



*Preparing Career Ready Graduates*

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To: Fresno Unified Board of Education  
From: District Charter Review Team  
Date: December 1, 2020

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**Subject: Report of Factual Findings regarding the Carter G. Woodson Public Charter Schools Charter School Renewal Petition**

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**ACTION REQUESTED:** The Fresno Unified School District Charter Review Team (“Review Team”) has reviewed the request by Agapé, a California non-profit public benefit corporation, for the Carter G. Woodson Public Charter Schools Charter School Renewal Petition for the renewal charter term of July 1, 2021 to June 30, 2026. The purpose of this Report of Factual Findings is to provide a detailed discussion of the Review Team’s review, analysis, and findings related to the Carter G. Woodson Public Charter Schools Charter School Renewal Petition.

This Report of Factual Findings is intended to provide the factual basis for a resulting decision by the Fresno Unified Board of Education. It is not intended to identify every deficiency in the renewal petition or to address all the pertinent items for a renewal charter petition. All ensuing details are specific to Carter G. Woodson Public Charter Schools and Agapé.

**I. BACKGROUND**

Carter G. Woodson Public Charter Schools (“Woodson”) is a public charter school currently serving 385 students in grades 7-12. The charter school is operated by the Agapé corporation. Woodson’s initial charter was approved by the Fresno Unified Board of Education in February 2001. Agapé uses a holistic design at Woodson to provide high needs students with targeted instruction and tiered social intervention support; while also empowering the economic progress of students and their families by reducing and/or eliminating obstacles preventing their economic growth.

Woodson 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. Woodson’s target population includes students who meet one or more “at-risk” indicators, such as students who are habitually truant, have dropped out of school, are pregnant or parenting, have been retained in one grade level, and who have been suspended or expelled. Students at Woodson learn via site-based instruction or a combination of site-based and independent study as defined by Education Code section 47612.5. Students attending the high school program have the option of completing a High School Diploma and concurrently earning an A.S. Degree or vocational certificate.

According to CALPADS 2020, Woodson’s population of 385 students is seventy-two percent (72%) Hispanic, sixteen percent (16%) African American, eight percent (8%) Caucasian, one percent (1%) Asian, one percent (1%) Native American and one percent (1%) other. Seven percent (7%) of the students are designated as

English learners (ELs), nine percent (9%) receive special education services and one hundred percent (100%) qualify for free or reduced-price meals.

## **II. CHARTER PETITION PROCEDURE**

The procedure for receiving and considering a charter petition is set forth in Education Code section 47605(b), which states the following:

*No later than 60 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension. A petition is deemed received by the governing board of the school district for purposes of commencing the timelines described in this subdivision on the day the petitioner submits a petition to the district office, along with a signed certification that the petitioner deems the petition to be complete. The governing board of the school district shall publish all staff recommendations, including the recommended findings and, if applicable, the certification from the county superintendent of schools prepared pursuant to paragraph (8) of subdivision (c), regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter. At the public hearing at which the governing board of the school district will either grant or deny the charter, petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings.*

## **III. RENEWAL CHARTER PETITION CRITERIA**

Education Code section 47607(a)(2) states that a chartering authority may grant one or more subsequent renewals of a charter petition. Effective July 1, 2020, a three-tier system is typically used to determine the criteria for a renewal charter petition as set forth in Education Code sections 47607 and 47607.2. However, an exception to this three-tier system exists for certain schools as set forth in Education Code section 47607(c)(7), which states the following:

*Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. 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 evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, 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.*

Here, Woodson is eligible for alternate methods for calculating the state and local indicators as a DASS public school. As such, the three-tier system does not apply to Woodson and, therefore, the renewal petition may be denied **only** upon making written findings that the closure of Woodson is in the best interest of pupils.

In addition, Education Code section 47607(b) confirms that “[r]enewals...of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” However, as set forth in Education Code section 47607(a)(4), the findings of Education Code section 47605(c)(7) and (8) shall not be used to deny a renewal of an existing charter school.

