# CTEC

## CAREER TECHNICAL EDUCATION CHARTER

# MEETING
# January 25, 2021
# 5:30 p.m.

# Opening Ceremony

# Agenda

# CTEC

## CAREER TECHNICAL EDUCATION CHARTER

Kevin Otto, President
Hank Gutierrez, Vice President
Valerie Vuicich, Secretary

Jonathan Delano, Director

Linzie Daniel, Board Member
Jeremy Ward, Board Member
Dr. Tangee Pinheiro, Board Member
Diana Gomez, Board Member

## AGENDA
### January 25, 2021

Pursuant to Executive Orders N-25-20 and N-29-20, this meeting will held electronically at 5:30 p.m.
For Public Access, See Instructions Below
Kermit Koontz Education Complex
1320 N. Mariposa
Fresno, CA 93703

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PLEASE NOTE: **For public access instructions and opportunities for public comments, please contact Kevin Otto at kotto@fcoe.org or (559) 265-3083 Ext. 3307 by 12 PM on January 25, 2021. Kevin Otto will respond with further instructions.**

**In compliance with the Americans with Disabilities Act of 1990 and the federal rules and regulations adopted in implementation thereof, any individual with a disability who requires reasonable accommodation to access the Board's meeting room or to otherwise participate at the meeting, including auxiliary aids or interpreter services, is to contact Angela Bowlin, administrative assistant to the Board, at (559) 265-3090 at least two business days before the meeting.**

**Public records relating to an open session item that are distributed to all or a majority of the Board members prior to a Board meeting are available for public inspection at the Fresno County Office of Education, 1111 Van Ness Avenue, Fresno, California during normal business hours. Open session proceedings are audio recorded.**

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### A. OPENING CEREMONY

Kevin Otto
1. Call Meeting to Order
2. Flag Salute
3. Roll Call – Establish Quorum

### B. ADOPT AGENDA
Agenda for January 25, 2021 Board Meeting

### C. APPROVAL OF MINUTES
Minutes for December 7, 2020 Board Meeting

### D. RECOGNITION
There are no items or persons to be recognized.

### E. RECESS
There will be no recess.

### F. COMMUNITY INPUT
The public may address the CTEC Board pursuant to established procedures. No action shall be taken pursuant to Government Code section 54954.3.

| G. PUBLIC HEARING | There are no public hearing |
|---|---|

## H. REPORTS

| Jim A. Yovino | 1. Director, Jon Delano Report. |
|---|---|
| Jonathan Delano | |

## I. ACTION ITEMS

| Jonathan Delano | 1. Consider Approval of Career Technical Education Charter SPSA Board Adoption. |
|---|---|
| Jonathan Delano | 2. Consider Approval of the 2020-21 CTEC Charter High School SARC. |
| Dominico Johnston | 3. Consider Approval of the 2020-21 CTEC Charter High School Second Interim Financial Report. |

| J. CLOSED SESSION | There are no closed session items. |
|---|---|

## K. BOARD MEMBER ACTIVITIES

1. Receipt of Correspondence.

2. Comments by Board Members.

## L. FUTURE AGENDA ITEMS

| M. NEXT MEETING | The next regular meeting of the Board will be held on May 17, 2021 at 5:30 p.m. electronically, Kermit Koontz Education Complex, 1320 N. Mariposa, Fresno, CA 93703. |
|---|---|

## N. ADJOURNMENT

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# Minutes

Kevin Otto, *President*
Hank Gutierrez, *Vice President*
Valerie Vuicich, *Secretary*

Jonathan Delano, *Director*

Linzie Daniel, *Board Member*
Diana Gomez, *Board Member*
Dr. Tangee Pinheiro, *Board Member*
Jeremy Ward, *Board Member*

## MINUTES
## December 7, 2020

**A. OPENING CEREMONY**

1. **Call Meeting to Order.** President Otto called the meeting to order at 5:31 p.m.

2. **Flag Salute.** The pledge of allegiance was recited.

3. **Roll Call – Establish Quorum.** Members present: President Otto, Vice President Gutierrez, Member Daniel, Member Gomez, Member Pinheiro, and Member Vuicich. A quorum was established. Member Ward arrived at 5:42 p.m.

County Superintendent and Staff Present: Jim A. Yovino, Fresno County Superintendent of Schools; Jonathan Delano, Director; Dominico Johnston, Senior Director, Internal Finance; and Angela Bowlin, Administrative Assistant to the Board.

**B. ADOPT AGENDA**

**Adopted Agenda of December 7, 2020.** Motion to adopt agenda was made by Member Daniel, seconded by Member Vuicich; motion carried by the following roll call vote:

President Otto – Yes
Vice President Gutierrez – Yes
Member Daniel - Yes
Member Gomez – Yes
Member Pinheiro – Yes
Member Vuicich – Yes
Member Ward – Absent

**C. APPROVAL OF MINUTES FOR NOVEMBER 28, 2020 BOARD MEETING**

**Approved Minutes for November 28, 2020 Board Meeting**. Motion to approve minutes was made by Member Pinheiro, seconded by Member Vuicich; motion carried by the following roll call vote:

President Otto – Yes
Vice President Gutierrez – Yes
Member Daniel - Yes
Member Gomez – Yes
Member Pinheiro – Yes
Member Vuicich – Yes
Member Ward – Absent

**D. RECOGNITION**

There was no recognition.

**E. RECESS**

There was no recess.

**F. COMMUNITY INPUT**

There was no community input.

**G. PUBLIC HEARING**

There was no public hearing.

H.  REPORTS

1.    **Received Staff and Operations Report**

I.  ACTION ITEMS

1.    **Approved the 2020-2021 CTEC Charter High School First Interim Financial Report.** Motion to approve was made by Member Daniel, seconded by Member Ward; motion carried out by the following roll call vote:
   President Otto – Yes
   Vice President Gutierrez – Yes
   Member Daniel - Yes
   Member Gomez – Yes
   Member Pinheiro – Yes
   Member Vuicich – Yes
   Member Ward – Yes

2.    **Approved the 2020-2021 CTEC LCFF Budget Overview for Parents.** Motion to approve was made by Member Vuicich, seconded by Member Gomez; motion carried out by the following roll call vote:
   President Otto – Yes
   Vice President Gutierrez – Yes
   Member Daniel - Yes
   Member Gomez – Yes
   Member Pinheiro – Yes
   Member Vuicich – Yes
   Member Ward – Yes

J. CLOSED SESSION       There was no closed session.

K. BOARD ACTIVITIES     1.    **Receipt of Correspondence.** No correspondence received

2.    **Comments by Board Members.** No comments received

L. FUTURE AGENDA ITEMS
- CTEC SPSA
- Second Interim Report – CTEC
- SARC

M.  NEXT MEETING        The next regular Board meeting will be held pursuant to Executive Orders N-25-20 and N-29-20, this meeting will be held electronically at 5:30 p.m. on May 17, 2021, Kermit Koontz Education Complex, 1320 N. Mariposa, Fresno, CA 93703.

N. ADJOURNMENT          Motion to adjourn meeting was made by Vice President Gutierrez, seconded by Member Daniel; motion carried out by the following roll call vote:
   President Otto – Yes
   Vice President Gutierrez – Yes
   Member Daniel - Yes
   Member Gomez – Yes
   Member Pinheiro – Yes
   Member Vuicich – Yes
   Member Ward – Absent

The meeting was adjourned at 6:05 p.m.

/ab

# Recognition

# Recess

# Community Input

# Hearing

# Reports

# <u>REPORT</u>

**TOPIC**                   County Superintendent/Staff Report

**ISSUE**                  County Superintendent and/or staff report

**BACKGROUND**      The County Superintendent and Johnathan Delano, Director of CTEC, will report on matters relevant to CTEC and its operations.

**PRESENTER**         Jim A. Yovino, Fresno County Superintendent of Schools
Johnathan Delano, Director of CTEC

**RESOURCE**          Jim A. Yovino, Fresno County Superintendent of Schools
Johnathan Delano, Director of CTEC

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# Action Items

# Action

**TOPIC:** Career Technical Education Charter SPSA Board Adoption

**ISSUE:** The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

**BACKGROUND:** CTEC has developed a School Plan for Student Achievement for improving student group performance through the utilization of federal funds. The plan focuses on the use of federal funds to support underserved students. The SPSA must be reviewed and revised by CTEC's governing body and submitted to CDE.

**PRESENTER:** Jonathan Delano, Director, CTEC High School
(559) 265-4848

**RESOURCE:** CTEC SPSA

**RECOMMENDATION:** The Administration recommends that the CTEC Board adopt the 2020/21 SPSA for CTEC's educational program, acknowledging its ability to address the eight key state priorities.

JD/jd
1/25/21

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Career Technical Education Charter | 10101080136291 | | 12/7/2020 |

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

CTEC recognizes its expectation to ensure all students have equal opportunities to access high quality education. CTEC focuses on a targeted support and improvement plan that addresses the specific needs of students that have been identified through a student needs assessment.

# Table of Contents

# Comprehensive Needs Assessment Components

## Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents, students and teachers participated in Zoom sessions (open forums) to discuss educational supports and program options for targeted students.  Surveys were provided to families to identify needs and desires for student instruction. Students and families communicated a desire for additional resources and support be given to industry skill development.  Additional academic support was also communicated to assist students with the difficulties on online-instruction/dual enrollment.  Create a communication streamline to ensure all students have access to instructional support.  Provide additional resources to ensure students have appropriate access to internet and classroom instruction.

## Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal and informal classroom observations are conducted on regular basis by the director and vice principal.  Staff has been divided between the 2 individuals to support the instructional growth of each individual. Each teacher participates in 2-3 formal observations via Microsoft Teams or on-campus instruction, if available.  Informal observations occur throughout the week to identify and encourage high quality teaching practices.  Additionally, teachers support each others growth by engaging in each others classes during designated push-in time.  Within teachers grade level Professional Learning Communities (PLC), teachers engage in a collaborative and interdisciplinary discussions to develop connections to support student learning for all students.

## Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made.  Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CTEC utilizes a variety of measurements to assist in instructional decisions to adapt instruction and improve student achievement. CTEC's first year of CAASSP results will be in the spring of 2021. Along with interim assessments in English and mathematics, CTEC has focused on Dual Enrollment, A-G rates, as well as site level common rubrics. The data gathered is utilized in PLCs to direct instructional decisions.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is used by teachers and administration to identify the progress of students. Through the PLC model teachers evaluate student performance on common rubrics, cross curricular projects and academic content. Administration works alongside targeted assisted staff to evaluate student data on a weekly basis to identify student needs and make instructional decision to ensure student success.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Most of CTEC's teaching staff meet the requirements for Highly Qualified. We have 3 full time teacher interns.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers have been trained through state, district and site based professional development to ensure staff have access to instructional materials to fully utilize state adopted curriculum that focus on state standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to state standards specific to core academic courses and CTE content. At the teacher level, teachers work within their PLC's to share best practices across curriculum. CTEC works specifically with teaching staff to identify needs for instructional support, based on student performance. Administration work alongside teachers to ensure all new staff are trained in school initiatives and procedures specific to student success. CTEC works specifically with FCSS to aid new teachers with instructional support, English Language development, technology integration, content development and students assessment specific to the subject areas.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

CTEC works alongside the Fresno County Superintendent of Schools to provide instructional support. FCSS support ranges from technology integration to instructional strategies.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

CTEC has developed weekly interdisciplinary grade level PLCs with dedicated time and support to encourage the development of lesson and instructional support to encourage academic success of targeted students. Students spend time discussing curriculum, rubrics and student performance.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

CTEC has developed weekly interdisciplinary grade level PLCs with dedicated time and support to encourage the development of lesson and instructional support to encourage academic success of targeted students.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

CTEC is committed to providing all students with instructional materials aligned with state standards. Teachers work alongside administration to identify curricula to maximize student learning and specifically identify resources to support targeted students.  Accessibility of instructional materials for student groups specific to ESEA is provided through school-wide technology program and supported with internet access.  Additional on-campus support is available to students in remote areas lacking access to internet access.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All curricula material are focused on standards and aligned to the various content specific standards, including the new standards of Common Core and NGSS.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

CTEC's teaching staff work together to develop the response to intervention for underperforming students. Students are provided with daily opportunities to engage with instructional support and intervention through an online platform.  More concentrated support is also provided to identified students on campus on a weekly basis.  PLC's identify, schedule and communicate with students and parents to aid students in their academic support.

Evidence-based educational practices to raise student achievement

CTEC is committed to implementing research-based instructional strategies to support underperforming students to aid students in the development of their academic skills in the area of literacy, mathematics, CTE skill development and academic discourse.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

CTEC has worked to continue to offer students both intervention and enrichment after school to assist under-achieving students. Additional programing, such as Impact has been made aware to all parents through Zoom conferences to assist under-achieving students. Survey's to identify student needs have gone out to students and parents via google to identify needs of under-achieving students. Resources to ensure student and parent access to surveys and opportunities to participate in resources was communicated through school-wide dialer and texting system in their specified home language..

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

CTEC's parent leadership team and School Site Council were involved in the approval process of all ConApp programs.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

CTEC utilized categorical funds to directly serve underperforming students with the hiring of 3 credentialed Impact teachers to aid underperforming students with obtaining academic standards.

Fiscal support (EPC)

CTEC's funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in ELA/ELD, mathematics, Career technical education, intervention and the Single Plan for Student Achievement.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

**Involvement Process for the SPSA and Annual Review and Update**

Industry partners, educational leaders, teachers, and administrators were consulted to determine the most important goals for CTEC's SPSA during the 2020-2021 school year through various meetings. Stakeholders participate in annual surveys, which included Return to School survey and CTEC Climate survey. Families were notified of CTEC's goals and focus during parent nights held during the summer of 2020 and had the opportunity to review the SPSA in the fall of 2020. Teachers and staff members, beyond those representatives on the School Site Council, are invited to attend School Site Council Meetings and specific input is gathered from staff members through staff

meetings and surveys. The CTEC School Site Council and board has reviewed the SPSA and its focus areas.

2020-2021 SPSA Goals and progress was reviewed at the January 20-21 School Site Council Meeting. Data necessary to determine final goal progress was unavailable due to school closures. Anecdotal and formative data will be utilized for review and update of SPSA

# Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

CTEC has identified through a root cause analysis that barriers to participation in after-school intervention faced by our students living in poverty: competing responsibilities such as the need to care for siblings or lack of access to transportation. CTEC has expended dollars to provide students with teachers who can support students during class and after school through distance learning to aid identified needs and provide resources to ensure students have access to instruction and skill development.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|---|---|---|---|---|---|---|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0.6% | | | 1 |
| African American | % | 3.23% | 3.57% | | 2 | 6 |
| Asian | % | 4.84% | 1.79% | | 3 | 3 |
| Filipino | % | 1.61% | 0.6% | | 1 | 1 |
| Hispanic/Latino | % | 69.35% | 63.69% | | 43 | 107 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | % | 17.74% | 26.19% | | 11 | 44 |
| Multiple/No Response | % | % | 0% | | | 0 |
| | | | Total Enrollment | | 62 | 168 |

## Student Enrollment
## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 9 | | 62 | 98 |
| Grade 10 | | | 70 |
| Total Enrollment | | 62 | 168 |

Conclusions based on this data:

1. CTEC's enrollment will continue to grow each year as we add additional grade levels.

2. Currently, CTEC has not met its enrollment cap for each grade level. Further recruitment efforts will be made to increase enrollment.

# School and Student Performance Data

## Student Enrollment
## English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|---|---|---|---|---|---|
| **Student Group** | **Number of Students** | | | **Percent of Students** | | |
| | **17-18** | **18-19** | **19-20** | **17-18** | **18-19** | **19-20** |
| **English Learners** | | 2 | 5 | | 3.2% | 3.0% |
| **Fluent English Proficient (FEP)** | | 8 | 21 | | 12.9% | 12.5% |
| **Reclassified Fluent English Proficient (RFEP)** | | 0 | 0 | | 0.0% | 0.0% |

**Conclusions based on this data:**

1. CTEC's percentage of EL students continues to be below the state average, yet our program ensures students identified as EL, FEP or RFEP, will have the opportunity to participate in rigorous academic courses. CTEC recognizes the difficulties EL students face when attempting to access rigorous courses and content, such as dual enrollment, therefore students are provided with additional resources to support their academic progress within their dual enrollment courses.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| All Grades | N/A | N/A | N/A | | | | | | | | | | | | |

| Reading<br>Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

| Writing<br>Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

| Listening<br>Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

| Research/Inquiry<br>Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

**Conclusions based on this data:**

1. CTEC students have yet to engage with CAASPP testing.  The 2020-2021 school year will be the first year 11th grade students will participate in CAASPP test and generate testing results for CTEC.

2. CTEC teachers and students are utilizing CAASPP interim assessments in preparation of CAASPP testing.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| All Grades | N/A | N/A | N/A | | | | | | | | | | | | |

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |

**Conclusions based on this data:**

1. CTEC students have yet to engage with CAASPP testing. The 2020-2021 school year will be the first year 11th grade students will participate in CAASPP test and generate testing results for CTEC.

2. CTEC teachers and students are utilizing CAASPP interim assessments in preparation of CAASPP testing.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 9 | | * | | * | | * | | * |
| All Grades | | | | | | | | * |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | | * | | * | | * | | * | | * |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | | * | | * | | * | | * | | * |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | | * | | * | | * | | * | | * |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | | * | | * | | * | | * |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | | * | | * | | * | | * |

| Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** | |
| | **17-18** | **18-19** | **17-18** | **18-19** | **17-18** | **18-19** | **17-18** | **18-19** |
| **All Grades** | | * | | * | | * | | * |

| Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | **Somewhat/Moderately** | | **Beginning** | | **Total Number of Students** | |
| | **17-18** | **18-19** | **17-18** | **18-19** | **17-18** | **18-19** | **17-18** | **18-19** |
| **All Grades** | | * | | * | | * | | * |

**Conclusions based on this data:**

1. CTEC does not have ELPAC results to identify for the 2018-2019 school year. Students participated in ELPAC testing in the Fall of 2020.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **62** | **53.2** | **3.2** | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 2 | 3.2 |
| **Homeless** | 1 | 1.6 |
| **Socioeconomically Disadvantaged** | 33 | 53.2 |
| **Students with Disabilities** | 7 | 11.3 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 2 | 3.2 |
| **Asian** | 3 | 4.8 |
| **Filipino** | 1 | 1.6 |
| **Hispanic** | 43 | 69.4 |
| **Two or More Races** | 2 | 3.2 |
| **White** | 11 | 17.7 |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Overall Performance

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| | | **Suspension Rate**<br><br>No Performance Color |

**Conclusions based on this data:**

1. CTEC does not have data available to identify overall dashboard performance, due to the continued process of adding grade levels to CTEC program through the 2021-2022 school year.

# School and Student Performance Data

## Academic Performance
## English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners |
|---|

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|

**Conclusions based on this data:**

1. CTEC does not have data available to identify overall dashboard performance, due to the continued process of adding grade levels to CTEC program through the 2021-2022 school year.

# School and Student Performance Data

## Academic Performance
## Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report |
| --- |

| Red | Orange | Yellow | Green | Blue |
| --- | --- | --- | --- | --- |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group |
| --- |

| All Students | English Learners | Foster Youth |
| --- | --- | --- |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity |
| --- |

| African American | American Indian | Asian | Filipino |
| --- | --- | --- | --- |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners |
| --- |

| Current English Learner | Reclassified English Learners | English Only |
| --- | --- | --- |

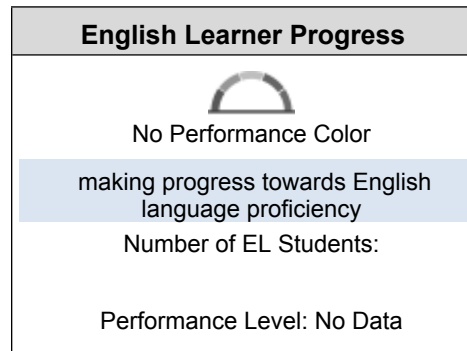**Conclusions based on this data:**

1. CTEC does not have data available to identify overall dashboard performance, due to the continued process of adding grade levels to CTEC program through the 2021-2022 school year.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

| 2019 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
| No Performance Color |
| making progress towards English language proficiency |
| Number of EL Students: |
| Performance Level: No Data |

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2019 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |

**Conclusions based on this data:**

**1.** CTEC does not have data available to identify overall dashboard performance, due to the continued process of adding grade levels to CTEC program through the 2021-2022 school year.

# School and Student Performance Data

## Academic Performance
## College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance |
|---|

| Class of 2017 | Class of 2018 | Class of 2019 |
|---|---|---|
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

**Conclusions based on this data:**

**1.** CTEC does not have data available to identify overall dashboard performance, due to the continued process of adding grade levels to CTEC program through the 2021-2022 school year. CTEC's first graduating class will be the spring of 2022.

