closely monitored and reviewed daily by SSC counseling staff and teachers. Attendance will be taken daily by teachers and dropout prevention counselors. If a student is reported absent, the SSC counselor initiates the five-step policy. In addition, students and parents are telephoned weekly to assure that students come to school unless otherwise ill. The Charter School utilizes the Charter Assessment Team as a School Attendance Review Board ("SARB") review board for student truancy. Furthermore, the SSC counselors monitor previous attendance records, probation, Cal-Works and the home environment to formulate the most useful methods to improve attendance.

Performance Report

A Performance Report shall be submitted to the District annually. The performance report shall be an evaluation of the charter school's progress toward goals and outcomes stated within the charter petition as related to student achievement and operations of the charter school. The report shall include all compliance documents requested by the District. The School Accountability Report Card may serve as the performance report and will be posted to the school's website each year for parents and the public. The school shall develop a summary version for parents and send copies to student's homes for parents to review.

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ELEMENT (D) – GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(c)(5)(D).

Non-Profit Public Benefit Corporation

Carter G. Woodson is a directly funded independent charter school that is operated by Agape', a California non-profit public benefit corporation, pursuant to California law. Agape' is legally responsible for the complete operations and liability of Carter G. Woodson Public Charter School. The Agape' Board of Directors shall be the Governing Board of the Charter School. The governance structure is established in accordance with Agape's Articles of Incorporation, Corporate Bylaws, and Conflicts of Interest Code.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

The Charter School shall comply with the Public Records Act, the Brown Act, the Political Reform Act of 1974, and Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.

Attached, as Appendix A, please find the Charter School Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Agape' Board of Directors

The ultimate responsibility of governance of the Charter School rests with the Agape' Board of Directors. Agape' is the non-profit public benefit corporation that operates Carter G. Woodson Public Charter School. The Board of Directors consists of three (3) to five (5) directors. In accordance with its adopted bylaws, the Board of Directors consists of a parent representative, a business representative, and community member. The existing Board of Directors appoints new board members by majority vote. Each board member is a volunteer who works in the best interest of all Agape' charter schools, including Carter G. Woodson Public Charter School. The District also may appoint a representative to the Board in accordance with Education Code Section 47604(c). The Board of Directors meets quarterly and all meetings are open to the public and held in accordance with the Brown Act and Education Code Section 47604.1(c).

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Approve all contractual agreements over \$50,000;
- Hire and evaluate the Chief Executive Officer;
- Delegate responsibilities to the Chief Executive Officer;
- Approve and monitor the implementation of general policies of the Charter School; This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Measure the progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board of Directors may initiate, implement, or carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Agape and the Charter School shall comply with the Brown Act.

The Board of Directors has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflict of Interest Code is attached within Appendix A.

The Board of Directors may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and

performance report, and the adoption of Board policies. The Board of Directors, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at a minimum, conflicts of interest and the Brown Act.

School Site Council

The School Site Council meets bi-monthly and reviews and establishes policies and procedures as they relate to curriculum, instruction, campus safety, campus culture, and extra-curricular activities. The School Site Council will have 12 members and be made up of three (3) parents, four (4) teachers, three (3) students, one (1) Classified employee, and one (1) Principal according to its Bylaws. Council members will be selected by school wide vote with the exception of the teachers, administrator, and classified representative who will be appointed by the Board of Directors or its designee.

The School Site Council meetings will comply with the Brown Act. Trainings will be provided to the School Site Council with regard to the Brown Act and effective governance. The School Site Council will interface with the Board of Directors as follows: (1) the two bodies will have an annual joint meeting to discuss programs, issues, and funding, and to participate in a joint Brown Act training; (2) the minutes from the School Site Council will be given to the Board of Directors for review; and (3) the teacher representative to the School Site Council will attend at least one Board of Directors meeting during each school year.

Parent Advisory

The next body of governance within the school is the Parent Advisory. The Advisory meets bi-monthly to discuss issues or concerns parents may have regarding the school. The meeting also informs parents about the academic progress and activities of the student body. All Parents can participate in the parent advisory committee that elect to participate.

ELAC

Carter G. Woodson continuously makes a concentrated effort to maximize parent involvement and participation in the English Learner program. Carter G. Woodson has established an English Learner Advisory Committee. The ELAC serves as a committee formed by the Agape' Board of Directors to provide opportunities for parents to assist the Board and school administration in

making effective program decisions in the English Learner program. The ELAC consists of Charter School administrators, teachers, parents or guardians of English Learners, and parents or guardians of native English-speaking students.

ELAC member responsibilities include but are not limited to:

- Contribute to, review, and evaluate implementation of the Carter G. Woodson ESSA Federal Addendum and LCAP.
- Contribute to, review, and evaluate school program, goals, and objectives for programs and services for English Learners.
- Contribute to, review, and evaluate annual Language Census Reports.

School staff reports student assessment performance information, parent rights and responsibilities, and English Learner student rights and responsibilities to ELAC members in quarterly meetings.

Chief Executive Officer (CEO) shall be responsible for the oversight of each charter school and program operated by Agape'. The CEO will report directly to the Board of Directors. The CEO will perform the following duties:

- Ensure the charter schools are in compliance at all times with charter petition and charter laws,
- Responsible to represent the Board of Directors as directed by the Board of Directors.
- Responsible to ensure the school and nonprofit is fiscally solvent.
- Ensure compliance with state, federal, and grant programs.
- Present independent fiscal audit to the Board of Directors and, after review by the Board of Directors, submit the audit to the District Board of Education and the Fresno County Superintendent of Schools, the State Controller and the California Department of Education;
- Oversee charter school finances to ensure financial stability;
- Attend meetings with the Chief Financial Officer of the District on fiscal oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Interview and hire, promote, discipline, and/or dismiss employees;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Ensure the security of the school building;
- Promote the charter schools in the community and promote positive public relations and interact effectively with media;
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the District;
- Maintain up-to-date financial records;
- Ensure systems are in place and are accurately reporting organizational tasks such as student records, teacher records, teacher credentialing, contemporaneous attendance logs, purchasing, budgets, and timetables.

- Add and develop new schools and colleges and services to expand Agape’ resources and offering to students.

Superintendent

The Superintendent will guide, mentor, and supervise all Principals to operate each Agape’ charter school at a high-quality level, including ensuring the design of the charter school is fully implemented at all times. The Superintendent will report to the Chief Executive Officer of Agape’ and provide reports to the Board of Directors on the progress of the charter schools, including how the charter schools are meeting their annual goals, the LCAP, and WASC Expected School Wide Outcomes.

- Ensure each Agape’ charter school is in compliance at all times with charter petition and charter laws;
- Supervise, Mentor, and Coach Principal Staff;
- Develop Professional Development Plan Charter wide and per individual administrator;
- Evaluate Principals in accordance with evaluation tool and charter goals;
- Implement new and innovative programs to progress the charters future;
- Ensure the safety of each Agape’ charter school;
- Develop reports for State, Federal, and grant programs;
- Develop each Agape’ charter school’s annual performance report, LCAP and the SARC;
- Provide all necessary proper attendance reporting;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Recommend and interview qualified substitute teachers as needed;
- Ensure the security of the school buildings;
- Encourage and support teacher professional development;
- Attend District Administrative meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Complete and submit required documents as requested or required by the charter and/or Agape’ Board of Directors and/or the District;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, contemporaneous attendance logs.

Principal

The Principal will be the leader of the Charter School. The Principal will ensure that the instructional model and curriculum is implemented in order to maximize student-learning experiences. The Principal will report directly to the Superintendent, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Principal is to perform assigned tasks as directed by the Superintendent and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

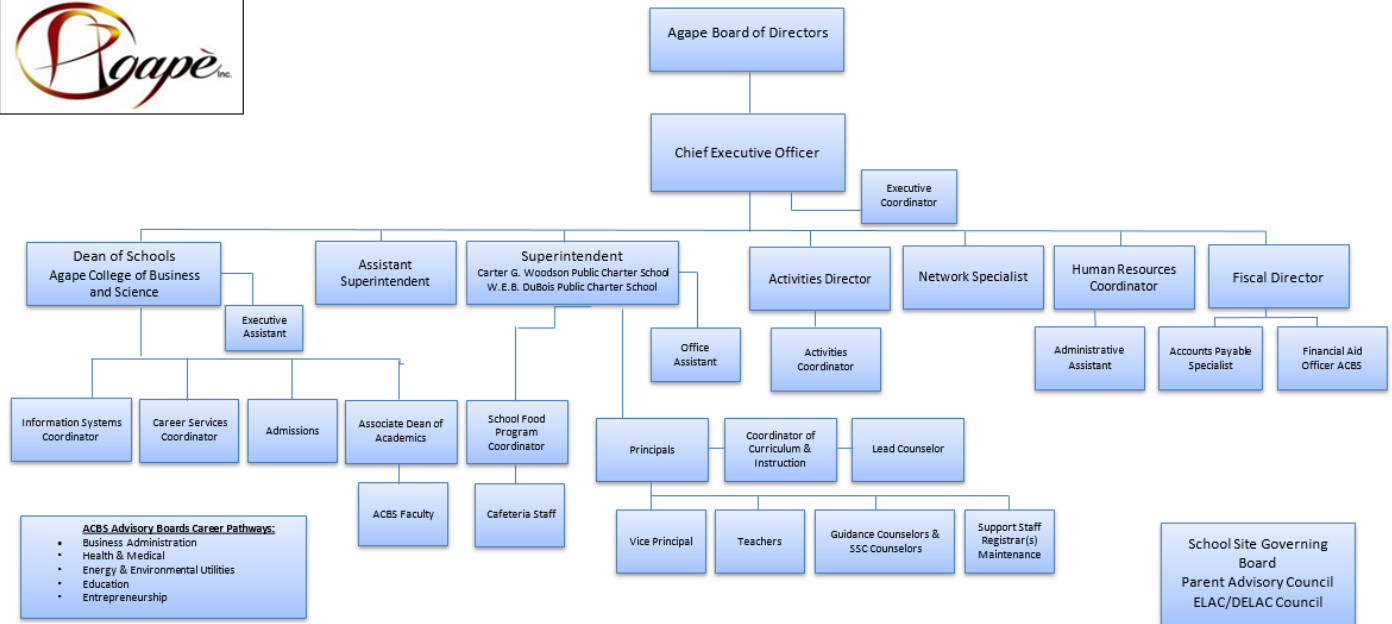
- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicates and provides reports to Superintendent and Board of Directors as requested;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the School;
- Interview new employees as needed;
- Develop and implement the instructional model with teachers.
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors and CEO;
- Identify the staffing needs of the school and offer staff development as needed;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Ensure the security of the school building;
- Promote the Charter Program in the community and promote positive public relations
- Encourage and support teacher professional development;
- Attend District meetings as requested by the District;
- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the CEO or Board of Directors to a business administrator of the School or other appropriate employee or third party provider.

Agape Organization Chart

2020-2021

1313 P Street #205
Fresno, CA 93721
559: 486-1166
Fax: 486-1199



ELEMENT (E) – EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

Qualifications of All Employees

Agape' shall hire all staff to be employed by the Charter School. The staff makeup shall include teachers, a coordinator of curriculum and instruction, classified support staff, counselors, principal, and oversight from the Agape' Superintendent and CEO. Agape' will seek and recruit staff that can help provide a program with high performance standards and is conducive to learning. Staff shall be culturally diversified as representatives of the students they serve. Staff will be trained to follow the mission and vision set forth in the charter petition. Agape' is an equal opportunity employer and shall not discriminate against any individuals on the basis of any characteristic described in Education Code Section 220. Agape' shall follow staff recruitment policies set forth within the board adopted personnel manual. The following key positions will be advertised for employment with the exception of any lateral in-house transfers or emergency hires.

Instructional Staff

The instructional staff will be comprised of qualified educators possessing the skills and abilities to teach, nurture, guide, and implement standards with students who may be lacking in the areas of basic and advanced skills. The instructional staff will be a team of certificated teachers working together to develop innovative teaching strategies to progress underachieving students to a level of proficiency in core academic subjects.

Teachers will hold the credential issued by the Commission on Teacher Credentialing, permit, or other document required for the teacher's certificated assignment. Teachers will be credentialed within their specific subject area or for their specific grade levels. Lead Teachers will be required to hold a preliminary or clear teaching credential and have three years of classroom experience.

Inspection of Credentials

Credentials are maintained on site. The Fresno Unified School District may request to inspect employee credentials at any time with a written or verbal notice. All credentials will be forwarded immediately to the district at the beginning of each school year or upon request.

Specialty Instructors will be hired to teach subjects such as career technical education, vocational courses, physical education, and additional elective classes. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. The charter shall be an alternative school for credentialing purposes.

Administrative Staff

The Carter G. Woodson Administration will be comprised of a team of individuals working together to provide the best program suitable for students, parents, and staff. All administrative staff will hold the necessary degrees and credentials as necessary to carry out administrative duties as described below. Each will be under the direction of the Superintendent of all Agape's charter schools. Carter G. Woodson will provide a staff listing each year to the Fresno Unified School District outlining titles, hire date, and credentials when applicable. Each key administrator's title and qualifications are listed below:

*The **CEO*** answers to the Agape Board of Directors and additional may be appointed to the board. The CEO position will require a Doctoral Degree in Education or other closely related majors. The CEO must have 10-year experience as a Principal or Vice Principal. This position requires operational oversight over all programs. Ensuring fiscal stability and solvency. The CEO is responsible to ensure all board policies are implemented by using measurable data. The CEO is responsible for Public Relations and Media engagement. Additionally, the CEO develops new programs to enhance Agape Mission. The CEO is the designee of the board and operates on their behalf to carry out policies.

*The **Superintendent*** will supervise all Agape' charter schools including Carter G. Woodson. The Superintendent will hold a Master's degree and credentials in Administration, Pupil Personnel Services or teaching. In addition, three years teaching experience will be required. The Superintendent is responsible to ensure all Agape' charter schools are operating up to state standards in compliance with current laws applying to charters. The Superintendent is responsible to mentor, coach and supervise Principals along with progressing the instructional program of the charters. The Superintendent answers directly to the CEO of Agape'.

Principals at each school site will hold Master's degrees preferable in Education and have credentials in administration, teaching, or pupil personnel services. Responsibilities will include complete oversight over their designated school and ensuring that site accountability in the areas of academic performance, social and safety standards is being followed in accordance with the charter school's mission and vision. Principals will be required to attend a Principal or leadership training upon being hired within the first two years of employment. The Principal must have 3 years of teaching experience and 3 years of Vice Principal experience or its equivalent.

Vice Principal/ Educational Coordinators at each school site will hold Master's degrees preferable in Education and have credentials in administration, teaching, or pupil personnel services. Responsibilities will include complete oversight over their designated school and ensuring that site accountability in the areas of academic performance, social and safety standards is being followed in accordance with the charter school's mission and vision. Vice Principal/ Educational Coordinators will be required to attend a Principal or leadership training upon being hired within the first two years of employment. The Vice Principal/ Educational Coordinators must have 3 years of teaching experience and 1 year within administration or its equivalent.

Student Support Counselors will hold a Bachelor's degree or at least 10 years' experience in education or social science areas. The Counselor will be responsible for coordinating resources, counseling, and family services. The Student Support Counselors will supervise student activities and all attendance issues. Counselors will handle student behavior problems before students enter the Formal Action Process.

Guidance Learning Counselors will hold Master degree(s) in education or social sciences and a credential in Teaching or Pupil Personnel Services. Guidance Learning Coordinators will coordinate college visitations, academic counseling, and enrollments. Coordinators will develop a results-based Guidance Program Plan that will be used as the evaluation tool for the counseling component. In addition, Guidance Coordinators will explore scholarships for students along with financial aid assistants. Coordinators will have the ability to work with at-risk students and develop procedures for records and policies.

Fiscal Contractor currently maintains all bookkeeping, financial reports and ledgers. A licensed CPA or experienced bookkeeper will be retained for this position that is familiar with school accounting and general accepted accounting practices. Agape' reserves the right to change the qualifications as long as it's in accordance with charter, state and federal law.

Support Staff

Carter G. Woodson support staff will have clerical and computer proficiency with exception given to non-clerical staff. Each support staff will be provided training on how to work with families regarding directing phone calls, questions, and registration. Support staff includes registrar, assistants, janitorial, food service and phone operators.