Education Code section 47605(c) sets forth the criteria for reviewing a charter petition as follows:

*In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve. The governing board of the school district shall not deny a petition for the establishment 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 the following findings:*

*(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*

*(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*

*(3) The petition does not contain the number of signatures required by subdivision (a).*

*(4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).*

*(5) The petition does not contain reasonably comprehensive descriptions of all of the following:*

*(A)(i) 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.*

*(ii) 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.*

*(iii) 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.*

*(B) 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.*

*(C) 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.*

*(D) 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.*

*(E) The qualifications to be met by individuals to be employed by the charter school.*

*(F) 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.*

*(G) 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 school 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), I on the balance of pupils with disabilities at the charter school.*

*(H) Admission policies and procedures, consistent with subdivision (e).*

*(I) 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.

*(J) 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 schooldays 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).*

*(K) 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.*

*(L) The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.*

*(M) 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.*

*(N) The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.*

*(O) 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.*

*(6) The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.*

*(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:*

*(A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.*

*(B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.*

*(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.*

**IV. REVIEW TEAM ANALYSIS OF PETITION REQUIRED ELEMENTS**

A summary of the Review Team’s analysis related to the criteria set forth in Education Code section 47605 is provided in the following table:

	Criteria	Review Team Comments	Meets Criteria	
			Yes	No
1.	The petition presents a sound educational program for the pupils to be enrolled in the charter school. <i>Education Code § 47605(c)(1)</i>	As supported by evidence from the petition, the petition contains a complete description of a sound educational program.	✓	
2.	The petition contains evidence the petitioners are demonstrably likely to successfully implement the program set forth in the petition. <i>Education Code § 47605(c)(2)</i>	As supported by evidence from the petition, the petitioners are demonstrably likely to successfully implement the program set forth in the petition.	✓	
3.	The petition contains the number of	Not applicable for a renewal petition.	N/A	

	required signatures. <i>Education Code § 47605(c)(3)</i>			
4.	The petition contains an affirmation of each of the described conditions. <i>Education Code § 47605(c)(4)</i>	The petition contains the required affirmations in the Affirmations and Declarations section of the petition on pages 5-7.	✓	
5.	The petition contains reasonably comprehensive descriptions of the following required elements. <i>Education Code § 47605(c)(5)</i>	As supported by evidence from the petition, the petition contains comprehensive descriptions of all required elements.	✓	
A.	<p>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.</p> <p>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.</p> <p>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.</p>	Based on a thorough review, the educational program on pages 51-92 meets the requirements of the applicable Education Code subsection.	✓	

	<i>Education Code § 47605(c)(5)(A)</i>			
<b>B.</b>	<p>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.</p> <p><i>Education Code § 47605(c)(5)(B)</i></p>	Based on a thorough review, the measurable pupil outcomes on pages 93-101 meet the requirements of the applicable Education Code subsection.	✓	
<b>C.</b>	<p>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.</p> <p><i>Education Code § 47605(c)(5)(C)</i></p>	Based on a thorough review, the method by which pupil progress will be measured on pages 93-101 meets the requirements of the applicable Education Code subsection.	✓	
<b>D.</b>	<p>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.</p> <p><i>Education Code § 47605(c)(5)(D)</i></p>	Based on a thorough review, the governance structure on pages 102-108 meets the requirements of the applicable Education Code subsection.	✓	
<b>E.</b>	<p>The qualifications to be met by individuals to be employed by the charter school.</p> <p><i>Education Code § 47605(c)(5)(E)</i></p>	Based on a thorough review, the charter school employee qualifications on pages 109-112 meet the requirements of the applicable Education Code subsection.	✓	
<b>F.</b>	<p>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</p>	Based on a thorough review, the charter school’s procedures for health and safety on pages 113-117 meet the requirements of the applicable Education Code subsection.	✓	