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

**Conclusions based on this data:**

1. CTEC does not have data available to identify overall dashboard performance, due to the continued process of adding grade levels to CTEC program through the 2021-2022 school year.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report |
| --- |

| Red | Orange | Yellow | Green | Blue |
| --- | --- | --- | --- | --- |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group | | |
| --- | --- | --- |
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity | | | |
| --- | --- | --- | --- |
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate by Year | |
| --- | --- |
| 2018 | 2019 |

**Conclusions based on this data:**

1. CTEC does not have data available to identify overall dashboard performance, due to the continued process of adding grade levels to CTEC program through the 2021-2022 school year. CTEC's first graduating class will be the spring of 2022.
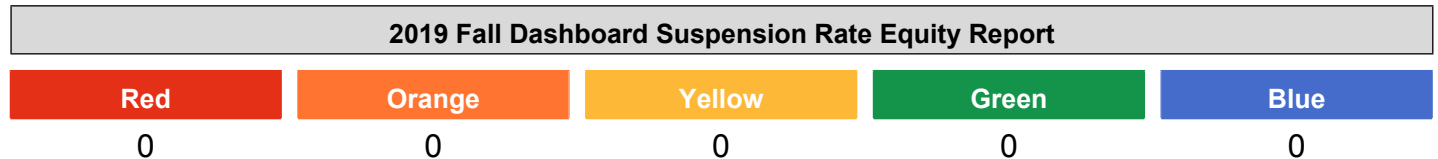
# School and Student Performance Data
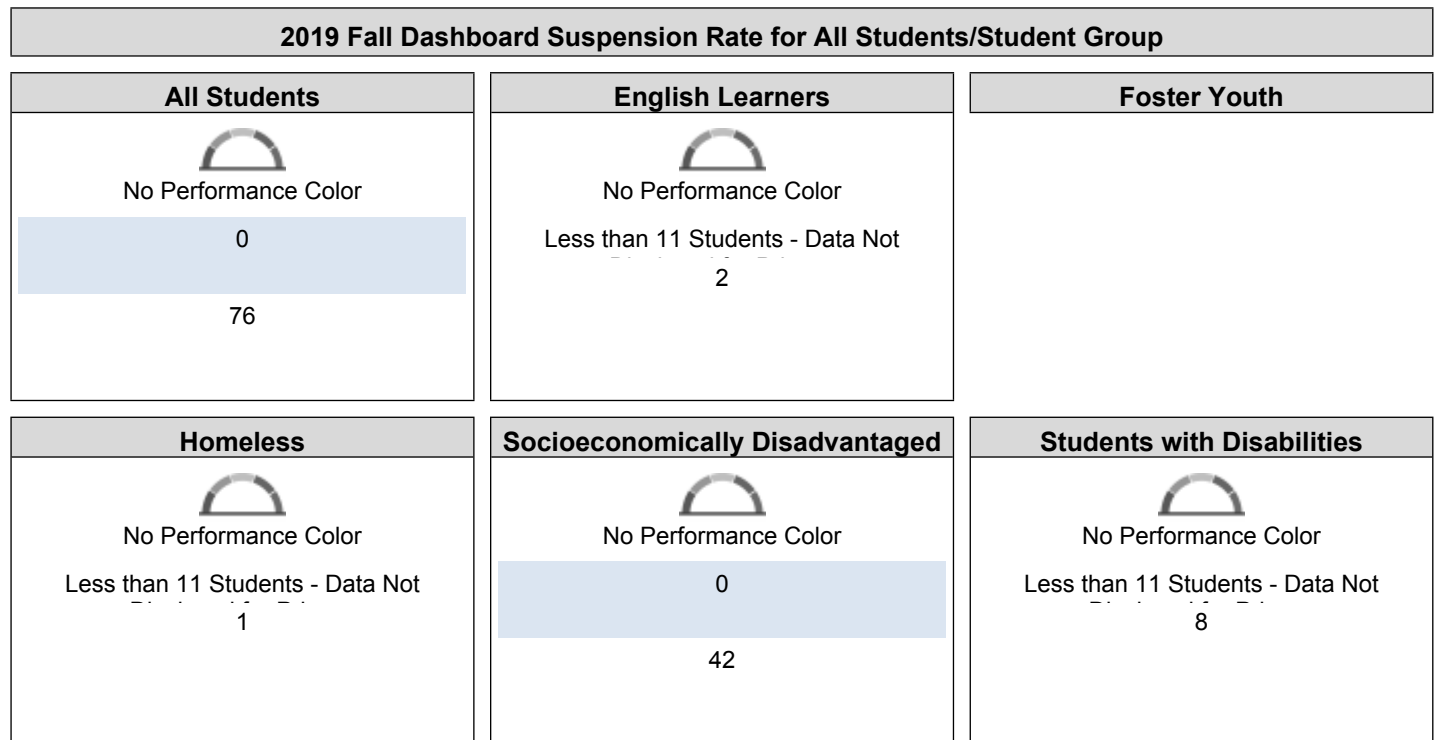
## Conditions & Climate
## Suspension Rate

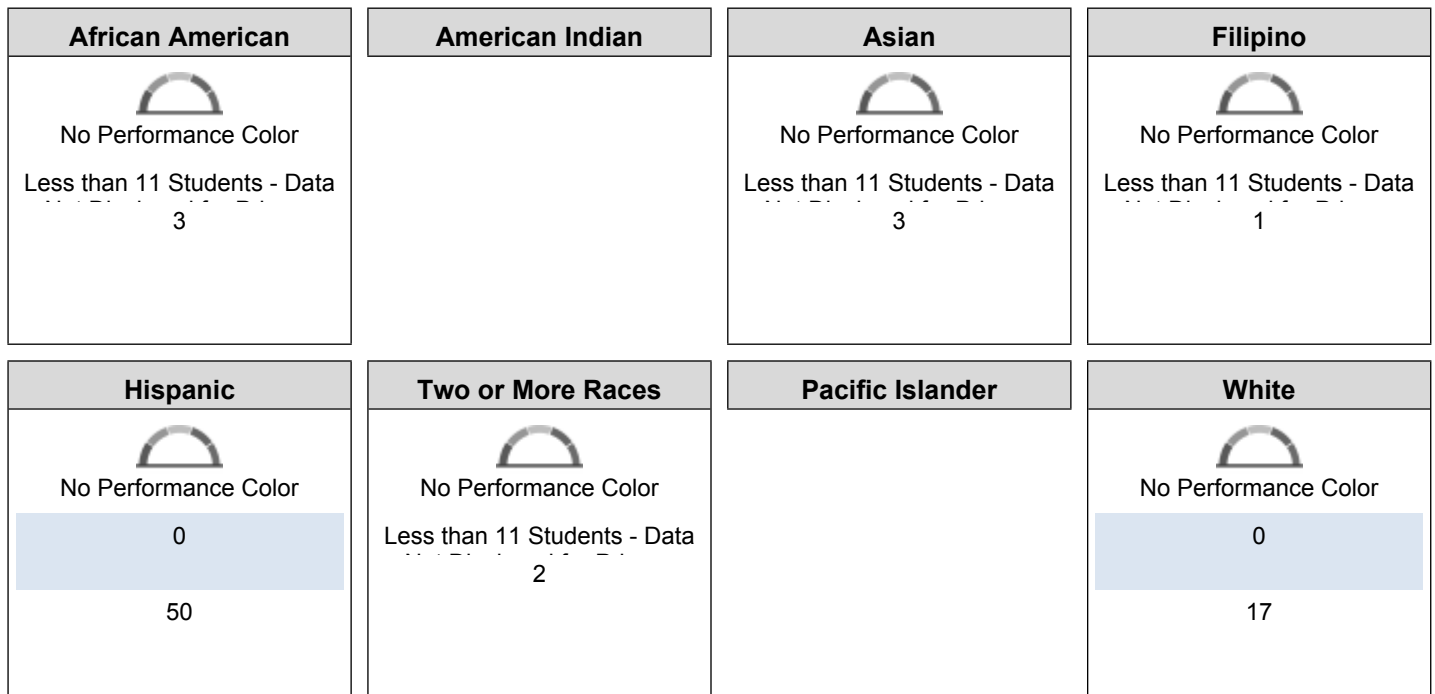The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| No Performance Color | No Performance Color | |
| 0 | Less than 11 Students - Data Not Displayed for Privacy | |
| 76 | 2 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 | Less than 11 Students - Data Not Displayed for Privacy |
| 1 | 42 | 8 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy 3 | | Less than 11 Students - Data Not Displayed for Privacy 3 | Less than 11 Students - Data Not Displayed for Privacy 1 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| No Performance Color | No Performance Color | | No Performance Color |
| 0 | Less than 11 Students - Data Not Displayed for Privacy 2 | | 0 |
| 50 | | | 17 |

This section provides a view of the percentage of students who were suspended.

| 2019 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2017** | **2018** | **2019** |
| | | 0 |

**Conclusions based on this data:**

**1.**

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Develop structure to support targeted students with the challenges of a rigorous academic program.

## LEA/LCAP Goal

Provide a rigorous academic program that focuses on industry relevant career technical education, maintains A-G eligibility, and provides college credit through dual enrollment. (Goal 1)

# Goal 1

Of the students participating in Impact, 40 of the 60 students will receive credit for 1 or more of their dual enrollment course and obtain college.

## Identified Need

CTEC's students have been disproportionally affected by COVID given the additional financial and language challenges they face. Therefore, there is a strong need for the school to develop its programs to support students' academic and social emotional well-being. After evaluating our student performance data, completing classroom observations, and reviewing our current LCP goals, we have determined that the above goal is necessary to ensure the success of our students.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Pupil Achievement | N/A (First year of implementation of Impact) | 40 of 60 students will receive credit in 1 or more of their dual enrollment courses |
| Impact Pupil Attendance | N/A (First year of implementation of Impact) | Students will attend Impact with a 92% attendance rate |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted

Strategy/Activity

Students identified through the assessment of assignments and engagement, as suffering learning loss will be added to the Impact class for additional support from certificated staff. Students identified for Impact will be provided with additional on-campus classroom engagement with supplemental curriculum and resources for the targeted interventions.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 48563 | Title I Part A<br>None Specified |

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| Targeted |
|---|

Strategy/Activity

| Create a supplemental academic support program that promotes student success in all courses through the use of targeted interventions and extended day opportunities. The Impact teachers will work weekly with students to increase engagement and assignment completion, along with creating additional 1/1 meetings through Microsoft Teams with core subject teachers, such as the English and Mathematics. |
|---|

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 39278 | Title I Part A<br>None Specified |
| 152173 | General Fund<br>None Specified |

# Annual Review

**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

| CTEC was able to accomplish its goal of developing a school wide program to support student learning. Targeted students participated in extended day opportunities to receive academic support to ensure student success in dual enrollment.  Due to school the schools closure, students opportunity to participate in on-campus interventions was unavailable. SPSA. |
|---|

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

CTEC successful accomplished its goal, even though expenditures wasn't met.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Shifted from developing school wide program to focusing on target support to increase specified student achievement. (Goal 1)

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Increase targeted student engagement in CTE courses.

## LEA/LCAP Goal

Provide a safe educational environment that supports the academic and personal development of all students (Goal 2, Action 4)

# Goal 2

CTEC will provide additional support to increase targeted student group engagement within CTE courses during hybrid learning to enhance student industry skills and college and career readiness to ensure 100% of targeted students receive access.

