Career Technical Education Charter Petition 2025



CHARTER PETITION
July 1, 2025 - June 30, 2030

CAREER TECHNICAL EDUCATION CHARTER
Kermit Koontz Education Complex
1320 N. Mariposa Street
Fresno, California 93703

SUBMISSION DATE: TBD

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Article 1: Affirmations and Assurances

Career Technical Education Charter ("CTEC High School," "CTEC," or the "Charter School") and Fresno County Superintendent of Schools ("FCSS"), which operates the Charter School, will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

1. CTEC High School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
2. CTEC High School declares that FCSS shall be deemed the exclusive public school employer of the employees of Career Technical Education Charter High School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
3. CTEC High School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
4. CTEC High School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
5. CTEC High School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
6. CTEC High School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
7. CTEC High School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"); Section 504 of the Rehabilitation Act of 1973 ("Section 504"); and Title II of the Americans with Disabilities Act of 1990 ("ADA").
8. CTEC High School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)

(5)(C)]

9. CTEC High School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for that teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Sections 47605(l)(1) and 47605.4]
10. CTEC High School shall at all times maintain all necessary and appropriate insurance coverage.
11. CTEC High School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required byEducation Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves CTEC High School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
13. CTEC High School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
14. CTEC High School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
15. CTEC High School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)] CTEC High School, on a regular basis, consults with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
16. CTEC High School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

16. CTEC High School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
17. CTEC High School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
18. CTEC High School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
19. CTEC High School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq. ("CPRA").
20. CTEC High School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99("FERPA").
21. CTEC High School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq. ("Brown Act").
22. CTEC High School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1 ("Section 1090").
23. CTEC High School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").
24. CTEC High School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

MCopher

Dr. Michele Cantwell-Copher,
Fresno County Superintendent of Schools

1.9.25

Date

Article 2: Introduction

CTEC is a comprehensive high school that opened in Fall 2018 as the Fresno County Superintendent of Schools' (FCSS) first charter school. CTEC serves students in grades 9-12 throughout Fresno and adjacent counties, offering two primary pathways: Advanced Manufacturing and Commercial Construction. These pathways are designed to prepare students for high-demand careers while fulfilling regular high school requirements.

Within these two pathways, students have the opportunity to become Career Technical Education (CTE) Completers in the following areas: Product Innovation Design, Residential and Commercial Construction, Engineering Technology, Engineering and Architecture, Welding and Materials Joining, and Machining and Forming Technologies. Recognizing the dynamic nature of industry and labor demands, CTEC continually evaluates the effectiveness of its identified pathways. If existing pathways are found to limit students' future employment opportunities, additional pathways or sectors may be added.

CTEC High School CTE Pathways				
Industry Sector	Manufacturing and Product Development (MAN)			
Pathway Name	Product Innovation Design		Pathway Code	216
Course Name	STEM Integrated Manufacturing	Manufacturing Systems Design	AdvProductDevelop	
CTE Sequence	Introduction	Concentrator	Capstone	
State Course Code	8200	8240	8241	

Industry Sector	Building and Construction Trades (BLD)			
Pathway Name	Residential and Commercial Construction		Pathway Code	123
Course Name	Intro to Construction Technology	Construction Technology II	Construction Management and Planning	Adv Construction Technology
CTE Sequence	Introduction	Concentrator	Concentrator	Capstone
State Course Code	7300	7341	7341	7342

Industry Sector	Engineering and Architecture (ENG)			
Pathway Name	Engineering Technology		Pathway Code	153
Course Name	Engineering Design Solidworks	Advanced Engineering Technology		
CTE Sequence	Concentrator	Capstone		

State Course Code	7720	7721		

Industry Sector	Engineering and Architecture (ENG)			
Pathway Name	Architectural Design		Pathway Code	150
Course Name	Architecture & Design	Adv Architecture & Engineering		
CTE Sequence	Concentrator	Capstone		
State Course Code	7710	7711		

Industry Sector	Manufacturing and Product Development (MAN)			
Pathway Name	Welding and Materials Joining		Pathway Code	213
Course Name	Welding Fabrication and Application	Welding Processes & Fabrication		
CTE Sequence	Concentrator	Capstone		
State Course Code	8230	8231		

Industry Sector	Manufacturing and Product Development (MAN)			
Pathway Name	Machining and Forming Technologies		Pathway Code	212
Course Name	Community Applied Manufacturing	Advanced Machining and Automation		
CTE Sequence	Concentrator	Capstone		
State Course Code	8220	8221		

Industry Sector	Engineering and Architecture (ENG)			
Pathway Name	Engineering Technology		Pathway Code	150
Course Name	Engineering Design Solidworks	Adv CAD for Architecture		
CTE Sequence	Concentrator	Capstone		
State Course Code	7710	7711		

Industry Sector	Engineering and Architecture (ENG)			
Pathway Name	Engineering Technology		Pathway Code	150
Course Name	Engineering Design Solidworks	Adv CAD for Mechanical Design		

CTE Sequence	Concentrator	Capstone		
State Course Code	7710	7711		

CTEC's educational program aims to provide students with the opportunity to obtain an Associate's Degree alongside their high school diploma, as well as relevant industry certifications. This approach is designed to address the skills gap identified by our industry partners and prepare students for immediate workforce entry or further education.

The school accepts up to 120 students each year for 9th grade, with a maximum enrollment capacity of 480 students. If applications exceed 120, then a lottery is performed to identify the 120 students (see Article 5.5.1). Students not selected are placed on a waiting list. Due to the industry skill development in the first 2 years at CTEC and the credit requirements, student enrollment is available through a student's sophomore year. CTEC's enrollment projections are based on the Cohort Survival Model, which assumes an 88% retention rate. Projected enrollment for the 2024/25 school year reached 285. With sustained growth expected over the next five years, approaching the maximum class size, larger classes will replace those affected by the COVID-19 pandemic and help CTEC achieve an enrollment exceeding 445 students. To accommodate future demand and increase the impact of CTEC's academic program on the community, we reserve the right to expand instructional cohorts to 30 students. This expansion could potentially increase our maximum enrollment to 564 students, based on classroom availability and our project-based learning pedagogy. This growth strategy allows us to serve more students while maintaining our commitment to high-quality, industry-aligned education.

Enrollment by Grade Level (2018-2024)

Year	18/19	19/20	20/21	21/22	22/23	23/24
9th	66	92	76	69	68	85
10th		61	94	64	63	70
11th			59	74	51	50
12th				54	63	44
Total	*66*	*153*	*229*	*261*	*245*	*249*

Projected Enrollment by Grade Level (2024-2029)

Year	24/25	25/26	26/27	27/28	28/29
9th	90	115	120	120	120
10th	88	95	115	115	115
11th	61	86	93	107	110
12th	46	58	74	79	101
Total	285	354	402	421	446

As a countywide charter, students apply to CTEC from across Fresno County and its surrounding counties. As seen below, students attend as far north as Yosemite Lakes; Auberry in the North East; Riverdale and Kingsburg in the south; Kerman and San Joaquin in the west. The majority of students come from Fresno (445), followed by Clovis (74), Sanger (25), and Madera (14). Notably, CTEC has become a popular

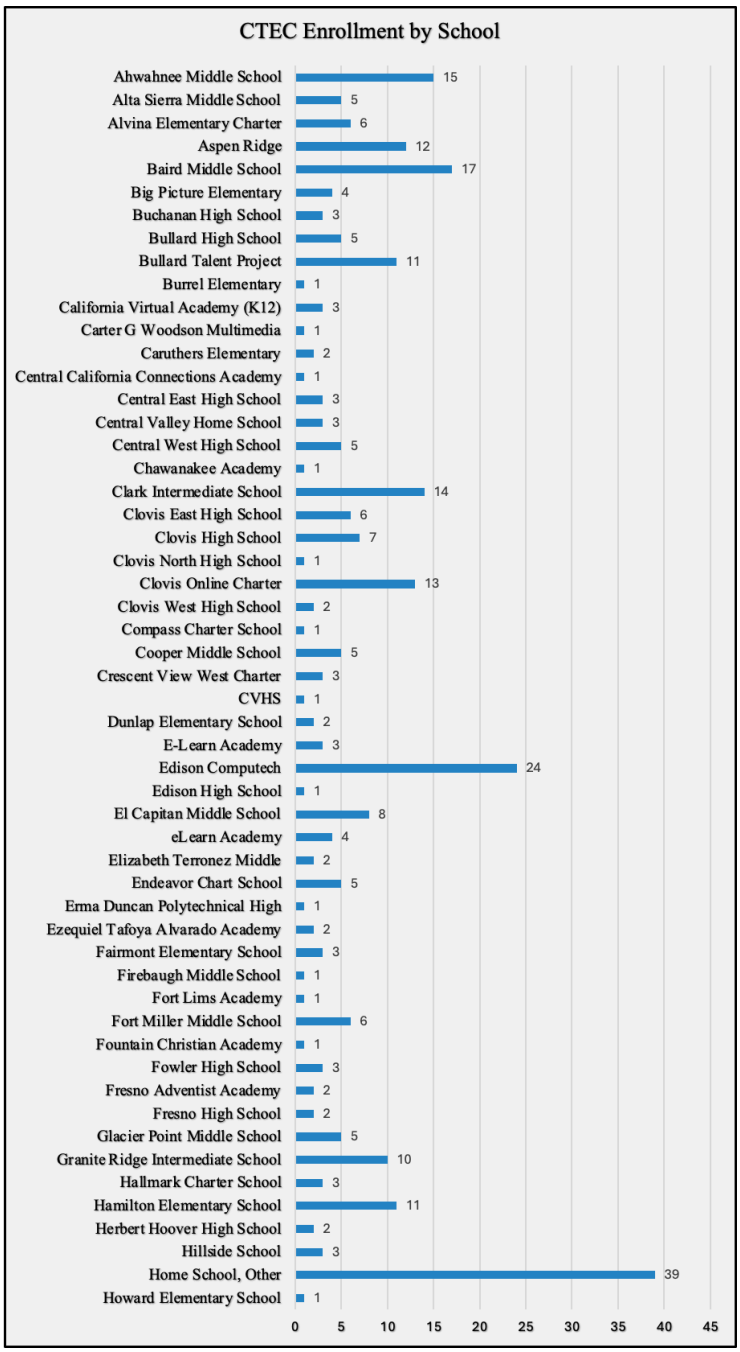
choice for students transitioning from charter schools, home schools, and online programs. Kepler Neighborhood Charter School is CTEC's largest feeder school, followed by Yosemite Valley Charter (formerly Inspire Charter School).

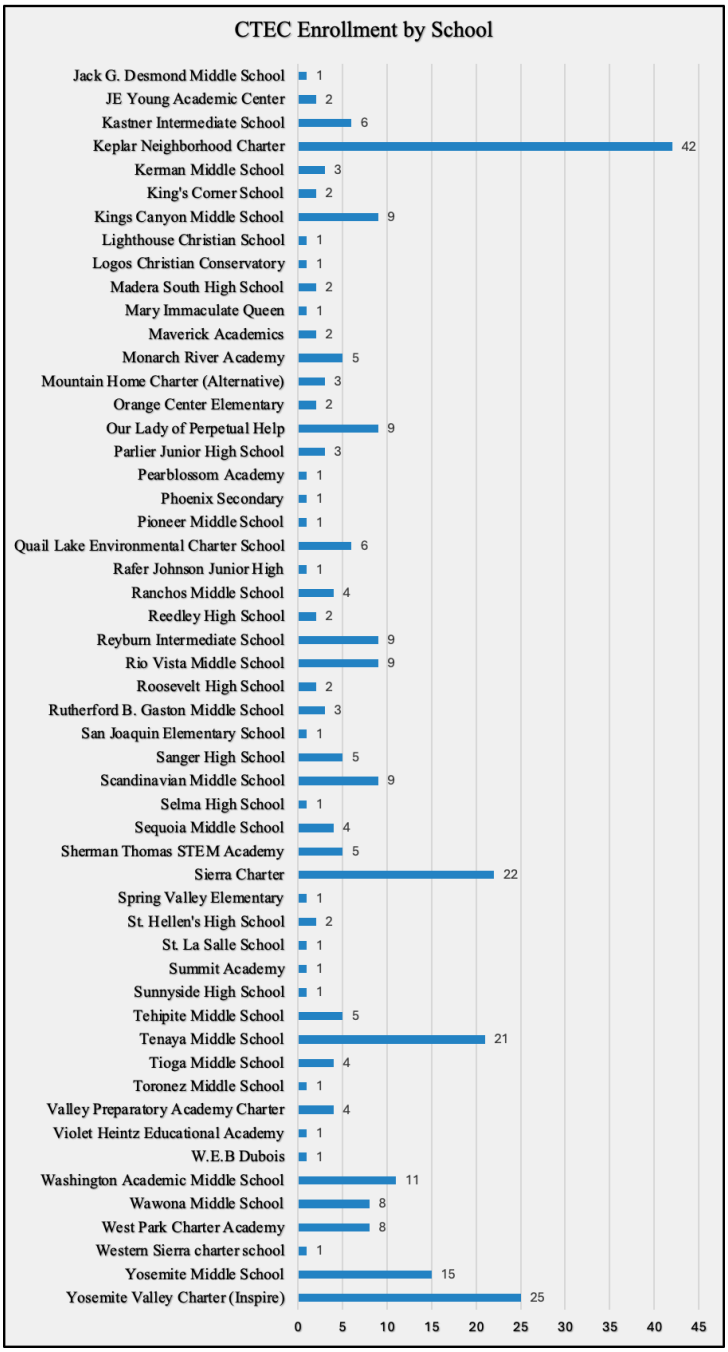
Student Population Across Fresno County					
Auberry, CA	2	Fresno, CA	445	Prather, CA	3
Biola, CA	2	Kerman, CA	9	Reedley, CA	2
Caruthers, CA	7	Kingsburg, CA	4	Riverdale, CA	1
Clovis, CA	74	Madera, CA	25	San Joaquin, CA	1
Coarsegold, CA	2	Olympic Valley, CA	2	Sanger, CA	14
Firebaugh, CA	1	Parlier, CA	2	Selma, CA	3

CTEC is strategically located in an urban area of central Fresno at the Kermit Koontz Education Complex (KKEC). The facility has been retrofitted and expanded to provide a learning environment consistent with CTEC's mission and vision. This location serves a community where 45.8% of residents live below the poverty line, and only 39.1% of individuals over 25 have a high school diploma. These statistics stand in stark contrast to Fresno County's overall high school graduation rate of 77.9% and college graduation rate of 22.6%. Recognizing this disparity, CTEC aims to provide students with an engaging educational experience that develops in-demand skills, leading to employment opportunities with wages well above the minimum. By offering specialized, career-focused education, CTEC addresses these socioeconomic challenges and fulfills a critical need unmet by traditional educational institutions, providing students with pathways to sustainable employment and higher education.

Since CTEC's inception in 2018, several schools in the area have developed similar pathways. These include programs at Fresno High School, Duncan Polytechnical High School, Edison High School, Design Science High School, Clovis High School, and CART. However, CTEC remains unique due to its comprehensive four-year pathway approach, beginning CTE learning in freshman year. Our program is distinguished by integrated content across disciplines, a strong community focus, paid and unpaid internship opportunities prior to graduation, and a dual enrollment partnership with Fresno City College, offering an Associate's Degree in Industrial Arts and Technology concurrently with the high school diploma.

CTEC's program is designed to address both community needs and the demands of the growing manufacturing and construction industries in the Central Valley. The Advanced Manufacturing sector is undersupplied by 4,157 workers, with demand outpacing supply by a factor of four. Job openings in this sector are projected to grow by 15% over the next five years. Similarly, the Construction sector is facing a significant workforce shortage, with demand projected to increase by 20% over the next five years.


CTEC Enrollment by School
Ahwahnee Middle School 15
Alta Sierra Middle School 5
Alvina Elementary Charter 6
Aspen Ridge 12
Baird Middle School 17
Big Picture Elementary 4
Buchanan High School 3
Bullard High School 5
Bullard Talent Project 11
Burrel Elementary 1
California Virtual Academy (K12) 3
Carter G Woodson Multimedia 1
Caruthers Elementary 2
Central California Connections Academy 1
Central East High School 3
Central Valley Home School 3
Central West High School 5
Chawanakee Academy 1
Clark Intermediate School 14
Clovis East High School 6
Clovis High School 7
Clovis North High School 1
Clovis Online Charter 13
Clovis West High School 2
Compass Charter School 1
Cooper Middle School 5
Crescent View West Charter 3
CVHS 1
Dunlap Elementary School 2
E-Learn Academy 3
Edison Computech 24
Edison High School 1
El Capitan Middle School 8
eLearn Academy 4
Elizabeth Terronez Middle 2
Endeavor Chart School 5
Erma Duncan Polytechnical High 1
Ezequiel Tafoya Alvarado Academy 2
Fairmont Elementary School 3
Firebaugh Middle School 1
Fort Lims Academy 1
Fort Miller Middle School 6
Fountain Christian Academy 1
Fowler High School 3
Fresno Adventist Academy 2
Fresno High School 2
Glacier Point Middle School 5
Granite Ridge Intermediate School 10
Hallmark Charter School 3
Hamilton Elementary School 11
Herbert Hoover High School 2
Hillside School 3
Home School, Other 39
Howard Elementary School 1
0 5 10 15 20 25 30 35 40 45


CTEC Enrollment by School
Jack G. Desmond Middle School 1
JE Young Academic Center 2
Kastner Intermediate School 6
Keplar Neighborhood Charter 42
Kerman Middle School 3
King's Corner School 2
Kings Canyon Middle School 9
Lighthouse Christian School 1
Logos Christian Conservatory 1
Madera South High School 2
Mary Immaculate Queen 1
Maverick Academics 2
Monarch River Academy 5
Mountain Home Charter (Alternative) 3
Orange Center Elementary 2
Our Lady of Perpetual Help 9
Parlier Junior High School 3
Pearblossom Academy 1
Phoenix Secondary 1
Pioneer Middle School 1
Quail Lake Environmental Charter School 6
Rafer Johnson Junior High 1
Ranchos Middle School 4
Reedley High School 2
Reyburn Intermediate School 9
Rio Vista Middle School 9
Roosevelt High School 2
Rutherford B. Gaston Middle School 3
San Joaquin Elementary School 1
Sanger High School 5
Scandinavian Middle School 9
Selma High School 1
Sequoia Middle School 4
Sherman Thomas STEM Academy 5
Sierra Charter 22
Spring Valley Elementary 1
St. Hellen's High School 2
St. La Salle School 1
Summit Academy 1
Sunnyside High School 1
Tehipite Middle School 5
Tenaya Middle School 21
Tioga Middle School 4
Toronez Middle School 1
Valley Preparatory Academy Charter 4
Violet Heintz Educational Academy 1
W.E.B Dubois 1
Washington Academic Middle School 11
Wawona Middle School 8
West Park Charter Academy 8
Western Sierra charter school 1
Yosemite Middle School 15
Yosemite Valley Charter (Inspire) 25
0 5 10 15 20 25 30 35 40 45

Employers report significant challenges in finding qualified applicants due to insufficient numbers of highly trained and experienced individuals, a lack of diversity, language barriers, and rigorous math skills requirements. These challenges are compounded by equity gaps in accessing and completing high school coursework aligned with high-potential CTE programs in Advanced Manufacturing and Construction.