	<p>listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282; and (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.</p> <p><i>Education Code § 47605(c)(5)(F)</i></p>			
<b>G.</b>	<p>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 school 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),<sup>1</sup> on the balance of pupils with disabilities at the charter school.</p> <p><i>Education Code § 47605(c)(5)(G)</i></p>	<p>Based on a thorough review, the means by which the charter school will achieve a balance of racial and ethnic pupils on page 118 meet the requirements of the applicable Education Code subsection.</p>	✓	
<b>H.</b>	<p>Admission policies and procedures, consistent with Education Code § 47605(e).</p> <p><i>Education Code § 47605(c)(5)(H)</i></p>	<p>Based on a thorough review, the admissions policies and procedures on pages 119-121 meet the requirements of the applicable Education Code subsection.</p>	✓	
<b>I.</b>	<p>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.</p> <p><i>Education Code § 47605(c)(5)(I)</i></p>	<p>Based on a thorough review, the manner in which financial audits will be conducted on page 122 meets the requirements of the applicable Education Code subsection.</p>	✓	
<b>J.</b>	<p>The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from</p>	<p>Based on a thorough review, the suspension and expulsion policies on pages 123-144 meet the requirements of the applicable Education Code</p>	✓	

	<p>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.</p> <p><i>Education Code § 47605(c)(5)(J)</i></p>	subsection.		
<b>K.</b>	<p>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.</p> <p><i>Education Code § 47605(c)(5)(K)</i></p>	Based on a thorough review, the manner in which staff will be covered for retirement on page 145 meets the requirements of the applicable Education Code subsection.	✓	
<b>L.</b>	<p>The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.</p> <p><i>Education Code § 47605(c)(5)(L)</i></p>	Based on a thorough review, the public school attendance alternatives on page 146 meet the requirements of the applicable Education Code subsection.	✓	
<b>M.</b>	<p>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.</p> <p><i>Education Code § 47605(c)(5)(M)</i></p>	Based on a thorough review, the rights of an employee on page 147 meet the requirements of the applicable Education Code subsection.	✓	
<b>N.</b>	<p>The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.</p> <p><i>Education Code § 47605(c)(5)(N)</i></p>	Based on a thorough review, the dispute resolution procedures on pages 148-149 meet the requirements of the applicable Education Code subsection.	✓	
<b>O.</b>	<p>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.</p> <p><i>Education Code § 47605(c)(5)(O)</i></p>	Based on a thorough review, the closing procedures on pages 150-151 meet the requirements of the applicable Education Code subsection.	✓	
<b>6.</b>	<p>The petition contains a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540)</p>	The petition contains this declaration on page 5 of the petition.	✓	

	of Division 4 of Title 1 of the Government Code. <i>Education Code § 47605(c)(6)</i>			
7.	The charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate. <i>Education Code § 47605(c)(7)</i>	As supported by evidence from the petition, the petition demonstrates that the charter school is likely to serve the interests of the entire community.	✓	
8.	The school district is positioned to absorb the fiscal impact of the proposed charter school. <i>Education Code § 47605(c)(8)</i>	The District is positioned to absorb the financial impact.	✓	

**V. CHARTER SCHOOL ENROLLMENT AND ACADEMIC PERFORMANCE**

**Charter School Enrollment**  
(<https://dq.cde.ca.gov/dataquest/>)

	<b>Woodson 17-18</b>	<b>Woodson 18-19</b>	<b>Woodson 19-20</b>	<b>SOUL 19-20</b>	<b>All FUSD Charter Schools 19-20</b>	<b>Fresno Unified 19-20</b>
<b>Total Enrollment</b>	<b>345</b>	<b>430</b>	<b>385</b>	<b>181</b>	<b>2521</b>	<b>73,381</b>
<b>% SED</b>	96.2%	96.7%	97.4%	89.0%	62.3%	87.8%
<b>% EL</b>	12.5%	10.5%	7.0%	7.2%	6.5%	17.9%
<b>% SWD</b>	7.8%	8.4%	7.8%	7.2%	7.3%	11.3%
<b>% Foster</b>	3.2%	1.9%	2.1%	1.7%	0.6%	1.0%
<b>% Homeless</b>	4.3%	0.9%	0.8%	1.7%	1.6%	0.6%