## Identified Need

Due to emergency school closure caused by COVID-19, targeted students were not able to access industry connections or develop industry skills to ensure college and career readiness after March of 2020.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Industry Skill Development | 55% of targeted students accessed industry skills after March 2020 | 85% of students will participate in skill development opportunities |
| CTE course Attendance | N/A based on School Closure and Distance Learning Model | 85% of students will participate |
| Industry Engagement | N/A based on School Closure and Distance Learning Model | 90% of students will participate in engagement opportunities |
| Connectivity and Access to Instruction | 40% of targeted students had limited or poor connectivity | 100% of targeted students would have quality connectivity and access to instruction |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Targeted

Strategy/Activity

CTEC will continue to work with Fresno City College and their Applied Technology Division to establish a collaborative relationship that ensures alignment of courses and instruction that promotes the student skill development and completion of certifications for students.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 7339 | Title II Part A<br>None Specified |

# Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

| Targeted |
|---|

Strategy/Activity

| Instructional services and teacher professional development to ensure a culturally responsive mentorship to reflect the demographics of our targeted student groups. |
|---|

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 1257 | Title II Part A<br>None Specified |
| 7169 | General Fund<br>None Specified |

# Strategy/Activity 3
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

| All Students |
|---|

Strategy/Activity

| Create monthly supply pick-up opportunities for students to receive materials and equipment to ensure students can participate in industry skill development. |
|---|

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 98062 | Other<br>None Specified<br>General Fund and COVID Related Support |

## Strategy/Activity 4
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| Targeted |
|---|

Strategy/Activity

| Ensure all targeted students have connectivity and access to industry skills and instruction |
|---|

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|---|---|
| 4487 | Other<br>None Specified<br>COVID Related Support |

# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CTEC has continued its process of developing a program that focuses on industry relevant career technical education through connections with Fresno City College and industry partners.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID, the structured support and connections to industry was impacted. CTEC was unable to create contacts and projects within our community, specific to student learning, therefore funds were not expended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

CTEC has worked to develop connections within industry for targeted students to participate in during distance learning and hybrid that creates connections and projects to impact the community.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

# Goal 3

## Identified Need

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Annual Review

**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

CTEC has continued to develop activities and opportunities for students to participate in activities within the extended day program.  Due to the emergency school closure, many of the activities developed were not able to be continue or offered to targeted students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID, the structured support and connections to industry was impacted. CTEC was unable to create contacts and projects within our community, specific to student learning, therefore funds were not expended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

CTEC has work to embed activities and opportunities into distance learning program and expand options for students when available on campus.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $$ 12,595 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $358,328.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation ($) |
|---|---|
| Title I Part A | $87,841.00 |

Subtotal of additional federal funds included for this school: $87,841.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation ($) |
|---|---|
| General Fund | $159,342.00 |
| Other | $102,549.00 |
| Title II Part A | $8,596.00 |

Subtotal of state or local funds included for this school: $270,487.00

Total of federal, state, and/or local funds for this school: $358,328.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| General Fund | 159,342.00 |
| Other | 102,549.00 |
| Title I Part A | 87,841.00 |
| Title II Part A | 8,596.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| None Specified | 358,328.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| None Specified | General Fund | 159,342.00 |
| None Specified | Other | 102,549.00 |
| None Specified | Title I Part A | 87,841.00 |
| None Specified | Title II Part A | 8,596.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 240,014.00 |
| Goal 2 | 118,314.00 |

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.  The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

1 Secondary Students

| Name of Members | Role |
|---|---|
| Jonathan Delano | Principal |
| Andria Watterson | Other School Staff |
| Pam Besemer | Parent or Community Member |
| Lupe Espinosa | Parent or Community Member |
| Rafia Saleem | Secondary Student |
| Kimberly Calderon | Classroom Teacher |
| Stefani Bernard | Other School Staff |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|---|---|

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/19/2021.

Attested:

Principal, Jonathan Delano on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

# Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

# Purpose and Description
Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose
Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

## Description
Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

# Stakeholder Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

# Resource Inequities
Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

# Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

# Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

# Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

● Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

● Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

# Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

I.  The development of the SPSA shall include both of the following actions:

A.  Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1.  The comprehensive needs assessment of the entire school shall:

a.  Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b.  Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i.  Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii.  Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii.  Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv.  Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v.  Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B.  Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II.  The SPSA shall include the following:

A.  Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

# Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

# Action

**TOPIC:**               Career Technical Education Charter School Accountability Report Card (SARC) Board Adoption

**ISSUE:**                Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act, EC Section 35256 requires all public schools in California are required annually to prepare SARCs and disseminate them to the public.  SARCs are intended to provide the public with important information about public schools and to communicate progress in achieving its goals.

**BACKGROUND:**    CTEC has developed a School Accountability Report Card to address the requirements of EC Section 35256.  CTEC's SARC identifies methods by which to measure pupil progress in meeting pupil outcomes for state priorities.

**PRESENTER:**      Jonathan Delano, Director, CTEC High School
(559) 265-4848

**RESOURCE:**       CTEC SPSA

**RECOMMENDATION:**    The Administration recommends that the CTEC Board adopt the 2020/21 SARC for CTEC's educational program, acknowledging its ability to address the requirements of EC Section 35256.

JD/jd
1/25/21

# 2020 SARC Input Form

**THIS IS NOT THE FULL SARC TEMPLATE.  DO NOT POST TO YOUR WEBSITE.**

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files).  Please review and complete each section of this template for completeness and accuracy.  DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process.  You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements.  A full version of CDE's data elements document can be downloaded by clicking here.

A list of answers to frequently asked questions can be reviewed by clicking here.  Please feel free to contact the DTS Support Team by clicking here.

## School Contact Information (School Year 2020-21)

Please review and complete the information below as needed.  This section should include **current** School Contact Information for your school.

| | |
|---|---|
| **School Name** | Career Technical Education Charter |
| **Street** | 1320 North Mariposa St. |
| **City, State, Zip** | Fresno, Ca, 93703-3938 |
| **Phone Number** | 559-265-4048 |
| **Principal** | Jonathan Delano |
| **E-mail Address** | jdelano@fcoe.org |
| **School Website** | ctec.fcoe.org |
| **CDS Code** | 10101080136291 |

## District Contact Information (School Year 2020-21)

Please review and complete the information below as needed.  This section should include **current** District Contact Information for your district.

| | |
|---|---|
| **District Name** | Career Technical Education Charter School- Fresno COE |
| **Street** | 1111 Van Ness Ave |
| **City, State, Zip** | Fresno, CA, 93721 |
| **Phone Number** | (559) 265-3000 |
| **Superintendent** | Jim Yovino |
| **Web Site** | http://www.fcoe.org |
| **E-mail Address** | jyovino@fcoe.org |

Please review and complete the information below as needed.  This section should include information about your school, its programs and its goals.  This section should be kept to 2-3 paragraphs.

---

About Our School
Every aspect of CTEC was created to serve students within Fresno County by creating an opportunity for them to discover who they are, achieve their potential, and build skills that will impact their lives forever. We believe every child is waiting to be given the opportunity to make a lasting impact on their community, and at CTEC, our staff will encourage students to take that step out into our world. Additionally, our school was designed to create a learning environment that brings education and the industries of advanced manufacturing and commercial construction together to support student academic engagement. Our staff seeks to create a positive learning environment for students to foster their educational growth. Every student that enters our gates is unique and comes to us with a variety of skills, talents, experiences, and dreams. At CTEC, our program will encourage students to embrace their backgrounds and who they are in order to uncover their approach to learning. Students should be inspired to learn, to ask questions, and to challenge and raise their expectations of each other. We are committed to promoting open communication to support each child's educational needs.

School Description and Mission Statement

What makes CTEC unique?

At CTEC our goal is the transformation of students into goal achieving, fulfilled, and productive members of their community; prepared for work, life, and education in a wide variety of manufacturing, construction, and engineering pathways. We bring together and develop the strength for success through professionalism, leadership, citizenship, and life-long learning.

CTEC will offer an extensive educational program to students in grades 9 through 12 who are interested in earning their high school diplomas while acquiring knowledge, experience, skills and certifications within a technical career pathway. Students enrolled at CTEC will participate in an option of two pathways with an emphasis on either advanced manufacturing or commercial construction. Students will have the opportunity to develop skills and earn certifications within their selected pathway so that they may immediately pursue a career or continue their education and skill development at the post-secondary level.

Students will experience a unique interaction between their core academic and career technical education courses. CTEC employs an integrated project based learning program that challenges students to apply their skills across all of their courses. Students will benefit from a combination of A-G and Dual Enrollment courses that drives this learning.

Dual Enrollment
Dual Enrollment at CTEC is a partnership with Fresno City College that enables students to take college classes while in high school for college credit. The high school student will be awarded both college credit and high school credit for the single course. Upon successful completion of the class, the student will receive the following benefits:

Participation in Dual Enrollment may ease the transition from high school to college by providing a sense of what college academics are like. Dual Enrollment is a cost-efficient way to accumulate college credits because courses are free for CTEC students. In some cases, it is possible to earn an associate's degree shortly before or

after graduating from CTEC.

Community Impact
CTEC believes it is important that we instill within our students the values of partnering with our community to invest in the lives of people we encounter every day. Transform is CTEC's civic project, in conjunction with the City of Fresno Revitalization Division, where we apply the skills we have learned in the classroom and shop to impact families within our community. These activities can range from a couple of days to a couple of weeks, and the worksite becomes the classroom as students, teachers and industry partners work together to impact our community through work-based learning.

Career Focus
CTEC students will gain skills, certifications and industry connections to seek employment upon graduation, further their education through apprenticeships, or seek opportunities in higher education. Working with Fresno County Superintendent of Schools' Career Technical Education/Regional Occupational Program (CTE/ ROP) department and CTEC's industry partners (San Joaquin Valley Manufacturing Alliance, Blue Dolphin, Harris Construction, Core Business Interiors, Chevron, PNM, etc.) activities such as industry tours, job shadowing and internships will provide students with an engaging opportunity to work with employers at their workplace to develop skills unique to careers within manufacturing and construction.

Project-Based Learning
Project-Based Learning (PBL) is the opportunity for students to engage in subject standards through hands-on projects. Students will realize howsubject areas are intertwined and howtheir mastery of a subject will develop their college and career readiness. At CTEC, real-world application is a crucial part of their academics. Students work together as a team to develop relevant connections for students to anchor their new-found knowledge. Teams focus for extended periods of time on investigating and responding to authentic and engaging complex questions, problems or challenges.

Career and College Readiness
CTEC will develop students who are equipped with the knowledge and skills deemed essential for success in college programs and the modern workforce. In order for CTEC students to separate themselves from those who are not prepared for the complexity of industry in the 21st century, they will build learning and innovation skills. CTEC will focus on creativity, critical thinking, communication and collaboration skills in order to establish career and college readiness.

CTEC graduates will embody the following:
CTEC Professionals are respectful of their employers' time, resources, and needs, and have the ability to responsively adapt. They collaborate willingly and effectively with colleagues. They are confident in the skills and knowledge they possess and are able to apply both with precision and accuracy.
CTEC Leaders are proactive in their viewof a situation and approach problem solving with creativity and drive. They communicate their vision with clarity and understanding, facilitate ethical implementation, and are respected by their peers and superiors.
CTEC Citizens are well-rounded and self-aware, identifying their own needs and harnessing both strengths and weaknesses to fulfill them. As active community members they are conscientious of those within their influence and demonstrate thoughtfulness of their national and global impact.
CTEC Learners are independent in their ability to take on a task, exhibiting perseverance when the path is unclear. They discern outside resources that potentially enhance their current abilities. They critically analyze their own thoughts and carefully consider the credibility of others.

CTEC Vision Statement
We envision education in action; graduating self-aware students who are engaged in community, committed to life-long learning, and integral in closing the skills gap.

CTEC Mission
Our mission is to live and teach, every day, in the intersection of community involvement, student development, and industry relevance.

## Opportunities for Parental Involvement (School Year 2020-21)
Please review and complete the information below as needed.  This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.  This section should be kept to 1-2 paragraphs.