Contracted Staff

Agape' reserves the right to work with contracted staff under a memorandum of understanding or legal binding contract for services. Agape' shall contract services through the District in accordance with its MOU and/or other agencies as needed. Contractors shall provide cost effective services in accordance with a cost proposal. Staff will ensure either through a bid process or by cost comparisons that products and services are market value.

Staff Evaluations

Staff will be evaluated according to the policies set out in the Agape' Employees Personnel Manual. Staff members will be evaluated by their supervisors informally on a monthly basis. Formal written evaluations will be conducted every six months or no less than once each year. With the exception of the CEO who shall be evaluated once every three years.

Staff Salaries

Staff will be paid in accordance with adopted Agape' pay schedules and the yearly budget.

Professional Staff Development- Shall be kept on file and may be issued upon request per the district.

The Carter G. Woodson staff will complete several professional development trainings to enhance the level of services provided to students and their families. Staff development trainings will be conducted by:

- ❖ Agape' Administration Staff
- ❖ Contracted Professionals (Experts in designated areas)
- ❖ District Staff
- ❖ Agencies, Organizations or State Officials
- ❖ In house trainings

Staff development will include local, state, or national workshops or conferences that address State Standards, SIOP, technology, Special Education, English Learners, diversity, fiscal management, and charter law.

Carter G. Woodson staff will be fingerprinted and cleared by the Department of Justice as required by Education Code Section 44237 as described below in Element F. Each staff member will be offered to attend an orientation to discuss personnel policies and to review the employee handbook. Agape' reserves all rights to change any personnel policies in compliance with all applicable state labor laws.

ELEMENT (F) – HEALTH AND SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(c)(5)(F).*

In order to provide safety for all students and staff, the Charter School has adopted and implements full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

A full draft will be provided to the District for review as agreed upon by the District and Charter School.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Students that require immunization will be referred to other agencies for health care and medical attention. Additional information can be found in the Carter G. Woodson health and safety policies.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 7 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday. The Charter School shall provide this meal for any eligible student on any schoolday that the student is scheduled for educational activities, as defined in Education Code Section 49010, lasting two or more hours, at a schoolsite, resource center, meeting space, or other satellite facility operated by the Charter School.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board of Directors has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus and Hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and smoke-free environment.

Facility Safety

The Charter School complies with Education Code Section 47610 by utilizing facilities that are compliant with the California Building Standards Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills as required under Education Code Section 32001.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

ELEMENT (G) – ACHIEVING STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. Education Code Section 47605(c)(5)(G).

Agape' has a strong commitment to assuring ethnic, special education, and language diversity and outreach to the youth in Fresno Unified School District and Fresno County. The location of the Charter School is in a centrally situated area in order to give children more accessible ways to enroll in the Charter School. The Charter School shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). Promotional and informational materials will be in appropriate languages to ensure the appeal to several diverse communities. Our School will also ensure equity in recruitment and services to special populations including foster youth, EL, and Special Education students. Outreach meetings will be held at several locations and may include door-to-door outreach by staff to explain the charter concept and to recruit students not currently attending school. The overall student population balance among students will seek to be reflective of the general population residing within the territorial jurisdiction of the Fresno Unified School District.

ELEMENT (H) – ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). Education Code Section 47605(c)(5)(H).

Admission Policies and Procedures

Carter G. Woodson Public Charter School shall have an open enrollment policy. Enrollment shall be voluntary, and **no tuition shall be charged to any student or parent.**

Carter G. Woodson Public Charter School shall be nonsectarian in its programs, admission policies, employment practices, and any other operations. The school will not discriminate against students, parents, or applicants on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or the pupil's parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School has no entrance requirements other than requiring each enrolling pupil to fill out an application form and reside in California. Students who have been expelled may only be

admitted after determining they have complied with their rehabilitation plan. An expelled student must not have committed the following offenses in order to be considered for readmission:

- Cannot have carried knives, guns, explosives or any type of weapons
- Cannot be Gang Affiliated
- Cannot have harmed a teacher or Charter School staff
- Cannot be an arsonist
- Cannot be a destroyer of property through tagging

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the Charter School has more applicants than available space, admission, except for existing students who are guaranteed admission in the following school year, shall be determined by a public random drawing for the impacted grade level. Existing students are exempt from a public random drawing and are guaranteed admission in the following school year. Preference in the public random drawing will be given to District residents. The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also

inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The public random drawing will take place in the spring, following the open enrollment period.

ELEMENT (I) – ANNUAL INDEPENDENT FINANCIAL AUDIT

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I).

Annual Financial Audit

Agape' shall conform to the existing laws governing nonprofit corporations and charter schools. Agape' shall maintain financial records relating to the operation of the Charter School in accordance to applicable state and federal standards. Agape' shall purchase an annual independent fiscal audit once a year, which is performed by an independent auditing firm of certified public accountants. The independent auditor shall be selected from the State Controller's approved education auditors list. Agape' shall solicit bids as necessary for its independent audit. The auditor shall be approved by the Board of Directors each school year. A copy of the audit report will be submitted to the District, the County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 each year.

The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, including, but not limited to, independent study requirements. Official audit documents are public records and will be made available to the public upon request. The manner in which the request should be made is in writing with the name and address of the requesting agency or individual. Audit information will then be forwarded to the requesting agency or individual by the independent auditor.

Failure to provide an annual audit or resolve material audit exceptions may be a cause for the District to begin the revocation process in accordance with Education Code Section 47607 and its implementing regulations. All exceptions of deficiencies shall be resolved to the satisfaction of the District within 60 days of any audit findings or as otherwise agreed upon between the District and Charter School. The CEO, along with an audit committee, as needed, will review any audit exceptions or deficiencies and report to the Agape' Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

ELEMENT (J) – SUSPENSION AND EXPULSION POLICY AND PROCEDURES

Governing Law:

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular

classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Principal's office. Discipline policies will be summarized in the school Student/ Parent Handbook which will be given to each student and parent that attend orientation.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled,

dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This

section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to students in any of grades 9 to 12, inclusive.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is

no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 7 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic

beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of

this policy, “hazing” does not include athletic events or school-sanctioned events.

- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.
- r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 7 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 7 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment,

threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the

minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3 (a)-(b)).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandished a knife at another person
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent or guardian to attend

a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/ guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian, or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 7 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded

before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a Board member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The CEO or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name; and b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the CEO or designee and the student and student's parent/guardian or representative to

determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Board following the meeting regarding the CEO's or designee's determination. The Board of Directors shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including

the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent/guardian has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT (K) – RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K).

Employee Retirement Benefits

All eligible employees are members of the California State Teachers' Retirement System ("CalSTRS") retirement system. In addition, Agape' maintains a 401(k) retirement plan for any employee who chooses to participate. Non-certificated employees will continue to pay into Federal Social Security as specified by federal laws.

The Agape' Superintendent is responsible for ensuring that the appropriate arrangements for retirement coverage have been made and appropriate reports filed in accordance with Education Code Section 47611.3. CalSTRS reports are forwarded to Fresno County Office of Education monthly.

ELEMENT (L) – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L).

State law prohibits the requiring of students to attend a charter school therefore; enrollment in the Carter G. Woodson Public Charter School shall be on a volunteer basis. Students who do not wish to attend the Charter School may enroll in another public school within their district of residence as designated by district of residence policy or in another district in accordance with inter-district attendance law or policy. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Carter G. Woodson, except to the extent that such a right is extended by the local education agency.

ELEMENT (M) – SCHOOL DISTRICT EMPLOYEE RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M).

No public school district employee shall be required to work at the Charter School. The Agape' Corporation will be solely responsible for the hiring of all charter school staff, the setting of qualifications in compliance with applicable laws, and the establishment of employee compensation scales and benefits. No preferences will be given to employees of the sponsoring district. Carter G. Woodson employees who were previously employed by the Fresno Unified School District will have **no guarantee of return to the school district** unless otherwise specified by District policies and applicable law.

Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT (N) – DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to the provisions of the charter. Education Code Section 47605(c)(5)(N).

Dispute Resolution Between the Charter School and the District

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures. All School disputes other than disputes between the District and the Charter School shall be handled in accordance with the School's own internal policies.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and CEO of the Charter School or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607. It is expressly acknowledged that the District's rights pursuant to Education Code Section 47607 supersede this dispute resolution process.

The CEO and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the CEO of the Charter School, or their respective designees, and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the CEO, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the CEO, or their respective designees. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT (O) – SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(c)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Charter School will promptly notify parents and students of the Charter School, the District, the Fresno County Office of Education, the SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the Fresno County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant

selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation and, upon dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board of Directors will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix D, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Governing law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(h).

Charter School Funding Model and Local Control Funding Formula

The Charter School will receive funding directly from the California Department of Education as specified by Education Code Section 47651.

District Oversight Revenue

The District will receive its actual costs of supervisorial oversight up to 1% of the Charter School's revenue as defined by Education Code Section 47613. A financial budget has been developed as a three-year projection plan for the implementation and fiscal management of funds for the Charter School.

How will federal dollars be used?

All federal funds received through ESSA will be used according to federal guidelines to better serve underachieving students of the Carter G. Woodson Public Charter School. Our Charter School is designated as a school wide program for Title I. An LEA Plan has been written and approved by the California Department of Education. Carter G. Woodson will follow its LEA and School Wide Plans along with monitoring the progress of each student. ESEA funds will be used to provide students with the following services:

- Supplemental Educational Services and Transportation
- Professional Development for Teachers and Administration
- Standards Based Instructional Materials
- Outreach Counseling Preventing Truancy
- Parent Involvement Trainings and Workshops

Carter G. Woodson will use all federal funding in accordance with applicable laws and regulations. If at any time we determine that we are unable to successfully implement the ESSA, Carter G. Woodson reserves the right to discontinue the program as permitted by law and not accept additional federal funding.

Administrative Services

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

The Charter School will comply with the terms of an MOU between the District and the Charter School which outlines the coordination of services and total funds for services rendered to be received by the District. All other administrative services shall be provided through internal employees and appropriately qualified contractors. Carter G. Woodson shall comply with the Agape' Fiscal Controls Policy.

Payroll Services

Payroll Services are currently handled internally by a Accounts Payable, AP Coordinator Specialist, CPA or Bookkeeper, and payroll management service which electronically forwards all federal employee taxes to the IRS and local state taxes to the proper authorities. Unemployment taxes are also electronically delivered to the EDD and Workers Compensation is taken directly from Agape' accounts by check and forwarded to our existing carrier.

Facilities

The Carter G. Woodson Public Charter School is located at 3333 North Bond Avenue and 4880 North First Street in Fresno. These facilities comply with Education Code Section 47610. The Charter School is located within Fresno Unified School District.

Potential Civil Liability Effects

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school to be operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School shall maintain the necessary insurance coverage. Insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Budget and Financial Reporting

A financial plan for the Charter School is attached as Appendix D. The plan includes a three year projected budget plan; cash flow statement, and budget narrative. The plan is based on many key assumptions, which is explained in the Carter G. Woodson Budget Narrative.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education

Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Pupil Records

Pupil records will be maintained by the charter school in accordance to standards set forth within the law. Permanent student records will be kept locked when not being reviewed by appropriate staff.

Testing

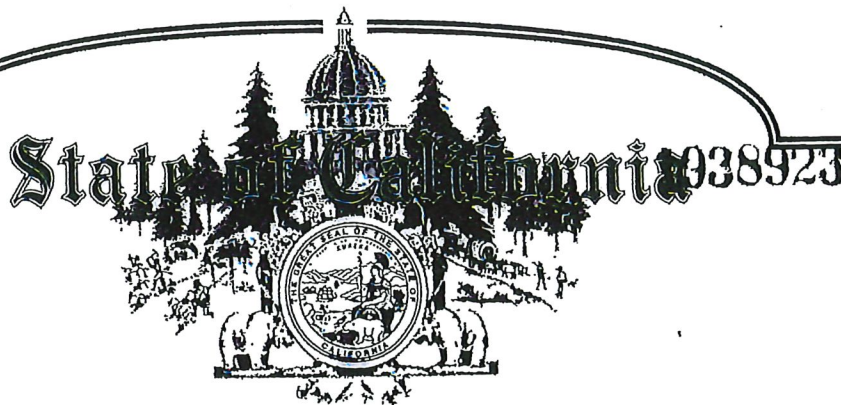
State standardized testing will be completed in accordance with applicable law. A test coordinator will be provided by the Charter School to serve as a liaison to the District. Carter G. Woodson shall test independently from the District as permitted by law. Carter G. Woodson shall be responsible to facilitate and coordinate all standardized testing according to applicable laws.

Miscellaneous

Term of Charter. The term of this renewal charter shall run for five (5) years from July 1, 2021 to June 30, 2026.

Amendments of Petition. Material revisions to the Carter G. Woodson Public Charter Petition shall be agreed upon by both the Fresno Unified School District and the Agape' Board of Directors in accordance with Education Code Section 47607.

Revocation of Charter. The Fresno Unified School District Board may revoke the charter in accordance with the procedures described in Education Code Section 47607 and its implementing regulations.



SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of _____ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

Bill Jones

Secretary of State

JUL 15 1999

**ARTICLES OF INCORPORATION
OF
AGAPE**

Bill Jones
BILL JONES, Secretary of State

A CALIFORNIA NONPROFIT PUBLIC BENEFIT CORPORATION

- I.** The name of the Corporation is Agape.
- II.** This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the California Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purpose of this corporation is to provide a multitude of services to youth in the community which will assistance them with parenting education, career education, vocational training, health services, graduation, and advancement to a higher education. Charitable and educational activities will be defined and given over site by the Board of Directors of this corporation.
- III.** The name and address in California of the Corporation's initial agent for service of process is:
- Linda V. Washington
1930 W. Kearney Blvd
Fresno, Ca 93706
- IV.** The corporation is organized exclusively for charitable and educational purposes Within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1954 or the corresponding provision of any future United States internal revenue law.
- V.** Notwithstanding any other provision of these articles, this corporation shall not, Engage in any activities or exercise any powers that are not in furtherance of the purposes of this Corporation. The corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under section 501 (c)(3) of the internal revenue code of 1954 or the corresponding provision of any United States Internal Revenue Law.
- VI.** No substantial part of the activities of this corporation shall consist of carrying on Propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

- VII.** All corporate property is dedicated to charitable purposes. No part of the net Earnings of this corporation shall inure to the benefit of any of its directors, trustees, officers, private shareholders or members, or to individuals.

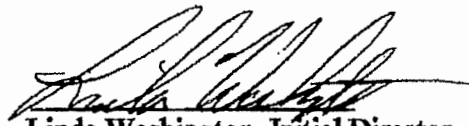
In the event of dissolution of the corporation for any reason, any assets of the corporation remaining after providing for the debts, obligations, and liabilities of the corporation, the remaining assets of this corporation shall be distributed by the corporation to another nonprofit benefit corporation under the provisions of the California Corporation Code for purposes of education and charitable activities.

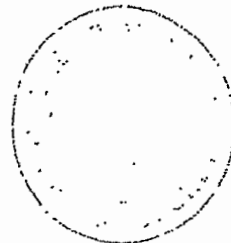
- VIII.** The name and address of the initial director of this corporation is:

Linda Washington
1930 W. Kearney Blvd
Fresno, Ca 93706

I, the initial director of this corporation, hereby declare that I am the person who executed the foregoing Articles of Incorporation.

Date: 7-15-99


Linda Washington, Initial Director



**BYLAWS
OF
AGAPE CORPORATION**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is the Agape Corporation.

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION: The principal office for the transaction of the activities and affairs of this corporation is 1313 P Street #205 Fresno, CA 93721. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to provide a multitude of services to youth in the community which will assist them with parenting education, career education, vocational training, health services, graduation and advancement to a higher education. Additionally, one of the purposes of this corporation is to manage, operate, guide, direct and promote California public charter schools. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; and fix their compensation.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be at least three (3) and no more than five (5), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors. Pursuant to Education Code Section 47604(b), the governing board of a school district that grants a charter for the establishment of a charter school to be operated by Agape Corporation shall be entitled to a single representative on the Board of Directors. Pursuant to Corporations Code Section 5047, should a school district appoint a representative to the Board of Directors, that representative shall be a voting member. Alternatively, a school district governing board may appoint a representative to attend Board of Directors meetings who is not a member of the Board of Directors and has no voting power.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. With the exception of parents and/or teacher representatives, who shall serve one (1) year terms of service, all directors shall serve a five (5) year term of service, and until a successor director has been designated and qualified. There shall be no limit on repeat terms.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies

on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with any of the charter schools operated by the Agape Corporation.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the chairman of the Board, if any, or to the president or the secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 9. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given as provided in Section 16. Any vacancy caused by the removal of a director shall be filled as provided in Section 10.