CTEC's impact on addressing these challenges is evident in its student demographics and outcomes. Currently serving 285 students, CTEC's population is 61% Hispanic, 18% White, 6.5% Asian, 7% African American, and 7% Multi-Ethnic. The program has achieved 100% graduation rates across all ethnic groups in 2022 and 2023, with 100% of students engaging in Manufacturing or Construction skills and having access to college credit. In 2022 and 2023, 65% and 62% of students, respectively, obtained their associate's degree. In 2024, an astonishing 80% of students received their associates degree.

With guidance from over 45 industry partners and the San Joaquin Valley Manufacturing Alliance, CTEC aims to bridge these gaps, providing students with the skills and experience necessary for success in these high-demand fields, while addressing equity issues and preparing a diverse workforce for the future.

CTEC Industry Partners			
Organization	**Contact Person**	**Organization**	**Contact Person**
A-1 Alternative Fuel Systems	Eric Mendoza	Lange Research	Stefani Lange
Advanced Metal Works	Mark Ramos	Lawrence Engineering Group	Muey Tarvin
Betts Company	Lizet Ayon/Anna Lopez	M&M Screen Printing	Jonathan Machado
Blair, Church & Flynn Consulting Engineers	Betty Lee	Mark Wilson Construction	Cole Bendoski
Bruno's	Christian Honetschlager	Marlin Crawler, Inc	David Carnahan
California Tiny Houses	Nick Mosley	MBTechnology-Henry® a Carlisle Company	Sabrina Salinas
Caltrans	Mary Brown	McGaughys Suspension Parts	Michelle McGaughy
Career Nexus	Kurt Madden	Melton Sheet Metal	Tom Melton
Certified Meat Products	Mark Ford	PBK	Dule Rodriguez
D.A. Designs Dancewear	Kristen Geesey	PNM CNC	Mario Persicone
Dumont Printing	Susan Moore/Brenda Kelley	Powers Construction	Tara Powers-Mead
Electrical Power Source	Bea Pino	Precision Engineering	Bonique Emerson
Excelsior	Sheri Bashian	Quantum Machining and Design	Matt Bier
Four C's Construction	Mark Ramos	Roo's Heating and Air Conditioning	Ruben Martinez
Fowler Packing	Brett Zall/Sam Parnagian	Saf-T-Cab	Eric Valdivia

Fresno Ag Hardware	Ian Williams		San Joaquin Valley Manufacturing Alliance	Genelle Taylor Kumpe
Fresno City College	James Thornburgh		Sun Valley Raisins	Elia or Monica
Fresno EOC	Raquel Jackson		Superior Machining Inc	Doug Nunes
Gordon Industrial	Jeremy Price		Total Concept Enterprise	Liz McIlvanie
Harris Construction	Elena Samaniego		United Western	Anthony Bandy/Camilo
Imago	Edgar Blunt		US Cold Storage	Chris Halsted
Innovation Alley	Don Ripley		Vulcan Materials	Jadee Charland
John Ventresca Company	Lucianna Ventresca			
JPL	Katlyn Garcia			

As we seek renewal of our charter, we remain committed to our mission of equipping students with 21st-century skills through an academically rigorous environment rooted in career technical education. We look forward to continuing our work in preparing students for post-secondary education, citizenship, and leadership within growing industries and our community.

Article 3: Mission & Vision

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605.6(b)(5)(A)(i).

Governing Law: The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605.6(b)(5)(A)(ii).

Governing Law: If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable to other public high schools. Education Code Section 47605.6(b)(5)(A)(iii).

Governing Law: If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will be will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements. Education Code Section 47605.6(b)(5)(A)(iv).

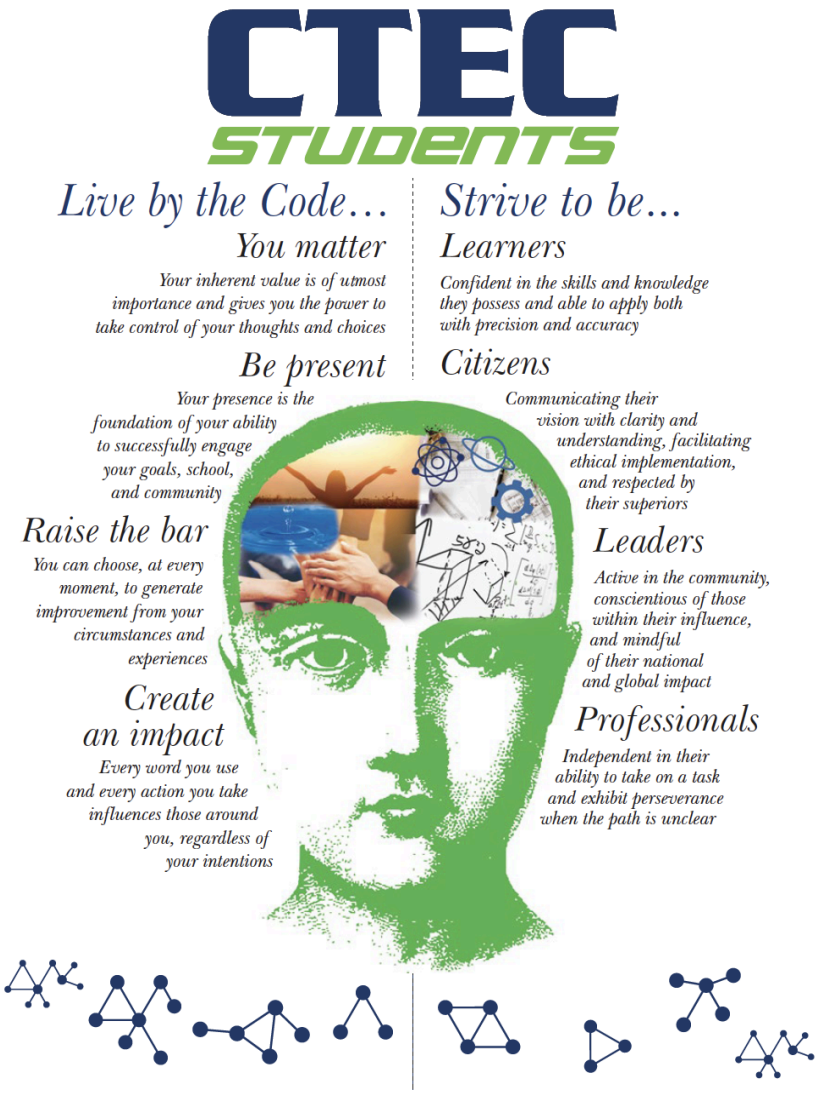
The mission for CTEC and its community is to live and teach, every day, in the intersection of community involvement, student development, and industry relevance. We envision education in action, graduating self-aware students who are engaged in community, committed to lifelong learning, and integral in closing the skills gap.

Section 3.1 - Cultural Pillars & Graduation Profile

The CTEC Cultural Pillars encapsulate the school's core values and expectations for its students. "Live by the Code" emphasizes key principles that guide student behavior and mindset. It highlights the inherent value of each student, affirming "You Matter" and emphasizing their power to control their thoughts and choices. The principle "Be Present" stresses the importance of active engagement in school and community. "Raise the Bar" encourages continuous self-improvement and growth, while "Create an Impact" emphasizes the influence of words and actions on others.

The CTEC graduation profile was developed to define how CTEC students would embody the vision of the school. The CTEC team believes that students who live by the

code of CTEC and allow the pillars to guide their decision-making will fulfill the graduate profile indicated below.



The CTEC Learner is independent in their ability to take on a task, exhibiting perseverance when the path is unclear; utilizing outside resources that enhance their current abilities, as they critically analyze their own thoughts and carefully consider the contributions of others.

The CTEC Citizen is self-aware, harnessing both their strengths and weaknesses to improve all areas of their life, community-minded but thoughtful of their national and global effect, and conscientious of those in their sphere of influence.

The CTEC Leader is proactive in their view of a situation and approaches problems with creativity, they communicate their vision clearly and expects ethical implementation of the solution.

The CTEC Professional is respectful of the time and resources of their employer and collaborates willingly and effectively with colleagues; confident in the skills and knowledge they possess and able to apply both with precision and accuracy.

To help students meet the graduation profile by the end of their senior year, CTEC provides opportunities/experiences for students to gain important academic and non-academic skills. CTEC teachers incorporate the following skills into their daily classroom assignments, activities, and projects.

Graduation Profile Skills	
CTEC Learners demonstrate:	
Independence	• Monitoring, defining, prioritizing, and completing tasks without direct oversight.
Critical Thinking	• Evaluating information critically and competently. • Using information accurately and creatively for the problem at hand. • Effectively analyzing and evaluating evidence, arguments, claims, and beliefs. • Analyzing and evaluating major alternative points of view. • Synthesizing and making connections between information and arguments. • Understanding both how and why media messages are constructed and for what purposes. • Analyzing how parts of a whole interact with each other to produce overall outcomes in complex systems.
Growth Mindset	• Demonstrating commitment to learning as a lifelong process. • Viewing failure as an opportunity to learn and understanding that creativity and innovation is a long-term, recurring process of small successes and frequent mistakes. • Incorporating feedback effectively. • Dealing positively with praise, setbacks, and criticism.
CTEC Citizens value:	
Self-Awareness	• Reflecting critically on learning experiences and processes. • Examining how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors. • Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.
Diversity	• Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles. • Understanding, negotiating, and balancing diverse views and beliefs to reach workable solutions. • Leveraging social and cultural differences to create new ideas and increase both innovation and quality of work.
Community Improvement	• Developing concern with the affairs of the community and nation. • Understanding the local and global implications of civic decisions.

	● Investigating and analyzing environmental issues and making accurate conclusions about effective solutions. ● Taking individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).
CTEC Leaders are:	
Innovators	● Using a wide range of idea creation techniques. ● Creating new and worthwhile ideas. ● Acting on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur. ● Solving different kinds of non-familiar problems in both conventional and innovative ways.
Effective Communicators	● Developing, implementing, and communicating new ideas to others effectively. ● Identifying and asking significant questions that clarify various points of view and lead to better solutions. ● Articulating thoughts and ideas effectively using WOVEN communication skills in a variety of forms and contexts. ● Listening effectively to decipher meaning, including knowledge, values, attitudes and intentions. ● Using communication for a range of purposes (e.g. to inform, instruct, motivate and persuade).
Solution-Oriented	● Setting goals and recognizing criteria for tangible and intangible success. ● Using interpersonal and problem-solving skills to influence and guide others toward a goal. ● Balancing tactical (short-term) and strategic (long-term) goals. ● Leveraging strengths of others to accomplish a common goal.
CTEC Professionals work with:	

Respect and Responsibility	● Conducting oneself in a respectable, professional manner.
	● Accessing information efficiently (time) and effectively (sources).
	● Utilizing time and managing workload efficiently.
	● Adapting to varied roles, jobs responsibilities, schedules, and contexts.
	● Working flexibly in a climate of ambiguity and changing priorities.
	● Prioritizing, planning, and managing work to achieve the intended result.
	● Demonstrating additional attributes associated with producing high quality products including the abilities to do the following:
	  ● Work positively and ethically;
	  ● Manage time and projects effectively;
	  ● Multi-task;
	  ● Participate actively, as well as be reliable and punctual;
	  ● Present oneself professionally and with proper etiquette;
	  ● Be accountable for results.

Collaboration	● Learning from and working collaboratively with individuals. ● Being open and responsive to new and diverse perspectives, as well as incorporating group input and feedback into the work. ● Using entrepreneurial skills to enhance workplace productivity and career options, demonstrating the ability to work effectively and respectfully with diverse teams. ● Assuming shared responsibility for collaborative work and valuing the individual contributions made by each team member. ● Communicating effectively in diverse environments. ● Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. ● Knowing when it is appropriate to listen and when to speak.
Knowledge & Skill	● Understanding and utilizing the most appropriate media creation tools, characteristics, and conventions. ● Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise. ● Demonstrating initiative to advance skill levels towards a professional level.

Section 3.2 - History and Successes

CTEC's inception in 2015 marked a groundbreaking initiative in the Fresno/Madera region, addressing critical skills gaps in advanced manufacturing and commercial construction. This collaborative effort, spearheaded by the Fresno Business Council, State Center Community College District, and the FCSS, along with leaders from various unified school districts and Valley ROP, aimed to bridge the gap between industry needs and educational offerings.

The strategic planning process involved representatives from local businesses, educational institutions, and the community, forming task forces to identify key industry sectors and develop a comprehensive plan to address the skills gap. The Advanced Manufacturing Taskforce highlighted a significant demand in this sector, coupled with a shortage of qualified individuals. Within Fresno County, the San Joaquin Valley Manufacturing Alliance, encompassing 400 industry leaders and over 1,360 members, employed more than 105,000 individuals. They identified critical occupations requiring skills in electronics, plumbing, welding technology, mechanical power drive systems, pneumatic and hydraulic systems, programmable logic controllers, motor control, blueprint reading, and CAD.

Notably, 59% of employers in these industries reported "great difficulty" in finding qualified applicants. The construction and building trades sector faced similar challenges, with the Bureau of Labor Statistics projecting an addition of 790,400 jobs by 2024, primarily in construction and maintenance careers.

In response to these industry needs, CTEC was conceived as a solution to the shortage of skilled workers. During the 2017-2018 school year, the CTEC team, consisting of core instructional leaders, CTE instructors, and administrative staff, developed a shared vision for the school's educational program. This vision emphasized integrating industry expertise into the curriculum and cultivating essential soft skills.

CTEC's development was bolstered by three successful grant applications. Two CTE facilities grants helped fund the construction of CTEC's Innovation Center, a 24,000 sq ft state-of-the-art shop supporting CTE instruction with $4 million. The Specialized Secondary Program grant provided $245,000 for developing and implementing CTEC's first two manufacturing courses.

In August 2018, CTEC opened its doors to its inaugural freshman class. From the outset, students demonstrated a commitment to excellence and community engagement. The class of 2022 amassed over 1,300 hours of community service, with 95% of students earning college credit and 61% completing their associate's degrees. CTEC students quickly made an impact through projects like partnering with Webster Elementary School for a paver project, not only addressing the school's needs but also teaching Webster students the paver-making process.

CTEC's innovative approach gained recognition from educational and industry leaders throughout the county. By summer 2019, CTEC had established a valuable partnerships with the San Joaquin Valley Manufacturing Alliance, providing students with access to industry tours, guest speakers, and internship opportunities. These partnerships enriched the educational experience and facilitated the transition from classroom learning to real-world application.

The COVID-19 pandemic in 2020 presented unprecedented challenges, but CTEC adapted swiftly. The school transitioned to distance learning, leveraging digital platforms to deliver instruction and engage students in hands-on learning activities. CTEC's commitment to community service continued, with students and staff producing and distributing over 5,000 face shields for healthcare workers in Fresno and Madera Counties.

Post-pandemic, CTEC faced the challenge of rebuilding enrollment after a period of reduced community presence and engagement. However, as CTEC's impact and value gained renewed recognition within the community, enrollment began to steadily rebound, marking a strong return to growth and engagement.

To accommodate future larger graduating classes, expanding the internship program became a key priority. By the 2022-23 school year, internship placements had grown substantially, with students gaining experience at 33 different industry locations. Impressively, 75% of CTEC's graduating class participated in off-campus, paid internships, underscoring the program's success and impact.

CTEC's focus on skill development and industry preparation was evident in its participation in various competitions. In 2023, CTEC students excelled in the Career Skills Challenge, winning first place in multiple categories and claiming first place overall for Fresno County. The establishment of a SkillsUSA chapter at CTEC for both the state and national levels further exemplified CTEC's dedication to skill development. In 2023, CTEC students participated in their first regional competition, with an impressive 92% of participants qualifying for the state competition. At the state level, CTEC students achieved remarkable success, with one student placing second in Computer Aided Design and another student placing first in Metal Fabrication, earning a spot in the national competition in Atlanta where he earned a distinguished third place! These achievements not only highlighted the talents and abilities of CTEC students but also underscored the effectiveness of the school's hands-on, industry-focused curriculum.

Recognition from state and national leaders underscored CTEC's innovative approach to education. Notably, Senator Laphonza Butler identified CTEC as one of only four sites within California to visit and engage with students on topics impacting their communities. This distinction highlighted CTEC's role in fostering civic engagement and community awareness among its students. Following her visit, Senator Butler took the unprecedented step of creating a student advisory council and extended invitations to CTEC students to join, further emphasizing the school's commitment to nurturing student voice and leadership. This recognition not only validated CTEC's educational model but also provided students with a unique opportunity to engage in state-level policy discussions, reinforcing the school's mission of preparing students for meaningful contributions to their communities beyond technical skills.