**SED=** Socio-Economically Disadvantaged      **EL=** English Learner      **SWD=** Students with Disabilities

<b>Academic Year</b>	<b>Total</b>	<b>African American</b>	<b>American Indian or Alaska Native</b>	<b>Asian</b>	<b>Filipino</b>	<b>Hispanic or Latino</b>	<b>Pacific Islander</b>	<b>White</b>	<b>Two or More Races</b>
<b>2019-20</b>	385	16.1%	0.8%	1.3%	0.0%	72.5%	0.0%	8.1%	1.3%
<b>2018-19</b>	430	15.1%	0.7%	0.9%	0.2%	73.7%	0.2%	7.9%	1.2%
<b>2017-18</b>	345	15.4%	0.9%	2%	0.0%	70.1%	0.6%	9.3%	1.4%
<b>2016-17</b>	352	13.6%	1.4%	3.7%	0.9%	70.5%	0.3%	8.8%	0.9%

**Student Academic Performance and Charter Outcomes**  
([Carter G. Woodson CAASPP](#))

**English-Language Arts-SBAC-Percent of Students that Meet/Exceed Standard**

<b>SBAC Grade 7, 8, 11</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Schoolwide</b>	<b>10%</b>	<b>15.68%</b>	<b>17.33%</b>	<b>22.89%</b>
Socio-Economically Disadvantaged	8%	14.28%	14.53%	20.27%
Students with Disabilities	0%	*	*	0%
English Learners	0%	0%	0%	6.25%
Reclassified Fluent English Proficient (RFEP)	*	27.27%	25%	15.38%
Ever-Els	N/A	13.64%	9.09%	10.34%
Black or African American	21%	11.76%	0%	34.49%
Hispanic or Latino	8%	14.28%	15.31%	14.15%
White	13%	*	*	47.37%

\*Data suppressed; 10 or fewer students tested

Woodson’s ELA schoolwide SBAC scores increased consistently during the current charter term. African American students experienced significant growth of 34.49 points from 2018 to 2019.

**Math-SBAC-Percent of Students that Meet/Exceed Standard**

<b>SBAC Grade 7, 8, 11</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Schoolwide</b>	<b>1%</b>	<b>2%</b>	<b>4.76%</b>	<b>4.21%</b>
Socio-Economically Disadvantaged	1%	2.25%	2.59%	2.61%
Students with Disabilities	0%	*	*	0%
English Learners	0%	9.09%	0%	0%
Reclassified Fluent English Proficient (RFEP)	*	0%	0%	0%
Ever-Els	N/A	4.55%	0%	0%
Black or African American	0%	0%	0%	3.45%
Hispanic or Latino	1%	2.94%	3.09%	1.77%
White	0%	*	*	21.05%

\*Data suppressed; 10 or fewer students tested

Woodson’s schoolwide student outcomes for Mathematics increased slightly, from 1 to 4.21 points over the current charter term. The largest increase of 3.45 points was experienced by African Americans students.

**English-Language Arts-SBAC-Percent of Students that Meet/Exceed Standard**  
Similar Schools Comparison ([Search and compare CAASPP](#))

<b>SBAC Grade 11<sup>th</sup> only</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Carter G. Woodson</b>	<b>10%</b>	<b>20.29%</b>	<b>15.07%</b>	<b>21.1%</b>
Cambridge	9%	1.87%	5.38%	2.46%
DeWolf	*	*	0%	1.72%
SOUL	18%	15.91%	22.45%	19.15%
J.E. Young	11.7%	11.7%	17.7%	16.39%

Gateway Continuation (Clovis)	10%	23.08%	27.4%	31.95%
Pershing (Central)	2%	12.77%	0%	1.92%

\*Data suppressed; 10 or fewer students tested

### Mathematics-SBAC-Percent of Students that Meet/Exceed Standard

Similar Schools Comparison ([Search and compare CAASPP](#))