Section 10. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice, or (3) a sole remaining director.

Section 11. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 12. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video

screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- (a) Each member participating in the meeting can communicate concurrently with all other members.
- (b) Each member is provided the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- (c) The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.
- (d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held quarterly on the last Monday of the month unless the last Monday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. The Board of Directors shall hold an annual meeting for purposes of organization, election of officers, and transaction of other business. Notice of this meeting is not required if conducted pursuant to these bylaws. The Board may hold regular, special and emergency meetings. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the chairman of the Board or a majority of the directors.

Section 16. NOTICE OF SPECIAL MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in

accordance with the terms and provisions of the Brown Act.

Notice of the time and place of special meetings shall be given to all media who have provided written notice to a charter school operated by the Agape Corporation.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Brown Act.

Section 17. QUORUM. A majority of the authorized number of directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors.

Section 18. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 19. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 20. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees consisting of at least two (2) directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- (b) Fill vacancies on the Board of Directors or any committee of the Board;
- (c) Fix compensation of the directors for serving on the Board of Directors or on any committee;

- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- (f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

The Board may also appoint advisory committees that do not exercise the authority of the Board and these other committees may include persons who are not directors. Advisory Committees may be structured so that they report to the Agape Corporation's Executive Director.

Section 21. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 22. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 23. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a president, a secretary, and a treasurer. The corporation, at the Board's direction, may also have a chairman of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be

held by the same person, except that neither the secretary nor the treasurer may serve concurrently as either the president or the chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the chairman of the Board, the president, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no president, the chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the president of the corporation set forth in these bylaws. If a chairman of the Board of Directors is elected, there shall also be a vice-chairman of the Board of Directors. In the absence of the chairman, the vice-chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the chairman of the Board, if any, and subject to the control of the Board, and subject to president's contract of employment, the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The president shall preside at all members meetings and, in the absence of the chairman of the Board, or if none, at all Board of Directors' meetings. The president shall have such other powers and duties as the

Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the president is absent or disabled, the vice-presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a vice-president designated by the Board, shall perform all duties of the president. When so acting, a vice-president shall have all powers of and be subject to all restrictions on the president. The vice-presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of members, of the Board, and of committees of the Board of Directors that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The treasurer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The treasurer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the president, chairman of the Board, if any, and the Board, when requested, an account of all transactions as treasurer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1. CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation's directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership,

or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances; and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its members, Board, and committees of the Board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV

REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
 - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI

BYLAW AMENDMENTS

The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charters that created the charter schools operated by the Agape Corporation or make any provisions of these Bylaws inconsistent with those Charters, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVII GREATER VOTE REQUIREMENT

If any provision of these Bylaws requires the vote of a larger proportion of the Board than is otherwise required by law, that provision may not be altered, amended, or repealed except by that greater vote.

ARTICLE XVIII FISCAL YEAR

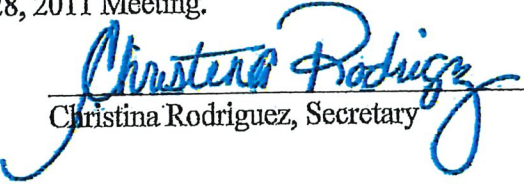
Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting secretary of the Agape Corporation, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on February 28, 2011; and that these bylaws have not been amended or modified since that date.

Executed on February 28, 2011 at Fresno, California.

To Be placed on Board Agenda for the February 28, 2011 Meeting.


Christina Rodriguez, Secretary

2018 Local Agency Biennial Notice

Name of Agency: Carter G. Woodson Public Charter Schools

Mailing Address: 1313 P. Street 205 Fresno, Ca. 93721

Contact Person: Dr. Linda Scott Phone No. (559) 486-1166

Email: lscott@agapeschools.org Alternate Email: _____

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that (check one BOX):

☐ **An amendment is required. The following amendments are necessary:**

(Check all that apply.)

- ☐ Include new positions
- ☐ Revise disclosure categories
- ☐ Revise the titles of existing positions
- ☐ Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- ☐ Other (describe) _____

☐ **The code is currently under review by the code reviewing body.**

☒ **No amendment is required.** (If your code is over five years old, amendments may be necessary.)

Verification (to be completed if no amendment is required)

This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer

7/18/18

Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **August 1, 2018**, to:

Clerk of the Board
2281 Tulare Street, Room 301
Fresno, CA 93721

PLEASE DO NOT RETURN THIS FORM TO THE FPPC.

CONFLICT OF INTEREST CODE
CARTER G. WOODSON PUBLIC CHARTER SCHOOLS

Carter G. Woodson Public Charter Schools complies with the Political Reform Act of 1974 (Government Code §81000, et seq.), which requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act.

Therefore, the terms of 2 California Code of Regulations §18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Exhibits designating positions and establishing disclosure categories shall constitute the conflict of interest code for **Carter G. Woodson Public Charter Schools**.

Individuals holding designated positions shall file their Form 700 Statements of Economic Interest with **Carter G. Woodson Public Charter Schools**, which will retain the statements and make statements available for public inspection and reproduction. (Government Code Section 81008) Upon receipt of the statements for the Members of the Governing Board and the CEO, the **Carter G. Woodson Public Charter Schools** shall make and retain a copy and forward the original of these statements to the **Clerk to the County Board of Supervisors**.

Approved and/or authorized by the Board of Supervisors of the County of Fresno	
Meeting Date: <u>1/31/17</u>	Agenda Item No. <u>24</u>
By: <u>Kellamick</u>	Date: <u>2/6/17</u>
Deputy Clerk	

EXHIBIT A
DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Corporate Officers (CEO, CFO, Secretary)	1, 2
Superintendent	1, 2
Activities Director	2
Network Specialist	2
Human Resources Coordinator	2
Fiscal Director	1, 2
Principals	1, 2
Coordinator of Curriculum & Instruction	2

EXHIBIT B

DISCLOSURE CATEGORIES

Category 1:

Designated positions assigned to this category must report:

- A. Interests in real property located in whole or in part within two miles of any facility utilized by **Carter G. Woodson Public Charter Schools**, including any leasehold, beneficial or ownership interest, or option to acquire such interest in real property.
- B. Investments in business entities, business positions in business entities, or sources of income (including receipt of gifts, loans and travel payments) that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2:

Designated positions assigned to this category must report:

- A. Investments or positions in business entities, and sources of income from business entities, (including receipt of gifts, loans and travel payments) that engage in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type utilized by **Carter G. Woodson Public Charter Schools**.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 27 2004

AGAPE
302 W FRESNO ST STE 205
FRESNO, CA 93706-0000

Employer Identification Number:

77-0518457

DLN:

17053276715084

Contact Person:

DAN W BERRY

ID# 31122

Contact Telephone Number:

(877) 829-5500

Public Charity Status:

170(b) (1) (A) (vi)

Dear Applicant:

Our letter dated AUGUST 1999, stated you would be exempt from Federal income tax under section 501(c) (3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

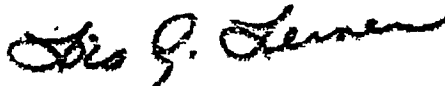
Based on the information you submitted, you are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c) (3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading between 8:00 a.m. - 6:30 p.m. Eastern time.

Please keep this letter in your permanent records.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements



Carter G. Woodson Public Charter School

Home of the Jaguars

CARTER G. WOODSON PUBLIC CHARTER SCHOOL

7th-8th

2020-2021

Regular Daily Bell Schedule (Mon – Thurs)

START TIME	END TIME	ACTIVITY	MINUTES
7:45 AM	8:58 AM	PERIOD 1	73
8:58 AM	9:01 AM	PASSING	3
9:01 AM	10:09 AM	PERIOD 2	68
10:09 AM	10:26 AM	BREAK	17
10:26 AM	10:29 AM	PASSING	3
10:29 AM	11:37 AM	PERIOD 3	68
11:37 AM	11:40 AM	PASSING	3
11:40 AM	12:48 PM	PERIOD 4	68
12:48 PM	1:18 PM	LUNCH	30
1:18 PM	1:21 PM	PASSING	3
1:21 PM	2:16 PM	PERIOD 5	55
2:16 PM	2:19 PM	PASSING	3
2:19 PM	2:45 PM	PERIOD 6	26
2:45 PM	3:05 PM	ASP	20

Adjusted Schedule – Minimum/Shortened Day Bell Schedule (Every Friday)

START TIME	END TIME	ACTIVITY	MINUTES
7:45 AM	8:40 AM	PERIOD 1	55
8:40 AM	8:43 AM	PASSING	3
8:43 AM	9:28 AM	PERIOD 2	45
9:28 AM	9:31 AM	PASSING	3
9:31 AM	10:21 AM	PERIOD 3	50
10:21 AM	10:24 AM	PASSING	3
10:24 AM	11:08 AM	PERIOD 4	44
11:08 AM	11:28 AM	LUNCH	20
11:28 AM	12:12 PM	PERIOD 5	44
12:12 PM	12:15 PM	PASSING	3
12:15 PM	1:05 PM	PERIOD 6	50



Carter G. Woodson Public Charter School

Home of the Jaguars

CARTER G. WOODSON PUBLIC CHARTER SCHOOL

Sr. High (9-12)

2020-2021

Regular Daily Bell Schedule (Mon – Thurs)

START TIME	END TIME	ACTIVITY	MINUTES
7:45 AM	8:58 AM	PERIOD 1	73
8:58 AM	9:01 AM	PASSING	3
9:01 AM	10:09 AM	PERIOD 2	68
10:09 AM	10:26 AM	BREAK	17
10:26 AM	10:29 AM	PASSING	3
10:29 AM	11:37 AM	PERIOD 3	68
11:37 AM	11:40 AM	PASSING	3
11:40 AM	12:48 PM	PERIOD 4	68
12:48 PM	1:18 PM	LUNCH	30
1:18 PM	1:21 PM	PASSING	3
1:21 PM	2:16 PM	PERIOD 5	55
2:16 PM	2:19 PM	PASSING	3
2:19 PM	3:05 PM	PERIOD 6	46

Adjusted Schedule – Minimum/Shortened Day Bell Schedule (Every Friday)

START TIME	END TIME	ACTIVITY	MINUTES
7:45 AM	8:40 AM	PERIOD 1	55
8:40 AM	8:43 AM	PASSING	3
8:43 AM	9:28 AM	PERIOD 2	45
9:28 AM	9:31 AM	PASSING	3
9:31 AM	10:21 AM	PERIOD 3	50
10:21 AM	10:24 AM	PASSING	3
10:24 AM	11:08 AM	PERIOD 4	44
11:08 AM	11:28 AM	LUNCH	20
11:28 AM	12:12 PM	PERIOD 5	44
12:12 PM	12:15 PM	PASSING	3
12:15 PM	1:05 PM	PERIOD 6	50



Carter G. Woodson Public Charter School

Home of the Jaguars

CARTER G. WOODSON PUBLIC CHARTER SCHOOL

7th-8th

2020-2021

Adjusted Schedule – Professional Development Schedule

START TIME	END TIME	ACTIVITY	MINUTES
7:45 AM	8:28 AM	PERIOD 1	43
8:28 AM	8:31 AM	PASSING	3
8:31 AM	9:08 AM	PERIOD 2	37
9:08 AM	9:11 AM	PASSING	3
9:11 AM	9:48 AM	PERIOD 3	37
9:48 AM	9:51 AM	PASSING	3
9:51 AM	10:28 AM	PERIOD 4	37
10:28 AM	10:48 AM	LUNCH	20
10:48 AM	11:25 AM	PERIOD 5	37
11:25 AM	11:28 AM	PASSING	3
11:28 AM	12:05 PM	PERIOD 6	37



Carter G. Woodson Public Charter School

Home of the Jaguars

CARTER G. WOODSON PUBLIC CHARTER SCHOOL

Sr. High (9-12)

2020-2021

Adjusted Schedule – Professional Development Schedule

START TIME	END TIME	ACTIVITY	MINUTES
7:45 AM	8:28 AM	PERIOD 1	43
8:28 AM	8:31 AM	PASSING	3
8:31 AM	9:08 AM	PERIOD 2	37
9:08 AM	9:11 AM	PASSING	3
9:11 AM	9:48 AM	PERIOD 3	37
9:48 AM	9:51 AM	PASSING	3
9:51 AM	10:28 AM	PERIOD 4	37
10:28 AM	10:48 AM	LUNCH	20
10:48 AM	11:25 AM	PERIOD 5	37
11:25 AM	11:28 AM	PASSING	3
11:28 AM	12:05 PM	PERIOD 6	37

[illegible]

Certification of Instructional Minutes:

The total annual minutes reported above meet the minimum instructional minutes required by the California Education Code.

Principal's Signature

Division Office Signature

Fiscal Services Approval

Carter G. Woodson Public Charter School
Distance Learning Master Schedule
Fall 2020

Site Base and Independent Study

		Block A (Mon. & Wed.)							Block B (Tues. & Thurs.)				Fridays Alternate A/B Blocks				
		Period 1	Period 3	Break	Period 5	Period 7	Grab and Go Lunch/ Breakfast	Teacher Support Time		Period 2	Per. 4	Break	Per.6	Per.8	Grab and Go Lunch/ Breakfast	Teacher Support Time	
Teacher	Subject	8:00-9:00	9:00-10:00	10:00-10:15	10:15-11:15	11:15-12:15	12:30-1:45	1:30-2:30		8:00-9:00	9:00-10:00	10:00-10:15	10:15-11:15	11:15-12:15	12:30-1:45	1:30-2:30	
Chambers	Math		Geometry #308	Break	Geometry 509-MT 515-WT	Math 8 #710				Math 8 #208	Geometry 430-MT 414-WT	Break	Math 7 608	Math Lab 9-12 #808			
Silva	Math	Alg/Geo #108	Algebra #315		Algebra 510-MT 516-WT	Math Lab 9-12 #711				Alg/Geo Int 211-MT 209-WT	Algebra 410-MT 415-WT		Math Lab 609-MT 615-WT				
Rodriguez	English	English III MT-109 WT-114/Eng IV MT-110 WT-115	English III MT-309 WT-316/ENG IV MT-310 WT-317		English III MT-511 WT-517/ENG IV MT-512 WT-518					English II #212	English III MT-411 WT-416		English Lab MT-610 WT-616	English Lab 9-12 #809			
Brezine	English	English I MT-111 WT-126/Eng II MT-112 WT-127	English I MT-311 WT-328/Eng II MT-312 WT-329		English I MT-513 WT-529/Eng II MT-514 WT-530	English Lab 9-12 #713				English I #224	ELD MT-412 WT-427		English Lab MT-611 WT-622				
CGW Staff 4	English	ELA 7 #116	ELA 8 #318		English III #519/ ENG IV #520						English III #417/IV #418		English Lab MT-612 WT-617	ELA7 #810			
Castro	Science	Physics MT-113 WT-117	Biology MT-313 WT-319		Science 8 #521					Biology MT-210 WT-213	Biology #419		Science Lab MT-613 WT-				
Espinoza	Science	Physics #118	Chemistry MT-314 WT-320		Science 7 #522					Chemistry #214	Physics MT-413 WT-420		Science Lab MT-614 WT-				
'Diaz	History	Cultural World History 119	US History 321		American Govt 523					Cultural World History MT-215 WT-216	SS 7th 421		SS 8th 620				
Martinez	History	US History MT-120 WT-121	US History MT-322 WT-323		CW History MT-524 WT-525					American Government MT-217 WT-218	American Government MT-422 WT-423						
Vasquez	Physical Education	P.E 9-12 MT-122 WT-123	P.E 9-12 MT-324 WT-325		PE 9-12 MT-526 WT-527					P.E 9-12 MT-219 WT220	P.E 8 #424			Health 9-12 #811			
Campos	Physical Education	PE 9-12 #124			PE 9-12 #528	Health 9-12 #712				PE 7 #221	PE 9-12 #425		PE 9-12 #621				
Archie	Cosmo	Cosmetology II #125	Cosmetology II MT-326 WT-327							Intro to Cosmo MT-222 WT-223	Intro to Cosmetology 426						
Lea	Medical		Medical Computer Office MT-330 WT-331		Medical Terminology #531					Anatomy and Physiology MT-225 WT-226	Medical Terminology MT-428 WT-429		Medical Computer Office #623				
Feist	Business	Marketing, Network, and Int. MT-128 WT-129	Office Pro MT-332 WT-333		Office Pro #532	Intro to Computers 7th #714				Google Apps MT-227 WT-228			Google Apps #624	Intro to Computers 8th #812			
Karl	Art	Art 8 #130	Art 7 #334		Art 9-12 MT-533 WT-534	Art9-12 #715				Art 9-12 MT-229 WT-230			Art 9-12 #625	Art 9-12 #813			
Gallardo/ Sanchez/ Martinez	Guidance				Career Ex MW-535 WT-536/Leadership MT-537 WT-538	Leadership Academy #539							Edgenuity Lab	Edgenuity 9-12 Career Ex #814			