Seven years into its program, CTEC had become a cornerstone of career technical education in Fresno County, earning Silver recognition as Central California’s Best Charter School. With its innovative instructional programs, rigorous academic standards, commitment to student success, and impressive test scores ranking in the top 10 of Fresno County, CTEC continues to set new standards for career-focused education in the region, preparing students to thrive in the 21st-century workforce.

Article 4: Criteria for Renewal

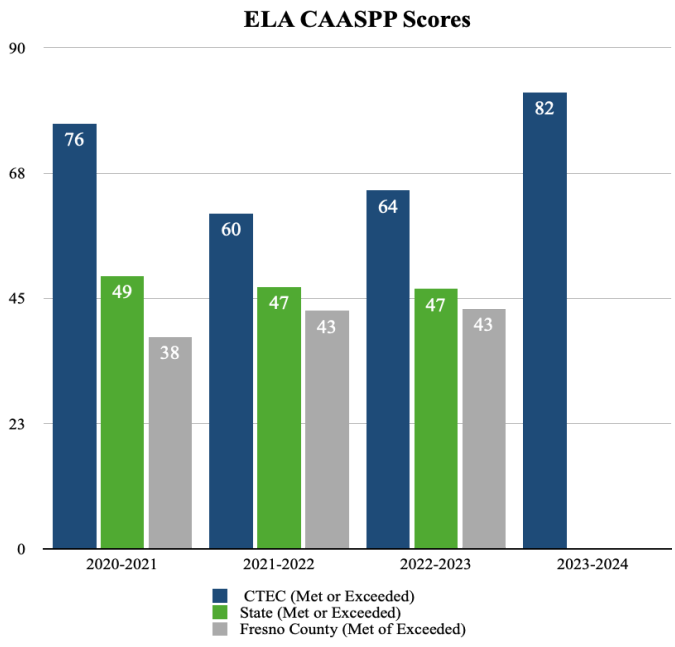
Section 4.1 - Benchmarks and SBAC Data

CTEC students first participated in CAASPP testing during the 2020-2021 academic year, with data available through the 2023-24 school year. Following the COVID-19 pandemic, CTEC has diligently worked to develop procedures that best support student success in CAASPP testing.

In 2021, students in grades 9-11 took three benchmarks throughout the year in Science, Math, and English Language Arts using NWEA assessments to identify student needs and evaluate instructional content. For the 2020-21 thru 2022-23 school years, NWEA assessments were administered in August and January to identify student levels and adjust instruction to support student needs. For the 2023-24 school year, CTEC administered NWEA assessments in English and Math during the Fall and Spring semesters. Additionally, CTEC initiated CAASPP interim assessments in grades 9-11 in January, followed by a second interim assessment in February.

CTEC's CAASPP scores for the 2023-24 school year rank the school in the top 10 within the county, based on scores from 2022-23. Throughout the process of developing our instructional strategies, CTEC instructors have sought to identify how our integrated instruction impacts state test scores. The initial years of testing provided staff with opportunities to evaluate the vertical articulation of content, ensuring our students possess the necessary academic skills and testing experience to be successful. The efforts invested by CTEC staff and students in CAASPP preparation are evident in their 2023-24 performance.

2020-21 Thru 2023-24 ELA Comparison to State and County



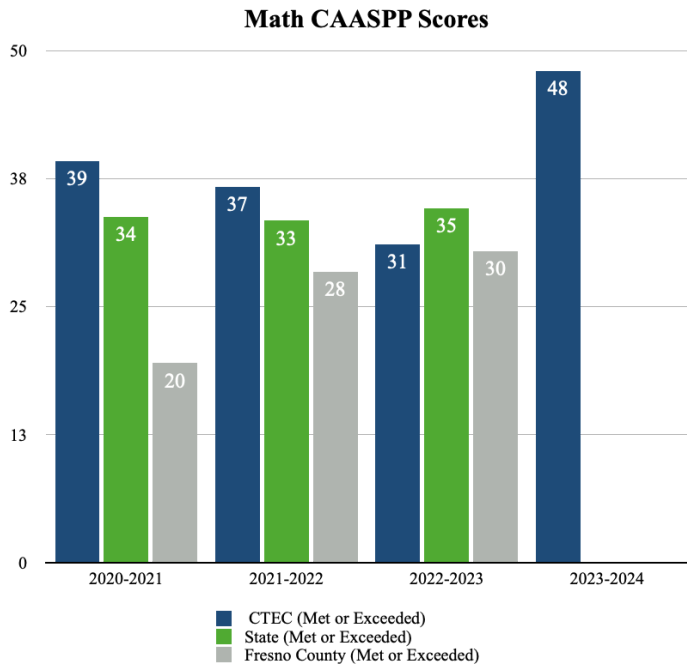
CTEC has demonstrated exceptional performance on the ELA CAASPP assessment, with a significant majority of its students meeting or exceeding standards. The school's continuous improvement, even during challenging times, showcases the effectiveness of its ELA curriculum and instruction. CTEC consistently outperformed both the state and county averages in the percentage of students who met or exceeded standards. CTEC's scores improved from 76% in 2020-2021 to 82% in 2023-2024, showing a positive trend. The state and county averages remained relatively stable, with the state averaging around 47-49% and

the county around 38-43%. At CTEC, 69.57% of low socioeconomic students met or exceeded the standard in ELA, outperforming county and state averages by more than 20%. Despite this impressive accomplishment, it remains an area of focus to further close achievement gaps and ensure even greater success for all students in this demographic.

For the 2024 CAASPP testing cycle, just four years into testing students, CTEC achieved an impressive milestone, ranking 6th in ELA among high schools. From 2023 to 2024, CTEC demonstrated remarkable growth, recording the 2nd largest increase in scores with a significant 17.56% improvement.

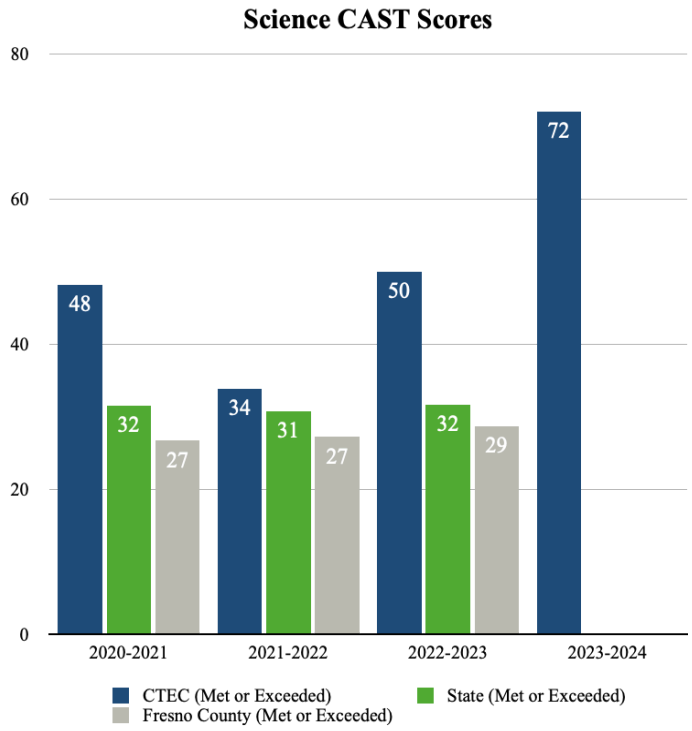
2020-21 Thru 2023-24 Math Comparison to State and County

While CTEC's math performance has been more variable than its ELA performance, the school has maintained scores above county averages and competitive with state averages. CTEC's scores fluctuated but showed overall improvement, rising from 39% in 2020-2021 to 48% in 2023-2024. CTEC consistently outperformed the county average and was generally on par with or above the state average. The state average remained between 33-35%, while the county average increased from 20% to 30% over the four-year period. The significant improvement in math performance during the 2023-2024 school year suggests that recent instructional strategies are yielding positive results. For the 2024 CAASPP testing cycle, CTEC showcased outstanding progress in Math, ranking 7th in the county among high schools. With a remarkable 16.89% increase from 2023 to 2024, CTEC earned the top spot for positive change in Math performance. CTEC's low socioeconomic students achieved an impressive distinction, ranking 4th in the county with 43.48% meeting or exceeding the standard.



2020-21 Thru 2023-24 Science Comparison to State and County

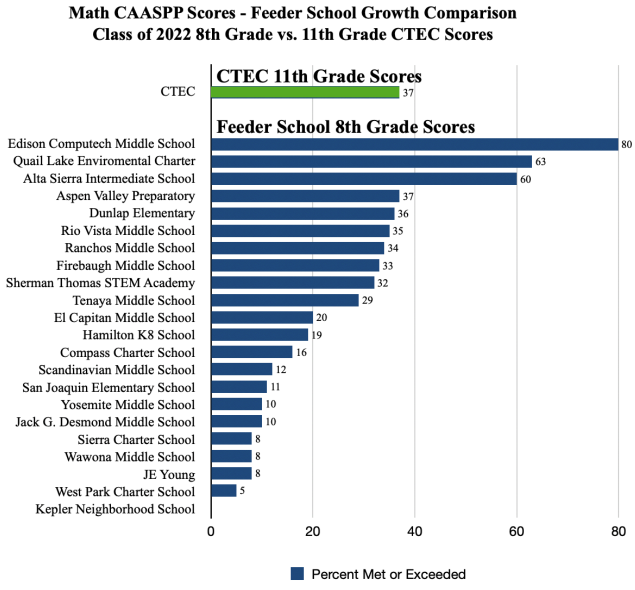
CTEC's science program has demonstrated remarkable success, with a substantial majority of students meeting or exceeding standards by 2023-2024. This significant improvement suggests that CTEC's integrated approach to science education,

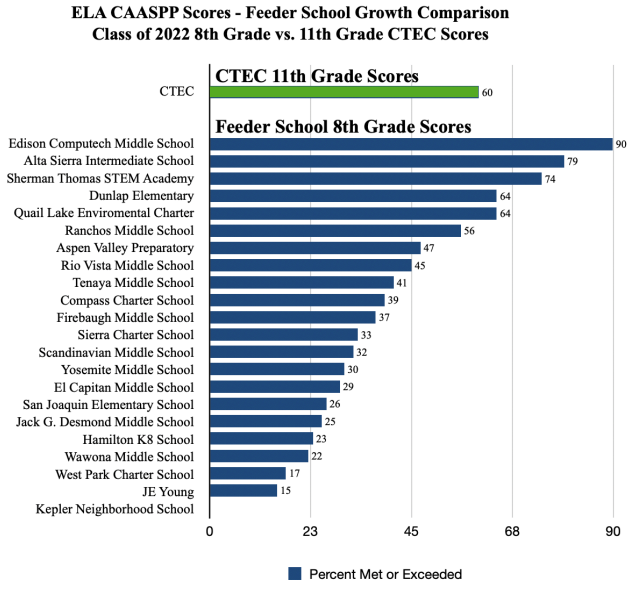


incorporating hands-on experiences related to its technical focus areas, is highly effective.

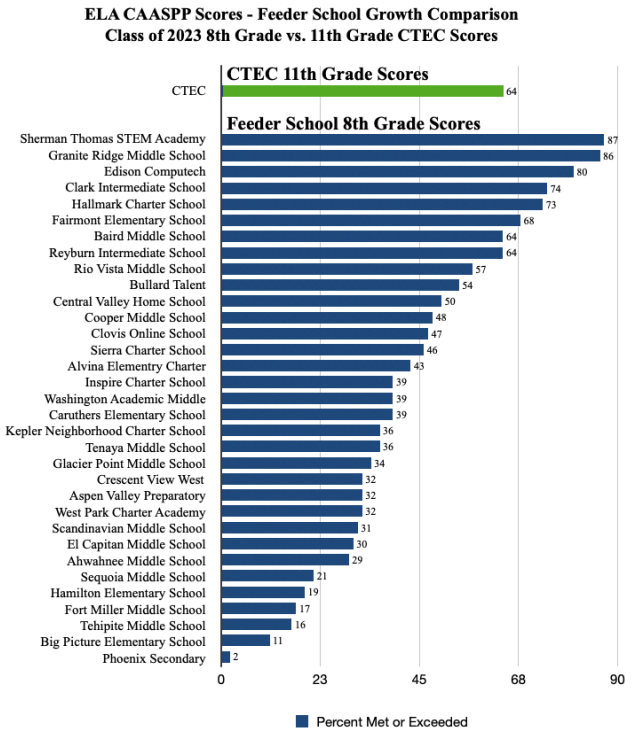
CTEC's science CAASPP scores have shown a strong upward trend, increasing from 48% in 2020-2021 to an impressive 72% in 2023-2024. CTEC consistently outperformed both state and county averages by a significant margin. State averages remained stable around 31-32%, while county averages showed a slight increase from 27% to 29%. For the 2024 CAASPP testing cycle, CTEC excelled in Science, ranking 4th among high schools within the county. Once again, CTEC demonstrated exceptional growth, achieving the highest increase in scores among high schools with a remarkable 22% improvement.

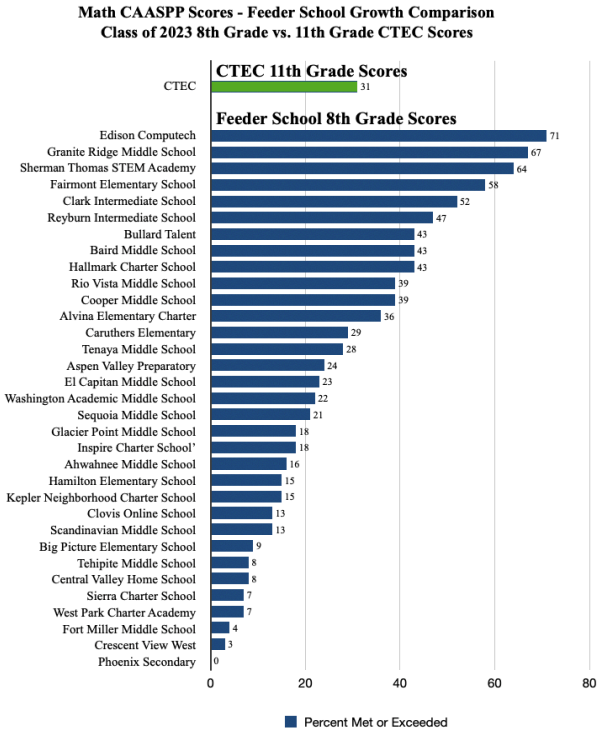
Feeder School Growth Comparison The following feeder school comparison graphs for both ELA, math, and science (2023 only) showcase CTEC's 11th-grade scores against 8th-grade scores from various feeder schools for the class of 2025. In both

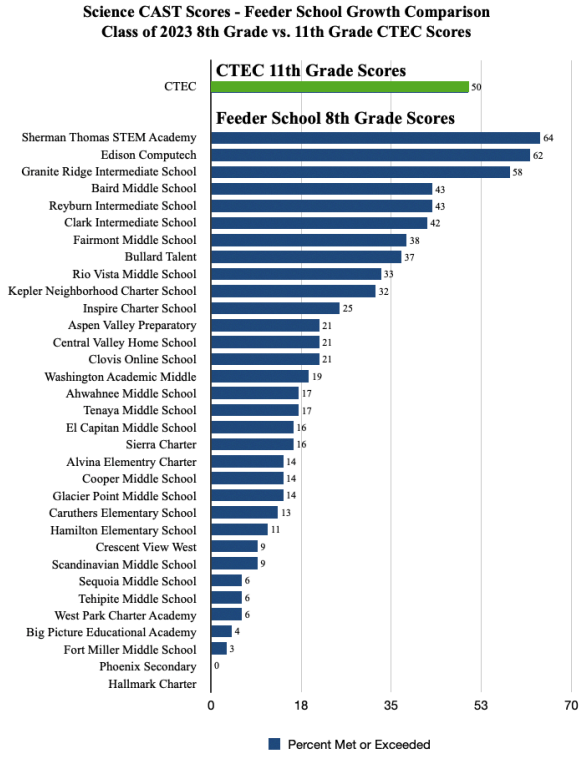




subjects, CTEC's 11th-grade scores (82% for ELA and 48% for Math) surpassed the 8th-grade scores of all feeder schools, often by a considerable margin.





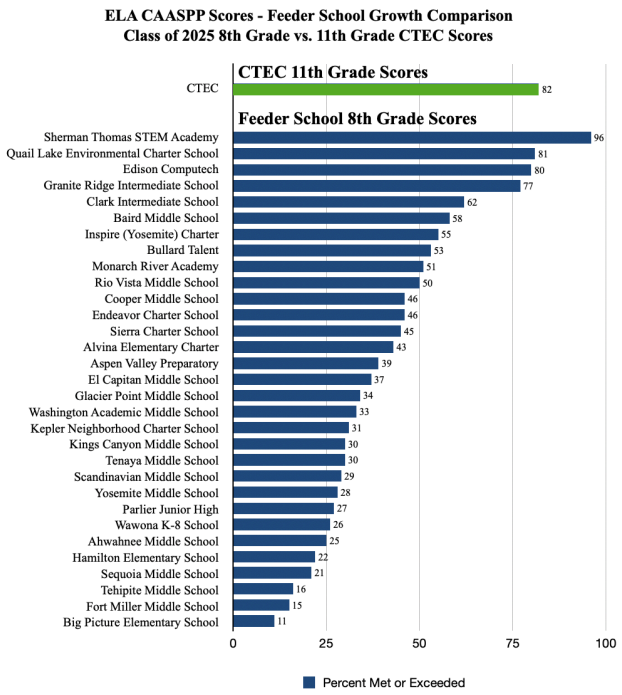


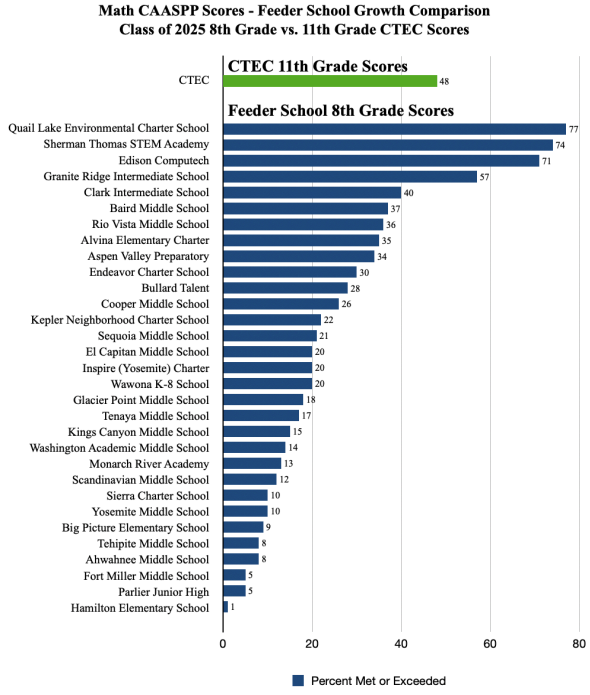
This comparison demonstrates CTEC's ability to improve student performance significantly over their high school years and showcases CTEC's effectiveness in advancing students' academic abilities, regardless of their academic starting points upon entering high school.