SBAC Grade 11 <sup>th</sup> only	2016	2017	2018	2019
<b>Carter G. Woodson</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>1.83%</b>
Cambridge	0%	0%	0%	0%
DeWolf	*	*	0%	1.72%
SOUL	0%	2.33%	0%	0%
J.E. Young	0%	0%	0.94%	0.85%
Gateway Continuation (Clovis)	1%	0.99%	0%	4.29%
Pershing	0%	0%	0%	0%

\*Data suppressed; 10 or fewer students tested

### 2019 California Accountability Dashboard

SCHOOL PERFORMANCE OVERVIEW

## Carter G. Woodson Public Charter

Explore the performance of Carter G. Woodson Public Charter under California's Accountability System.

Generate PDF Report

View Additional Reports

2019

Chronic Absenteeism

Red

Suspension Rate

Yellow

English Learner Progress

No Performance Color

Graduation Rate

Red

College/Career

Yellow

English Language Arts

Yellow

Mathematics

Red

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

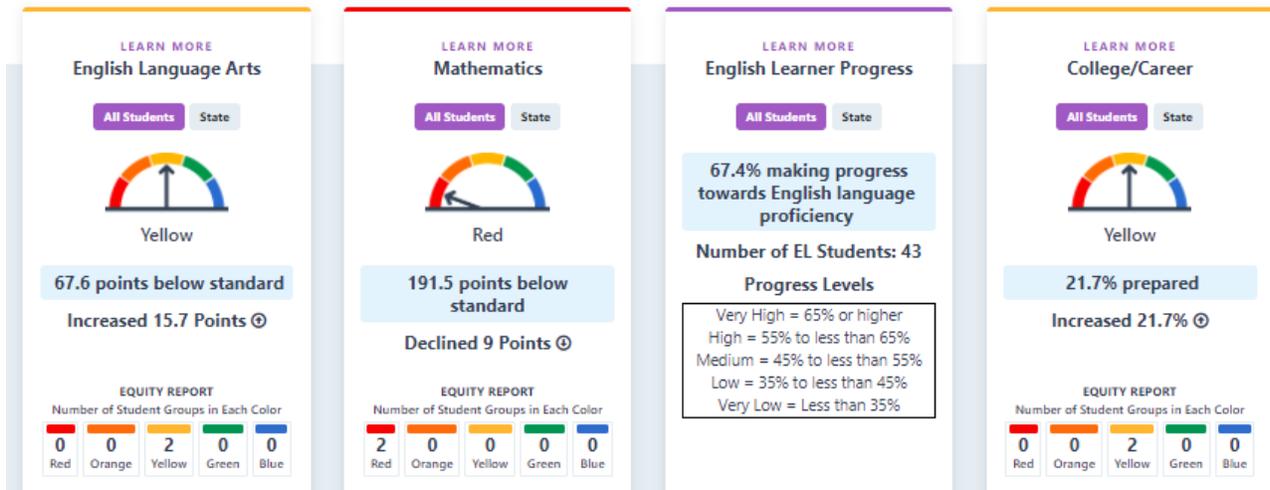
STANDARD MET

Access to a Broad Course of Study

STANDARD MET

# Academic Performance

View Student Assessment Results and other aspects of school performance.



<https://www.caschooldashboard.org/reports/10621661030840/2019>

Based on the 2019 California Accountability Dashboard, Woodson moved from the red to yellow tier in ELA performance. Overall, the charter school experienced a 15.7 point increase from 2018. The significant subgroups of Hispanic and SES increased 7.4 points and 18.2 points, respectively, and ELs (though not a significant subgroup) increased 27.1 points ([EL Academic Performance](#)). Math performance remains in the red zone experiencing an overall decline of 9 points for both the Hispanic and SED subgroups.