Carter G. Woodson Public Charter School

Home of the Jaguars

Bell Schedule Grades 7TH & 8TH

2020-2021

Regular Daily Bell Schedule (Mon – Thurs)

(Block A)

START TIME	END TIME	ACTIVITY	MINUTES
7:45 AM	9:15 AM	PERIOD 1	90
9:15 AM	9:30 AM	BREAK	15
9:30 AM	9:33 AM	PASSING	3
9:33 AM	11:03 AM	PERIOD 3	90
11:03 AM	11:33 AM	7 TH – 8 TH LUNCH/9 TH -12 TH HR	30
11:33 AM	11:36 AM	PASSING	3
11:36 AM	12:06 PM	9 TH -12 TH LUNCH/7 TH -8 TH HR	30
12:06 PM	12:09 PM	PASSING	3
12:09 PM	1:39 PM	PERIOD 5	90
1:39 PM	1:42 PM	PASSING	3
1:42 PM	2:45 PM	PERIOD 7	63
2:45 PM	3:05 PM	ASP	20

(Block B)

START TIME	END TIME	ACTIVITY	MINUTES
7:45 AM	9:15 AM	PERIOD 2	90
9:15 AM	9:30 AM	BREAK	15
9:30 AM	9:33 AM	PASSING	3
9:33 AM	11:03 AM	PERIOD 4	90
11:03 AM	11:33 AM	7 TH – 8 TH LUNCH/9 TH -12 TH HR	30
11:33 AM	11:36 AM	PASSING	3
11:36 AM	12:06 PM	9 TH -12 TH LUNCH/7 ^T -8 TH HR	30
12:06 PM	12:09 PM	PASSING	3
12:09 PM	1:39 PM	PERIOD 6	90
1:39 PM	1:42 PM	PASSING	3
1:42 PM	2:45 PM	PERIOD 8	63
2:45 PM	3:05 PM	ASP	20

Adjusted Schedule – Minimum/Shortened Day Bell Schedule (Every Friday)

START TIME	END TIME	ACTIVITY BLOCK "A"	ACTIVITY BLOCK "B"	MINUTES
7:45 AM	8:52 AM	PERIOD 1	PERIOD 2	67
8:52 AM	8:55 AM	PASSING	PASSING	3
8:55 AM	10:02 AM	PERIOD 3	PERIOD 4	67
10:02 AM	10:05 AM	PASSING	PASSING	3
10:05 AM	11:12 AM	PERIOD 5	PERIOD 6	67
11:12 AM	11:15 AM	PASSING	PASSING	3
11:15 AM	11:35 AM	7 TH -8 TH LUNCH/9 TH -12 TH HR	7 TH -8 TH LUNCH/9 TH -12 TH HR	20
11:35 AM	11:38 AM	PASSING	PASSING	3
11:38 AM	11:58 AM	9 TH -12 TH LUNCH/7 TH -8 TH HR	9 TH -12 TH LUNCH/7 TH -8 TH HR	20
11:58 AM	12:01 PM	PASSING	PASSING	3
12:01 PM	1:05 PM	PERIOD 7	PERIOD 8	64



Carter G. Woodson Public Charter School

Home of the Jaguars

Bell Schedule Grades 9th-12th 2020-2021

Regular Daily Bell Schedule (Mon – Thurs)

(Block A)

START TIME	END TIME	ACTIVITY	MINUTES
7:45 AM	9:15 AM	PERIOD 1	90
9:15 AM	9:30 AM	BREAK	15
9:30 AM	9:33 AM	PASSING	3
9:33 AM	11:03 AM	PERIOD 3	90
11:03 AM	11:33 AM	7 TH – 8 TH LUNCH/9 TH -12 TH HR	30
11:33 AM	11:36 AM	PASSING	3
11:36 AM	12:06 PM	9 TH -12 TH LUNCH/7 TH -8 TH HR	30
12:06 PM	12:09 PM	PASSING	3
12:09 PM	1:39 PM	PERIOD 5	90
1:39 PM	1:42 PM	PASSING	3
1:42 PM	3:05 PM	PERIOD 7	83

(Block B)

START TIME	END TIME	ACTIVITY	MINUTES
7:45 AM	9:15 AM	PERIOD 2	90
9:15 AM	9:30 AM	BREAK	15
9:30 AM	9:33 AM	PASSING	3
9:33 AM	11:03 AM	PERIOD 4	90
11:03 AM	11:33 AM	7 TH – 8 TH LUNCH/9 TH -12 TH HR	30
11:33 AM	11:36 AM	PASSING	3
11:36 AM	12:06 PM	9 TH -12 TH LUNCH/7 ^T -8 TH HR	30
12:06 PM	12:09 PM	PASSING	3
12:09 PM	1:39 PM	PERIOD 6	90
1:39 PM	1:42 PM	PASSING	3
1:42 PM	3:05 PM	PERIOD 8	83

Adjusted Schedule – Minimum/Shortened Day Bell Schedule (Every Friday)

START TIME	END TIME	ACTIVITY BLOCK "A"	ACTIVITY BLOCK "B"	MINUTES
7:45 AM	8:52 AM	PERIOD 1	PERIOD 2	67
8:52 AM	8:55 AM	PASSING	PASSING	3
8:55 AM	10:02 AM	PERIOD 3	PERIOD 4	67
10:02 AM	10:05 AM	PASSING	PASSING	3
10:05 AM	11:12 AM	PERIOD 5	PERIOD 6	67
11:12 AM	11:15 AM	PASSING	PASSING	3
11:15 AM	11:35 AM	7 TH -8 TH LUNCH/9 TH -12 TH HR	7 TH -8 TH LUNCH/9 TH -12 TH HR	20
11:35 AM	11:38 AM	PASSING	PASSING	3
11:38 AM	11:58 AM	9 TH -12 TH LUNCH/7 TH -8 TH HR	9 TH -12 TH LUNCH/7 TH -8 TH HR	20
11:58 AM	12:01 PM	PASSING	PASSING	3
12:01 PM	1:05 PM	PERIOD 7	PERIOD 8	64



Carter G. Woodson Public Charter School

Home of the Jaguars

CARTER G. WOODSON PUBLIC CHARTER SCHOOL

MULTIMEDIA

Grades 7th – 8th

2020-2021

Professional Development Bell Schedule

START TIME	END TIME	ACTIVITY	MINUTES
7:45AM	8:35AM	PERIOD 1 / 2	50
8:35AM	8:38AM	PASSING	3
8:38AM	9:28AM	PERIOD 3 / 4	50
9:28AM	9:31AM	PASSING	3
9:31AM	10:21AM	PERIOD 5 / 6	50
10:21AM	10:24AM	PASSING	3
10:24AM	10:47AM	7 TH /8 TH LUNCH/9 TH -12 TH HR	23
10:47AM	10:50AM	PASSING	3
10:50AM	11:13AM	7 TH /8 TH HR/9 TH -12 TH LUNCH	23
11:13AM	11:16AM	PASSING	3
11:16AM	12:05PM	PERIOD 7 / 8	49



Carter G. Woodson Public Charter School

Home of the Jaguars

CARTER G. WOODSON PUBLIC CHARTER SCHOOL

MULTIMEDIA

Grades 9th – 12th

2020-2021

Professional Development Bell Schedule

START TIME	END TIME	ACTIVITY	MINUTES
7:45AM	8:35AM	PERIOD 1 / 2	50
8:35AM	8:38AM	PASSING	3
8:38AM	9:28AM	PERIOD 3 / 4	50
9:28AM	9:31AM	PASSING	3
9:31AM	10:21AM	PERIOD 5 / 6	50
10:21AM	10:24AM	PASSING	3
10:24AM	10:47AM	7 TH /8 TH LUNCH/9 TH -12 TH HR	23
10:47AM	10:50AM	PASSING	3
10:50AM	11:13AM	7 TH /8 TH HR/9 TH -12 TH LUNCH	23
11:13AM	11:16AM	PASSING	3
11:16AM	12:05PM	PERIOD 7 / 8	49

[illegible]

INSTRUCTIONAL MINUTES:		395	INSTRUCTIONAL MINUTES:		300	INSTRUCTIONAL MINUTES:		237	INSTRUCTIONAL MINUTES:		0
# OF DAYS	x	128	# OF DAYS	x	44	# OF DAYS	x	8	# OF DAYS	x	
TOTAL	50560		TOTAL	13200		TOTAL	1896		TOTAL	0	

[illegible]

INSTRUCTIONAL MINUTES:		0
# OF DAYS	x	
TOTAL	0	

INSTRUCTIONAL MINUTES:		0
# OF DAYS	x	
TOTAL	0	

INSTRUCTIONAL MINUTES:		0
# OF DAYS	x	
TOTAL	0	

INSTRUCTIONAL MINUTES:		0
# OF DAYS	x	
TOTAL	0	

KINDERGARTEN	36,000
GRADES 1 THRU 3	50,400
GRADES 4 THRU 8	54,000
GRADES 9 THRU 12	64,800

The total annual minutes reported above meet the minimum instructional minutes required by the California Education Code.

Principal's Signature _____

Division Office Signature

Fiscal Services Approval

INSTRUCTIONAL MINUTES:		375	INSTRUCTIONAL MINUTES:		300	INSTRUCTIONAL MINUTES:		237	INSTRUCTIONAL MINUTES:		0
# OF DAYS	x	128	# OF DAYS	x	44	# OF DAYS	x	8	# OF DAYS	x	
TOTAL	48000		TOTAL	13200		TOTAL	1896		TOTAL	0	

INSTRUCTIONAL MINUTES:		0	INSTRUCTIONAL MINUTES:		0	INSTRUCTIONAL MINUTES:		0	INSTRUCTIONAL MINUTES:		0
# OF DAYS		x	# OF DAYS		x	# OF DAYS		x	# OF DAYS		x
TOTAL		0	TOTAL		0	TOTAL		0	TOTAL		0

KINDERGARTEN	36,000
GRADES 1 THRU 3	50,400
GRADES 4 THRU 8	54,000
GRADES 9 THRU 12	64,800

The total annual minutes reported above meet the minimum instructional minutes required by the California Education Code.

Principal's Signature _____

Division Office Signature _____

Fiscal Services Approval

Carter G. Woodson Public Charter School
Distance Learning Master Schedule
Fall 2020

Site Base and Independent Study

		Block A (Mon. & Wed.)							Block B (Tues. & Thurs.)				Fridays Alternate A/B Blocks				
		Period 1	Period 3	Break	Period 5	Period 7	Grab and Go Lunch/ Breakfast	Teacher Support Time		Period 2	Per. 4	Break	Per.6	Per.8	Grab and Go Lunch/ Breakfast	Teacher Support Time	
Teacher	Subject	8:00-9:00	9:00-10:00	10:00-10:15	10:15-11:15	11:15-12:15	12:30-1:45	1:30-2:30		8:00-9:00	9:00-10:00	10:00-10:15	10:15-11:15	11:15-12:15	12:30-1:45	1:30-2:30	
Chambers	Math		Geometry #308	Break	Geometry 509-MT 515-WT	Math 8 #710				Math 8 #208	Geometry 430-MT 414-WT	Break	Math 7 608	Math Lab 9-12 #808			
Silva	Math	Alg/Geo #108	Algebra #315		Algebra 510-MT 516-WT	Math Lab 9-12 #711				Alg/Geo Int 211-MT 209-WT	Algebra 410-MT 415-WT		Math Lab 609-MT 615-WT				
Rodriguez	English	English III MT-109 WT-114/Eng IV MT-110 WT-115	English III MT-309 WT-316/ENG IV MT-310 WT-317		English III MT-511 WT-517/ENG IV MT-512 WT-518					English II #212	English III MT-411 WT-416		English Lab MT-610 WT-616	English Lab 9-12 #809			
Brezine	English	English I MT-111 WT-126/Eng II MT-112 WT-127	English I MT-311 WT-328/Eng II MT-312 WT-329		English I MT-513 WT-529/Eng II MT-514 WT-530	English Lab 9-12 #713				English I #224	ELD MT-412 WT-427		English Lab MT-611 WT-622				
CGW Staff 4	English	ELA 7 #116	ELA 8 #318		English III #519/ ENG IV #520						English III #417/IV #418		English Lab MT-612 WT-617	ELA7 #810			
Castro	Science	Physics MT-113 WT-117	Biology MT-313 WT-319		Science 8 #521					Biology MT-210 WT-213	Biology #419		Science Lab MT-613 WT-				
Espinoza	Science	Physics #118	Chemistry MT-314 WT-320		Science 7 #522					Chemistry #214	Physics MT-413 WT-420		Science Lab MT-614 WT-				
'Diaz	History	Cultural World History 119	US History 321		American Govt 523					Cultural World History MT-215 WT-216	SS 7th 421		SS 8th 620				
Martinez	History	US History MT-120 WT-121	US History MT-322 WT-323		CW History MT-524 WT-525					American Government MT-217 WT-218	American Government MT-422 WT-423						
Vasquez	Physical Education	P.E 9-12 MT-122 WT-123	P.E 9-12 MT-324 WT-325		PE 9-12 MT-526 WT-527					P.E 9-12 MT-219 WT220	P.E 8 #424			Health 9-12 #811			
Campos	Physical Education	PE 9-12 #124			PE 9-12 #528	Health 9-12 #712				PE 7 #221	PE 9-12 #425		PE 9-12 #621				
Archie	Cosmo	Cosmetology II #125	Cosmetology II MT-326 WT-327							Intro to Cosmo MT-222 WT-223	Intro to Cosmetology 426						
Lea	Medical		Medical Computer Office MT-330 WT-331		Medical Terminology #531					Anatomy and Physiology MT-225 WT-226	Medical Terminology MT-428 WT-429		Medical Computer Office #623				
Feist	Business	Marketing, Network, and Int. MT-128 WT-129	Office Pro MT-332 WT-333		Office Pro #532	Intro to Computers 7th #714				Google Apps MT-227 WT-228			Google Apps #624	Intro to Computers 8th #812			
Karl	Art	Art 8 #130	Art 7 #334		Art 9-12 MT-533 WT-534	Art9-12 #715				Art 9-12 MT-229 WT-230			Art 9-12 #625	Art 9-12 #813			
Gallardo/ Sanchez/ Martinez	Guidance				Career Ex MW-535 WT-536/Leadership MT-537 WT-538	Leadership Academy #539							Edgenuity Lab	Edgenuity 9-12 Career Ex #814			



Agape Schools
W.E.B. DuBois Public Charter School
Carter G. Woodson Public Charter School
 Dr. Linda Scott, Chief Executive Officer

2020-2021



First Day of School: August 18, 2020
 Last Day of School: June 3, 2021
 Total # of Instructional Days: 175
 End of 1st semester: December 18, 2020
 High School Graduation: June 3, 2021
 8th Grade Promotion: June 3, 2021
 CA Day of the Teacher: May 4, 2021
 Summer School: June 7 - July 9, 2021

July 2020

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2020

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

March 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

September 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 2021

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 2020

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

June 2021

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Holidays & Vacation

Independence Day (July 4th) : Observed July 3
 Labor Day: Sept. 7
 Veteran's Day Holiday: Nov. 11
 Thanksgiving: Nov. 23-27
 Winter Break: Dec. 21, 2020-Jan. 8, 2021
 M.L. King, Jr. Day: Jan. 18
 Lincoln's Birthday: Feb. 8
 President's Day: Feb. 15
 Spring Break: Mar.29-April 2
 Cesar Chavez Day: April 5
 Memorial Day: May 31

Testing Days/Window

ELPAC	PE Testing
2/2/21-3/26/21	2/1/21-5/14/21
District Assessments	SBAC
10/5/20-10/9/20	4/12/21-5/14/21
11/30/20-12/4/20	
2/22/21-2/26/21	