Collectively, these data points paint a picture of a high-performing charter school that is consistently outperforming local and state averages across all tested subject areas. CTEC's performance is particularly strong in ELA and science, with math showing steady improvement.

These results validate CTEC's integrated instructional approach, which combines rigorous academics with career technical

education. This model not only prepares students for technical careers but also ensures strong academic foundations. The continuous improvement across all subjects, particularly the dramatic rise in science scores, indicates that CTEC is successfully refining its instructional strategies and responding effectively to student needs.





Section 4.2 - Dual Enrollment Data

CTEC offers students various dual enrollment courses. In total, 30 dual enrollment courses are available to students. 90% of courses are taught by CTEC staff who are adjunct instructors through Fresno City College. In areas where a CTEC teacher does not meet minimum qualifications, an instructor from FCC works alongside a facilitator from CTEC to ensure appropriate support for the students. Students also have access to a number of additional courses offered through the High School Enrichment Program after school hours and during the summer.

Dual Enrollment Courses through Fresno City College						
Course	**Year**	**Units**	**Transferrable**	**Pathway**	**Fall**	**Spring**
College and Life Management Course COUNS 53*	9	3	A, CSU	CC, AM	x	
Technical Computer Application AT 10*	9	3	A, CSU	CC, AM		x
Lab Safety Practices EST 53	9	2	A, CSU	CC, AM	x	
Introduction to Electronics EST 50	9	3	A, CSU	CC, AM		x
BluePrint Reading/Drafting Practices Drafting 12	*9*	*2*	*A, CSU*	*CC, AM*		
Beginning Spanish SPAN 1*	9	3	A, CSU, UC	CC, AM	x	
High Beginning Spanish SPAN 2	9	5	A,CSU, UC	CC, AM		x

Introduction to Construction CONS 50A	10	3	A, CSU	CC, AM	x	
Introduction to Construction CONS 50B	11	3	A, CSU	CC, AM	x	
Contemporary Health HLTH 1*	10	3	A, CSU, UC	CC, AM	x	
Contemporary Health HLTH 2*	10	3		CC, AM		x
CADD 16 3D Solid Modeling	10	3	A, CSU	AM		x
2D CAD I/ CADD 14	10	3	A, CSU	CC, AM	x	
Digital Tools for Architects ARCH 14	10	3	A, CSU	CC		x
PE 6 Fitness and Health*	10	1	A, CSU, UC	CC, AM	x	
PE 27 High-Intensity Cardio Interval *	10	1	A, CSU, UC	CC, AM		x
Biology 3	11	3	A, CSU, UC	CC, AM		x
Modern Math Math 45	12	3	A, CSU, UC	CC, AM	x	
Introduction to Welding Technology WELD 1	11	3	A, CSU	CC, AM		x
Group Dynamics and Problem Solving COMM 8	11	3	A, CSU, UC	CC, AM	x	x
History of the United States since 1877 HIST 12*	11	3	A, CSU, UC	CC, AM		x
AT 21 Occupational Safety and Health	10/11	2	A, CSU	CC, AM	x	x
Trigonometry Math 4A	12	4	A, CSU, UC	CC, AM	x	
Calculus Math 5A	12	4	A, CSU, UC	CC, AM		x
Work Experience (Cooperative), Occupational AT 19	12	3	A, CSU	AM	x	x
Introduction to Engineering ENG 10	12	3	A, CSU, UC	AM		x
Modern Politics POLSCI 2 American Government	12	3	A, CSU, UC	CC, AM	x	
Reading and Comprehension English 1A	12	3	A, CSU, UC	CC, AM		x
Advanced Machining CAM 5	12	2.5	A, CSU, UC	AM		x
Job Search/Workplace Skills BT 23	11	3		CC,AM		x

*Course highlighted in blue are taught by FCC faculty and facilitated by CTEC staff.

Students at CTEC are able to work towards an Associate's of Science degree in Industrial Technology with a manufacturing emphasis or construction emphasis. The course requirements to earn the degree are available below. In addition to the courses required for the major, students also have to take the required general education courses and elective courses to complete their associates degree. In addition to their degree, students also have the ability to earn industry relevant certifications such as OSHA 10, OSHA 30, CSWA, CSWP (CAD), and CPR & First Aid. CTEC is working to add additional certifications for students in the next several years; such as Forklift certification, SACA: Industry 4.0 Silver and Gold Certifications in Smart Automation, Certified Production Technician, and AWS: American Welding Society Welding Certification.

Industry-Relevant Certifications: Number of Student Completions				
OSHA 10	**OSHA 30**	**CSWA**	**CSWP**	**CPR/First Aid**
383	20 (since 2024)	6	1	160 (since 2023)

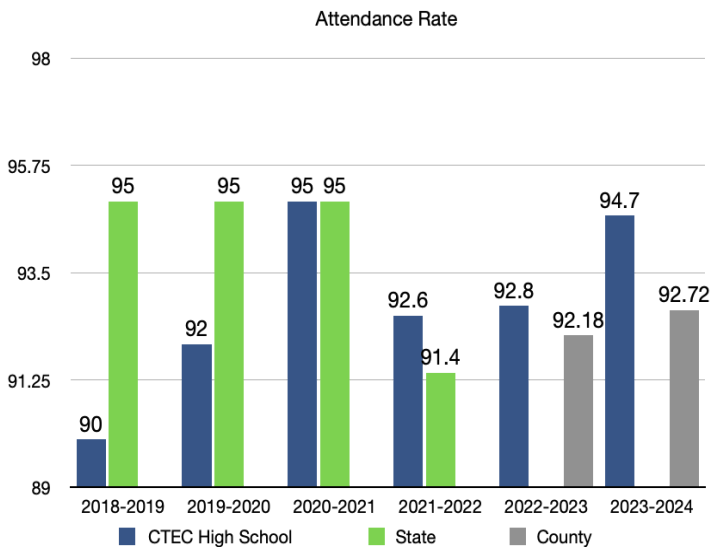
Dual Enrollment Credit Completed by Graduating Classes					
Class of 2022		**Class of 2023**		**Class of 2024**	
# of Units Completed	**# of Students**	**# of Units Completed**	**# of Students**	**# of Units Completed**	**# of Students**
<20	4	<20	7	<20	0
20-30	3	20-30	4	20-30	2
30-45	8	30-45	6	30-45	1
45-59	2	45-59	8	45-59	8
60+	38	60+	38	60+	33

*Numbers calculated at the end of May 2024, includes 2022, 2023, 2024, 2025, 2026 classes.

Post High School Education & Career Engagement				
Graduating Class	**Four Year College/ University**	**Community College**	**Apprenticeship/ Job Training**	**Full Time Employment**
2022	7	16	5	20
2023	18	8	6	23
2024	10	17	7	26

*Based on CTE Completion Survey Results for 2022-24 graduating classes.

Section 4.3 - Attendance Data

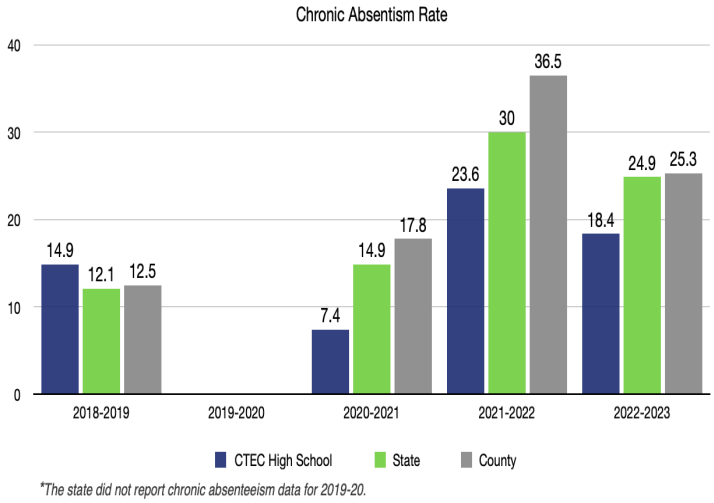


Since opening, CTEC's positive attendance rate has remained above 90%. For the 2023-24 school year, CTEC maintained a positive attendance rate of approximately 94%.

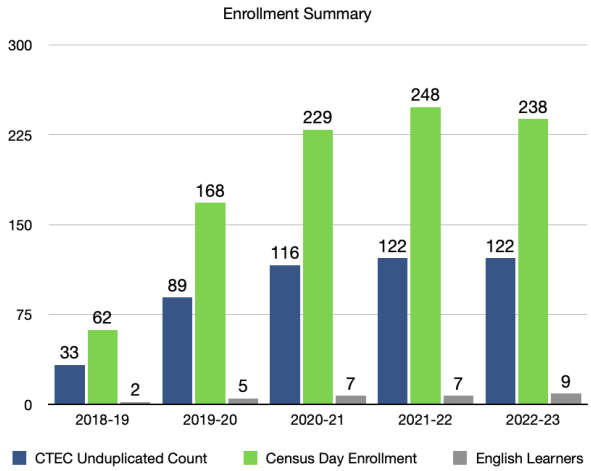
Since 2020, CTEC's chronic absenteeism rate has consistently remained 7% below the state average and approximately 10% lower than the county average.

While 297 students were expected to fill seats for the 2024-25 school year, an attendance review conducted two weeks into the term revealed an actual

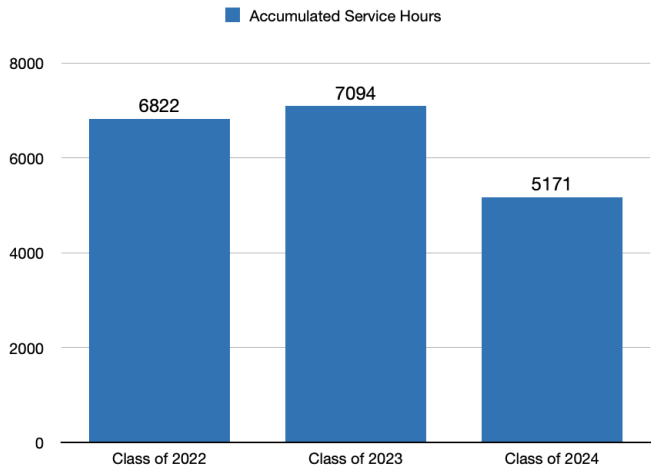
enrollment of 285—marking the largest increase in student numbers since COVID.



*The state did not report chronic absenteeism data for 2019-20.



Section 4.4 - Community Service Hours



At CTEC, community service is at the heart of the program. While students have opportunities to complete some community service hours during the school day, it is expected that they continue this work outside of school. All students are required to complete 100 hours of community service as a graduation requirement. Students who complete 250 hours of community service outside of school hours over four years will be awarded the bronze level Community Service Pin. In order to earn the silver level pin, students must complete 350 community service hours. Gold level pins are awarded to students who complete 400 hours or more of community service during their four years at CTEC.

The student is responsible for:

- Locating a volunteer site/service.
- Validating the service type with Mrs. Moua.
- Documenting the date, description of service performed, and start time & end time.
- Obtaining signatures from individuals who supervised their work (cannot be a parent/guardian or family member.

- Submitting time sheets within the academic school year in which the service was completed.
    - Hours completed during the summers after 9th, 10th, and 11th grade may be submitted at the start of the following year.
    - During the 12th grade year, all hours must be submitted by May 1st.

Student volunteer guidelines are as follows:

1. If you are unsure if it will count, contact Mrs. Moua at amy.moua@fcoe.org to validate your hours **PRIOR** to beginning any community service project. *NOT EVERYTHING COUNTS!*
2. Students may provide volunteer service to the school and/or non-profit organizations in the community.
3. Students must perform volunteer service on their own time. Service performed while classes are in session, with the exception of service performed by participants during their lunch period, may not be counted for awards.
4. Students may not receive academic credit or be paid for service rendered.
5. Attendance at self-improvement workshops will not be counted for awards.
6. Attendance at meetings, including those that serve as part of a membership requirement, will not be counted for awards.
7. All services must comply with school board policies.
8. Participation in performances, festivals, or competitions does not count as volunteer service unless:
    - the performance meets an identified community service need, and
    - there is no admission charge or donation accepted for the performance, and
    - student participation is of a voluntary nature, and
    - the performance does not promote the sponsoring organization, and
    - neither the student organization nor the sponsoring organization receives any form of payment for the performance.
9. Rehearsal and practice time may never be counted for volunteer service hours.
10. Fundraising, except for specifically approved non-profit charities, cannot be counted.
11. Service performed as a result of disciplinary action cannot be counted, including court required community service.
12. Volunteer work done to promote a particular religious point of view cannot be counted as volunteer hours in the program.
13. Activities occurring on weekends or school vacations will count for a maximum of 8 hours per day.

At the end of each school year, communication is sent to students, parents, or guardians providing an update on the student's progress towards meeting the 100-hour community service requirement. This communication also outlines the activities that

qualify as community service, ensuring that all parties are informed of acceptable service opportunities and the hours completed to date.

Article 5: Educational Program

Governing Law. EC. 47605.6(b)(5)

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

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

(iii) If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.

(iv) If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.

Section 5.1 - 21st Century Education

With the guidance of the Partnership for 21st Century Learning and our industry partners, CTEC has identified key skills and competencies students must master in order to succeed in work and in life. CTEC's focus on critical thinking and problem solving, collaboration, communication, and career and college readiness ensures that students are more engaged in their learning environment and gain the necessary skills to be successful in today's world. CTEC focuses on the mastery of the core and CTE standards by weaving in 21st century interdisciplinary themes. CTEC believes that all

students need educational experiences in school, industry, and their communities to prepare them to work with others from diverse backgrounds and adapt to changes. A "21st century learner" has the ability to explore, using their critical thinking and problem-solving skills to collaborate with others and communicate solutions that support community and industry needs to improve quality of life. CTEC developed its graduation profile with 21st century learning in mind and with the goal of enabling all students to become self-motivated, competent lifelong learners.

Section 5.2 - Instructional Design

CTEC staff promotes school wide achievement of all academic learning through standards-based curriculum. All curricular instructional materials used by the teachers, parents, and students are board-adopted and aligned to state standards, including the Common Core State Standards, Next Generation Science Standards, California State Content Standards (state standards), and Community College Student Learning Outcomes (SLOs). The school's dynamic program is ever-evolving to better serve students through offering relevant, coherent content. CTEC strives to provide a wide variety of support programs that ensure all students have an opportunity to achieve Career Technical Education and academic success by meeting academic standards while becoming 21st century learners and career and college ready.

All CTEC students participate in and have access to a rigorous, relevant, and coherent standards-based curriculum that supports achievement. CTEC's core textbooks are aligned to the state standards. Core courses are fully aligned to the state standards, and teachers deliver consistent, personalized instruction that meets the state standards.

CTEC implements a wide variety of curricula that specifically meet the needs of its students. The school offers all courses that are required to meet the University of California's A-G list, along with the CTE courses required for students to complete pathway certifications. Students also have the opportunity to take courses through the State Center Community College District's enrichment program.

CTEC's educational program is designed to meet the diverse needs of an at-risk population of students. It offers high-quality, standards-based instruction through interactive, engaging, and innovative learning opportunities that integrate core and CTE courses. Within the last school year, our staff have begun training in Universal Design for Learning (UDL), an educational framework that emphasizes designing flexible learning environments, materials, and assessments that accommodate diverse learning styles and needs by providing multiple means of engagement, representation, and action/expression, enabling all students to access, participate in, and demonstrate their learning effectively. This model empowers students to access rigorous standards via unique and differentiated learning opportunities on a daily basis. UDL also places an emphasis on relevance and skill development to increase engagement in learning.

CTEC uses multiple delivery models that fall under the broader umbrella of UDL to support all students' learning. These include, but are not limited to:

- Project Based Instruction - Project-based learning (PBL) serves as a powerful UDL implementation strategy. At CTEC, it drives student engagement, discovery, and academic resolve. Students gain knowledge and skills by investigating complex questions, problems, or challenges connected to their CTE coursework over extended periods, with flexible options for how they approach, process, and demonstrate their understanding. The curriculum supports core subject standards while providing various entry points and methods for students to access and engage with the content. This approach activates engagement through real-world relevance and connections, allowing learners to interact with material in ways that best suit their needs and preferences. Through this UDL-informed PBL instruction, students apply essential 21st century skills required for workplace and college success, with multiple options for taking initiative, solving problems, collaborating, communicating, and demonstrating proficiency. At CTEC, students become empowered and confident in their ability to make a difference by addressing real-world issues through varied interactions with adults and industry partners, with supports and scaffolds available to ensure all learners can participate fully regardless of their learning profiles.