Parent participation is a valuable component to the student learning and the culture at CTEC. Parents are asked to participate in the evaluation process of student projects. Parents and community members are invited to engage with students as they present their findings to industry. There is a partnership between parents and CTEC staff that encourages student exploration of career and college opportunities. CTEC has developed multiple opportunities to engage with parents to address challenging topics such as state academic standards, our local academic assessments, and how to monitor their student progress. CTEC believes parents are necessary in the evaluation of the success of the academic program, as well as future direction. CTEC parent advisory committee is made up of parents and guardians of CTEC students who work alongside staff to implement program to support the mission statement and direct students in their pursuit of the vision statement. CTEC has an open door policy, that encourages parents/guardians to visit CTEC's campus to participate in their students' education, by expressing their concerns or meet staff that is investing into the future of their children. CTEC's Impact Team create a Bridge to close the gap between education and a student home environment, by developing a partnership to enhance student learning for high risk populations.

Multiple contacts are made with parents/guardians to elicit parent feedback on CTEC's program and its impact on student learning. CTEC annually distribute parent surveys to all parents/guardians requesting feedback on all components of CTEC's programing from teacher satisfaction to facilities upkeep. Orientation, Back to School and Open house are opportunities to strengthen communication, establish interact between families, teachers, the school counselor and administration. Individuals who are interested in supporting or participating in CTEC school activities, and volunteer opportunities may contact the Main Office @ 559-443-4861

## School Safety Plan (School Year 2020-21)
Please review and complete the information below as needed.  This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field).   This section should be kept to 1-2 paragraphs.

With public employees being declared disaster service workers by California government code. CTEC staff are recognized as disaster service workers. Because we serve a population which is dependent on our services, we

cannot abandon this critical responsibility. We need to be prepared to protect all of our students during an emergency. Developing emergency operations plans and training staff in emergency response procedures is required by law. All school personnel are trained in how to address and respond to an emergency. CTEC has provided drills and exercises to implement procedures within the comprehensive safety plan.

CTEC believes that learning best occurs when students are engaged in the educational process and are supported by parents and teachers' high expectations and involvement. CTEC seeks to develop a learning environment that fosters instructional rigor and student engagement that will support and encourage a student's process of initiating and completing complex, inquiry based learning requiring creative and critical thinking to problem solve. Within a worldwide pandemic, CTEC recognizes the importance of developing an academic program that adheres to the same expectations, but ensures equity within the accessibility of such curriculum and instruction for all students.  CTEC's academic program has been adapted to meet the distance learning needs during the required school closure, yet has created opportunities to address the need to develop industry skills.

CTEC pupils will become self motivated, competent, lifelong learners that seek opportunities to showcase their skills within the industries they work with and the communities they live in. To develop an environment to help foster student support and engagement, CTEC's advisory program focuses on student social and academic development. The counselor and teachers design lessons that are specific to the needs of the students in real time to help them develop their communication and social emotional skills. The lessons are also connected to the cultural pillars of the school and help to define the PBIS framework that CTEC aims to implement. The advisory period serves as an opportunity for students to make a deeper connection with one teacher on campus who will serve as an academic advisor and mentor.

Students who are struggling with following the expectations set by CTEC staff, progress through a clearly defined behavioral modification process. The staff has created a plan for students with the goal of keeping students in the classroom and engaged in learning. Students who are struggling with following classroom expectations are redirected, provided with instructional support to encourage appropriate actions, and guardians are contacted to be brought into the learning process. This process helps the student and the teacher develop a trusting relationship where expectations are clearly defined.

For any major infraction, students will be held to the discipline matrix, which focuses on rehabilitation and reintroduction to the education environment. CTEC has created a restorative justice program with the goal of keeping students involved in the school environment. When possible, CTEC administrators will choose a discipline protocol that will help the student rectify their behavior and reenter the school environment. It is important for the student to learn to make amends for their actions and repair relationships before moving forward. This will be accomplished through conferences, mediation, counseling, and other restorative justice activities.

CTEC's safe School plan was reviewed August 6, 2020. CTEC staff has been notified of their roles and responsibilities in the event of a school-wide crisis.

## [School Facility Conditions and Planned Improvements (School Year 2020-21)](#)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's <u>MS Excel format</u> (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

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**Year and month of the most recent FIT report:** October 2019

This section should be kept to 1-2 paragraphs.

In our most recent FITreport CTEC was given an overall rating of good for safety, cleanliness and adequacy of the school facility. CTEC has continued to add improvements to the campus to encourage a collaborative learning environment. To support their CTE Pathways, a Computer Lab was added to the site to assist students with courses specific to Computer Aided Design (AutoCAD and Solidworks) which meets students A-G requirement for Fine Arts. Classrooms have been upgraded to address technology and expectations of 21st century learning. An additional space was developed to support product development, with a 3D printing lab. In 2020/2021 school year, CTEC began the construction of a Multipurpose Room to address programs needs, specific to meal preparation and service, as well as provide a facility to support physical education.

## [School Facility Good Repair Status (School Year 2020-21)](#)

Using the <u>most recently collected</u> **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

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

## This data should match the most recent inspection/FIT report for your school.

| System Inspected | Repair Status (the marks should match your most recent inspection) | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | **Good** | |
| **Interior:** Interior Surfaces | **Fair** | All repairs identified in the FIT report were submitted for action and completed by March of 2020 |

| System Inspected | Repair Status (the marks should match your most recent inspection) | Repair Needed and Action Taken or Planned |
|---|---|---|
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | **Good** | |
| **Electrical:** Electrical | **Fair** | All repairs identified in the FIT report were submitted for action and completed by March of 2020 (light bulbs and ballast replaced) |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | **Good** | |
| **Safety:** Fire Safety, Hazardous Materials | **Good** | |
| **Structural:** Structural Damage, Roofs | **Good** | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | **Good** | |
| **Overall Rating:** | **Good** | |

## Teacher Credentials

Please review and complete the information below as needed.  This section should include the number of teachers that fall into each category listed for the year indicated.

| Teachers at this School | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|---|---|---|---|---|
| **With Full Credential** | 7 | 14 | 20 | |
| **Without Full Credential** Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers) | 0 | 0 | 3 | |
| **Teaching Outside Subject Area of Competence** CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments). | 0 | 0 | 0 | |

## Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed.  This section should include the number of teachers that fall into each category listed for the year indicated.

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners**<br>'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. | 0 | 0 | 0 |
| **Total Teacher Misassignments**<br>'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.<br><br>Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners. | 0 | 0 | 0 |
| **Vacant Teacher Positions**<br>'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester. | 0 | 0 | 0 |

## Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

___

### This data should match the most recent adoption of textbooks for your LEA.

**Year and month in which the data were collected:** August 2018

This section should be kept to 1-2 paragraphs.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
| --- | --- | --- | --- |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | California Collections Houghton Mifflin Harcourt Houghton Mifflin Harcourt 2017<br><br>Fahrenheit 451 Ray Bradbury Ballantine Books 1953<br><br>"There Will Come Soft Rains" Ray Bradbury Perfection Learning 1950<br><br>The 7 Habits of Highly Effective Teens Sean Covey Fireside 1998<br>Brave NewWorld Aldoux Huxley Chatto & Windus 1932<br>Lord of the Flies William Golding Faber and Faber 1954<br>Of Mice and Men John Steinbeck Covici Friede 1937<br>"The Tragedy of Romeo and Juliet" William Shakespeare Houghton Mifflin Harcourt 1592<br>"Myths and Legends of Ancient Greece and Rome: Theseus" StudySync StudySync N/A StudySync.org<br>"The Story of Prometheus and Pandora's Box" James Baldwin CommonLit 1895 CommonLit.org<br>"To a Mouse" Robert Burns Public Domain 1785 https://www.commonlit.org/en/texts/to-a mouse?search_id=392339<br>"The Sound of Thunder" Ray Bradbury William MorrowPaperbacks 1952<br>"Icarus and Daedalus" Josephine Peabody N/A 1897<br>https://www.commonlit.org/en/texts/icarus-and-daedalus?search_id=392498<br>"The Lottery" Shirley Jackson The NewYorker 1948<br><br>"When I Heard the Learn'd Astronomer" Walt Whitman Public Domain 1867<br>https://www.commonlit.org/en/texts/when-i-heard-the-learn-d-astronomer?search_id=392583 "The Road Not Taken" Robert Frost Henry Holt 1916<br>"The Raven" Edgar Allan Poe NewYork Evening | Yes | 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| | Mirror 1845 You and Yours Naomi Shihab Nye BOA Editions, LTD 2005 Oranges Gary Soto N/A 1985<br><br>Websites<br>Title Author(s)/Editor(s)/Compiler(s) Affiliated Institution or Organization URL<br>"Eleven Principles for Creating Great Community Places" N/A Project for Public Spaces https://www.pps.org/article/11steps<br>"What is Placemaking?" N/A Project for Public Spaces https://www.pps.org/article/what-is placemaking<br><br>Primary Documents<br>Title Authors Date URL<br>"Address to the Commonwealth Club of California" Cesar Chavez 1984 https://www.commonlit.org/en/texts/address-to-the-commonwealth-club-of-california? search_id=392376<br>"On Drought Conditions" (Excerpt) Franklin D. Roosevelt 1936 https://www.commonlit.org/en/texts/excerpt-from-on-drought-conditions?search_id=392394<br><br>Multimedia<br>Title Author Director Name of video series Date Website Medium of Publication<br>"East Vs. West: The Myths that Mystify" Devdutt Pattanaik N/A Ted Talk Nov, 2009 https://www.ted.com/talks?sort=newest&q=east+vs.+west Video<br><br>Other<br>Title Authors Date Course material type Website<br>"Ancient Greece: The Birthplace of Western Individualism" StudySync 2016 Informational Text USHistory.org<br>"Myths and Legends of Ancient Greece and Rome: Introduction" StudySync 2016 Informational Text StudySync.org<br>"The Triangle Shirtwaist Factory Fire" Mike Kubic | | |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| | 2016 Informational Text [ empty ]<br>"Someone Might Be Watching: An Introduction to Dystopian Fiction" Shelby Ostergaard 2017 Informational Text [ empty ]<br>"Drones Put Spying Eyes in the Sky" Stephen Ornes 2014 Informational Text [ empty ]<br>"Proposed Treatment to Fix Genetic Diseases Raises Ethical Issues" Rob Stein 2013 Informational<br><br>Text [ empty ]<br>"Total Control in North Korea" Jessica McBirney 2016 Informational Text [ empty ]<br>"The Stanford Prison Experiment" Saul McLeod 2008 Informational Text [ empty ]<br>"Online Identity" CommonLit Staff 2004 Informational Text<br>https://www.commonlit.org/en/texts/online-identity?search_id=392534<br>"What Makes Good People Do Bad Things?" Melissa Dittmann 2004 Informational Text<br>https://www.commonlit.org/en/texts/what-makes-good-people-do-bad-things?<br>search_id=392550<br><br>The Crucible Arthur Miller (Play)<br>"Speech in the Virginia Convention" Patrick Henry (Speech)<br>Proclamation by General Thomas Gage (Letter)<br>Joseph Galloway's Speech to Continental Congress (Speech)<br>Into the Wild Jon Krakauer (Nonfiction)<br><br>From Nature Ralph Waldo Emerson (Essay)<br>From Self-Reliance Ralph Waldo Emerson (Essay)<br>From Walden by Henry David Thoreau (Nonfiction)<br>Civil Disobedience Henry David Thoreau (Essay)<br>Apple "Think Different" (Commercial)<br>Reebok "Self-Reliance" (Commercial)<br><br>The Great Gatsby F. Scott Fitzgerald (Fiction)<br>"Mimis in the Middle" This American Life (Radio | | |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| | Show) "The Way We Were: Rethinking the American Dream" David Kamp (Essay) "Why Inequality Matters" Paul Krugman (Opinion) "Suburbanization in the United States after 1945" Becky Nicolaides and Andrew Wiese (Article) "The Impacts of Neighborhood on Economic Opportunity New Evidence and Policy Lessons" Raj Chetty (Presentation) "Bringing Manufacturing Back to the U.S. Is Easier Said Than Done" Willy C. Shih (Article) "Dreams" Langston Hughes (Poem) "Harlem" Langston Hughes (Poem) Fahrenheit 451 Ray Bradbury (Novel) or 1984 George Orwell (Novel) "Looking to the Future, Public Sees an America in Decline on Many Fronts" Pew Research Center (Article) | | |
| **Mathematics** | Core-Plus Mathematics, Course 1 C.R. Hirsch, J.T. Fey, E.W. Hart, H.L. Schoen, A.E. Watkins, et. al. McGraw-Hill Education 2015 cpmponline.org Core-Plus Mathematics, Course 2 C.R. Hirsch, J.T. Fey, E.W. Hart, H.L. Schoen, A.E. Watkins, et. al. McGraw-Hill Education 2015 cpmponline.org Websites Title Author(s)/Editor(s)/Compiler(s) Affiliated Institution or Organization URL CPMP Tools [ empty ] McGraw-Hill Education http://www.cpmponline.org/cpmp-tools/ Desmos [ empty ] Desmos, Inc. https://www.desmos.com/ Blitzer, Algebra & Trigonometry, 6th Edition 2018 SAVVAS MyMathLab. Pearson | Yes | 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Science** | Physics: A First Course CPO Science School Specialty Science 2nd<br>Experience Chemistry 2021 California Digital Courseware, SAVVAS<br>An Introduction to Conservation Biology by Sher and Primack, 2nd edition, ISBN 978-1-6053-5897-0 | Yes | 0 |
| **History-Social Science** | California World History: The Modern World Elisabeth Gaynor Ellis , Anthony Esler Pearson 2019<br>Impact California Social Studies World History, Culture, & Geography: Mordern World Jackson Spielvogel, Ph D., Jay McTighe Mc Graw Hill Education 2019<br><br>Websites<br>Title Author(s)/Editor(s)/Compiler(s) Affiliated Institution or Organization URL<br>Read Like A Historian Stanford History Education Group https://sheg.stanford.edu/historylessons<br><br>Primary Documents<br>Title Authors Date URL<br>Two Treatises on Civil Government John Locke 1690<br>Declaration of Independence Thomas Jeffereson 1776<br>Declaration of the Rights of Man [ empty ] 1789<br>Diary Of General John Pershing John Pershing 1918<br>Armistice 1918 | Yes | 0 |
| **Foreign Language** | Vistas: Introducción a la lengua española José Blanco and Philip Donley Vista Higher Learning 5th | Yes | 0 |
| **Health** | | | |
| **Visual and Performing Arts** | The Art of Engineering Design with SolidWorks, SolidWorks 2020<br>Architecture & Design; AutoCAD 2020<br>SketchUp | | |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Science Laboratory Equipment (grades 9-12 schools only)** | | | |