Reports To Parents

S1 Progress Report: 10/9/20	S2 Progress Report: 3/5/21
S1 Report Card: 12/18/20	S2 Report Card: 6/4/21

Attendance Reporting Periods

Per	Attend. Dates	# of Days
1	8/18-9/11	18
2	9/14-10/9	20
3	10/12-11/6	19
4	11/9-12/4	14
5	12/7-1/1/21	10
6	1/4/21-1/29/21	14
7	2/1-2/26	18
8	3/1-3/26	20
9	3/29-4/23	14
10	4/26-5/21	20
11	5/24-6/3	8

Meetings

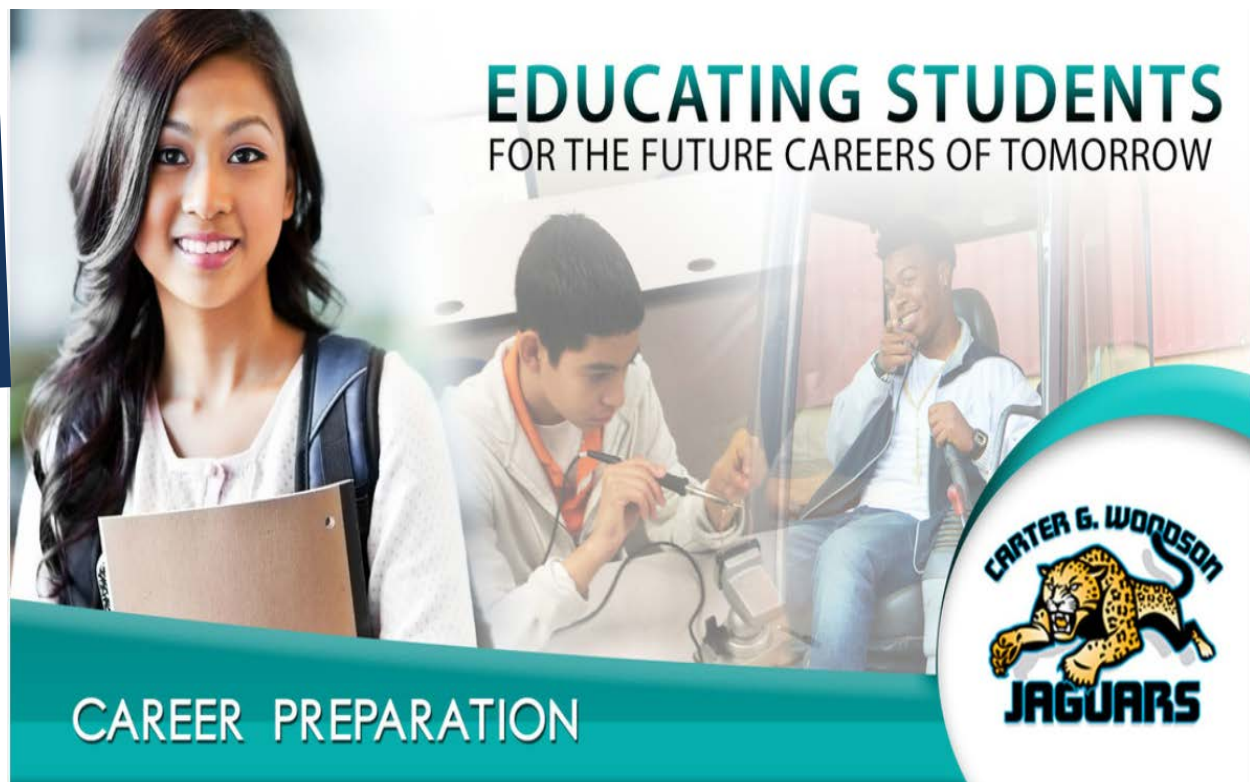
Agape Staff: Bimonthly
Agape Board of Directors: Quarterly
First Meeting : 8/17/20
Governing Council: Bimonthly
DuBois & Woodson Parent Council:
9/16 & 9/17
11/18 & 11/19
1/13 & 1/14
3/17 & 3/18
5/19 & 5/20
5/28/2021
6/9/2021
Draft 7/6/20

Legend

	Holiday/Vacation
	First/Last day of school
	SBAC
	District Benchmark
	End of Report. Period
	Non-Instructional

ILP's & Conferences

K-8th ILP's:	8th Grade Transition:
10/12/20-10/16/20	Feb. 2021
3/8/21-3/12/21	
9th Grade Group ILP's:	K-8th Prom./Ret.Assessments
Dec. 2020	Jan./Feb 2021
10th Grade ILP's:	
Nov. 2020	
11th Grade ILP's:	
Oct. 2020	
12th Grade ILP's:	
Sept. 2020/Feb. 2021	



Carter G. Woodson Charter
School Renewal Petition
Five-Year Budget Forecast
2021-2022 To 2025-26

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CARTER G. WOODSON

FIVE YEAR PROJECTIONS FISCAL YEARS: 2019-20 THROUGH 2024-25						
	2019-20 Unaudited Actuals	2020-21 Projection	2021-22 Projection	2022-23 Projection	2023-24 Projection	2024-25 Projection
Enrollment	385	411	420	440	440	440
Unduplicated Pupil Count	376	401	410	430	430	430
Funded ADA	357	357	365	383	383	383
Revenues						
LCFF Sources	\$ 4,572,408	\$ 4,582,881	\$ 4,683,226	\$ 4,914,320	\$ 4,914,680	\$ 4,914,968
Federal Revenues	478,912	584,990	443,249	465,107	465,107	465,107
Other State Revenues	300,483	325,403	297,946	318,367	324,548	330,912
Other Local Revenues	3,483	7,500	7,662	8,040	8,040	8,040
Total Revenues	5,355,286	5,500,774	5,432,083	5,705,834	5,712,375	5,719,027
Expenditures						
Certificated Salaries	\$ 1,892,548	\$ 1,646,766	\$ 1,916,704	\$ 2,046,704	\$ 2,130,080	\$ 2,193,983
Classified Salaries	653,823	713,137	842,667	896,667	735,883	757,959
Employee Benefits	699,171	464,360	536,175	692,550	680,023	707,644
Books and Supplies	222,098	201,446	254,150	186,650	186,650	186,650
Services and Other Operating Expenditures	1,538,291	1,209,123	1,531,217	1,425,302	1,429,359	1,433,579
Capital Outlay	38,503	36,752	36,752	36,752	40,586	40,586
Other Outgo	42,520	467,372	1,500	1,500	1,504	1,506
Total Expenditures	5,086,954	4,738,956	5,119,165	5,286,125	5,204,085	5,321,907
Net Increase (Decrease) in Fund Balance	268,332	761,818	312,918	419,709	508,290	397,120
Fund Balances						
Beginning Fund Balance	1,350,123	1,618,455	2,380,273	2,693,191	3,112,900	3,621,190
Ending Fund Balance	\$ 1,618,455	\$ 2,380,273	\$ 2,693,191	\$ 3,112,900	\$ 3,621,190	\$ 4,018,310
EFB Components						
Restricted Fund Balance	397,099	337,534	270,027	202,520	131,638	111,892
Designated for Economic Uncertainties @ 3%:	152,609	142,169	153,575	158,584	156,123	159,657
Undesignated:	1,068,747	1,900,570	2,269,589	2,751,796	3,333,429	3,746,761

CARTER G. WOODSON

2020-21 Fiscal Year Cash Flow Projection

		<i>Revised Projection</i>	<i>July Actual</i>	<i>August Actual</i>	<i>September Actual</i>	<i>October Actual</i>	<i>November Actual</i>	<i>December Actual</i>	<i>January Actual</i>
TOTAL BEGINNING CASH IN COUNTY:	REVENUE	601,193	601,193	744,215	507,731	459,593	569,989	665,218	683,758
8011	LCFF State Aid	3,903,034	195,152	195,152	351,273	351,273	351,273	351,273	351,273
8012	LCFF Education Protection Act	353,024	-	-	-	88,256	-	-	88,256
8096	LCFF In Lieu of Property Taxes	326,823	-	-	-	-	-	-	-
8181	No Child Left Behind (Title I, II)	168,266	-	-	-	-	33,653	-	-
8220	Breakfast Program Revenue	95,510	-	4,776	6,686	7,641	4,680	2,865	5,731
	Comprehensive School Improvement (CSI)								
8290	Elementary & Secondary School Emergency Relief Fund (resource 3210)	170,123	-	-	-	-	34,025	-	-
8290	Learning Loss Mitigation Funds (CR Portion)	119,293	-	-	29,823	-	23,859	-	-
8290	After School Program	31,798	-	-	31,798	-	-	-	-
8315	State Breakfast Program Revenue	11,221	-	10,000	-	-	-	-	-
8520	SB740 Facility Grant Revenue	11,948	-	597	836	956	585	358	717
8545	Mandate Block Grant Funds	173,250	-	-	-	-	-	15,490	-
8550	State Lottery	15,490	-	-	-	-	-	-	-
8560	Misc Other State Revenue	73,961	-	-	-	14,792	-	-	-
8590	Learning Loss Mitigation Funds (GF Portion)	500	-	-	-	-	-	-	-
8590	Interest Earned	39,033	-	-	39,033	-	-	-	-
8660	All Other Local Revenue	1,904	-	-	38	381	57	57	57
8699		5,596	-	-	1,399	-	-	1,399	-
	TOTAL REVENUE:	5,500,774	195,152	210,525	460,886	463,299	448,132	371,443	446,034
	EXPENDITURES								
1000	Certificated salaries	1,646,766	137,231	137,231	137,231	137,231	137,231	137,231	137,231
2000	Classified salaries	713,137	59,428	59,428	59,428	59,428	59,428	59,428	59,428
3000	Employee benefits	464,360	38,697	38,697	38,697	38,697	38,697	38,697	38,697
4000	Supplies	201,446	16,787	16,787	16,787	16,787	16,787	16,787	16,787
5000	Services	1,209,123	100,760	100,760	100,760	100,760	100,760	100,760	100,760
6000	Depreciation	36,752	-	-	-	-	-	-	-
7000	Oversight Fees	467,372	-	-	-	-	-	-	-
	TOTAL EXPENDITURES:	4,738,956	352,903	352,903	352,903	352,903	352,903	352,903	352,903
	SURPLUS/(DEFICIT):	761,818	(157,751)	(142,378)	107,984	110,396	95,229	18,540	93,131
9120	Cash adjustments	-	(195,152)	-	(156,121)	-	-	-	-
9200	Accounts Receivable	(1,027,578)	470,925	-	328,098	-	-	-	-
9400	Fixed Assets & Depreciation	(11,752)	25,000	-	-	-	-	-	-
9500	Accounts Payable Incr/(Decr)	2,618	-	(94,107)	(328,098)	-	-	-	-
9600	Proceeds/(Loan Payments)	-	-	-	-	-	-	-	-
	TOTAL CASH ADJUSTMENT:	(1,036,712)	300,773	(94,107)	(156,121)	-	-	-	-
	CASH IN BANK ACCOUNTS:	326,299	744,215	507,731	459,593	569,989	665,218	683,758	776,889

CARTER G. WOODSON

2020-21 Fiscal Year Cash Flow Projection
(Continued)

		<i>Revised Projection</i>	<i>February Actual</i>	<i>March Actual</i>	<i>April Actual</i>	<i>May Projection</i>	<i>June Projection</i>	<i>Total</i>
TOTAL BEGINNING CASH IN COUNTY:		601,193	776,889	1,310,135	1,086,497	883,579	540,538	601,193
REVENUE								
8011	LCFF State Aid	3,903,034	123,485	-	-	-	1,632,880	3,903,034
8012	LCFF Education Protection Act	353,024	-	-	88,256	-	88,256	353,024
8096	LCFF In Lieu of Property Taxes	326,823	-	-	-	-	326,823	326,823
8181	No Child Left Behind (Title I, II)	168,266	33,653	-	16,827	-	84,133	168,266
8220	Breakfast Program Revenue	95,510	6,017	3,725	955	8,596	43,839	95,510
8290	Comprehensive School Improvement (CSI)	170,123	34,025	-	17,012	-	85,062	170,124
8290	Elementary & Secondary School Emergency Relief Fund (resource 3210)	119,293	23,859	-	11,929	-	29,824	119,294
8290	Learning Loss Mitigation Funds (CR Portion)	31,798	-	-	-	-	-	31,798
8315	After School Program	11,221	-	-	-	-	1,221	11,221
8520	State Breakfast Program Revenue	11,948	753	466	119	1,075	5,484	11,948
8545	SB740 Facility Grant Revenue	173,250	86,625	-	-	-	86,625	173,250
8550	Mandate Block Grant Funds	15,490	-	-	-	-	-	15,490
8560	State Lottery	73,961	29,584	-	14,792	-	14,792	73,961
8590	Misc Other State Revenue	500	-	-	-	-	500	500
8590	Learning Loss Mitigation Funds (GF Portion)	39,033	-	-	-	-	-	39,033
8660	Interest Earned	1,904	76	190	93	190	764	1,904
8699	All Other Local Revenue	5,596	-	1,399	-	-	1,399	5,596
TOTAL REVENUE:		5,500,774	338,077	5,780	149,984	9,862	2,401,602	5,500,775
EXPENDITURES								
1000	Certificated salaries	1,646,766	137,231	137,231	137,231	137,231	137,231	1,646,766
2000	Classified salaries	713,137	59,428	59,428	59,428	59,428	59,428	713,137
3000	Employee benefits	464,360	38,697	38,697	38,697	38,697	38,697	464,360
4000	Supplies	201,446	16,787	16,787	16,787	16,787	16,787	201,446
5000	Services	1,209,123	100,760	100,760	100,760	100,760	100,760	1,209,123
6000	Depreciation	36,752	-	-	-	-	36,752	36,752
7000	Oversight Fees	467,372	-	-	-	-	467,372	467,372
TOTAL EXPENDITURES:		4,738,956	352,903	352,903	352,903	352,903	857,027	4,738,956
SURPLUS/(DEFICIT):		761,818	(14,826)	(347,122)	(202,918)	(343,041)	1,544,575	761,819
9120	Cash adjustments	-	227,788	123,485	-	-	-	-
9200	Accounts Receivable	(1,027,578)	320,283	-	-	-	(2,146,884)	(1,027,578)
9400	Fixed Assets & Depreciation	(11,752)	-	-	-	-	(36,752)	(11,752)
9500	Accounts Payable Incr/(Decr)	2,618	-	-	-	-	424,823	2,618
9600	Proceeds/(Loan Payments)	-	-	-	-	-	-	-
TOTAL CASH ADJUSTMENT:		(1,036,712)	548,071	123,485	-	-	(1,758,814)	(1,036,712)
CASH IN BANK ACCOUNTS:		326,299	1,310,135	1,086,497	883,579	540,538	326,299	326,299

CARTER G. WOODSON

2021-22 Fiscal Year Cash Flow Projection

		<i>Revised Projection</i>	July <i>Actual</i>	August <i>Actual</i>	September <i>Actual</i>	October <i>Actual</i>	November <i>Actual</i>	December <i>Actual</i>	January <i>Actual</i>
TOTAL BEGINNING CASH IN COUNTY:		326,299	326,299	254,162	392,677	524,859	918,452	1,148,687	1,097,162
	REVENUE								
8011	LCFF State Aid	3,988,728	195,152	195,152	351,273	351,273	351,273	351,273	351,273
8012	LCFF Education Protection Act	360,632	-	-	-	90,158	-	-	90,158
8096	LCFF In Lieu of Property Taxes	333,866	-	-	-	-	-	-	-
8181	No Child Left Behind (Title I, II)	171,892	-	-	-	-	34,378	-	-
8220	Breakfast Program Revenue	97,568	-	4,878	6,830	7,805	4,781	2,927	5,854
8290	Comprehensive School Improvement (CSI)	173,789	-	-	-	-	34,758	-	-
8315	After School Program	11,463	-	10,000	-	-	-	-	-
8520	State Breakfast Program Revenue	12,412	-	621	869	993	608	372	745
8545	SB740 Facility Grant Revenue	182,181						-	
8550	Mandate Block Grant Funds	15,824	-	-	-	-	-	15,824	-
8560	State Lottery	75,555	-	-	-	15,111		-	-
8590	Misc Other State Revenue	511	-	-	-	-	-	-	-
8660	Interest Earned	1,945	-	-	39	389	58	58	58
8699	All Other Local Revenue	5,717			1,429			1,429	
	TOTAL REVENUE:	5,432,083	195,152	210,651	360,440	465,729	425,857	371,884	448,088
	EXPENDITURES								
1000	Certificated salaries	1,916,704	159,725	159,725	159,725	159,725	159,725	159,725	159,725
2000	Classified salaries	842,667	70,222	70,222	70,222	70,222	70,222	70,222	70,222
3000	Employee benefits	536,175	44,681	44,681	44,681	44,681	44,681	44,681	44,681
4000	Supplies	254,150	21,179	21,179	21,179	21,179	21,179	21,179	21,179
5000	Services	1,531,217	127,601	127,601	127,601	127,601	127,601	127,601	127,601
6000	Depreciation	36,752	-	-	-	-	-	-	-
7000	Oversight Fees	1,500	-	-	-	-	-	-	-
	TOTAL EXPENDITURES:	5,119,165	423,409	423,409	423,409	423,409	423,409	423,409	423,409
	SURPLUS/(DEFICIT):	312,918	(228,258)	(212,759)	(62,970)	42,320	2,447	(51,525)	24,679
9120	Cash adjustments	-	(195,152)	-	(156,121)	-	-	-	-
9200	Accounts Receivable	(259,646)	351,273	351,273	351,273	351,273	227,788	326,823	-
9400	Fixed Assets & Depreciation	(36,752)	-						
9500	Accounts Payable Incr/(Decr)	2,697		-	-			(326,823)	
9600	Proceeds/(Loan Payments)	-							
	TOTAL CASH ADJUSTMENT:	(293,701)	156,121	351,273	195,152	351,273	227,788	-	-
	CASH IN BANK ACCOUNTS:	345,516	254,162	392,677	524,859	918,452	1,148,687	1,097,162	1,121,841