- Interdisciplinary Learning - Interdisciplinary learning at CTEC is based on the development and execution of experiences and outcomes from within and across curriculum areas to provide relevant, challenging, and enjoyable learning experiences and stimulating contexts to meet the varied needs of students. Revisiting a concept or skill from differing perspectives deepens understanding and can also make the curriculum more coherent and meaningful from the learner's point of view. Interdisciplinary learning, operating within the framework of UDL, capitalizes on opportunities to foster collaboration and work with peers who are able to support enriched learning experiences and opportunities. Effective interdisciplinary learning is planned around a clear purpose of curriculum to address content standards and is based upon experiences and outcomes drawn from different curriculum areas or subjects within them. It ensures progression in skills, knowledge, and understanding while providing opportunities for differentiated learning.

- Interactive Instruction - Through the Universal Design for Learning (UDL) framework, interactive instruction serves as a critical strategy for increasing student achievement in both Tier 1 and Tier 2 instructional settings. In the general classroom environment, interactive instruction offers flexible pathways for students to access and engage with content through peer collaboration and small groups, with options for how they process information, communicate ideas, and demonstrate understanding. Collaborative, small group structures promote communication, critical thinking, creativity, and problem-solving skills. Students choose from various modes of participation - whether through verbal discussion, written responses, digital tools, or other means of expression that best match their learning preferences and needs. This flexible approach enables more personalized options for how students brainstorm, role-play, discuss topics, defend arguments, critique work, and engage in complex problem-solving tasks. In Tier 2 intervention settings (that take place two

days per week during our advisory block), interactive instruction through small groups provides more intensive, targeted support. These focused sessions allow for additional scaffolding, immediate feedback, and differentiated approaches.

Section 5.3 - Program Requirements

The WASC Commission granted CTEC a six-year accreditation status through June 30, 2028 with a mid-cycle visit during the 2024-2025 school year (WASC 2021/22 Self Study, WASC 2024-25 Mid-cycle Report). In addition, CTEC has received 'A-G' approval for all courses provided to students. The Parent/Student Handbook provides written guidance to families about the transferability of CTEC courses to other public high schools, information regarding the eligibility of courses to meet 'A-G' requirements, and the graduation requirements for students.

CTEC, in partnership with its post-secondary schools, provides an educational pathway that meets the A-G requirements and industry certification requirements through a robust course list that includes Dual Enrollment. CTE courses which are associated with ROP or Dual enrollment will meet requirements for Construction and Manufacturing Certifications or CCC certifications and Associate's degrees. To ensure students meet the A-G requirements and are career and college ready, CTEC's graduation requirements are:

1. Complete required academic and elective courses.

ENGLISH	40 CREDITS
FOREIGN LANGUAGE	10 CREDITS
MATHEMATICS	30 CREDITS
PHYSICAL EDUCATION	20 CREDITS
PHYSICAL SCIENCE	10 CREDITS
BIOLOGICAL SCIENCE	10 CREDITS
WORLD HISTORY	10 CREDITS
AMERICAN HISTORY	10 CREDITS
GOVERNMENT/ECONOMICS	10 CREDITS
VISUAL ARTS	10 CREDITS
CTE PATHWAY	30 CREDITS
CAPSTONE COURSE	10 CREDITS
WORK EXPERIENCE	10 CREDITS
ELECTIVE CREDITS	50 CREDITS
TOTAL CREDITS	*260 CREDITS*

***Students affected by COVID 19 school closure will be required to complete 240 credits for graduation.*

2. Maintain an overall GPA of 2.0 for all classes taken over the four years at CTEC. Students who do not maintain a cumulative GPA of 2.0 will be placed on academic probation.

3. Complete at least 100 hours of community service during the 4 year period at CTEC as described in section 4.4 above.

4. Pass the Student Employment Portfolio and Industry Interview.

The Student Employment Portfolio (SEP) consists of a collection of items that show what the student has learned, what they know, and what they can do. SEP development is an integral part of the students' career and college readiness and is maintained throughout their education at CTEC. The process of developing and updating the portfolio will help students reflect on what they have accomplished and identify the next steps for their future. The SEP:

- analyzes and reflects on accomplishments, training, and experiences.
- highlights specific skills, accomplishments, or experiences.
- assists in developing a resume and cover letter.
- assists in preparing for an interview.
- provides supporting evidence to show an employer during a job interview.

The Industry Interview is an opportunity for students to highlight their SEP and demonstrate the knowledge, skills, and abilities students have obtained through their industry pathway. The interview evaluates students' attainment of industry's required soft skills and their career and college readiness.

These exit outcomes align with the mission, curriculum, assessments, and instructional design of CTEC. The mission of CTEC is to encourage students to be involved in their community, industry relevant, and fully developed as a future employee. The list of required courses for graduation ensures that the students are well-rounded and have the 21st century skills to be successful in any environment. The completion of volunteer hours aligns with CTEC's Create an Impact pillar because it is imperative for students to use their skills to positively impact their communities. CTEC's instructional design focuses on real world experiences to prepare students for life after high school. Portfolio development and an industry interview proves that students have obtained industry-relevant knowledge and skills that will aid them in gaining employment after graduation. This culminating experience prepares students for their future and allows them to showcase their skills in an industry-relevant environment.

To ensure a smooth transition into post-secondary education or work, CTEC's administrative staff meet with students to review necessary information specific to their post-high school plan. The team also hosts parent information nights to review college entrance requirements and interactive workshops to help families fill out the FAFSA or California Dream Act Application.

To support students who struggle to complete these program requirements, CTEC has developed a targeted Response to Intervention (RTI) program that provides small group settings to differentiate students' academic and social/emotional needs. CTEC also offers extensive before and after school tutorial support led by instructors and support staff. Students who do not make efforts to improve and/or appear uncommitted to the program may be placed on contract with the expectation that the student improves or is removed from the program and required to return to their servicing district. Students

who receive a GPA below 2.0 or earn 2 or more below-standard semester grades will be placed on academic probation. If a student fails to take advantage of intervention and support systems and is unable to raise their GPA to a 2.0 or rectify below-standard grades, the student and parents will be required to attend an academic hearing where the student may be dismissed from CTEC. Upon dismissal of the student from CTEC, servicing districts will be contacted through verbal and written communication.

Section 5.4 - Course Offerings by Grade Level

CTEC has a specific set of courses laid out for students at each grade level. The description of these courses can be found in the appendix, but a general pathway of courses is provided below. The specific courses ensure students have access to a broad course of study that meets high school graduation requirements and FCC associates degree requirements.

9th Grade Course Offerings	
Fall	**Spring**
Quantitative Mathematics	Quantitative Mathematics
Physics and Its Applications	Physics and Its Applications
English Language Arts 9	English Language Arts 9
Spanish 1 (Spanish 1**)	Spanish 1 (Spanish 2**)
Physical Education 9	Physical Education 9
STEM Integrated Manufacturing (EST 53**)	STEM Integrated Manufacturing (EST 50**)
Intro to Construction Technology	Intro to Construction Technology
College and Life Management (COUN 53*)	Computer Applications (AT 10*)

**Indicates a dual enrollment course with Fresno City College.

10th Grade Course Offerings			
Manufacturing		**Construction**	
Fall	**Spring**	**Fall**	**Spring**
Applied Mathematics	Applied Mathematics	Applied Mathematics	Applied Mathematics
Integrated Environmental Biology	Integrated Environmental Biology (Bio 3**)	Integrated Environmental Biology	Integrated Environmental Biology (Bio 3**)
English Language Arts 10	English Language Arts 10	English Language Arts 10	English Language Arts 10

Modern World History	Modern World History		Modern World History	Modern World History
Engineering Design and Solidworks (CADD 14**)	Engineering Design and Solidworks (CADD 16**)		Architecture and Design (CADD 14**)	Architecture and Design (ARCH 14**)
Community Applied Manufacturing (AT 21**)	Community Applied Manufacturing		Construction Technology II (Cons 50A**)	Construction Technology II
Physical Education 10 (PE 6**)	Physical Education 10 (PE 27**)		Physical Education 10 (PE 6**)	Physical Education 10 (PE 27**)
Health 1 (Health 1**)	Health 2 (Health 2**)		Health 1 (Health 1**)	Health 2 (Health 2**)

**Indicates a dual enrollment course with Fresno City College.

11th Grade Course Offerings				
Manufacturing			**Construction**	
Fall	**Spring**		**Fall**	**Spring**
Advanced Applied Algebra OR Industry Applied Intermediate Algebra	Advanced Applied Algebra (Math 3A**) OR Industry Applied Intermediate Algebra		Advanced Applied Algebra OR Industry Applied Intermediate Algebra	Advanced Applied Algebra (Math 3A**) OR Industry Applied Intermediate Algebra
English Language Arts 11	English Language Arts 11		English Language Arts 11	English Language Arts 11
Chemistry and Earth Systems	Chemistry and Earth Systems		Chemistry and Earth Systems	Chemistry and Earth Systems
US History	US History (Hist 12**)		US History	US History (Hist 12**)
Modern Welding Technology and Applications	Modern Welding Technology and Applications (Weld 1**)		Modern Welding Technology and Applications	Modern Welding Technology and Applications (Weld 1**)
Manufacturing Automation and Control	Manufacturing Automation and Control		Construction Management and Planning (Cons 50B**)	Construction Management and Planning (AT 21**)
Group Communication (COMM 8**)	Internship Development (BT 23**)		Group Communication (COMM 8**)	Internship Development (BT 23**)

**Indicates a dual enrollment course with Fresno City College.

12th Grade Course Offerings				
Manufacturing			**Construction**	
Fall	**Spring**		**Fall**	**Spring**
MATH 45* or 4A*	MATH 3A or 5A*		MATH 45* or 4A*	MATH 3A or 5A*
English Language Arts 12	English Language Arts 12 (ENG 1A*)		English Language Arts 12	English Language Arts 12 (ENG 1A*)

American Government (POLSCI 2*)	Economics		American Government (POLSCI 2*)	Economics
Advanced Product Development	Advanced Product Development		Advanced Construction Technology	Advanced Construction Technology
Internship (AT 19*)	Internship (AT 19*)		Internship (AT 19*)	Internship (AT 19*)
Introduction to Engineering (Optional Course)	Introduction to Engineering (Optional Course, ENGR 10*)		Introduction to Engineering (Optional Course)	Introduction to Engineering (Optional Course, ENGR 10*)
Advanced Welding (Optional Course)	Advanced Welding (Optional Course)		Advanced Welding (Optional Course)	Advanced Welding (Optional Course)
Advanced Machining (optional course)	Advanced Machining (CAM 5**)			

**Indicates a dual enrollment course with Fresno City College.

Through CTEC's partnership with Fresno City College, students have access to an Associates Degree in Industrial Technology with a Construction Emphasis or an Associates Degree in Industrial Technology with a Manufacturing Emphasis. The student educational plan is a document students work alongside the FCC and CTEC team to identify students' path to their associates degree. See major course options and the SEP below:

Fresno City College

Industrial Technology
MANUFACTURING EMPHASIS
2023-2024

Name: First, Last
ID: 0947854
Date: 05/20/2024
Counselor Contact: Jonathan Delano

Major Requirements: 18 units
A grade of "C" or better is required in the following courses

ASSOCIATE IN SCIENCE (F.8994.AS)	C-ID	Units	Completed	In Progress	Planned
AT 10, Technical Computer Applications		3	x		
CADD 16, 3D Solid Modeling I		3	x		
WELD 1, Exploring Welding/Metal		3	x		
Recommended Electives (9 units minimum):					
AT 21, Occupational Safety and Health		2	x		
AUTOT 9, Automotive Essentials		3			
CADD 14, 2D CAD I		3	x		
CAM 5, CNC Operation & Maintenance for Machinist		2.5	x		
CAM 10, CNC Mill Programming & Operation I		4			
DRAFT 12, Drafting Practices		3	x		
ENGR 10, Introduction to Engineering		2	x		
ENGR 11, Manufacturing Processes		3			
EST 50, Introduction to Electrical Systems Technology		2	X		
EST 51, Direct Current Fundamentals of Electronics		3			
EST 52, Alternating Current Fundamentals		3			
EST 53, Lab Safety Practices		2	x		
EST 54, Integrated Devices		3			
EST 55A, Digital Concepts		3			
EST 56B, Motor Controls		3			
EST 58, Programmable Logic Controllers		3			
EST 59, Instrumentation Systems		3			
EST 60, A+ PC Maintenance and Repair		3			
EST 61, Networking Fundamentals		3			
EST 62, Commercial & Industrial Networking		3			
WELD 2A, Introduction to Welding Technology		6			

Notes:

Fresno City College

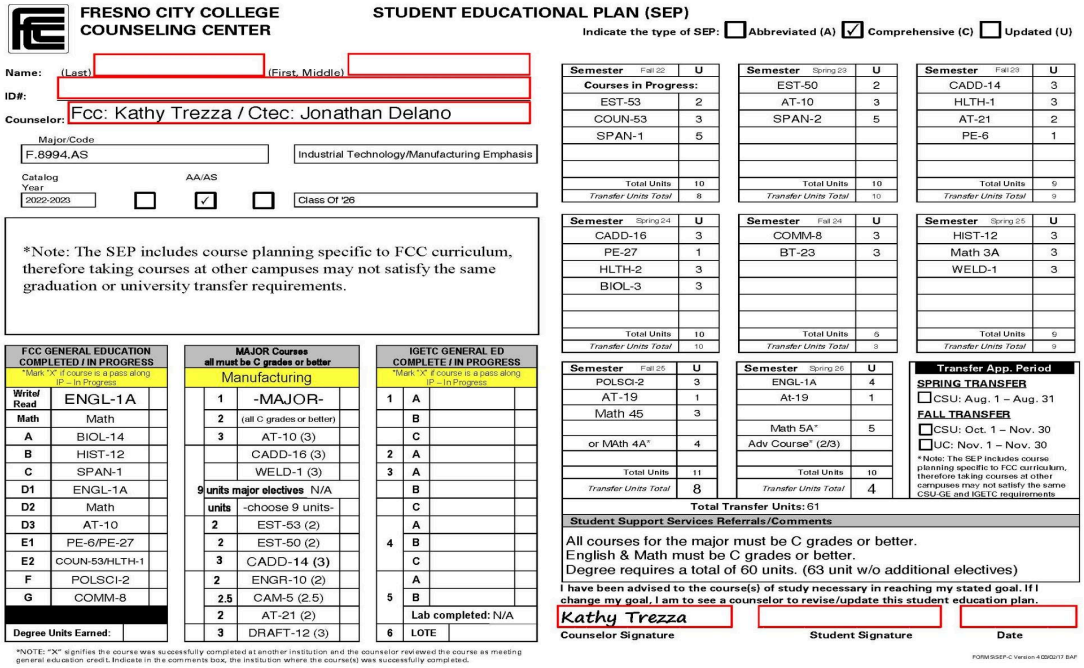
Industrial Technology
CONSTRUCTION EMPHASIS
2023-2024

Name: First, Last
ID: 094756505/20/2024
Date: 05/2024
Counselor Contact: Jonathan Delano

Major Requirements: 18 units
A grade of "C" or better is required in the following courses

Notes:

ASSOCIATE IN SCIENCE (F.8993.AS)	C-ID	Units	Completed	In Progress	Planned
AT 21, Occupational Safety and Health		2	x		
CONS 50A, Basic Residential Construction		3	x		
CADD 14, 2D CAD I **OR** DRAFT 12, Drafting Practices		3	x		
Recommended Electives (10 units minimum):					
ARCH 10, Architectural Design and Visualization I		3			
ARCH 11, Introduction to Architecture and Environmental Design		2			
ARCH 12, Architectural Practice I		2			
ARCH 14, Digital Tools for Architects		2	x		
ARCH 21, Materials of Construction		3			
CADD 16, 3D Solid Modeling I		3			
CONS 50B, Basic Residential Construction		3	x		
EST 50, Introduction to Electrical Systems Technology		2			
EST 53, Lab Safety Practices		2	x		
HVAC 50, Principles of HVAC		2			
WELD 1, Exploring Welding/Metals		3	x		



FRESNO CITY COLLEGE
COUNSELING CENTER

STUDENT EDUCATIONAL PLAN (SEP)

Indicate the type of SEP: ☐ Abbreviated (A) ☑ Comprehensive (C) ☐ Updated (U)

Name: (Last) (First, Middle)

ID#:

Counselor: Fcc: Kathy Trezza / Ctec: Jonathan Delano

Major/Code: F.8994.AS — Industrial Technology/Manufacturing Emphasis

Catalog Year: 2022-2023 — AA/AS ☑ — Class Of '26

*Note: The SEP includes course planning specific to FCC curriculum, therefore taking courses at other campuses may not satisfy the same graduation or university transfer requirements.