♦ means data is not required.  The fields are intentionally not provided.

## Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)
Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19.  For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $35,375 | $5,788 | $29,587 | $60,681 |
| **District** | ♦ | ♦ | $29,587 | |
| **Percent Difference: School Site and District** | ♦ | ♦ | | |
| **State** | ♦ | ♦ | $7,750 | |
| **Percent Difference: School Site and State** | ♦ | ♦ | | |

♦ means data is not required.  The fields are intentionally not provided.

**Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed.  This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

Local Control Funding Formula (LCFF) from the state provides general funding for CTEC'a academic programs and supplemental programs. The LCFF funds are distributed based on the Local Control Accountability Plan (LCAP) adopted by the CTEC board and developed in conjunction with stakeholders including parents, students, school employees and other stakeholders.  During COVID, CTEC's Learning Continuity Plan aided in identifying resources dedicated to support students who sustained learning loss due to the emergency school closure in the spring of 2020.

## Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed.  This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

| Measure | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 30 | 30 | 30 |

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Staff development is aligned to state standards specific to core academic courses and CTE content. At the teacher level, teachers work within their PLC's to share best practices across curriculum. CTEC works specifically with teaching staff to identify needs for instructional support, based on student performance. Administration work alongside teachers to ensure all new staff are trained in school initiatives and procedures specific to student success.  CTEC works specifically with FCSS to aid new teachers with instructional support, English Language development, technology integration, content development and student assessment specific to the subject areas. All staff have the opportunity to participate in subject specific and CTE skill development workshops.  All CTE teachers are provided with externships to strengthen industry skills and ensure curriculum meets industry standards.

CTEC has developed weekly interdisciplinary grade level PLCs with dedicated time and support to encourage the development of lesson and instructional support to encourage academic success of targeted students. Students spend time discussing curriculum, rubrics and student performance.

**School Completion and Postsecondary Preparation**

<span style="color:red">**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**</span>

**Career Technical Education Programs (School Year 2019-20)**
Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

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The Career Technical Education Charter (CTEC) is a public charter high school established by the Fresno County Superintendent of Schools (FCSS) in response to industry demand and a community recognizing the need for a comprehensive high school with a Career Technical Education (CTE) focus. CTEC serves a diverse, low-income student population from across Fresno County. All CTEC students are preparing for college or careers within a CTE pathway. The purpose of CTEC's career pathway programs is to create students who are employable with relevant career education that links core academics to the world of work. CTEC has a pathway within the Manufacturing and Product Development industry sector: Machining and Forming Technologies, Welding and Materials Joining, and Product Innovation and Design. CTEC also has a pathway within the Building and Construction Trades industry sector: Engineering and Heavy Construction, Mechanical Systems Installation and Repair, and Residential and Commercial Construction. CTEC's pathways and program are designed to seamlessly connect students to post secondary education and industry employment. Each pathway will provide a scaffolded 9–12 sequence of CTE courses progressing from introduction to concentration to capstone. Students will benefit from an interdisciplinary approach to their education, with uniquely developed curriculum to support both pathway courses and academic core subjects. A combination of A-G and dual enrollment courses will feature project-based learning incorporated in curriculum aligned with California CTE Model Curriculum Standards taught by teachers that are highly qualified or meet the minimum qualification as adjunct faculty for community college. Through partnership with the State Center Community College District, students may take dual enrollment courses and earn up to 60 college credits (AA degree) while still in high school.

Through industry partners, students will participate in job shadows. Job shadowing is an opportunity for students to explore career opportunities, experience the workplace environment, visualize the day-to-day norms of the organization, and improve their professional skills. Students will have the ability to connect their high school and college classes to real-world industry operations. Students who take part in job

2020 SARC Input Form for Career Technical Education Charter

shadowopportunities are more motivated to expand and meet their educational career goals and are able to better connect their classroom learning with their career choice. Through their experiences, students will be able to identify the 21st century soft skills that are so crucial for success in the industry. As students approach the end of their pathway experience and have exhibited career skills mastery, they will have the opportunity to participate in internships.

CTEC pathways are accessible to all student subgroups within Fresno County and counties bordering Fresno County.CTEC is committed to the development of promotional and informational material that appeals to all racial and ethnic groups represented in the communities served by the school, and that are transcribed in multiple languages to appeal to ESL populations. Promotional materials feature students from special subpopulations, and industry professionals who are minorities or from groups traditionally underrepresented in construction, including women.

CTEC's CTE Advisory Committee meets the requirements pursuant to EC Section 8070 and includes at least one representative of the 1) general public knowledgeable about the disadvantaged, 2) students, 3) teachers, 4) business, 5) industry, 6) school administration and 7) the field office of the Department of Employment Development.

Program sequence currently offered:

Advanced Manufacturing Pathway
STEM Integrated Manufacturing
Community Applied Manufacturing
The Art of Engineering Design w/ SolidWorks
Advanced Product Development
Modern Welding Technology and Applications

Commercial Construction Pathway
Construction Technology I
Construction Technology II
Architecture & Design
Construction Management and Planning
Modern Welding Technology and Applications

Primary Representative of the district's CTE Advisory Comittee and Industries Represtented

Commercial Construction Pathway
1. Harris Construction
2. Legacy Construction
3. Core Business Interiors
4. SIM Architects
5. Builders Exchange
6. Fresno City College
7. Fresno State

Advanced Manufacturing Pathway
1. SJVMA
2. PNM

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3. Blue Dolphin
4. Sanitary Stainless Welding, INC.
5. Fresno City College
6. Fresno State

## Suspensions and Expulsions
**(data collected between July through June, each full school year respectively)**

| Rate | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|------|----------------|----------------|------------------|------------------|---------------|---------------|
| **Suspensions** | | 3.9 | 6.6 | 5.4 | 3.5 | 3.5 |
| **Expulsions** | | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |

**Suspensions and Expulsions for School Year 2019-2020 Only**
**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

| Rate | School 2019-20 | District 2019-20 | State 2019-20 |
|------|----------------|------------------|---------------|
| **Suspensions** | 6.8 | 4.5 | 2.5 |
| **Expulsions** | 0 | | |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**ACTION**

| | |
|---|---|
| **TOPIC:** | **2020-21 CTEC Charter High School Second Interim Financial Report** |
| **ISSUE:** | The Second Interim Financial Report is approved by the Board annually to state that the Career Technical Education Charter (CTEC) High School will meet its financial obligations in the current fiscal year. |
| | This report presented is the Second Interim Financial Report for CTEC High School's 2020-21 fiscal year. The budget demonstrates that the school will have a balanced budget in the 2020-21 fiscal year. |
| | The report was prepared in accordance with state adopted standards and criteria and includes a certification from the County Superintendent that we will be able to meet our financial obligations for the remainder of the year. |
| **PRESENTER:** | Dominico Johnston, Senior Director<br>Internal Business Services<br>(559) 265-3022 |
| **RESOURCE:** | Dominico Johnston, Senior Director<br>Internal Business Services<br>(559) 265-3022 |
| **RECOMMENDATION:** | The Administration recommends adoption of the 2020-21 proposed budget as presented. |

Detailed budget documents attached.