CARTER G. WOODSON

2021-22 Fiscal Year Cash Flow Projection
(Continued)

		<i>Revised Projection</i>	February <i>Actual</i>	March <i>Actual</i>	April <i>Actual</i>	May <i>Projection</i>	June <i>Projection</i>	Total
TOTAL BEGINNING CASH IN COUNTY:		326,299	1,121,841	1,434,341	1,140,329	857,952	444,635	326,299
REVENUE								
8011	LCFF State Aid	3,988,728	123,485	-	-	-	1,718,574	3,988,728
8012	LCFF Education Protection Act	360,632	-	-	90,158	-	90,158	360,632
8096	LCFF In Lieu of Property Taxes	333,866	-	-	-	-	333,866	333,866
8181	No Child Left Behind (Title I, II)	171,892	34,378	-	17,189	-	85,946	171,892
8220	Breakfast Program Revenue	97,568	6,147	3,805	976	8,781	44,784	97,568
8290	Comprehensive School Improvement (CSI)	173,789	34,758	-	17,379	-	86,895	173,790
8315	After School Program	11,463	-	-	-	-	1,463	11,463
8520	State Breakfast Program Revenue	12,412	782	484	124	1,117	5,697	12,412
8545	SB740 Facility Grant Revenue	182,181	91,091				91,091	182,182
8550	Mandate Block Grant Funds	15,824	-	-	-	-	-	15,824
8560	State Lottery	75,555	30,222	-	15,111	-	15,111	75,555
8590	Misc Other State Revenue	511	-	-	-	-	511	511
8660	Interest Earned	1,945	78	195	95	195	780	1,945
8699	All Other Local Revenue	5,717		1,429		-	1,429	5,717
	TOTAL REVENUE:	5,432,083	320,940	5,913	141,032	10,093	2,476,306	5,432,084
EXPENDITURES								
1000	Certificated salaries	1,916,704	159,725	159,725	159,725	159,725	159,725	1,916,704
2000	Classified salaries	842,667	70,222	70,222	70,222	70,222	70,222	842,667
3000	Employee benefits	536,175	44,681	44,681	44,681	44,681	44,681	536,175
4000	Supplies	254,150	21,179	21,179	21,179	21,179	21,179	254,150
5000	Services	1,531,217	127,601	127,601	127,601	127,601	127,601	1,531,217
6000	Depreciation	36,752	-	-	-	-	36,752	36,752
7000	Oversight Fees	1,500	-	-	-	-	1,500	1,500
	TOTAL EXPENDITURES:	5,119,165	423,409	423,409	423,409	423,409	461,661	5,119,165
	SURPLUS/(DEFICIT):	312,918	(102,469)	(417,496)	(282,377)	(413,317)	2,014,644	312,919
9120	Cash adjustments	-	227,788	123,485	-	-	-	-
9200	Accounts Receivable	(259,646)	187,181	-	-	-	(2,406,530)	(259,646)
9400	Fixed Assets & Depreciation	(36,752)					(36,752)	(36,752)
9500	Accounts Payable Incr/(Decr)	2,697					329,520	2,697
9600	Proceeds/(Loan Payments)	-					-	-
	TOTAL CASH ADJUSTMENT:	(293,701)	414,969	123,485	-	-	(2,113,762)	(293,701)
	CASH IN BANK ACCOUNTS:	345,516	1,434,341	1,140,329	857,952	444,635	345,517	345,517

CARTER G. WOODSON

2022-23 Fiscal Year Cash Flow Projection

		<i>Revised Projection</i>	July <i>Actual</i>	August <i>Actual</i>	September <i>Actual</i>	October <i>Actual</i>	November <i>Actual</i>	December <i>Actual</i>	January <i>Actual</i>
TOTAL BEGINNING CASH IN COUNTY:		345,516	345,516	259,466	384,351	503,091	888,436	1,108,449	1,044,034
	REVENUE								
8011	LCFF State Aid	4,185,573	195,152	195,152	351,273	351,273	351,273	351,273	351,273
8012	LCFF Education Protection Act	378,416	-	-	-	94,604	-	-	94,604
8096	LCFF In Lieu of Property Taxes	350,331	-	-	-	-	-	-	-
8181	No Child Left Behind (Title I, II)	180,368	-	-	-	-	36,074	-	-
8220	Breakfast Program Revenue	102,380	-	5,119	7,167	8,190	5,017	3,071	6,143
8290	Comprehensive School Improvement (CSI)	182,359	-	-	-	-	36,472	-	-
8315	After School Program	12,028	-	10,000	-	-	-	-	-
8520	State Breakfast Program Revenue	13,287	-	664	930	1,063	651	399	797
8545	SB740 Facility Grant Revenue	196,631						-	
8550	Mandate Block Grant Funds	16,604	-	-	-	-	-	16,604	-
8560	State Lottery	79,281	-	-	-	15,856		-	-
8590	Misc Other State Revenue	536	-	-	-	-	-	-	-
8660	Interest Earned	2,041	-	-	41	408	61	61	61
8699	All Other Local Revenue	5,999			1,500			1,500	
	TOTAL REVENUE:	5,705,834	195,152	210,935	360,910	471,395	429,547	372,908	452,878
	EXPENDITURES								
1000	Certificated salaries	2,046,704	170,559	170,559	170,559	170,559	170,559	170,559	170,559
2000	Classified salaries	896,667	74,722	74,722	74,722	74,722	74,722	74,722	74,722
3000	Employee benefits	692,550	57,713	57,713	57,713	57,713	57,713	57,713	57,713
4000	Supplies	186,650	15,554	15,554	15,554	15,554	15,554	15,554	15,554
5000	Services	1,425,302	118,775	118,775	118,775	118,775	118,775	118,775	118,775
6000	Depreciation	36,752	-	-	-	-	-	-	-
7000	Oversight Fees	1,500	-	-	-	-	-	-	-
	TOTAL EXPENDITURES:	5,286,125	437,323	437,323	437,323	437,323	437,323	437,323	437,323
	SURPLUS/(DEFICIT):	419,709	(242,171)	(226,388)	(76,412)	34,072	(7,775)	(64,415)	15,556
9120	Cash adjustments	-	(195,152)	-	(156,121)	-	-	-	-
9200	Accounts Receivable	(233,504)	351,273	351,273	351,273	351,273	227,788	333,866	-
9400	Fixed Assets & Depreciation	(36,752)	-						
9500	Accounts Payable Incr/(Decr)	2,778		-	-			(333,866)	
9600	Proceeds/(Loan Payments)	-							
	TOTAL CASH ADJUSTMENT:	(267,478)	156,121	351,273	195,152	351,273	227,788	-	-
	CASH IN BANK ACCOUNTS:	497,747	259,466	384,351	503,091	888,436	1,108,449	1,044,034	1,059,589

CARTER G. WOODSON

2022-23 Fiscal Year Cash Flow Projection
(Continued)

		<i>Revised Projection</i>	February <i>Actual</i>	March <i>Actual</i>	April <i>Actual</i>	May <i>Projection</i>	June <i>Projection</i>	Total
TOTAL BEGINNING CASH IN COUNTY:		345,516	1,059,589	1,623,266	1,315,643	1,026,310	599,601	345,516
REVENUE								
8011	LCFF State Aid	4,185,573	123,485	-	-	-	1,915,419	4,185,573
8012	LCFF Education Protection Act	378,416	-	-	94,604	-	94,604	378,416
8096	LCFF In Lieu of Property Taxes	350,331	-	-	-	-	350,331	350,331
8181	No Child Left Behind (Title I, II)	180,368	36,074	-	18,037	-	90,184	180,368
8220	Breakfast Program Revenue	102,380	6,450	3,993	1,024	9,214	46,992	102,380
8290	Comprehensive School Improvement (CSI)	182,359	36,472	-	18,236	-	91,180	182,360
8315	After School Program	12,028	-	-	-	-	2,028	12,028
8520	State Breakfast Program Revenue	13,287	837	518	133	1,196	6,099	13,287
8545	SB740 Facility Grant Revenue	196,631	98,316				98,316	196,632
8550	Mandate Block Grant Funds	16,604	-	-	-	-	-	16,604
8560	State Lottery	79,281	31,712	-	15,856	-	15,856	79,281
8590	Misc Other State Revenue	536	-	-	-	-	536	536
8660	Interest Earned	2,041	82	204	100	204	818	2,041
8699	All Other Local Revenue	5,999		1,500		-	1,500	5,999
	TOTAL REVENUE:	5,705,834	333,427	6,215	147,990	10,614	2,713,863	5,705,834
EXPENDITURES								
1000	Certificated salaries	2,046,704	170,559	170,559	170,559	170,559	170,559	2,046,704
2000	Classified salaries	896,667	74,722	74,722	74,722	74,722	74,722	896,667
3000	Employee benefits	692,550	57,713	57,713	57,713	57,713	57,713	692,550
4000	Supplies	186,650	15,554	15,554	15,554	15,554	15,554	186,650
5000	Services	1,425,302	118,775	118,775	118,775	118,775	118,775	1,425,302
6000	Depreciation	36,752	-	-	-	-	36,752	36,752
7000	Oversight Fees	1,500	-	-	-	-	1,500	1,500
	TOTAL EXPENDITURES:	5,286,125	437,323	437,323	437,323	437,323	475,575	5,286,125
	SURPLUS/(DEFICIT):	419,709	(103,896)	(431,108)	(289,333)	(426,709)	2,238,288	419,709
9120	Cash adjustments	-	227,788	123,485	-	-	-	-
9200	Accounts Receivable	(233,504)	439,784	-	-	-	(2,640,034)	(233,504)
9400	Fixed Assets & Depreciation	(36,752)					(36,752)	(36,752)
9500	Accounts Payable Incr/(Decr)	2,778					336,644	2,778
9600	Proceeds/(Loan Payments)	-					-	-
	TOTAL CASH ADJUSTMENT:	(267,478)	667,572	123,485	-	-	(2,340,142)	(267,478)
	CASH IN BANK ACCOUNTS:	497,747	1,623,266	1,315,643	1,026,310	599,601	497,747	497,747

CARTER G. WOODSON

2023-24 Fiscal Year Cash Flow Projection

		<i>Revised Projection</i>	July <i>Actual</i>	August <i>Actual</i>	September <i>Actual</i>	October <i>Actual</i>	November <i>Actual</i>	December <i>Actual</i>	January <i>Actual</i>
TOTAL BEGINNING CASH IN COUNTY:		497,747	497,747	418,854	550,910	676,825	1,069,349	1,296,532	1,239,283
	REVENUE								
8011	LCFF State Aid	4,185,933	195,152	195,152	351,273	351,273	351,273	351,273	351,273
8012	LCFF Education Protection Act	378,416	-	-	-	94,604	-	-	94,604
8096	LCFF In Lieu of Property Taxes	350,331	-	-	-	-	-	-	-
8181	No Child Left Behind (Title I, II)	180,368	-	-	-	-	36,074	-	-
8220	Breakfast Program Revenue	102,380	-	5,119	7,167	8,190	5,017	3,071	6,143
8290	Comprehensive School Improvement (CSI)	182,359	-	-	-	-	36,472	-	-
8315	After School Program	12,028	-	10,000	-	-	-	-	-
8520	State Breakfast Program Revenue	13,569	-	678	950	1,086	665	407	814
8545	SB740 Facility Grant Revenue	202,530	-	-	-	-	-	-	-
8550	Mandate Block Grant Funds	16,604	-	-	-	-	-	16,604	-
8560	State Lottery	79,281	-	-	-	15,856	-	-	-
8590	Misc Other State Revenue	536	-	-	-	-	-	-	-
8660	Interest Earned	2,041	-	-	41	408	61	61	61
8699	All Other Local Revenue	5,999	-	-	1,500	-	-	1,500	-
	TOTAL REVENUE:	5,712,375	195,152	210,949	360,930	471,417	429,561	372,917	452,895
	EXPENDITURES								
1000	Certificated salaries	2,130,080	177,507	177,507	177,507	177,507	177,507	177,507	177,507
2000	Classified salaries	735,883	61,324	61,324	61,324	61,324	61,324	61,324	61,324
3000	Employee benefits	680,023	56,669	56,669	56,669	56,669	56,669	56,669	56,669
4000	Supplies	186,650	15,554	15,554	15,554	15,554	15,554	15,554	15,554
5000	Services	1,429,359	119,113	119,113	119,113	119,113	119,113	119,113	119,113
6000	Depreciation	40,586	-	-	-	-	-	-	-
7000	Oversight Fees	1,504	-	-	-	-	-	-	-
	TOTAL EXPENDITURES:	5,204,085	430,166	430,166	430,166	430,166	430,166	430,166	430,166
	SURPLUS/(DEFICIT):	508,290	(235,015)	(219,217)	(69,236)	41,251	(605)	(57,250)	22,729
9120	Cash adjustments	-	(195,152)	-	(156,121)	-	-	-	-
9200	Accounts Receivable	(3,309)	351,273	351,273	351,273	351,273	227,788	350,331	-
9400	Fixed Assets & Depreciation	(40,586)	-	-	-	-	-	-	-
9500	Accounts Payable Incr/(Decr)	2,861	-	-	-	-	-	(350,331)	-
9600	Proceeds/(Loan Payments)	-	-	-	-	-	-	-	-
	TOTAL CASH ADJUSTMENT:	(41,034)	156,121	351,273	195,152	351,273	227,788	-	-
	CASH IN BANK ACCOUNTS:	965,003	418,854	550,910	676,825	1,069,349	1,296,532	1,239,283	1,262,012

CARTER G. WOODSON

2023-24 Fiscal Year Cash Flow Projection
(Continued)