Semester Fall 22	U
Courses in Progress:	
EST-53	2
COUN-53	3
SPAN-1	5
Total Units	10
Transfer Units Total	8

Semester Spring 23	U
EST-50	2
AT-10	3
SPAN-2	5
Total Units	10
Transfer Units Total	10

Semester Fall 23	U
CADD-14	3
HLTH-1	3
AT-21	2
PE-6	1
Total Units	9
Transfer Units Total	9

Semester Spring 24	U
CADD-16	3
PE-27	1
HLTH-2	3
BIOL-3	3
Total Units	10
Transfer Units Total	10

Semester Fall 24	U
COMM-8	3
BT-23	3
Total Units	6
Transfer Units Total	9

Semester Spring 25	U
HIST-12	3
Math 3A	3
WELD-1	3
Total Units	9
Transfer Units Total	9

Semester Fall 25	U
POLSCI-2	3
AT-19	1
Math 45	3
or MAth 4A*	4
Total Units	11
Transfer Units Total	8

Semester Spring 26	U
ENGL-1A	4
At-19	1
Math 5A*	5
Adv Course* (2/3)	
Total Units	10
Transfer Units Total	4

Transfer App. Period

SPRING TRANSFER
☐ CSU: Aug. 1 – Aug. 31

FALL TRANSFER
☐ CSU: Oct. 1 – Nov. 30
☐ UC: Nov. 1 – Nov. 30

*Note: The SEP includes course planning specific to FCC curriculum, therefore taking courses at other campuses may not satisfy the same CSU-GE and IGETC requirements

Total Transfer Units: 61

FCC GENERAL EDUCATION COMPLETED / IN PROGRESS
*Mark "X" if course is a pass along IP – In Progress

Write/ Read	ENGL-1A	
Math	Math	
A	BIOL-14	
B	HIST-12	
C	SPAN-1	
D1	ENGL-1A	
D2	Math	
D3	AT-10	
E1	PE-6/PE-27	
E2	COUN-53/HLTH-1	
F	POLSCI-2	
G	COMM-8	
Degree Units Earned:		

MAJOR Courses all must be C grades or better
Manufacturing

1	-MAJOR-	
2	(all C grades or better)	
3	AT-10 (3)	
	CADD-16 (3)	
	WELD-1 (3)	
9	units major electives N/A	
units	-choose 9 units-	
2	EST-53 (2)	
2	EST-50 (2)	
3	CADD-14 (3)	
2	ENGR-10 (2)	
2.5	CAM-5 (2.5)	
2	AT-21 (2)	
3	DRAFT-12 (3)	

IGETC GENERAL ED COMPLETE / IN PROGRESS
*Mark "X" if course is a pass along IP – In Progress

1	A	
	B	
	C	
2	A	
3	A	
	B	
	C	
4	A	
	B	
	C	
5	A	
	B	
	Lab completed: N/A	
6	LOTE	

*NOTE: "X" signifies the course was successfully completed at another institution and the counselor reviewed the course as meeting general education credit. Indicate in the comments box, the institution where the course(s) was successfully completed.

Student Support Services Referrals/Comments

All courses for the major must be C grades or better.
English & Math must be C grades or better.
Degree requires a total of 60 units. (63 unit w/o additional electives)

I have been advised to the course(s) of study necessary in reaching my stated goal. If I change my goal, I am to see a counselor to revise/update this student education plan.

Kathy Trezza
Counselor Signature — Student Signature — Date

FORM SSEP-C Version 4.0SQ/17 BAF

Section 5.5 - 2024-25 Master Schedule

CTEC's master schedule is built on three foundational elements that define our unique educational approach:

1. Closed Cohort System
2. Project-Based Learning (PBL)
3. Cross-Curricular Integration

Within the cohort model, the placement of students into closed cohorts makes it possible for all students to work with their group for the cross-curricular PBL activities. This helps create effective integration among all classes at CTEC. Aside from PBL-integrated projects, teachers have co-designed curriculum to connect multiple classes in a variety of ways.

Our core content courses are also integrated with our CTE courses which helps the students see the relevance of that subject matter as it applies to the work world and a post-academic setting. Throughout their time at CTEC, students will complete many projects that allow them to use their acquired skills to directly impact the community. As the student population grows, the master schedule will be designed to keep instructors within a specific grade level. The freshman teaching team is closest to what would be expected at capacity across grade levels.

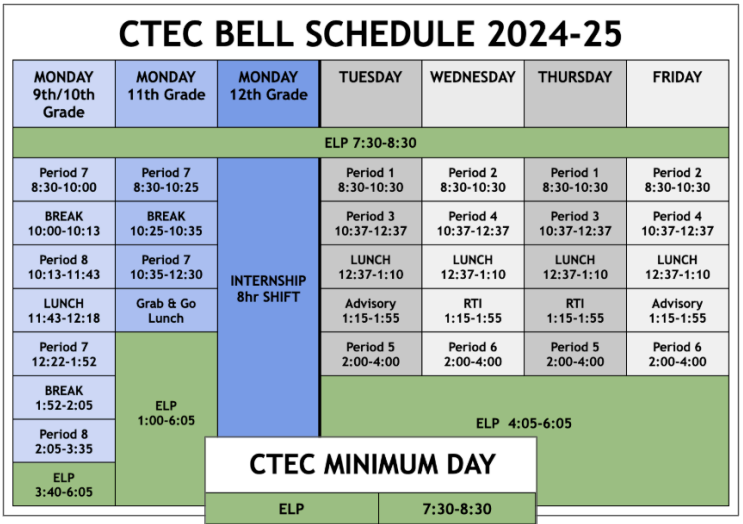
It is not uncommon to see general education teachers, RSP teachers, intervention teachers, paraprofessionals, and tutors push into a course to provide extra support to students or to co-teach shared knowledge on a specific topic. This type of push-in environment is encouraged by administration and is effective in addressing individual student needs, lowering the teacher-to-student ratio, allowing for targeted differentiation at the Tier 1 level.

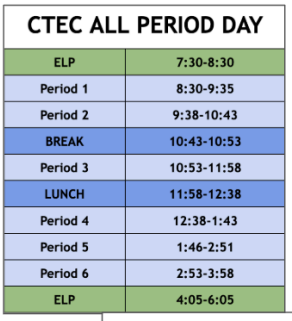
	Instructor	Area Of Study	Room	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
9th Grade									
2	Brown, Mark	CTE Construction	604	ADV CONS	Intro to Const-3	Into to Const-4	Intro to Const-2	Intro to Const-1	Prep
3	Cabrera, Jammilex	Math Teacher	203	Quant Math-1	Quant Math-2	Prep	Quant Math-3	Math 45 Interventi on	Quant Math-4
4	Calderon, Kim	Science Teacher	303	Prep	Physics and App-1	Physics and App-3	Physics and App-4	Physics and App-2	Robotics
13	Fulvio, Carina	English Teacher	504	English 9-2	English 10 Interventio n	English 9-1	Prep	English 9-4	English 9-3
18	Riojas, Arnold	Manufacturing Teacher	601	STEM Int Manu-3	STEM Int Manu-4	Prep	STEM Inte Manu-1	Internship	STEM Inte Manu-2
19	Sheldon, Bryan	Mathematics Teacher	202	Prep	STEM Manu Push-in	MATH 4A/5A Math Analysis Math 4A/3A Adv Math	STEM Manu Push-in	MATH 45	MATH 45
20	Vargas, Jhosselyn	Spanish Teacher	503	Span 1-4	Prep	Span 1-2		Span 1-3	Span 1-1
10th Grade									
	Instructor	Area Of Study	Room	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
6	Cantu, Adrian	CTE Manufacturing	702	Prep	EngnrDes SldWrks-Manu 1	EngnrDes SldWrks-Manu 2	Adv CAD	Archt & Design-Cons 1	Archt & Design-Cons 2
15	Payne, Stephanie	Social Studies	403	Mod World Hist-Manu 1	Govt/Econ	Prep	Govt/Eco n	Mod World Hist-CON S 2	Mod World Hist-CONS 1
22	Hudler, Gerad	Construction		Construct Manage-CON S 1	Const Tech II-Cons 2	Prep	Const Tech II-Cons 1	Construct Manage-CONS 2	INTERNS HIP
14	Volkov, Timofey	CTE Manufacturing	703	Adv Machining	Applied Manufact-Manu 2	Manu 1/Automat ion	Automatio n-Manu 2	Applied Manufact-Manu 1	Prep
5	Capper, Anna	English Teacher	502	English 10-Manu 2	English 10-Const 1	English 10-Manu 1	English 10-Const 2	English 11-Manu 1	Prep

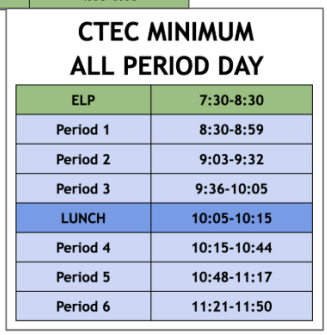
8	Cole, Preston	Social Studies	402	US History-Manu 1 9	US History-Manu 2	US History-CONS 2	US History-CONS 1 (Blanca)	Prep	Mod World Hist-Manu 2
1	Adjemian, Manik	Mathematics Teacher	204	Applied Math-CONS 2	Alg 2-CON 1 Intervention	Applied Math-CONS 1	Applied Math-Manu 2	Prep	Applied Math-Manu 1
21	Jones, Emma	Science Teacher	301	BIO-Cons 1	Prep	BIO-CONS 2	Bio-Manu 1	Bio-Manu 2	
11th Grade									
	Instructor	Area Of Study	Room	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
5	Capper, Anna	English Teacher	502	English 10-Manu 2	English 10-Const 1	English 10-Manu 1	English 10-Const 2	English 11-Manu 1	Prep
7	Cavazos, Jacob	Welding Teacher	603	Welding-CONS 2	Welding-Manu 1	Welding-CONS 1	Adv Welding	Prep	Welding-Manu 2
8	Cole, Preston	Social Studies	402	US History-Manu 1	US History-Manu 2	US History-CONS 2	US History-CONS 1	Prep	Mod World Hist-Manu 2
9	Villareal, Rolando	English Teacher	501	Prep	English 12 DuE	English 11-Manu 2	English 12 DuE	English 11-CONS 1	English 11-CONS 2
10	DeLapp, John	Science Teacher	302		Chem-Const 2	Prep	Chem-Manu 1	Chem-Manu 2	Chem-Const 1
14	Volkov, Timofey	CTE Manufacturing	703	Adv Machining	Applied Manufact-Manu 2	Manu 1/Automation	Automation-Manu 2	Applied Manufact-Manu 1	Prep
16	Limdren, Casie	Mathematics Teacher	202	Alg 2-Manu 2	Alg 2-CON 1	Applied Math-CONS 1	Alg 2-CON 2	Prep	Alg 2-Manu 1
22	Hudler, Gerad	Construction		Construct Manage-CONS 1	Const Tech II-Cons 2	Prep	Const Tech II-Cons 1	Construct Manage-CONS 2	INTERNSHIP
12th Grade									
	Instructor	Area Of Study	Room	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period
2	Brown, Mark	CTE Construction	604	ADV CONS	Intro to Const-3	Into to Const-4	Intro to Const-2	Intro to Const-1	Prep
6	Cantu, Adrian	CTE Manufacturing	702	Prep	EngnrDesSldWrks-Manu 1	EngnrDesSldWrks-Manu 2	Adv CAD	Archt & Design-Cons 1	Archt & Design-Cons 2
7	Cavazos, Jacob	Welding Teacher	603	Welding-CONS 2	Welding-Manu 1	Welding-CONS 1	Adv Welding	Prep	Welding-Manu 2
9	Villareal, Rolando	English Teacher	501	Prep	English 12 DuE	English 11-Manu 2	English 12 DuE	English 11-CONS 1	English 11-CONS 2
11	Emerson, Brian	Manufacturing Teacher	602	APD	CTE Maintenance	APD	Prep	Engineering	INTERNSHIP
15	Payne, Stephanie	History Teacher	403	Mod World Hist-CONS 1	Govt/Econ	Prep	Govt/Econ	Mod World Hist-Manu 1	Mod World Hist-CONS 2

19	Sheldon, Bryan	Mathematics Teacher	202	Prep	STEM Manu Push-in	MATH 4A/5A Math Analysis Math 4A/3A Adv Math	STEM Manu Push-in	MATH 45	MATH 45
18	Riojas, Arnold	Manufacturing Teacher	601	STEM Int Manu-3	STEM Int Manu-4	Prep	STEM Inte Manu-1	Internship	STEM Inte Manu-2
22	Hudler, Gerad	Construction		Construct Manage-CONS 1	Const Tech II-Cons 1	Prep	Const Tech II-Cons 2	Construct Manage-CONS 2	INTERNSHIP
14	Volkov, Timofey	CTE Manufacturing	703	Adv Machining	Applied Manufact-Manu 2	Applied Manufact-Manu 1	Automation-Manu 2	Manu 1/Automation	Prep

Section 5.6 - Instructional Calendar and Daily Schedule







CTEC functions on an odd/even block schedule that supports the interdisciplinary model of instruction. The schedule specifically addresses dual enrollment, physical education, and/or job shadowing/paid internship opportunities within the weekly schedule. The Monday schedule allows for teachers to engage in interdisciplinary and departmental Professional Learning Communities (PLCs) to address the needs of students, plan curriculum, create PBL opportunities, and analyze student data, planning targeted instructional shifts, interventions, and enrichments. Additional information on PLCs is provided in Article 5.8. During the odd/even blocks on Tuesday through Friday, academic core and CTE courses are taught.

CTEC exceeds the state requirement for instructional minutes. The state requirement for charter schools is 175 days and 64,800 minutes. CTEC operates 176 days, with 71,706 minutes of instructional time. CTEC instructional staff work 186 days. The additional duty days are strategically placed within the instructional school year to support instructors with professional development to increase teacher capacity around project-based learning, instructional integration, EL strategies, trauma-informed instruction, etc. Professional development is supported by Title IV Federal funds and CTE grant funds, such as CTEIG.

Section 5.7 - Community Classroom

In accordance with Title V paragraph 10080 (a) California Code of Regulations, CTEC's Community Classroom provides students with internship opportunities that offer first-hand knowledge and experience in the community through both paid and unpaid positions. Students become eligible for these opportunities when officially enrolled in a pathway course during their senior year. Through collaboration with FCSS, CTE staff, and modeling the established Fresno ROP program, we have integrated community classroom methodology into our CTE curriculum. This approach extends formal classroom instruction while enhancing students' acquisition of marketable skills based on industry-specific knowledge, skills, attitudes, and performance levels.

To graduate, CTEC students must complete 10 credits of Community Classroom/Work Experience. This program may require additional hours beyond the regular school day. Students receive academic credit based on two evaluations: their participation in related classroom instruction (assessed by the teacher) and their performance at the internship site (evaluated jointly by the teacher and workplace management). Students under 18 pursuing paid Cooperative Vocational Education (CVE) must obtain a work permit before placement.

The Community Classroom program serves multiple purposes. It develops students' communication skills and self-direction while providing relevant career education that bridges core academics with workplace demands. Through these experiences, students develop transferable work habits and attitudes suited to various employment situations, gain valuable work experience, apply academic knowledge practically, and build self-esteem. Some students also earn needed supplementary income.

To support workplace readiness, CTEC integrates IMAGO, an online learning platform, throughout the curriculum. This video-based content develops essential soft skills including adaptability, problem-solving, collaboration, and professionalism. IMAGO's assignments align with industry standards and employment procedures, maximizing students' development as both employees and learners. Imago Lesson Breakdown

Students must submit complete application packages for internship opportunities, which include a resume containing:

- contact information,

- completed coursework (unit/credit hours),
- academic standing/GPA,
- industry-specific skills,
- work/volunteer experience details,
- two references with contact information, and
- completion verification of IMAGO Career Readiness Lessons (see appendix).

To be eligible, students must:

- be currently enrolled in CTEC,
- maintain 90% attendance,
- be at least 16 years old by the application closing date,
- agree to possible random drug testing,
- maintain continuous eligibility throughout the internship, and
- hold and maintain a minimum 2.0 cumulative GPA,

The Community Classroom program exemplifies CTEC's commitment to career and college readiness, equipping students with essential workforce skills through real-world experience. Through partnerships with FCSS, FCC and various community and business organizations in Fresno County, students develop practical abilities and professional behavior while contributing meaningful value to their community. This comprehensive approach ensures students graduate with both academic knowledge and professional competencies needed for future success. CTEC Internship Program

Section 5.8 - Curriculum Adoption, Teaching Methods and Professional Development

Curriculum at CTEC is developed during weekly PLC meetings by grade level and department. The goal is to unify grade-level subjects through integrated content and projects. During the 2024-25 school year, CTEC has established a consistent weekly PLC schedule on Mondays, integrating this time into teachers' contractual hours and protecting it from external commitments. The PLC structure employs a rotating schedule with two distinct formats. Schedule A focuses on interdepartmental, grade-level teams, allocating 1.75 hours per grade level. Schedule B encompasses both interdepartmental, grade-level teams and departmental, vertical teams, providing 1 hour per grade level with up to 3 additional hours per department. *(See Attachment 14.14 - PLC Structure)*

During Schedule A meetings, teams engage in intentional project-based learning curriculum development and refinement. They plan integrated projects from standards to assessments, including field trips, scaffolds, and supports. Teams build collective and targeted social-emotional learning curriculum, develop and evaluate progress toward team SMART goals based on site-wide instructional focus areas, and share effective instructional strategies. Teachers collaboratively implement and refine Universal Design for Learning (UDL) methods, including flipped classroom techniques, research and inquiry opportunities, self-reflection activities, differentiated instruction, and cooperative

learning. Teams regularly review student work and data to adjust teaching methods to reach all students.

Schedule B facilitates curriculum alignment within vertical, department PLCs. Departmental teams review, map, and plan increasingly rigorous standards mastery across grade levels. The Vice Principal provides instructional and curriculum support, guidance, and accountability to all teams. This schedule also incorporates professional development, which is essential to maintaining a strong educational program. The annual professional development calendar is based on current educational research, CTEC's pedagogy, student data and needs, stakeholder input, and the Local Control Accountability Plan (LCAP).

Professional development at CTEC begins with foundational elements including school policies and procedures, and strategies for building positive school and classroom culture. Our curriculum-focused training addresses content area development and establishing a Guaranteed and Viable Curriculum to ensure consistent, high-quality instruction across all classrooms. Teachers engage in data-driven professional development through Instructional Rounds, collective data analysis, and goal setting, supported by new communication platforms like Bullseye that facilitate effective walkthrough observations, coaching, and feedback to improve instructional practices and student outcomes.

Core instructional development focuses on Universal Design for Learning principles, implementing effective small group instruction, and enhancing teaching methods through peer observations and lesson studies. Teachers receive specialized training in differentiation strategies and student support, including Response to Intervention (RTI) logistics and content. Additional focus is placed on meeting the needs of specific student populations, including engaging at-risk students and supporting English Learners.