DJ/dj
1/25/21

2020-21 Second Interim
Charter Schools Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

Fresno County Office of Education
Fresno County

10 10108 0000000
Form 09I

| Description | Resource Codes | Object Codes | Original Budget (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B & D) (E) | % Diff Column B & D (F) |
|---|---|---|---|---|---|---|---|---|
| **A. REVENUES** | | | | | | | | |
| 1) LCFF Sources | | 8010-8099 | 3,007,697.00 | 2,312,687.00 | 772,563.00 | 2,272,875.00 | (39,812.00) | -1.7% |
| 2) Federal Revenue | | 8100-8299 | 15,091.00 | 143,110.00 | 106,806.00 | 143,110.00 | 0.00 | 0.0% |
| 3) Other State Revenue | | 8300-8599 | 249,769.00 | 299,059.00 | 193,243.75 | 335,969.00 | 36,910.00 | 12.3% |
| 4) Other Local Revenue | | 8600-8799 | 8,200.00 | 8,200.00 | 0.00 | 8,200.00 | 0.00 | 0.0% |
| 5) TOTAL, REVENUES | | | 3,280,757.00 | 2,763,056.00 | 1,072,612.75 | 2,760,154.00 | | |
| **B. EXPENDITURES** | | | | | | | | |
| 1) Certificated Salaries | | 1000-1999 | 1,967,478.00 | 2,107,392.00 | 880,599.87 | 2,126,297.00 | (18,905.00) | -0.9% |
| 2) Classified Salaries | | 2000-2999 | 275,510.00 | 264,338.00 | 80,588.64 | 244,674.00 | 19,664.00 | 7.4% |
| 3) Employee Benefits | | 3000-3999 | 978,163.00 | 966,934.00 | 366,710.25 | 974,922.00 | (7,988.00) | -0.8% |
| 4) Books and Supplies | | 4000-4999 | 614,582.00 | 706,934.00 | 162,935.06 | 645,560.00 | 61,374.00 | 8.7% |
| 5) Services and Other Operating Expenditures | | 5000-5999 | 320,579.00 | 315,230.00 | 101,432.19 | 366,473.00 | (51,243.00) | -16.3% |
| 6) Capital Outlay | | 6000-6999 | 98,596.00 | 126,096.00 | 63,400.03 | 126,096.00 | 0.00 | 0.0% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | | 7100-7299, 7400-7499 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 8) Other Outgo - Transfers of Indirect Costs | | 7300-7399 | 8,404.00 | 8,404.00 | 0.00 | 8,404.00 | 0.00 | 0.0% |
| 9) TOTAL, EXPENDITURES | | | 4,263,312.00 | 4,495,328.00 | 1,655,666.04 | 4,492,426.00 | | |
| **C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)** | | | (982,555.00) | (1,732,272.00) | (583,053.29) | (1,732,272.00) | | |
| **D. OTHER FINANCING SOURCES/USES** | | | | | | | | |
| 1) Interfund Transfers a) Transfers In | | 8900-8929 | 982,555.00 | 1,731,123.00 | 0.00 | 1,731,123.00 | 0.00 | 0.0% |
| b) Transfers Out | | 7600-7629 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 2) Other Sources/Uses a) Sources | | 8930-8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| b) Uses | | 7630-7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 3) Contributions | | 8980-8999 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES | | | 982,555.00 | 1,731,123.00 | 0.00 | 1,731,123.00 | | |

Fresno County Office of Education
Fresno County

2020-21 Second Interim
Charter Schools Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

10 10108 0000000
Form 09I

| Description | Resource Codes | Object Codes | Original Budget (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B & D) (E) | % Diff Column B & D (F) |
|---|---|---|---|---|---|---|---|---|
| **E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)** | | | 0.00 | (1,149.00) | (583,053.29) | (1,149.00) | | |
| **F. FUND BALANCE, RESERVES** | | | | | | | | |
| 1) Beginning Fund Balance | | | | | | | | |
| a) As of July 1 - Unaudited | | 9791 | 0.00 | 1,149.00 | | 1,149.00 | 0.00 | 0.0% |
| b) Audit Adjustments | | 9793 | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| c) As of July 1 - Audited (F1a + F1b) | | | 0.00 | 1,149.00 | | 1,149.00 | | |
| d) Other Restatements | | 9795 | 0.00 | 0.00 | | 0.00 | 0.00 | 0.0% |
| e) Adjusted Beginning Balance (F1c + F1d) | | | 0.00 | 1,149.00 | | 1,149.00 | | |
| 2) Ending Balance, June 30 (E + F1e) | | | 0.00 | 0.00 | | 0.00 | | |
| Components of Ending Fund Balance | | | | | | | | |
| a) Nonspendable | | | | | | | | |
| Revolving Cash | | 9711 | 0.00 | 0.00 | | 0.00 | | |
| Stores | | 9712 | 0.00 | 0.00 | | 0.00 | | |
| Prepaid Items | | 9713 | 0.00 | 0.00 | | 0.00 | | |
| All Others | | 9719 | 0.00 | 0.00 | | 0.00 | | |
| b) Restricted | | 9740 | 0.00 | 0.00 | | 0.00 | | |
| c) Committed | | | | | | | | |
| Stabilization Arrangements | | 9750 | 0.00 | 0.00 | | 0.00 | | |
| Other Commitments | | 9760 | 0.00 | 0.00 | | 0.00 | | |
| d) Assigned | | | | | | | | |
| Other Assignments | | 9780 | 0.00 | 0.00 | | 0.00 | | |
| e) Unassigned/Unappropriated | | | | | | | | |
| Reserve for Economic Uncertainties | | 9789 | 0.00 | 0.00 | | 0.00 | | |
| Unassigned/Unappropriated Amount | | 9790 | 0.00 | 0.00 | | 0.00 | | |

2020-21 Second Interim
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|---|---|---|---|---|---|---|---|---|
| **LCFF SOURCES** | | | | | | | | |
| Principal Apportionment | | | | | | | | |
| State Aid - Current Year | | 8011 | 2,974,097.00 | 2,268,887.00 | 756,726.00 | 2,229,075.00 | (39,812.00) | -1.8% |
| Education Protection Account State Aid - Current Year | | 8012 | 33,600.00 | 43,800.00 | 15,837.00 | 43,800.00 | 0.00 | 0.0% |
| State Aid - Prior Years | | 8019 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| LCFF Transfers | | | | | | | | |
| Unrestricted LCFF Transfers - Current Year | 0000 | 8091 | 33,600.00 | 43,800.00 | 0.00 | 43,800.00 | 0.00 | 0.0% |
| All Other LCFF Transfers - Current Year | All Other | 8091 | (33,600.00) | (43,800.00) | 0.00 | (43,800.00) | 0.00 | 0.0% |
| Transfers to Charter Schools in Lieu of Property Taxes | | 8096 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Property Taxes Transfers | | 8097 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| LCFF/Revenue Limit Transfers - Prior Years | | 8099 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, LCFF SOURCES | | | 3,007,697.00 | 2,312,687.00 | 772,563.00 | 2,272,875.00 | (39,812.00) | -1.7% |
| **FEDERAL REVENUE** | | | | | | | | |
| Maintenance and Operations | | 8110 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Special Education Entitlement | | 8181 | 9,360.00 | 9,360.00 | 0.00 | 9,360.00 | 0.00 | 0.0% |
| Special Education Discretionary Grants | | 8182 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Child Nutrition Programs | | 8220 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Donated Food Commodities | | 8221 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Interagency Contracts Between LEAs | | 8285 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Title I, Part A, Basic | 3010 | 8290 | 2,773.00 | 7,725.00 | 7,725.00 | 7,725.00 | 0.00 | 0.0% |
| Title I, Part D, Local Delinquent Programs | 3025 | 8290 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Title II, Part A, Supporting Effective Instruction | 4035 | 8290 | 458.00 | 5,415.00 | 1,196.00 | 5,415.00 | 0.00 | 0.0% |
| Title III, Part A, Immigrant Student Program | 4201 | 8290 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Title III, Part A, English Learner Program | 4203 | 8290 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Public Charter Schools Grant Program (PCSGP) | 4610 | 8290 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other NCLB / Every Student Succeeds Act | 3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4037,4124, 4126, 4127, 4128, 5510, 5630 | 8290 | 2,500.00 | 2,500.00 | 0.00 | 2,500.00 | 0.00 | 0.0% |
| Career and Technical Education | 3500-3599 | 8290 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Federal Revenue | All Other | 8290 | 0.00 | 118,110.00 | 97,885.00 | 118,110.00 | 0.00 | 0.0% |
| TOTAL, FEDERAL REVENUE | | | 15,091.00 | 143,110.00 | 106,806.00 | 143,110.00 | 0.00 | 0.0% |
| **OTHER STATE REVENUE** | | | | | | | | |
| Other State Apportionments | | | | | | | | |
| Special Education Master Plan Current Year | 6500 | 8311 | 30,697.00 | 30,697.00 | 59,016.00 | 59,016.00 | 28,319.00 | 92.3% |
| Prior Years | 6500 | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other State Apportionments - Current Year | All Other | 8311 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other State Apportionments - Prior Years | All Other | 8319 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Child Nutrition Programs | | 8520 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Mandated Costs Reimbursements | | 8550 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Lottery - Unrestricted and Instructional Materials | | 8560 | 35,546.00 | 35,546.00 | 26,918.75 | 44,137.00 | 8,591.00 | 24.2% |
| After School Education and Safety (ASES) | 6010 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |

Fresno County Office of Education
Fresno County

2020-21 Second Interim
Charter Schools Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

10 10108 0000000
Form 09I

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|---|---|---|---|---|---|---|---|---|
| Charter School Facility Grant | 6030 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Drug/Alcohol/Tobacco Funds | 6690, 6695 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| California Clean Energy Jobs Act | 6230 | 8590 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Career Technical Education Incentive Grant Program | 6387 | 8590 | 104,626.00 | 104,626.00 | 35,519.00 | 104,626.00 | 0.00 | 0.0% |
| Specialized Secondary | 7370 | 8590 | 75,000.00 | 110,000.00 | 57,500.00 | 110,000.00 | 0.00 | 0.0% |
| All Other State Revenue | All Other | 8590 | 3,900.00 | 18,190.00 | 14,290.00 | 18,190.00 | 0.00 | 0.0% |
| TOTAL, OTHER STATE REVENUE | | | 249,769.00 | 299,059.00 | 193,243.75 | 335,969.00 | 36,910.00 | 12.3% |
| **OTHER LOCAL REVENUE** | | | | | | | | |
| Sales | | | | | | | | |
| Sale of Equipment/Supplies | | 8631 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Sale of Publications | | 8632 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Food Service Sales | | 8634 | 5,000.00 | 5,000.00 | 0.00 | 5,000.00 | 0.00 | 0.0% |
| All Other Sales | | 8639 | 2,800.00 | 2,800.00 | 0.00 | 2,800.00 | 0.00 | 0.0% |
| Leases and Rentals | | 8650 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Interest | | 8660 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Net Increase (Decrease) in the Fair Value of Investments | | 8662 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Fees and Contracts | | | | | | | | |
| Child Development Parent Fees | | 8673 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transportation Fees From Individuals | | 8675 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Interagency Services | | 8677 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Fees and Contracts | | 8689 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Local Revenue | | | | | | | | |
| All Other Local Revenue | | 8699 | 400.00 | 400.00 | 0.00 | 400.00 | 0.00 | 0.0% |
| Tuition | | 8710 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In | | 8781-8783 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Apportionments Special Education SELPA Transfers From Districts or Charter Schools | 6500 | 8791 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| From County Offices | 6500 | 8792 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| From JPAs | 6500 | 8793 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Transfers of Apportionments From Districts or Charter Schools | All Other | 8791 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| From County Offices | All Other | 8792 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| From JPAs | All Other | 8793 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers In from All Others | | 8799 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER LOCAL REVENUE | | | 8,200.00 | 8,200.00 | 0.00 | 8,200.00 | 0.00 | 0.0% |
| TOTAL, REVENUES | | | 3,280,757.00 | 2,763,056.00 | 1,072,612.75 | 2,760,154.00 | | |