		<i>Revised Projection</i>	February <i>Actual</i>	March <i>Actual</i>	April <i>Actual</i>	May <i>Projection</i>	June <i>Projection</i>	Total
TOTAL BEGINNING CASH IN COUNTY:	REVENUE	497,747	1,262,012	2,052,851	1,752,395	1,470,221	1,050,695	497,747
8011	LCFF State Aid	4,185,933	123,485	-	-	-	1,915,779	4,185,933
8012	LCFF Education Protection Act	378,416	-	-	94,604	-	94,604	378,416
8096	LCFF In Lieu of Property Taxes	350,331	-	-	-	-	350,331	350,331
8181	No Child Left Behind (Title I, II)	180,368	36,074	-	18,037	-	90,184	180,368
8220	Breakfast Program Revenue	102,380	6,450	3,993	1,024	9,214	46,992	102,380
8290	Comprehensive School Improvement (CSI)	182,359	36,472	-	18,236	-	91,180	182,359
8315	After School Program	12,028	-	-	-	-	2,028	12,028
8520	State Breakfast Program Revenue	13,569	855	529	136	1,221	6,228	13,569
8545	SB740 Facility Grant Revenue	202,530	101,265				101,265	202,530
8550	Mandate Block Grant Funds	16,604	-	-	-	-	-	16,604
8560	State Lottery	79,281	31,712	-	15,856	-	15,856	79,281
8590	Misc Other State Revenue	536	-	-	-	-	536	536
8660	Interest Earned	2,041	82	204	100	204	818	2,041
8699	All Other Local Revenue	5,999		1,500		-	1,500	5,999
	TOTAL REVENUE:	5,712,375	336,394	6,226	147,992	10,640	2,717,302	5,712,375
	EXPENDITURES							
1000	Certificated salaries	2,130,080	177,507	177,507	177,507	177,507	177,507	2,130,080
2000	Classified salaries	735,883	61,324	61,324	61,324	61,324	61,324	735,883
3000	Employee benefits	680,023	56,669	56,669	56,669	56,669	56,669	680,023
4000	Supplies	186,650	15,554	15,554	15,554	15,554	15,554	186,650
5000	Services	1,429,359	119,113	119,113	119,113	119,113	119,113	1,429,359
6000	Depreciation	40,586	-	-	-	-	40,586	40,586
7000	Oversight Fees	1,504	-	-	-	-	1,504	1,504
	TOTAL EXPENDITURES:	5,204,085	430,166	430,166	430,166	430,166	472,256	5,204,085
	SURPLUS/(DEFICIT):	508,290	(93,772)	(423,940)	(282,174)	(419,527)	2,245,046	508,290
9120	Cash adjustments	-	227,788	123,485	-	-	-	-
9200	Accounts Receivable	(3,309)	656,823	-	-	-	(2,643,343)	(3,309)
9400	Fixed Assets & Depreciation	(40,586)					(40,586)	(40,586)
9500	Accounts Payable Incr/(Decr)	2,861					353,192	2,861
9600	Proceeds/(Loan Payments)	-					-	-
	TOTAL CASH ADJUSTMENT:	(41,034)	884,611	123,485	-	-	(2,330,737)	(41,034)
	CASH IN BANK ACCOUNTS:	965,003	2,052,851	1,752,395	1,470,221	1,050,695	965,003	965,003

CARTER G. WOODSON

2024-25 Fiscal Year Cash Flow Projection

	g	Revised Projection	July Actual	August Actual	September Actual	October Actual	November Actual	December Actual	January Actual
TOTAL BEGINNING CASH IN COUNTY:		965,003	965,003	876,292	998,544	1,114,661	1,497,390	1,714,769	1,647,709
REVENUE									
8011	LCFF State Aid	4,186,221	195,152	195,152	351,273	351,273	351,273	351,273	351,273
8012	LCFF Education Protection Act	378,416	-	-	-	94,604	-	-	94,604
8096	LCFF In Lieu of Property Taxes	350,331	-	-	-	-	-	-	-
8181	No Child Left Behind (Title I, II)	180,368	-	-	-	-	36,074	-	-
8220	Breakfast Program Revenue	102,380	-	5,119	7,167	8,190	5,017	3,071	6,143
8290	Comprehensive School Improvement (CSI)	182,359	-	-	-	-	36,472	-	-
8315	After School Program	12,028	-	10,000	-	-	-	-	-
8520	State Breakfast Program Revenue	13,857	-	693	970	1,109	679	416	831
8545	SB740 Facility Grant Revenue	208,606	-	-	-	-	-	-	-
8550	Mandate Block Grant Funds	16,604	-	-	-	-	-	16,604	-
8560	State Lottery	79,281	-	-	-	15,856	-	-	-
8590	Misc Other State Revenue	536	-	-	-	-	-	-	-
8660	Interest Earned	2,041	-	-	41	408	61	61	61
8699	All Other Local Revenue	5,999	-	-	1,500	-	-	1,500	-
	TOTAL REVENUE:	5,719,027	195,152	210,964	360,950	471,440	429,575	372,925	452,913
EXPENDITURES									
1000	Certificated salaries	2,193,983	182,832	182,832	182,832	182,832	182,832	182,832	182,832
2000	Classified salaries	757,959	63,163	63,163	63,163	63,163	63,163	63,163	63,163
3000	Employee benefits	707,644	58,970	58,970	58,970	58,970	58,970	58,970	58,970
4000	Supplies	186,650	15,554	15,554	15,554	15,554	15,554	15,554	15,554
5000	Services	1,433,579	119,465	119,465	119,465	119,465	119,465	119,465	119,465
6000	Depreciation	40,586	-	-	-	-	-	-	-
7000	Oversight Fees	1,506	-	-	-	-	-	-	-
	TOTAL EXPENDITURES:	5,321,907	439,985	439,985	439,985	439,985	439,985	439,985	439,985
	SURPLUS/(DEFICIT):	397,120	(244,833)	(229,021)	(79,034)	31,456	(10,409)	(67,059)	12,928
9120	Cash adjustments	-	(195,152)	-	(156,121)	-	-	-	-
9200	Accounts Receivable	(3,326)	351,273	351,273	351,273	351,273	227,788	350,331	-
9400	Fixed Assets & Depreciation	(40,586)	-	-	-	-	-	-	-
9500	Accounts Payable Incr/(Decr)	2,947	-	-	-	-	-	(350,331)	-
9600	Proceeds/(Loan Payments)	-	-	-	-	-	-	-	-
	TOTAL CASH ADJUSTMENT:	(40,965)	156,121	351,273	195,152	351,273	227,788	-	-
	CASH IN BANK ACCOUNTS:	1,321,158	876,292	998,544	1,114,661	1,497,390	1,714,769	1,647,709	1,660,637

CARTER G. WOODSON

2024-25 Fiscal Year Cash Flow Projection
(Continued)

	G	Revised Projection	February Actual	March Actual	April Actual	May Projection	June Projection	Total
TOTAL BEGINNING CASH IN COUNTY:		965,003	1,660,637	2,448,023	2,137,760	1,845,771	1,416,452	965,003
REVENUE								
8011	LCFF State Aid	4,186,221	123,485	-	-	-	1,916,067	4,186,221
8012	LCFF Education Protection Act	378,416	-	-	94,604	-	94,604	378,416
8096	LCFF In Lieu of Property Taxes	350,331	-	-	-	-	350,331	350,331
8181	No Child Left Behind (Title I, II)	180,368	36,074	-	18,037	-	90,184	180,368
8220	Breakfast Program Revenue	102,380	6,450	3,993	1,024	9,214	46,992	102,380
8290	Comprehensive School Improvement (CSI)	182,359	36,472	-	18,236	-	91,180	182,359
8315	After School Program	12,028	-	-	-	-	2,028	12,028
8520	State Breakfast Program Revenue	13,857	873	540	139	1,247	6,360	13,857
8545	SB740 Facility Grant Revenue	208,606	104,303				104,303	208,606
8550	Mandate Block Grant Funds	16,604	-	-	-	-	-	16,604
8560	State Lottery	79,281	31,712	-	15,856	-	15,856	79,281
8590	Misc Other State Revenue	536	-	-	-	-	536	536
8660	Interest Earned	2,041	82	204	100	204	818	2,041
8699	All Other Local Revenue	5,999		1,500		-	1,500	5,999
	TOTAL REVENUE:	5,719,027	339,450	6,237	147,995	10,665	2,720,760	5,719,027
EXPENDITURES								
1000	Certificated salaries	2,193,983	182,832	182,832	182,832	182,832	182,832	2,193,983
2000	Classified salaries	757,959	63,163	63,163	63,163	63,163	63,163	757,959
3000	Employee benefits	707,644	58,970	58,970	58,970	58,970	58,970	707,644
4000	Supplies	186,650	15,554	15,554	15,554	15,554	15,554	186,650
5000	Services	1,433,579	119,465	119,465	119,465	119,465	119,465	1,433,579
6000	Depreciation	40,586	-	-	-	-	40,586	40,586
7000	Oversight Fees	1,506	-	-	-	-	1,506	1,506
	TOTAL EXPENDITURES:	5,321,907	439,985	439,985	439,985	439,985	482,077	5,321,907
	SURPLUS/(DEFICIT):	397,120	(100,534)	(433,747)	(291,989)	(429,319)	2,238,683	397,120
9120	Cash adjustments	-	227,788	123,485	-	-	-	-
9200	Accounts Receivable	(3,326)	660,132	-	-	-	(2,646,669)	(3,326)
9400	Fixed Assets & Depreciation	(40,586)					(40,586)	(40,586)
9500	Accounts Payable Incr/(Decr)	2,947					353,278	2,947
9600	Proceeds/(Loan Payments)	-					-	-
	TOTAL CASH ADJUSTMENT:	(40,965)	887,920	123,485	-	-	(2,333,977)	(40,965)
	CASH IN BANK ACCOUNTS:	1,321,158	2,448,023	2,137,760	1,845,771	1,416,452	1,321,158	1,321,158

CARTER G. WOODSON

Narrative Report For Fiscal Years 2020-21 Through 2024-25

Revenue:

Revenue from Local Control Funding Formula Sources (Object 8010-8099) is based on the following:

Assumptions:

Enrollment: 2020-21: 411; 2021-22: 420; 2022-23: 440; 2023-24: 440; 2024-25: 440

Average Daily Attendance (ADA): 2020-21: 357.30; 2021-22: 365; 2022-23: 383; 2023-24: 383; 2024-25: 383

Unduplicated Pupil Count (UPC): 2020-21: 401; 2021-22: 410; 2022-23: 430; 2023-24: 430; 2024-25: 430

	Current Projection 2020-21	Change	Adopted Budget 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
ADA:	357.30	(13)	370.00	365.00	383.00	383.00	383.00
TOTAL LCFF FUNDING:	\$4,582,881	300,806	\$4,282,075	\$4,683,226	\$4,914,320	\$4,914,680	\$4,914,968
LESS EPA FUNDS:	353,024	(340,255)	693,279	360,632	378,416	378,416	378,416
SUPPLEMENTAL PORTION:	1,226,516	21,259	1,205,257	1,205,257	1,205,257	1,205,257	1,205,257
LESS IN-LIEU PROPERTY TAX (\$914.70 PER ADA):	326,823	(9,184)	336,007	333,866	350,331	350,331	350,331
STATE AID LESS SUPPLEMENTAL:	\$2,676,518	628,986	\$2,047,532	\$2,783,471	\$2,980,316	\$2,980,676	\$2,980,964

Federal Revenues (Object 8100-8299) are estimated as follows based on continuing assumptions from previous years as follows:

	Current Projection 2020-21	Change	Adopted Budget 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
Title I, Part A (resource 3010)	150,870	27,627	123,243	154,121	161,721	161,721	161,721
Title II, Part A (resource 4610)	17,396	(1,644)	19,040	17,771	18,647	18,647	18,647
CSI Program (resource 3182)	170,123	170,123	-	173,789	182,359	182,359	182,359
ESSER - Cares Act Relief Fund (resource 3210)	119,293	119,293	-	-	-	-	-
Learning Loss Mitigation Funds (Resource 3220 CR Portion)	31,798	-	-	-	-	-	-
Breakfast Program Revenue (Resource 5310)	95,510	-	95,510	97,568	102,380	102,380	102,380
TOTAL FEDERAL REVENUE:	\$ 584,990	\$ 315,399	\$ 237,793	\$ 443,249	\$ 465,107	\$ 465,107	\$ 465,107

Other State Revenues are estimated as follows (Object 8300-8599):

	Current Projection 2020-21	Change	Adopted Budget 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
Lottery Unrestricted (1100):	54,667	(6,572)	61,239	55,845	58,599	58,599	58,599
Lottery Restricted (6300):	19,294	1,319	17,975	19,710	20,682	20,682	20,682
After School Program	11,221	-	11,221	11,463	12,028	12,028	12,028
State Breakfast Program Revenue	11,948	-	11,948	12,412	13,287	13,569	13,857
Facilities Revenue (based 75% of total Rent of \$231,000)	173,250	45,722	127,528	182,181	196,631	202,530	208,606
Mandate Block Grant Reimbursement	15,490	11,166	4,324	15,824	16,604	16,604	16,604
Learning Loss Mitigation Funds (GF Portion)	39,033	-	-	-	-	-	-
Other State Revenue	500	-	500	511	536	536	536
	\$ 325,403	\$ 169,882	\$ 155,521	\$ 222,391	\$ 239,086	\$ 245,267	\$ 251,631

Other Local Revenues were estimated as follows:

	Current Projection 2020-21	Change	Adopted Budget 2020-21	Projected 2021-22	Projected 2022-23	Projected 2023-24	Projected 2024-25
Local Revenues							
Interest	1,904	-	1,904	1,945	2,041	2,041	2,041
Fundraisers	5,596	-	5,596	5,717	5,999	5,999	5,999
	\$ 7,500	\$ -	\$ 7,500	\$ 7,662	\$ 8,040	\$ 8,040	\$ 8,040

Expenditures:

Employee costs

- Certificated Staff 1000-1999:** – Certificated Staff in 2020-21 includes 18.5 FTE Certificated Teachers, 5 FTE Certificated Counselors, and 4 FTE Certificated Administrators for the total gross salaries of \$ 1,646,766 for Certificated Personnel. Certificated salaries have been increased for step and column increases by 3% per fiscal year.
- Classified Staff 2100-2400:** Classified Staff includes 4 FTE for Classified Instructors, 10 FTE for Non-certificated Support and 8 FTE for Clerical, Technical, and office Staff for the total gross wages & salaries of \$713,137. Classified salaries have been increased for step and column increases by 3% per fiscal year.
- Employee Benefits** Costs are anticipated @ \$464,360 in 2020-21 and they are the accumulation of those benefits computed per employee individually. Employee health and statutory benefits average about 21%-24% of gross salaries each fiscal year. Fluctuations stem from changes in CalSTRS, workers compensation insurance, etc. Employees are offered health insurance benefits which are projected to increase by 4.5% each fiscal year.
- Books and Supplies** are budgeted for \$201,446 in 2020-21 or at an estimate of \$564 per ADA. Budget adoptions and other factors are considered for 2021-22 through 2024-25.
- Services and Other Operating Expenses 5000-5999:**
 - Professional fees/Consultants - \$308,243 represents the projected cost for Special Education FUSD, Professional Training and Technical Assistance Providers, ACBS and education consultants, Accounting, Legal & Auditing.
 - Pupil Transportation- estimated at \$85,000. We are providing pupil transportation to serve only poverty families and students that live more the 2 miles away.

- Leased Buildings -Two leased locations a) at 3333 N. Bond and 3331 N. Bond Leases are based on \$.80 per square feet for \$219,000 annual lease Costs and b) at 4880 N. First for \$186,000 along with building repairs, administrative space, copier leases and other rentals for the total of \$492,819.
- Advertising - To assist in personnel recruitment at \$12,000 and school promotion for \$20,500.
- Operations and Housekeeping Services - Estimated cost for water, gas and electricity at \$98,000 and housekeeping materials and supplies of \$29,500. Utility costs are estimated to increase by 4% each fiscal year.
- Conference Mileage & Field trips – Estimated at \$7,500 mainly for traveling to necessary professional conferences.

6. Other Outgoing Costs 7100-7499

- A. Memorandum of Understanding with FUSD School District (1% of LCFF Revenue) - Oversight fee as required by law are budgeted to \$45,829 in 2020-21 fiscal year, 1% for each fiscal year thereafter.

Other Financing Sources/ Uses:

Food supplies and overage estimated at \$50,396. That is an inter-fund transfer to our Cafeteria fund from the general fund to cover our cafeteria budget overage cost.

Additional Requested Information:

- 1) Are there any contracts over \$50,000? The following are over \$50,000:
 - a. Ellis Family Partnership- Owners of the school building we lease.
 - b. Fresno Unified- Special Ed Encroachment..
 - c. Agape/Ellis LLC-Lease payments for Multi-Media Site (N. First).
- 2) Cash Flows
 - a. Are anticipated cash deferrals reflected in your cash flow? Yes, please see cash flow projections.
 - b. Do you anticipate borrowing funds for cash flow? Yes, the school is anticipating applying for the TRANS loan or a line of credit with Wells Fargo.

Fresno Unified School District Request for Current or Prospective Board Member Information

Serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent.

By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

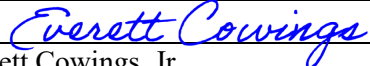
Please submit typed responses to the inquiries below. Attach resume.