Through this comprehensive approach to professional development, we create systematic approaches to student achievement and cultivate effective leadership that directly impacts student learning. This interconnected professional development model ensures that teachers continuously enhance their skills while maintaining focus on our core mission of student success.

To enhance the Monday PLC structure, CTEC has integrated a Curriculum Support Provider (CSP) into the professional development program. The Vice Principal facilitates professional learning with the CSP and a key teacher leader through book studies to build instructional coaching skills. These individuals implement coaching cycles with targeted teachers to enhance individualized professional development and improve instructional outcomes.

To enhance curriculum alignment, the CSP works with departmental PLCs to develop a guaranteed and viable curriculum built from prioritized grade-level standards. Departments analyze standards across grade levels for commonalities and build increasingly rigorous expectations toward mastery for each grade level. Working

collaboratively, teams pace content standards mastery, integrate meaningful essential questions focused on community improvement, and develop cyclical, revision-based assessments. This comprehensive alignment process ensures that courses meet both internal expectations and external requirements.

To maintain high academic standards, all academic and CTE courses must be submitted and approved by the UC system. Dual enrollment courses follow the student learning outcomes provided by each course outlined on file with the college. All necessary textbooks are chosen by the department after reviewing the options available to support CTEC's unique integrated learning environment.

The Teacher Induction (TI) program is part of CTEC's teacher development opportunities. CTEC participates in FCSS training and support for newly credentialed teachers, including full participation in TI. Experienced teachers holding a professional clear credential may serve as TI support providers after completing TI leadership training. For CTE Designated Subject instructors, CTE Teach supports their transition from industry into the classroom through mentorship while completing their CTE credentialing through FCSS CTE Credential Program. Teachers who begin at CTEC on a waiver, PIP, or STIP contract participate in FCSS's Peer Assistance and Coaching (PAC) program, working with peer coaches to develop goals connected to the California Standards for the Teaching Profession (which can include FCSS General Employee Expectations) as identified by administration. University interns receive support from an intern coach in accordance with the signed MOU between FCSS and their university.

Staff evaluations follow FCSS policies and procedures. Administration, in conjunction with teachers, utilizes informal walk-throughs to monitor and measure student learning, instructional practice, and overall program success. This professional collaboration model promotes ongoing, open communication between teachers and leadership with a daily focus on student learning. Professional Learning Communities, in collaboration with leadership, foster high expectations and accountability while allowing for sharing of best practices. Areas of performance include student progress, local, state and federal assessment scores, instructional observations, and compliance with school policies and procedures. Open communication between leadership and teachers regarding student learning and instructional expectations balances teacher accountability with professional support and encouragement.

Section 5.9 – Serving Students with Disabilities

CTEC complies with all applicable state and federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Act (IDEA).

CTEC is categorized and deemed a local educational agency (LEA) member of the Fresno County Charter Special Education Local Plan Area (SELPA) in accordance with Education Code Section 47641(a).

CTEC complies with all state and federal laws related to the provision of special education instruction and related services and all policies and procedures of the SELPA, and shall utilize appropriate SELPA forms.

CTEC complies with Section 504 and the ADA. The facilities to be utilized by CTEC shall be accessible for all students with disabilities.

SECTION 504 OF THE REHABILITATION ACT. CTEC recognizes that Section 504 is a general education function and that it is CTEC's legal responsibility to ensure that no qualified person with a disability shall, on the basis of the disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of CTEC. Any student, who has an identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by CTEC.

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

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

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

indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

SERVICES FOR STUDENTS UNDER THE IDEA. CTEC will provide special education instruction and related services for eligible students who are enrolled in CTEC. CTEC intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

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

As an LEA member of the SELPA for purposes of special education pursuant to Education Code Section 47641(a), CTEC shall receive all special education funding generated by CTEC enrollment pursuant to Education Code Section 47644.

CTEC agrees to adhere to the requirements of the SELPA for Special Education and to FCSS policies. CTEC may seek services from FCSS for special education students enrolled in CTEC.

CTEC agrees to promptly respond to all SELPA and/or FCSS inquiries, to comply with all SELPA and/or FCSS directives, and to allow SELPA and/or FCSS access to CTEC students, staff, facilities, equipment and records relating to the provision of special education services.

STAFFING. All special education services at CTEC will be delivered by individuals or agencies qualified to provide special education services as required by California Education Code and the IDEA. CTEC staff shall participate in all mandatory FCSS professional development training relating to special education.

CTEC will hire, train, and employ staff necessary to provide special education services to students enrolled in CTEC, including, without limitation, special education teachers, paraeducators, and resource specialists. CTEC shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to CTEC students.

NOTIFICATION AND COORDINATION. CTEC shall follow FCSS policies for responding to implementation of special education services. CTEC will adopt and implement FCSS policies relating to notification of FCSS for all special education issues and referrals.

CTEC shall follow FCSS policies for notifying FCSS personnel regarding the discipline of special education students to ensure FCSS pre-approval prior to imposing a suspension or expulsion. CTEC shall assist in the coordination of any communications and immediately act according to FCSS administrative policies relating to disciplining special education students.

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

To the extent that FCSS provides CTEC with any special education related services, FCSS shall have access to all CTEC student records and information in order to serve all of CTEC's students' special needs.

In the event that CTEC receives a parent request for assessment, CTEC will work collaboratively with FCSS staff and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, CTEC will provide the parent with a written assessment plan within fifteen days of receipt of the request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

CTEC will follow FCSS Child-Find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a Free Appropriate Public Education to the student in question.

ASSESSMENTS. The term “assessment” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. CTEC, in consultation with FCSS staff, will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with its general practice and procedure and applicable law. CTEC shall obtain parent/guardian consent to assess students.

IEP DEVELOPMENT. CTEC shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with State and Federal law. CTEC understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to CTEC’s IEP process. Programs, services and placements shall be provided to all eligible CTEC students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

CTEC shall promptly notify FCSS of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP IMPLEMENTATION. CTEC shall be responsible for all schoolsite implementation of the IEP. CTEC shall implement IEPs, pursuant to FCSS and SELPA polices. As part of this responsibility, CTEC shall provide the parents with timely reports on the student’s progress as provided in the student’s IEP, and at least as frequently as progress reports are provided for CTEC’s non-special education students. CTEC shall also provide all special education home-school coordination and information exchange. CTEC shall also be responsible for providing all curriculum, classroom materials, classroom modifications and assistive technology. CTEC shall comply with any directive of FCSS as it relates to the coordination of CTEC and FCSS for IEP implementation and immediate notification of any considered discipline of special education students.

INTERIM AND INITIAL PLACEMENTS OF NEW CTEC STUDENTS. CTEC shall comply with Education Code Section 56325 with regard to students transferring into CTEC within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in CTEC from another school within the State, but outside of the SELPA with a current IEP within the same academic year, CTEC shall provide the pupil with a Free Appropriate Public Education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days. CTEC shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with Federal and State law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into CTEC from a program operating under the same SELPA within the same academic year, CTEC shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent agrees to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to CTEC with an IEP from outside of California during the same academic

year, CTEC shall provide the pupil with a Free Appropriate Public Education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the CTEC conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by FCSS, and develops a new IEP, if appropriate, that is consistent with Federal and State law.

NON-PUBLIC PLACEMENTS/NON-PUBLIC AGENCIES. CTEC, in consultation with FCSS, shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. CTEC shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of FCSS. CTEC shall immediately notify FCSS of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

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

PARENT/GUARDIAN CONCERNS AND COMPLAINTS. CTEC shall follow FCSS policies as they apply to all schools for responding to parental concerns or complaints related to special education services. CTEC shall immediately notify FCSS of any concerns raised by parents. In addition, CTEC shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of State or Federal law.

FCSS' designated representative, in consultation with CTEC's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. CTEC shall allow FCSS access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

CTEC and FCSS shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. FCSS, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and CTEC shall comply with FCSS' decision.

CTEC and FCSS shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

DUE PROCESS HEARINGS. FCSS may initiate a due process hearing or request for mediation with respect to a student enrolled in CTEC if FCSS determines such action is

legally necessary or advisable. CTEC agrees to cooperate fully with FCSS in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, FCSS and CTEC shall work together to defend the case. In the event that FCSS determines that legal representation is needed, CTEC agrees that it shall be jointly represented by legal counsel of FCSS' choosing.

CTEC understands that FCSS shall have sole discretion to settle any matter in mediation or due process. FCSS shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any student necessary to protect its rights.

SPECIAL EDUCATION COSTS. CTEC understands that it is responsible for all special education and related services costs, including due process, non-public schools, etc., regardless of the funding sources or amounts.

Section 5.10 - Serving English Language Learners

CTEC will meet all applicable legal requirements for English Learners **(EL)** as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CTEC will implement policies to assure proper placement, evaluation, and communication regarding EL and the rights of students and parents.

As part of the students initial enrollment packet, CTEC administers a home language survey. Students who identify a language other than English as their home language will be assessed for EL services using the Initial English Language Proficiency Assessment for California **(ELPAC)** within thirty days of initial enrollment if CALPADS shows that they have never been assessed and/or if they are from out of state. The Summative ELPAC will be administered annually thereafter between February and June until re-designated as fluent English proficient. Students who have been previously identified as EL will continue with annual ELPAC testing based upon previous year's assessment until re-designated as fluent English proficient; in addition, the Interim ELPAC (available in Fall 2023), will be administered as well to determine student growth in the domains and to provide supports in lower performing domains..

CTEC will notify parents of its responsibility for testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC is used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing. (Educ. Code § 1111(b)(2)(G).)

CTEC's reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC;

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery such as their English Language Arts grade of C or better;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent's opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process;
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. (Educ. Code § 313) (English Language Arts ;

CTEC provides instructional program services for English Learners as follows:
- Provides English Learners with English Language Development **(ELD)** to develop proficiency in English as rapidly and effectively as possible; and
- Ensures that academic instruction for English Learners is integrated into the curriculum to meet CTEC's content and performance standards for their respective grade levels.

To meet these desired outcomes, CTEC provides the following instructional programs for EL: Structured English Immersion **(SEI)**, and the Mainstream English Program.

- CTEC provides an SEI program to all EL with "less than reasonable fluency," which CTEC has determined applies to EL at the ELD levels 1-2. In the SEI program, teachers provide instruction in English, with primary language support provided by a bilingual teacher or paraeducator to ensure understanding as needed.
- CTEC will provide a Mainstream English program with integrated ELD to EL with "less than reasonable fluency" at ELD 3- 5. Parents of EL may request in writing a mainstream placement for a child with "less than reasonable fluency (ELD 1-4).

CTEC uses EdTech from Rosetta Stone to support the language acquisition of students who are identified at the ELD level 1-2. Students meet with a qualified instruction 4 times a week for 45 minutes for ELD instruction. Additional instruction is offered on Monday's during their instructional day. English acquisition and retention is gained through immersive experiences featuring native speakers and real-world images students learn through context. Students are engaged in all four domains of language practicing reading, writing, speaking and listening in English. Students are assessed for their English proficiency and identifying placement to support English Learners with the appropriate English exposure. CTEC's ELD program focuses on the following skills:

- Language Development and Communication;
- Concepts and Vocabulary;

- Reading;
- Literacy Analysis and Appreciation;
- Speaking, Listening, Viewing, Representing;
- Cognitive Academic Skills;
- Writing;
- Grammar, Usage, Mechanics, Spelling;
- Technology/Media;
- Cultural Perspectives

Students will be assigned into ESL lab classes based on their ESL level and not their grade level. In the personalized learning program, ESL lab classes will be available to students grades 9-12. This allows for coverage of the curriculum with possibilities of enrichment or in-class intervention. Course marks are determined through standards-based performance assessments and the ELD Assessment Portfolio.

Students with “reasonable fluency” will be scheduled into standards-based classes appropriate for their grade level taught by an authorized teacher. Students will receive standards-based instruction with the use of SDAIE strategies (thinking maps, word walls, vocabulary building, Think-Pair-Share, and supplemental materials) to prepare them to meet reclassification requirements.

EL students may remain in high school until requirements are met or through the age of 21 as long as satisfactory progress is maintained. The purpose of this provision is to assure that EL students are provided sufficient time to meet CTEC graduation criteria and the A - G college requirements. The goal for English Learners receiving special education services is to make substantial progress toward achievement of their individualized education program’s academic goals.

The quality of CTEC’s English Learner program and student achievement will be regularly monitored and assessed by reviewing and analyzing data with the purpose of identifying areas for improvement. English learner students who are redesignated will continue to be monitored for two years to ensure academic success in mainstream classrooms. If any students fall below standards, they will receive intervention and support until such time as they meet standards. Parents and students will be informed of EL student progress towards full English acquisition every semester.

When English Learners are not making adequate progress toward mastery of ELD standards, the teacher will make accommodations to the course instruction to meet the students’ learning needs. The student will also be provided with extended learning opportunities through CTEC’s extended day program, that provide supplemental targeted intervention and provide ELD support and scaffolding of the ELA standards.

Each teacher providing specialized academic instruction for English Language students at CTEC must meet one of the following specifications:

- The teacher holds a teaching authorization issued by the Commission on Teacher

Credentialing authorizing services for the English Learner.

- BBC/BCLAD or LDS/CLAD/SB1969/SB395 with bilingual paraeducator;
- Emergency CLAD with bilingual paraeducator (teacher who is participating in an approved program leading to an appropriate authorization);
- Certificate of Completion of Staff Development (AB2913) with a bilingual paraeducator.

Section 5.11 - Students Achieving Substantially Above or Below Grade Level

CTEC provides an academically rigorous program for students who are achieving substantially above grade level. The PBL approach of CTEC's instructional design challenges students to think critically about a problem and provide a potential solution. The collaborative approach to these projects requires students to navigate working in a small group to achieve a common goal, the development of their project process documents develops their writing skills and, the students have to be able to defend their approach in a presentation of their project. Each project culminates in a Showcase evening for parents and the community and it is expected that students have multiple forms of deliverables to present at their showcase. These interdisciplinary projects provide the opportunity for students achieving substantially above grade level to push their edge and apply their knowledge and skills.

CTEC's standards based grading system encourages the mastery of skills over time and opportunities to continually improve throughout the course of the school year. This helps the students develop a growth mindset and an understanding that there are continual opportunities to improve.

Dual enrollment with Fresno City College, allows students to begin accessing college level course work in ninth grade and to earn an Associate's Degree upon graduation. Students are also able to participate in FCC's High School Enrichment summer programs to further challenge themselves academically.

CTEC's focus on PBL with an interdisciplinary concentration of curriculum and instruction creates connections across content to support student understanding of academic standards as they collaborate together to resolve driving questions. Students within their PBL small groups work together for an extended period of time investigating and responding to authentic and engaging complex questions, problems or challenges. PBL is an active environment that connects the student and school to the community and the real world. California Students Building Futuristic Cars!

At CTEC, students are supported academically within their cohorts that stay consistent across all courses. Students have additional time within their small groups for collaborative sessions, allowing student groups increased time with teachers to engage each other in rigorous, aligned learning experiences that guide the progression of the student projects, evaluate the process taken and the next steps needed. Sessions provide 21st century teaching and learning approaches that foster student collaboration,

communication, critical-thinking and creativity, which leads to student career and college readiness. The small group environment allows teachers to facilitate questioning that encourages students to think logically and express themselves clearly without the pressures of a classroom environment. Instructional practices within the small group instruction reflect the components of a 21st century learner.

CTEC's Advisory program places a strong emphasis on our Response to Intervention (RTI) framework. As part of this approach, we utilize an intervention period to intentionally identify and assign students for targeted support. This process is guided by the essential questions we ask in our PLC groups, particularly: *How do we respond when students don't learn it?*

Our RTI framework includes small group instruction tailored to meet the specific needs of students who require additional support. These groups are capped at a maximum of eight students and are identified by instructors based on specific areas of need. These sessions occur during **Priority Days**, where designated subject areas have the first opportunity to select students for intervention.

On **Non-Priority Days**, intervention sessions are open to all students, with larger groups of 15–20 students. These sessions can be used for intervention, enrichment, or extracurricular activities, such as robotics. This structure ensures that every student has access to the support or opportunities they need to succeed academically and beyond.

This time is also utilized to support and advance math students aspiring to take college-level Calculus in their senior year. Students aiming for higher-level math courses, whether to meet college major requirements or industry expectations, can receive additional instruction during the advisory period. This targeted support helps expedite their math progression, enhance their skills, and better prepare them for advanced college mathematics in their senior year.

In multiple courses throughout their experience at CTEC, students will use career and college exploration tools to manage and plan for life after high school. In their freshman year, students will use O*Net and californiacolleges.edu to uncover their strengths, skills and identify their potential as they participate in self-assessments and career assessments. During their advisory period for freshman through junior year, students will use IMAGO to participate in lessons designed to prepare them for internship and future employment. As students are introduced to individuals within industry, students will be able to further explore career requirements and expectations. Their use of the career planning tool allows students to understand their strengths, goals, skills, and interests and how it can translate into exciting careers. Through the use of a career and college exploration tool and by working individually with CTEC administration, students will establish an academic plan to identify short and long term goals to support their interests and selected pathway. The academic plan identifies courses and grades necessary for graduation requirements and post-secondary goals.

In order to support student learning in their dual enrollment courses, CTEC's

paraeducators, facilitators and certificated instructors will provide student support during college classes as well as after hours. The paraeducators and facilitators work alongside adjunct faculty so they are aware of the current curriculum being delivered to students. Through CTEC's extended day program, additional academic support is provided to identified students.