### Graduation Rate\*

	2018	2019
<b>Schoolwide</b>	<b>65.3%</b>	<b>60.8%</b>
African American	55.6%	68.8%
Hispanic or Latino	65.2%	57.4%
White	N/A	72.7%
Socioeconomically Disadvantaged	64.2%	60.7%
EL	58.3%	52%
Students with Disabilities	81.8%	76.9%

\*California Accountability Dashboard [2018 Graduation Rate](#) and [2019 Graduation Rate](#)

The graduation rate of DASS public schools reported on the California Accountability Dashboard is calculated by dividing the number of Grade 12 students who complete their high school diploma by the number of Grade 12 students enrolled. The CDE implemented this calculation for DASS schools during the 2017-2018 school year as DASS schools did not receive a dashboard in 2016. This calculation differs from the [4-Year Cohort graduation rate calculated on CDE's DataQuest](#).

**VI. REVIEW TEAM ANALYSIS OF FINANCIAL STABILITY**

An analysis of the financial statements provided in the Woodson renewal petition was completed by the Review Team. The financial statements analyzed include the five-year revenue and expenditure budget projections, enrollment assumptions, five-year cash flow and the Local Control Funding Formula (LCFF) calculations.

**Financial Stability**

Over the next five years, Woodson projects to operate in a surplus and will maintain a strong ending fund balance at end of the 2024-2025 fiscal year. Based on the 2019-20 unaudited actuals, Woodson has a current reserve of 31.81%. Additionally, Woodson projects to maintain a reserve level of at least 50% in each of the next five years.

Woodson anticipates an overall ending balance ranging from 50.23% in 2020-21 to 75.51% in 2024-25.

<b>Components of Ending Balance</b>	<b>2020-21 MYP</b>	<b>2021-22 MYP</b>	<b>2022-23 MYP</b>	<b>2023-24 MYP</b>	<b>2024-25 MYP</b>
Projected Ending Balance	\$2,380,273	\$2,693,191	\$3,112,900	\$3,621,190	\$4,018,310
Reserve Level as a Percent	50.23%	52.61%	58.89%	69.58%	75.51%

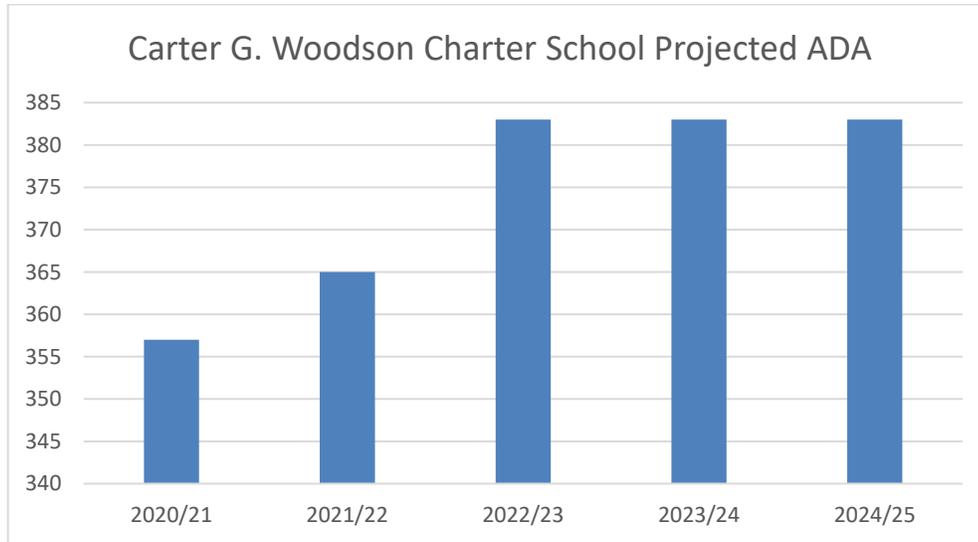
In addition, the five-year cash flow projections anticipate a positive cash flow each year. Woodson has a \$601,193 beginning cash balance and it is projected to be \$1,321,158 by 2024-25. However, the depreciation in the five-year cash flow is reducing the ending cash balance, which is incorrect. Depreciation is a non-cash item and should be added back in since it is not impacting the actual cash flow. This affects the ending cash balance and will result in a higher ending balance once corrected. This issue was brought up to Woodson’s fiscal contact, who has confirmed the error and will make the corrections on Woodson’s internal documents.