Fresno County Office of Education
Fresno County

2020-21 Second Interim
Charter Schools Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

10 10108 0000000
Form 09I

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|---|---|---|---|---|---|---|---|---|
| **CERTIFICATED SALARIES** | | | | | | | | |
| Certificated Teachers' Salaries | | 1100 | 1,521,940.00 | 1,691,992.00 | 703,894.85 | 1,710,897.00 | (18,905.00) | -1.1% |
| Certificated Pupil Support Salaries | | 1200 | 9,878.00 | 9,878.00 | 3,951.24 | 9,878.00 | 0.00 | 0.0% |
| Certificated Supervisors' and Administrators' Salaries | | 1300 | 425,660.00 | 395,522.00 | 172,753.78 | 395,522.00 | 0.00 | 0.0% |
| Other Certificated Salaries | | 1900 | 10,000.00 | 10,000.00 | 0.00 | 10,000.00 | 0.00 | 0.0% |
| TOTAL, CERTIFICATED SALARIES | | | 1,967,478.00 | 2,107,392.00 | 880,599.87 | 2,126,297.00 | (18,905.00) | -0.9% |
| **CLASSIFIED SALARIES** | | | | | | | | |
| Classified Instructional Salaries | | 2100 | 44,470.00 | 41,343.00 | 9,745.64 | 34,001.00 | 7,342.00 | 17.8% |
| Classified Support Salaries | | 2200 | 88,241.00 | 93,836.00 | 41,982.16 | 93,836.00 | 0.00 | 0.0% |
| Classified Supervisors' and Administrators' Salaries | | 2300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Clerical, Technical and Office Salaries | | 2400 | 141,599.00 | 127,959.00 | 28,860.84 | 115,637.00 | 12,322.00 | 9.6% |
| Other Classified Salaries | | 2900 | 1,200.00 | 1,200.00 | 0.00 | 1,200.00 | 0.00 | 0.0% |
| TOTAL, CLASSIFIED SALARIES | | | 275,510.00 | 264,338.00 | 80,588.64 | 244,674.00 | 19,664.00 | 7.4% |
| **EMPLOYEE BENEFITS** | | | | | | | | |
| STRS | | 3101-3102 | 306,917.00 | 317,342.00 | 138,529.31 | 315,822.00 | 1,520.00 | 0.5% |
| PERS | | 3201-3202 | 82,081.00 | 53,628.00 | 15,549.46 | 67,681.00 | (14,053.00) | -26.2% |
| OASDI/Medicare/Alternative | | 3301-3302 | 56,824.00 | 51,695.00 | 17,652.08 | 55,481.00 | (3,786.00) | -7.3% |
| Health and Welfare Benefits | | 3401-3402 | 457,951.00 | 463,461.00 | 163,063.49 | 456,211.00 | 7,250.00 | 1.6% |
| Unemployment Insurance | | 3501-3502 | 1,088.00 | 1,214.00 | 480.66 | 1,199.00 | 15.00 | 1.2% |
| Workers' Compensation | | 3601-3602 | 43,756.00 | 49,493.00 | 19,512.25 | 48,902.00 | 591.00 | 1.2% |
| OPEB, Allocated | | 3701-3702 | 29,546.00 | 30,101.00 | 11,923.00 | 29,626.00 | 475.00 | 1.6% |
| OPEB, Active Employees | | 3751-3752 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Employee Benefits | | 3901-3902 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, EMPLOYEE BENEFITS | | | 978,163.00 | 966,934.00 | 366,710.25 | 974,922.00 | (7,988.00) | -0.8% |
| **BOOKS AND SUPPLIES** | | | | | | | | |
| Approved Textbooks and Core Curricula Materials | | 4100 | 64,625.00 | 64,104.00 | 19,478.71 | 60,104.00 | 4,000.00 | 6.2% |
| Books and Other Reference Materials | | 4200 | 15,000.00 | 15,000.00 | 4,309.74 | 15,000.00 | 0.00 | 0.0% |
| Materials and Supplies | | 4300 | 275,090.00 | 394,330.00 | 49,952.11 | 376,473.00 | 17,857.00 | 4.5% |
| Noncapitalized Equipment | | 4400 | 90,000.00 | 128,500.00 | 89,194.50 | 163,983.00 | (35,483.00) | -27.6% |
| Food | | 4700 | 169,867.00 | 105,000.00 | 0.00 | 30,000.00 | 75,000.00 | 71.4% |
| TOTAL, BOOKS AND SUPPLIES | | | 614,582.00 | 706,934.00 | 162,935.06 | 645,560.00 | 61,374.00 | 8.7% |
| **SERVICES AND OTHER OPERATING EXPENDITURES** | | | | | | | | |
| Subagreements for Services | | 5100 | 0.00 | 0.00 | 0.00 | 15,558.00 | (15,558.00) | New |
| Travel and Conferences | | 5200 | 25,000.00 | 11,000.00 | (1,219.12) | 3,050.00 | 7,950.00 | 72.3% |
| Dues and Memberships | | 5300 | 2,700.00 | 2,700.00 | 1,070.00 | 2,700.00 | 0.00 | 0.0% |
| Insurance | | 5400-5450 | 6,166.00 | 6,177.00 | 0.00 | 6,177.00 | 0.00 | 0.0% |
| Operations and Housekeeping Services | | 5500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | | 5600 | 9,900.00 | 9,900.00 | 651.50 | 9,900.00 | 0.00 | 0.0% |
| Transfers of Direct Costs | | 5710 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Direct Costs - Interfund | | 5750 | 0.00 | 2,000.00 | 6,160.35 | 6,500.00 | (4,500.00) | -225.0% |
| Professional/Consulting Services and Operating Expenditures | | 5800 | 273,313.00 | 271,265.00 | 90,013.16 | 310,400.00 | (39,135.00) | -14.4% |
| Communications | | 5900 | 3,500.00 | 12,188.00 | 4,756.30 | 12,188.00 | 0.00 | 0.0% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES | | | 320,579.00 | 315,230.00 | 101,432.19 | 366,473.00 | (51,243.00) | -16.3% |

Fresno County Office of Education
Fresno County

2020-21 Second Interim
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|---|---|---|---|---|---|---|---|---|
| **CAPITAL OUTLAY** | | | | | | | | |
| Land | | 6100 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Land Improvements | | 6170 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Buildings and Improvements of Buildings | | 6200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Books and Media for New School Libraries or Major Expansion of School Libraries | | 6300 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Equipment | | 6400 | 98,596.00 | 126,096.00 | 63,400.03 | 126,096.00 | 0.00 | 0.0% |
| Equipment Replacement | | 6500 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, CAPITAL OUTLAY | | | 98,596.00 | 126,096.00 | 63,400.03 | 126,096.00 | 0.00 | 0.0% |
| **OTHER OUTGO (excluding Transfers of Indirect Costs)** | | | | | | | | |
| Tuition | | | | | | | | |
| Tuition for Instruction Under Interdistrict Attendance Agreements | | 7110 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools | | 7141 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Payments to County Offices | | 7142 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Payments to JPAs | | 7143 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Transfers Out | | | | | | | | |
| All Other Transfers | | 7281-7283 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Transfers Out to All Others | | 7299 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Debt Service | | | | | | | | |
| Debt Service - Interest | | 7438 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Other Debt Service - Principal | | 7439 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **OTHER OUTGO - TRANSFERS OF INDIRECT COSTS** | | | | | | | | |
| Transfers of Indirect Costs | | 7310 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Transfers of Indirect Costs - Interfund | | 7350 | 8,404.00 | 8,404.00 | 0.00 | 8,404.00 | 0.00 | 0.0% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS | | | 8,404.00 | 8,404.00 | 0.00 | 8,404.00 | 0.00 | 0.0% |
| TOTAL, EXPENDITURES | | | 4,263,312.00 | 4,495,328.00 | 1,655,666.04 | 4,492,426.00 | | |

Fresno County Office of Education
Fresno County

2020-21 Second Interim
Charter Schools Special Revenue Fund
Revenues, Expenditures, and Changes in Fund Balance

10 10108 0000000
Form 09I

| Description | Resource Codes | Object Codes | Original Budget (A) | Board Approved Operating Budget (B) | Actuals To Date (C) | Projected Year Totals (D) | Difference (Col B & D) (E) | % Diff Column B & D (F) |
|---|---|---|---|---|---|---|---|---|
| **INTERFUND TRANSFERS** | | | | | | | | |
| **INTERFUND TRANSFERS IN** | | | | | | | | |
| Other Authorized Interfund Transfers In | | 8919 | 982,555.00 | 1,731,123.00 | 0.00 | 1,731,123.00 | 0.00 | 0.0% |
| (a) TOTAL, INTERFUND TRANSFERS IN | | | 982,555.00 | 1,731,123.00 | 0.00 | 1,731,123.00 | 0.00 | 0.0% |
| **INTERFUND TRANSFERS OUT** | | | | | | | | |
| Other Authorized Interfund Transfers Out | | 7619 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (b) TOTAL, INTERFUND TRANSFERS OUT | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **OTHER SOURCES/USES** | | | | | | | | |
| **SOURCES** | | | | | | | | |
| Other Sources | | | | | | | | |
| Transfers from Funds of Lapsed/Reorganized LEAs | | 8965 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Long-Term Debt Proceeds | | | | | | | | |
| Proceeds from Capital Leases | | 8972 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Financing Sources | | 8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (c) TOTAL, SOURCES | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **USES** | | | | | | | | |
| Transfers of Funds from Lapsed/Reorganized LEAs | | 7651 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| All Other Financing Uses | | 7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (d) TOTAL, USES | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| **CONTRIBUTIONS** | | | | | | | | |
| Contributions from Unrestricted Revenues | | 8980 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| Contributions from Restricted Revenues | | 8990 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| (e) TOTAL, CONTRIBUTIONS | | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0% |
| TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e) | | | 982,555.00 | 1,731,123.00 | 0.00 | 1,731,123.00 | | |

Fresno County Office of Education
Fresno County

Second Interim
Charter Schools Special Revenue Fund
Exhibit: Restricted Balance Detail

10 10108 0000000
Form 09I

| Resource | Description | 2020/21 Projected Year Totals |
|---|---|---|
| | Total, Restricted Balance | 0.00 |

# Closed Session

# Board Member Activities

# **ACTION**


**TOPIC**        Board Member Activities


**ISSUE**        The Board will report or take action on the following items:

 Receipt of Correspondence

 Comments by Board Members


**PRESENTER**        President Kevin Otto

# Future
# Agenda Items

# Next Meeting

# Adjournment