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
 - I begin serving as a founding member of Agape Board of Directors, since its inception in 1999.
2. Explain why you wish to serve on the board.
 - I have a passion to seek and provide opportunities and resources to children in the Fresno community.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
 - I have served for 21 years as a Board member for Agape. I have also worked in the college school system for many years.
4. Describe your understanding of the appropriate role of a public charter school board member.
 - As a board member my responsibility is to make the best decisions for the children and families within our schools. In addition, as a board member, I have the responsibility to set policies and regulation within the organization. Additionally, the board provides direct supervision to the CEO. As a founding board member, I have a responsibility to carry out the mission of the organization and ensure it stays fiscally solvent. The board also oversees various personal matters, including hiring and firing.
5. Indicate the specific knowledge and expertise that you would bring to the board.
 - I have over 21 year of charter school experience as a Board member. I have a B.S. in Law, in which, I'm able to review charter school issues and materials from a different perspective. I am also a parent of a child who graduated from a charter school.

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
- Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.
- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: 

Name: Everett Cowings, Jr.

Position on the Board: President

Date: 9/29/2020

EVERETT COWINGS

E-mail: everettCowings@gmail.com

Phone: (818) 917-9190

Statement: For over two and a half decades, I have found success in the entertainment field. After graduating from college with degrees in Law, Math, and Theater Arts, I chose to best utilize my talents behind the scenes with an emphasis in entertainment and education.

Early in my career, I worked for the marketing giant Saatchi & Saatchi subsidiary National Research Group (NRG), which was also known as 'Movie View.' I then went on to non-credited market research work on over 170 A-List studio feature films including several television pilots. Top studios often requested for me specifically to work their accounts because of my ability to relate to audiences.

Participations:

1999 – Present: Maintains my passion for education by residing as President of the Board of Directors at the Agape Incorporated Charter School District in Fresno, California.

2015 – Present: Lead Continuous LLC in partnering with entertainment companies in South Korea to produce and distribute Hollywood based films, music, sports, and television programming throughout the world. Continuous is currently developing several film and television shows for both the domestic and international markets. I have attracted Hollywood studios and top American companies and international investors to South Korea and China for his projects. Continuous and I are currently developing a multi-billion-dollar smart city in South Korea.

1996 – 2018: Co-founded and oversaw corporate operations for the startup Spencer/Cowings Entertainment, LLC. Under Mr. my ownership and supervision, SpenCow clients sold over 40 Million records and secured numerous lucrative major studio/distribution deals with Sony (East/West, Epic), Warner Brothers (Elektra, Atlantic), Universal (Universal Records, Interscope, Island Def Jam, MCA), Red Ant Records, and DreamWorks respectively. SpenCow earned numerous gold and platinum awards. My music accomplishments include Platinum and Gold Plaques, and multiple Top 100 Billboard Albums and Singles recognition.

Resources:

Some of my other education, business and community accolades can be found in Who's Who of the World, LinkedIn and Who's Who of the West.

Fresno Unified School District
Request for Current or Prospective Board Member Information

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By providing the requested information, prospective board members will assist the Board of Education in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

Please submit typed responses to the inquiries below. Attach resume.

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
 - I have served as a board member for Agape, since March of 2008. I became aware of the charter schools, as my son and daughter in law, both graduated from a charter school affiliated with Agape. I was originally a member of the School Site Council and I inquired about serving as a board member for Agape. I subsequently submitted a resume to the board of directors and based on my qualification and skills, I was nominated to become a board member.
2. Explain why you wish to serve on the board.
 - My original passion to serve on the board was wanting to be involved in my children education.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
 - I was a previous board member of PACE Charter School. In March 2008, I joined Agape Board of Directors. I have over 15 years of experience as a governing board member of charter schools. My contribution and perspective are from a parent point of view.
4. Describe your understanding of the appropriate role of a public charter school board member.
 - As a board member my responsibility is to make the best decisions for the children and families within our schools. In addition, as a board member, I have the responsibility to set policies and regulation within the organization. Additionally, the board provides direct supervision to the CEO. As a board member, I have a responsibility to carry out the mission of the organization and ensure it stays fiscally solvent. The board also oversees various personal matters, including hiring and firing.
5. Indicate the specific knowledge and expertise that you would bring to the board.
 - My knowledge and expertise as a board member is two-fold. I have children in the charter school and I have enjoyed the experiences. I have also served as a board member for a long period of

time and have made decisions in the best interest of the students. I also hold a B.A. in Organizational Leadership.

Authorization to release Information

My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:

- Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.
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- Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.
- Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.

Signature: *Christina Rodriguez*

Name: Christina Rodriguez

Position on the Board: Treasure

Date: 9/29/2020

Christina Delia Rodriguez
2907 N Barton Ave
Fresno, Ca. 93703
(559) 974-4424

Objective: Applying to a responsible and challenging position where I will utilize my education, experience and people oriented skills.

Experience

05/11/2016- Current Fresno County Department of Social Services Fresno, CA

Eligibility Worker 2

- Research CalWIN Case Comments, FileNET, MEDS, CalHEERS and TMT/EZappt prior to providing a response to client / a response to the caller.
- Enter Case Comments on all calls handled which includes all changes/actions or pertinent information to the case.
- Process task assigned in TMT in a timely manner/ or process on a priority basis.
- Process semiannually and annual reports to determine client's eligibility.
- Provide client with outside referrals as requested.
- Follow processing timeframes established in existing Policy and Procedure Guides.

11/18/2010 – 05/09/2015 West Fresno Family Resource Center Fresno, CA

Project Coordinator / Community Health Care Worker/ Certified Application Assistant (on- going)

- Home Visits- include providing intervention, prevention, and educational services on diabetes.
- Conduct Diabetes Assessment and Family Development Matrix with clients.
- Followed up with coordinating activities for clients.
- Document and manage case files.
- Organize support groups.
- Assist or refer clients for other services needed.
- Attend health fairs and other events to promote diabetes project.
- Meet with doctors to discuss referral process.
- Supervise interns assisting with diabetes project.
- Assisted in development of S.A.F.E. Coalition (Fall Prevention)
- Assist low-income families with their Healthy Families/ Medical/ food stamp application.
- Responsible for completing monthly reports for Master Agreement (County Contract)
- Trained staff on how to use MyBCW, complete forms and how to report numbers for reporting purposes.

1/10/07 – 8/24/09 Centro La Familia Advocacy Services Fresno, CA

Advocate/ Social Worker/ Case Manager/ Certified Application Assistant (on- going)

- Completed and filed Temporary Restraining Orders for Domestic Violence Clients.
- Inform clients of benefits of curing sanctions.
- Office / Home Visits (Fresno County and other rural sites).
- Housing- Landlord / Tenants Rights and Responsibilities.
- Provide Tax Services to low income families.
- Assist with food stamp applications
- Assist low-income families with their Healthy Families/ Medical application.
- Attend trainings to keep updated with changes or program updates.

- Document and manage case files.

EITC Coordinator (01/07 – 05/07)

- Coordinate with rural sites to provide Earned Income Tax Services to low income families.
- Supervised and Assisted VITA volunteers.
- Made appropriate changes to rejected tax returns and resubmitted them electronically.
- Met with other partners monthly to discuss any progress or concerns with EITC project.

2004-2006 Pace Academy Charter School Fresno, CA

Intervention & Prevention Coordinator

- Provide intervention, prevention and discipline counseling services to students.
- Case Management- documenting, filing and data entry.
- Supervised security and receptionist to maintain order in the school.
- Coordinated parent meetings to discuss issues or concerns.
- Maintain a working relationship with both mall security and the Fresno Police Department

2003 – 2004 House of Hope for Youth Fresno, CA

Lead Case Manager

- Counselor for both male and female students on probation or parole
- Intake and documentation of new and present caseloads.
- Truancy
- Outreach- which included picking up and dropping off students when necessary, also trying to make contact with parents that have no telephones.

2002-2003 Success Center (HSS/E&TA) Fresno, CA

Office Assistant

- Greet Clients, answer multi-line phone, and enter data on to spreadsheets.
- Mail distribution, maintained office supplies, and make mass copies.
- Assist clients with creating and faxing resumes, using Cal Jobs system for job searched or just with navigating the computer.

2002-2003 Payless Auto Sales Fresno, CA

Secretary / Book keeper

- Collecting and entering payments
- Collecting and depositing of cash.
- Filing, faxing, data entry and business errands.

Education

2000	Fresno City College	Fresno, CA	A.S. Human Services
2006	Fresno Pacific University	Fresno, CA	B.A Organizational Leadership

Skills:

Writing Reports	Observational	Filing- Alpha/numeric	Manage case files
Problem solving	Counseling	Data Entry	Supervising
Knowledge of office responsibilities		Knowledge of community resources	
Ability to assist clients of diverse socioeconomic / ethnic backgrounds			

REFERENCES

Available Upon Request

Fresno Unified School District
Request for Current or Prospective Board Member Information

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Background

Will you be at least eighteen years old by January 1 of the year in which you plan to serve as a board member for the charter school? ☒ Yes ☐ No

Please submit typed responses to the inquiries below. Attach resume.

1. Indicate how you became aware of the charter school and the opportunity to serve as a member of its board, including who invited you to sit on the board.
 - My daughter attended Carter G. Woodson when she was younger. My first experience with the charter school began as a member of the School Site Council. As my term for the school Site Council completed, I was asked by Dr. Scott if I had any interest in serving as a board member, as there was a vacancy. I subsequently submitted a resume to the board of directors and based on my qualification and skills, I was nominated to become a board of director. I have been on the board since, 2017.
2. Explain why you wish to serve on the board.
 - I have a passion to provide opportunities and resources to children in the Fresno community, as I work closely with special population groups.
3. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.
 - I have sat on multiple non-profit boards, including childcare, preschool, group homes, and foster youth.
4. Describe your understanding of the appropriate role of a public charter school board member.
 - As a board member my responsibility is to make the best decisions for the children and families within our schools. In addition, as a board member, I have the responsibility to set policies and regulation within the organization. Additionally, the board provides direct supervision to the CEO. As a board member, I have a responsibility to carry out the mission of the organization and ensure it stays fiscally solvent. The board also oversees various personal matters, including hiring and firing.

5. Indicate the specific knowledge and expertise that you would bring to the board.

- My knowledge and expertise for most of my career has been operating group homes, child care facilities, preschools, and working with foster youth. I believe my knowledge is relevant to the children within the charter schools.

Authorization to release Information	
<p>My signature affirms that all information on this application is true to the best of my knowledge. Further, I authorize all employers, institutions, government agencies and persons named as references to release information for use in establishing my qualifications and credentials for this position: This authorization:</p> <ul style="list-style-type: none">• Removes all liability from those who provide information and verification in response to any information I have stated in applying on behalf of the above referenced Charter School.• Releases Fresno Unified School District and any agent acting on its behalf from any and all liability of whatever nature in requesting or using such information to assess my candidacy on behalf of the above referenced Charter School.• Is valid during my entire candidacy and during any resulting period of employment with the above referenced Charter School.• Is an indication of my knowledge and understanding that the information provided in this application will be used to examine my background and my knowing and voluntary agreement to the background information being publicly disclosed as part of the charter petition review and renewal process.	
Signature:	
Name: Gloreta Johnson	
Position on the Board: Secretary	Date: 9/29/2020

GLORETA LYNN JOHNSON

2437 Santa Ana, Clovis, CA 93611 ♦ H: 559-917-3443 ♦ gloreta@sbcglobal.net

PROFESSIONAL SUMMARY

Management professional successful in developing, implementing and managing youth education and support programs. Strong yet flexible leadership style that is adaptable to the changing demands of social services agencies. Passionate and motivated Administrator that offers a unique blend of communication, organizational and technical skills with over 20 years working with foster care, group homes, government and private social service agencies, state and local government agencies helping consumers be more productive and improve their quality of life..

SKILLS

- Licensed Childcare Provider
- Strong oral and written communication skills
- Time management
- People-oriented
- Detail-oriented
- Dependable
- Organized
- Calm under pressure
- Mental health treatment programming
- Case planning
- Disadvantaged youth programs
- Effective team leader
- Superb writer
- Superb writer
- Experience with foster care youth

WORK HISTORY

Owner/Operator/Direct Care Staff, 01/2006 to 01/2008

Gloreta Lynn Johnson Zenith Adult Residential Care – Fresno, CA

- Adult Residential Care facility for male client with mental health issues. Direct care and supervision of male clients with mental health issues
- Direct and evaluate the program for compliance with the limits and functions of the residential care license.
- Preparation and maintenance of the budgets/expenditures.
- Assessment of the facility operations and program; and reporting to the licensing and making recommendations to address identified problems.
- Recruitment, appointment, evaluation and termination of staff.
- Development of a plan for the orientation, development, and training of staff.
- Review of complaints made by consumers or their authorized representative, and deciding upon the action to be taken to handle the complaint. Develop and organize the work agenda of the facilities under their direction, which includes delegation of staff responsibilities and general staff/manager supervision

Direct Care Staff, 01/2003 to 01/2005

Pathways Adult Residential Care – Fresno, CA

- Direct care and supervision of women ages 18-59 with developmental disabilities.
- Duties consist of direct supervision of consumers.
- Activity planning.
- Development of a plan for the orientation, development, and training of staff
- Designed monthly activity schedules.
- Administered medications and kept appropriate records.
- Encouraged good behaviors using the positive reinforcement method.
- Monitors and ensures security, safety, health, and housekeeping standards (including meal preparation); observes signs of emotional and physical illness; and makes emergency referrals when required.

Intake Coordinator/Counselor, 01/2003 to 01/2005

Quality Group Homes – Fresno, CA

- Administered medications and kept appropriate records.
- Maintained accurate and detailed records, including staff and child files on enrollments, attendance, health and safety, emergency contact information and incident reports.
- Brought [Quality Group Homes](#) into full compliance with licensing and safety regulations including fire and disaster preparedness, [California](#) Department of Public Health codes and USDA nutritional guidelines.
- Designed monthly activity schedules.

Administrator, 01/2000 to Current

Fresno Youth Care Homes, Inc – Fresno, CA

- Oversight of Group home facilities for adolescents ages 12-20.
- The children are dependents of the courts (WIC 300, 601 or Non Minor Dependents).
- Review of complaints made by consumers or their authorized representative, and deciding upon the action to be taken to handle the complaint.
- Conducted trainings and mentoring staff, consistently improving performance.
- Operated [Fresno Youth Care Homes Inc.](#) in accordance with company and state licensing standards, probation department and other California state agencies.
- Administration and development of the facility policies and guidelines for administrative staff, direct care staff and consultants.
- Maintaining a positive relationship with consumers, staff, families, state and local government agencies, as well as community entities and vendors.

Program Director, 01/1995 to Current

Hansel & Gretel, Inc – Fresno, CA

- Oversight child care facilities for children ages 6 weeks - 12 years.
- Developed age-appropriate activities and programs for children [ages 6 weeks to 12 years old](#).
- Conducted trainings and mentored staff, consistently improving performance.
- Developed and operated within annual budget of [the daycare](#).
- Built constructive and open relationships with families with forthright yet friendly communication.
- Managed, observed and evaluate lead teachers, teacher assistants and [administrative staff](#).
- Addressed behavioral and learning issues with parents and daycare management.
- Ensures that Hansel and Gretel is compliant with state and local laws and training staff to be diligent and consistent in communication with parents and children, documentation importance and necessity

Intake Coordinator/Counselor, 01/1995 to 01/2000

Quality Foster Care, Inc – Fresno, CA

- Licensed home for four children between the ages of 10-17 years of age.
- The children were dependents of the court (WIC 300 or 601) and struggled with many underlining issues.
- Foster-care coordinators frequently work with youths with persistent mental illness, serious behavioral problems or adjudicated youth.
- The foster-care coordinator is responsible to assess and coordinate the care of youths in foster care to ensure that the youth is receiving adequate services.
- The coordinator develops a plan for treatment or services for the youth and oversees the implementation of the service plan.
- Foster-care coordinators may review billing or documentation from foster parents and other service providers.
- The coordinator writes case documentation and progress reports for the appropriate local, county and state agencies.
- State regulations, Medication dispensation, Adhering to Court orders, working with biological families, Meeting developmental needs, providing a therapeutic environment that the children could call home.

Bachelors: Childhood Development, 2002

California State University - Fresno, CA

Childhood Development

Bachelors: Biblical Studies, 2014

Bible Base School of Theology - Stockton, CA

Biblical Studies

REFERENCES

References Dmae Johnson- Relative/Employer-Quality Group Homes, Pathways Kyattana Derrett - Board Member - Fresno Youth Care Homes, Inc.

Agape Organization Chart

2020-2021

1313 P Street #205
Fresno, CA 93721
559: 486-1166
Fax: 486-1199