<b>Components of Ending Cash Balance</b>	<b>2020-21 MYP</b>	<b>2021-22 MYP</b>	<b>2022-23 MYP</b>	<b>2023-24 MYP</b>	<b>2024-25 MYP</b>
Projected Ending Cash Balance	\$326,299	\$345,516	\$497,747	\$965,003	\$1,321,158

The positive projected cash flow and ending reserve levels will allow Woodson to be sustainable during economic downturns and times of unforeseen hardships.

**ADA Projection**

Woodson anticipates its Average Daily Attendance (ADA) will increase each year for the upcoming five-years. The ADA projected rate for the five-years ranges from 86.86% to 87.05%. The ADA rate is conservative based on the past five-year average of 91%. Additionally, enrollment is projected to increase over the next five year from 411 in 2020-21 to 440 by 2024-25. The enrollments numbers are acceptable based on the previous two years; in 2018-19 the enrollment was 430 and 2019-20 is 385. However, the projected enrollment in the renewal petition and the projected enrollment used in the five-year budget projections are not consistent. Per Woodson’s fiscal contact, there was an error in the renewal petition and the enrollment numbers used in the five-year budget projections are correct and were used for this analysis.



**Revenues**

Woodson utilizes the LCFF calculator for its LCFF estimates. Based on the calculation done by the District, the multi-year projections provided by Woodson are reasonable. Woodson is using an 87% ADA rate, which is conservative based on the past five-year average of 91%.

LCFF Revenues	2020-21	2021-22	2022-23	2023-24	2024-25
Submitted by Carter G. Woodson	\$4,582,881	\$4,683,226	\$4,914,320	\$4,914,680	\$4,914,968
Calculated by FUSD	\$4,576,254	\$4,688,223	\$4,911,336	\$4,911,696	\$4,911,984
Difference	(\$6,627)	\$4,997	(\$2,984)	(\$2,984)	(\$2,984)

**Expenses**

Personnel:

Woodson projects to have 18.5 FTE for Certificated Teachers, 5 FTE for Certificated Counselors, and 4 FTE for Certificated Administrators. The Certificated Personnel salaries make up about 34% of all annual expenditures. In addition, there is 4 FTE allocated for Classified Instructors, 10 FTE for Non-certificated Support and 8 FTE for Clerical, Technical, and Office Staff. The Classified Personnel salaries make up about 15% of all annual expenditures. For both Certificated and Classified Personnel, the five-year projections have a 3% increase in salary expenditures for step and column increases per fiscal year. The average cost for Certificated Personnel based on the unaudited actuals for 2018-19 and 2019-20 were 36.5% and 14% for Classified Personnel. Personnel expenditures for both Certificated and Classified are reasonable based on the previous two years.

Woodson’s five-year projections predict employee benefits costs to be 19% for 2020-21 of the total Certificated and Classified salaries. However, 2019-20 unaudited actuals have employee benefits expenditures around 27%. Based on this information employee benefits expenditures projections seem conservative. In addition, the five-year projections have a 4.5% increase per year for employees’ health insurance benefits cost.

Materials & Supplies:

It is projected that an average of \$564 per ADA for each fiscal year will be spent on instructional materials

and supplies for 2020-21. Books and Supplies expenditures based on the 2019-20 unaudited actuals were \$622.12 per ADA. However, the five-year projections are anticipating a decrease in the cost of books and supplies even though enrollment and ADA is increasing.

<b>Books and Supplies Expenditures</b>	<b>2020-21 MYP</b>	<b>2021-22 MYP</b>	<b>2022-23 MYP</b>	<b>2023-24 MYP</b>	<b>2024-25 MYP</b>
Projected ADA	357	365	383	383	383
Projected Books and Supplies Expenditures	\$ 201,446.00	\$ 254,150.00	\$ 186,650.00	\$ 186,650.00	\$ 186,650.00
Cost per ADA	\$ 564.27	\$ 696.30	\$ 487.34	\$ 487.34	\$ 487.34

Contracts and Services:

Woodson projects \$1,209,123 will be spent for costs related to services and other operating expenditures in 2020-21. These expenditures consist of Professional fees/Consultants, which is projected to be \$308,243 and includes contributions to the District for Special Education. Additionally, Woodson leases two buildings for which it projects the annual cost to be \$492,819, which includes rent, administrative space, copier leases and other rentals. The rest of the expenditures consist of pupil transportation, operations and housekeeping services, advertising, and travel for professional conferences.

District Oversight:

Woodson will pay the District 1% of LCFF revenue based on the Memorandum of Understanding for the oversight and facilities fee. This is currently budgeted to be \$45,829 in 2020-21 and 1% for each fiscal year thereafter.

The following table shows Woodson’s total projected revenues and expenditures for the next five fiscal years:

**Revenue and Expenses**

	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
Revenues	\$5,500,774	\$5,432,083	\$5,705,834	\$5,712,375	\$5,719,027
Expenses	\$4,738,956	\$5,119,165	\$5,286,125	\$5,204,085	\$5,321,907
Excess of Revenues over Expenses	\$761,818	\$312,918	\$419,709	\$508,290	\$397,120

The following table includes the five-year projection for Woodson:

	<b>2020/21 MYP</b>	<b>2021/22 MYP</b>	<b>2022/23 MYP</b>	<b>2023/24 MYP</b>	<b>2024/25 MYP</b>
Total Revenue	\$5,500,774	\$5,432,083	\$5,705,834	\$5,712,375	\$5,719,027
Total Expense	\$4,738,956	\$5,119,165	\$5,286,125	\$5,204,085	\$5,321,907
Fund Balance	\$1,618,455	\$2,380,273	\$2,693,191	\$3,112,900	\$3,621,190
Net Change to Fund Balance	\$761,818	\$312,918	\$419,709	\$508,290	\$397,120
Ending Fund Balance	\$2,380,273	\$2,693,191	\$3,112,900	\$3,621,190	\$4,018,310

**Financial Reporting**

Woodson has submitted its financial reports in a timely manner. The organization is required to submit a preliminary budget, interim reports, unaudited actuals, and its audit report to the District each year. There

have been no issues in communicating with Woodson and attaining information when needed. However, there have been several different fiscal contacts that have assisted Woodson over the past year with financial reporting. The continuing change has made it a bit challenging on the District, as there were several corrections to interim and unaudited actuals reporting.

**Questions and Concerns**

The following outstanding questions have risen after reviewing the renewal petition:

- The projected enrollment provided in the renewal petition and the enrollment used in the five-year Budget projections do not match. These projections also do not match the multi-year projections.

	2020/21	2021/22	2022/23	2023/24	2024/25
Enrollment Projections in Petition	425	450	450	450	450
Enrollment Projections in 5-year Budget	411	420	440	440	440
Multi-Year Projections	425	425	425		

- Woodson has expressed interest in leaving the District’s Special Education Local Plan Area (“SELPA”) program. However, the SELPA fees are included as part of Woodson’s multi-year projections.
- The renewal petition does not provide prior year information on FTE for comparison purposes and does not specify if FTE is being added or reduced.

**Conclusion**

Based on the information included in the renewal petition, Woodson presents reasonable revenue projections provided enrollment and ADA materialize in each of the next five years based on the projections provided in the renewal petition.

**VII. REVIEW TEAM FINDINGS AND RECOMMENDATION**

As set forth herein, the Review Team has determined that the Carter G. Woodson Public Charter Schools Charter School Renewal Petition meets the Education Code requirements for a charter renewal petition for a DASS public school and that the closure of the charter school is not in the best interest of its pupils.

Therefore, the Review Team recommends the Fresno Unified Board of Education **approve** the Carter G. Woodson Public Charter Schools Charter School Renewal Petition for a five-year renewal term from July 1, 2021 to June 30, 2026.