Core academic support is available at CTEC and is shared out with students and families. It is updated often and these updates are kept on our website and posted around campus. If a teacher is not on the schedule, the teacher makes time to meet with students needing additional help either before or after school. CTEC also has a peer tutoring program in which peer tutors apply and are trained prior to the start of the school year. Furthermore, CTEC has an Expanded Learning Program where not only are enrichment activities offered, but academic support help is also offered. Expanded Learning Schedule

CTEC's rigorous course progression, with dual enrollment courses throughout the four years, expects students to be proficient in reading, English Language Arts and mathematics. Students enrolled in CTEC may require intervention in core academic areas in order to progress through the grade-level coursework. Several methods are used to accomplish this task, including the use of local assessment tools to identify student skill deficiencies. Teachers use common rubrics, fall and spring showcases, NWEA benchmark assessments, and the 11th CAASPP testing to determine student progress. Student progression and growth is discussed through grade level PLCs and full staff meetings to assist in the refinement of instructional strategies to support student learning.

Assessment data is the accountability measure for our program and the coursework offered to our students. Within our PLC's data is a primary focus as we develop curriculum and project-based activities that are tailored around student needs aligned to assessment results to supplement and support student success in California Content Standards. All students are assessed at the end of each course to measure students' proficiency in grade level standards. If growth is not apparent or is marginal, then further intervention and support are developed in order for students to progress successfully in grade-level coursework.

Additional support is provided to aid students' deficiencies through direct and intensive small group or individual instruction designed to strengthen basic skills during intervention after school. Through our extended day program and tutoring opportunities, students have the opportunity to gain assistance and support. CTEC recognizes the need to support our parent partnership in aiding their students in their education and academic success.

Administration works with each student to help them develop their academic and career plan. The plan is a step-by-step document to address students' progression toward post-secondary goals and career and college readiness. Plans are the product of a collaborative team that includes: student, parent, CTEC's Director, State Center

Community College District Counselor. Based on student needs other members may be involved. The academic and career plan is updated yearly to ensure the student remains on track for high school graduation and their associate's degree. The plan tracks students' career exploration and plans, academic progress, assessment data and goals, college requirements. This plan is a tool CTEC staff uses to encourage student progress throughout their four years as they seek to obtain their academic and career goals. It also provides specific details to help students monitor personal progress toward meeting academic goals (i.e., pass graduate high school) and post-secondary goals (i.e., opportunity to access a range of post-secondary opportunities) and emphasize responsibility and ownership of their academic progress.

In order to ensure all students are receiving necessary support, Student Study Team **(SST)** meetings, parent conferencing, and teacher team conferencing regarding student-specific strategies are employed regularly.

Targeted Supports

In order to support students who are performing substantially below grade level, CTEC has implemented support to aid them in the process of gaining necessary skills to achieve at grade level. CTEC's Multi Tiered Systems of Support for academics is as follows: the targets students who fall into two of our four academic categories with markers that range from a 4/green being achieving benchmark to a 1/red being intensive. The red and orange categories are targeted not just by our Impact teachers, but the campus as a whole:

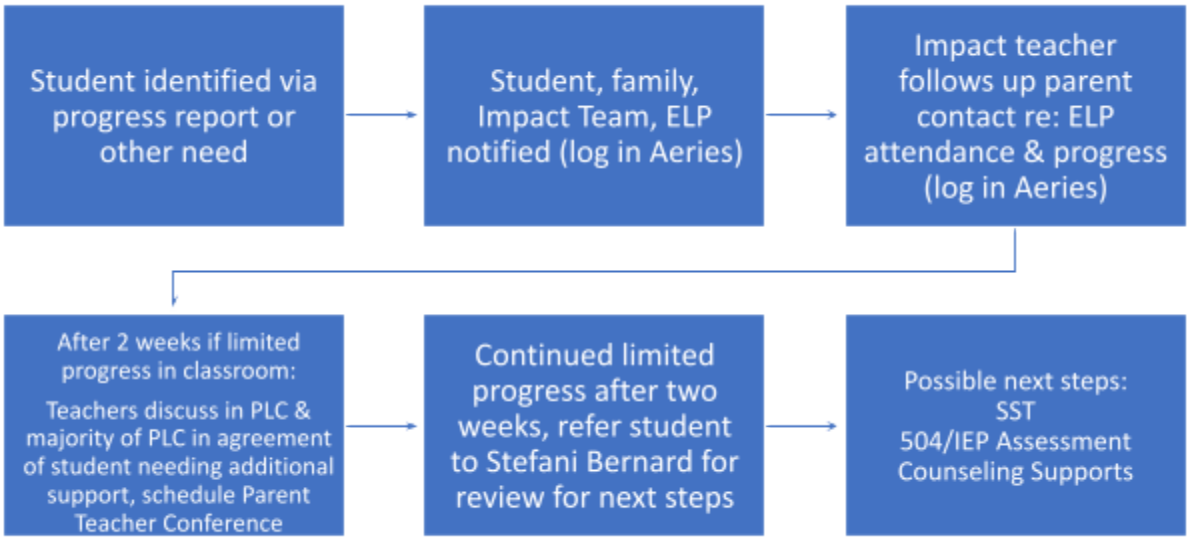
4 (identified as green) benchmark	Students who have marks of As & Bs
3 (identified as yellow) strategic	Students who have one to three Cs, no No Marks(Fs)
2 (identified as orange) intensive 1	Students who have four or more Cs, even if mixed with As & Bs, plus one NM/F. Impact
1 (identified as red) intensive 2	Students who have two or more No Marks (Fs) regardless of other marks. Impact

Student marks are reviewed by administration every six week progress period and they are coded accordingly on a master sheet that is shared with staff and staff discuss this data during PLCs. Strategic students are invited to stay after school an extra hour to work on their Ds & Fs to bring to passing, students who are orange and red are to

attend Impact and an SST is also scheduled for the students that include the teaching team, the student, the parents and a member of the administrative team. These students also have learning goals meetings with the guidance learning specialist.

The Impact program consists of three teachers, each assigned to a specific grade level for the academic year. The Impact teacher is an additional layer of support who consistently works with the students' teachers, families & students to help them raise the bar and achieve mastery in the courses. The Impact teacher connects with the classroom teacher and piggybacks on supports and conversations the classroom teacher has had with students and families. As the student shows progress in Impact, they are exited the program at the next marking period and progress monitored over the next six weeks.

Impact Process



Academic Partnership b/w Impact Team and Teachers



Section 5.12 - Educational Enrichment Opportunities

At CTEC, instructional enrichment and support opportunities will be integrated into our educational program. We believe all students have the opportunity to grow to their maximum potential and develop a lifetime appreciation of learning when there is a connection between their academic studies and extracurricular activities. Through these programs, students become more invested in achieving academically. Through participation with SkillsUSA, students will have opportunities to demonstrate their occupational and leadership skills at local, state and national competitions. SkillsUSA competitions show how the skills developed in the classroom translate into the workplace. Students' participation in SkillsUSA and its competitions create another extension to addressing every area of CTECs Student Learning Outcomes. In competitions, students are challenged to critically think through a problem and work to solve the problem in a collaborative manner on the spot. Students are then required to communicate their solutions through a variety of presentation styles. Each event/competition is developed to show how learned skills translate into the workplace, assessing student career and college readiness.

The CTEC Titans Robotics Team, known as Team 8768, provides students with a transformative extracurricular opportunity to explore the fields of science, technology, engineering, arts, and mathematics (STEAM). The program emphasizes hands-on learning and teamwork as students design, build, and program robots for competitions held by FIRST (For Inspiration and Recognition of Science and Technology). This student-led initiative enables participants to apply skills learned in class, such as CAD design, programming, and machine operation, while also gaining new expertise through

the challenges of robot building. By leveraging state-of-the-art resources like HAAS mills, CNC machines, and 3D printers in the school's innovation center, students experience a fully immersive education that prepares them for future STEM careers. The rigorous six-week build season fosters problem-solving, creativity, and collaboration, giving students the confidence to take on multifaceted roles, from designer to PR representative.

Beyond the technical skills, Titan Robotics is deeply committed to outreach and inclusivity in the STEM community. The team organizes initiatives such as RoboCamp for middle schoolers and promotes STEM for girls to ensure equitable opportunities for all. With a diverse group of students and mentors, the program reaches over 4,495 individuals annually through events and social media. The team also supports other FIRST teams and hosts regional tournaments, extending its impact beyond its school. This commitment to community engagement and student development has led to remarkable outcomes: 100% of alumni graduate high school, pursue higher education, and frequently return as mentors. Titan Robotics exemplifies the values of innovation, leadership, and service, leaving a lasting impression on students and the Central Valley community. CTEC Titans Robotics Instagram

CTEC's after-school welding program offers students a hands-on opportunity to develop welding and fabrication skills that are essential for industry success. Through daily instruction and project-based experiences, students gain practical skills by fabricating real-world projects, building their confidence in presenting processes and results. The program not only prepares students for industry employment but also cultivates leadership qualities by immersing them in high-stress, competitive environments reflective of the industry. This comprehensive approach ensures students are equipped with technical expertise and the ability to thrive in professional settings.

A key feature of the program is its commitment to inclusivity and the empowerment of underrepresented groups, particularly women in welding. By creating initiatives such as Women in Welding competitions and collaborating with the American Welding Association and local industry partners, the program celebrates the talents of female welders while providing them with valuable industry connections. These efforts not only enhance diversity in the welding field but also reinforce CTEC's dedication to fostering an inclusive, skilled workforce poised to make a lasting impact on the industry.

Partnerships with post-secondary educational institutions and Fresno County’s Regional Occupational Program will open doors for students to participate in activities and events that connect students’ academic studies to industry. Students will be able to identify secondary programs that will provide them with additional college opportunities, while industry will expand students’ exploration of future career employment. Industry leaders in and outside classrooms will interact with students, providing guidance and knowledge within the field as well providing pupils instruction to improve their skills. Students will have opportunities to tour local facilities where they will encounter individuals who are applying skills throughout their daily routines that students are likewise developing in the classroom. Annual events such as Manufacturing Day (MFG Day), Construction Career

Awareness Day, Apprenticeship workshop, Career Skills Challenge, Robotics competitions, Design Build and the Career Tech Expo provide an opportunity for industry to celebrate modern manufacturing and commercial construction as it inspires the next generation workforce.

As they progress through their pathway, students will participate in job shadows with our industry partners. 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. Studies show that students who take part in job shadow opportunities are more motivated to expand and meet their educational career goals and are able to better connect their classroom learning with their career choices. 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 mastery of career skills, they will have the opportunity to participate in internships. Students will be able to develop their skills within the industry making the final connection between the classroom and the industry.

CTEC's Expanded Learning Program (ELP) is a before and after school program that is staffed by CTEC graduates. Having former CTEC students that have completed the Advanced Manufacturing or Construction Pathway as well as Dual Enrollment requirements has allowed students to receive quality academic support. Additionally, we offer a variety of clubs that allow our students to skills outside of their core classes and pathways. Cooking Club, Society of Women Engineers (SWENext), and Film Club are a few examples of the enrichment opportunities afforded to students. Cookings Club is a space for students to practice making affordable meals while learning a variety of culinary skills. SWENext is a space where our students learn to network with engineers and participate in outreach to teach children about the engineering field. Film Club has allowed students to participate in the production of "CTEC News" to inform students, staff, and parents about all things CTEC. ELP Schedule

A positive school culture with student connectivity, equity, and access across school activities and events is crucial to providing students with a safe learning environment, where students can discover post-secondary education and career opportunities. CTEC's student government and student advisory board **(SAB)** will work in collaboration with school administration to establish a student voice for the student body on decisions that impact CTEC and the students who attend. The student government and SAB will work to help develop school-based policies and the implementation of such policies. They will be involved in the evaluation and assessment of CTEC's educational program and their effects on student achievement. The student government will strive to create multiple extra-curricular opportunities for its peers that encourage participation and connection. By listening to one another, members aim to come up with solutions and proposals that will work for the entire population at CTEC. Students will have the opportunity to influence each other, share their opinions and concerns, be connected and invested in the work of the team. All CTEC students have equal access to all such

activities. Students within student government and the advisory board will gain opportunities to continue to develop their skills connected to the Student learning Outcomes (4Cs) as they will organize, lead, and develop campus activities. The student government and SAB will meet with the Administration team to discuss the direction of CTEC, school calendar, upcoming events and communication to students, staff, parents and community. Students in student government will be elected by their peers. Students on the SAB are invited by the GLS based on their involvement in classes. Our ultimate goal is to create councils that accurately reflect the CTEC student body they will serve. Students who are a part of student government and the SAB will be held to a strict behavior policy that requires them to exemplify the character laid out in the student code of conduct and uphold its requirements.

To address CTECs mission “equipping students with 21st century skills, through an academically rigorous environment, rooted in career technical education that will prepare students for post-secondary education, citizenship and leadership within a growing industry and community,” students need to have a valuable connection to career and college exploration. CTEC and its students will be active participants in Fresno Area College Night held by the FCSS at the Fresno Convention Center. Students at all grade levels will be encouraged to participate in College Night as they explore their own post-secondary options. Students will also have a very active role in the annual Career Tech Expo held by the FCSS at the Fresno Convention Center. As a Career Tech focused school, the Career Tech Expo will be an important component of their industry skill development. Students will be active participants throughout the night working with community industry leaders and taking a leadership role amongst their peers who are exploring career opportunities at Career Tech Expo.

CTEC’s educational and career partners are an invaluable component to its students’ pursuit of career and college opportunities. Students will be provided with opportunities throughout their four years to encounter a range of post-secondary educational and career opportunities. Embedded into the curriculum and culture of the Charter is the students’ development of soft skills that will prepare them for their future careers. Those skills will be expected to be exercised during industry tours and college tours. Partners will be active individuals within the classroom sharing relevant skills and information about their respective schools and career fields with students. Students may be provided with an opportunity to perform job shadows and internships during their junior and senior year. Education Matters: CTEC Internship Program

Section 5.13 - Materials and Technology

The goal of CTEC’s technology integration is for students to have access to a variety of technological tools that enhance the task at hand and to provide deeper understanding of the content. Therefore, each student is provided a laptop to use on and off campus. Simply providing technology does not ensure effective integration into the learning environment. Effective integration is when students are able to access information in a timely manner, analyze and synthesize the information and present it through professional multimedia. Technology should provide students and teachers with:

- Access to up-to-date, primary source material;
- Methods of collecting/recording data;
- Ways to collaborate with students, teachers and industry leaders;
- Opportunities to express understanding via multimedia;
- Learning that is relevant and assessment that is authentic;
- 21st century presentation of skills and knowledge.

At CTEC, technology integration is a major focus for teachers. The goal is to develop teachers' implementation of technology to a level where it creates a learning environment that would be non-existent without it. Some examples of technology implementation at CTEC include:

- Coursework requires the use of educational technology and resources for all students;
- Students utilize technology to access assessments, such as content standard benchmarks and CAASPP;
- Computers will be available for all students and loaner computers will be provided for students who do not have a laptop at school for any reason;
- Technology will be integrated into student academic exploration, career exploration, blended advisory and all core and CTE courses;
- PBL will be infused with technology from start to finish. Investigation of complex questions through research, examination, and use of various instructional tools;
- Student will create media projects such as podcasts, videos, slideshows, digital portfolios, and websites to encourage them to be creators and critics, and not just consumers of media;
- Students will have the ability to access instruction and curriculum outside the walls of the classroom through the use of online tools such as Google Classroom, Google Drive, CANVAS and Microsoft Teams. Google Classroom creates opportunities for students to interact with classmates, teachers and curriculum through web-based platforms;
- Effective citizens and skilled workers of the 21st century must be able to exhibit a range of functional and critical thinking skills related to information, media and technology. CTEC's implementation of computer integration into the classroom and its curriculum is crucial to the preparation of students' career and college readiness.

Adaptive technology for students in special education will be provided to ensure equal access to CTEC's unique learning environment. If a student requires adaptive technology, a request is submitted to the student's case manager and a plan is developed for acquiring the necessary technology or device.

Common core technology standards, digital assessments, professional learning and digital citizenship

Article 6: Assessment & Outcomes

Section 6.1 - Measurable Student Outcomes

EC 47605.6(b)(5)(B) *The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.*

EC 47605.6(d)(1) *Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non charter public schools.*

Goal #	Description				Type of Goal
1	Provide a rigorous academic program that focuses on industry relevant career technical education, maintains A-G eligibility, and provides college credit through dual enrollment.				Broad Goal
Metric #	**Metric**	**Baseline**	**2025 Outcome**	**2026 Outcome**	**Target for Year 3 Outcome (2027)**
1.1	Appropriately assigned and fully credentialed teachers Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: CalSAAS			0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CalSAAS
1.2	Teachers collaboration with educational with educational leaders, and peers	100% of teacher collaboration 100% of CTE teacher/ industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2023-2024 Data Source: CALPADS EOY 1			100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/ post secondary instructor collaboration Data Year: 2026-2027 Data Source: CALPADS EOY 1

1.3	CTE Pathway Completion Rate Completion Rate	100% Data Year: 2022-23 Data Source: CALPADS EOY 1			100% Data Year: 2025-26 Data Source: CALPADS EOY 1
Metric #	**Metric**	**Baseline**	**2025 Outcome**	**2026 Outcome**	**Target for Year 3 Outcome (2027)**
1.4	Student participation industry relevant experience or activity	All Students:100% Low Income100% Data Year: 2023-24 Data Source: Local Indicator			All Students:100% Low Income:100% Data Year: 2026-27 Data Source: Local Indicator
1.5	Broad course of study	Students enrolled in advanced courses: 98% Students enrolled in CTE Courses: 100% Data Year: 2022-23 Data Source: CALPADS Fall 2			Students enrolled in advanced academic courses: 98% Students enrolled in CTE Courses: 100% Data Year: 2025-26 Data Source: CALPADS Fall 2
1.6	EAP ELA Note: Local benchmarks will be used until CAASPP Results become available	65% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results			67% college ready or conditionally ready s Data Year: 2025-26 Data Source: CAASPP Test Result
1.7	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Dashboard Fall 2023			100% Data Year: 2026-27 Data Source: Dashboard Fall 2026
1.8	EAP Math Note: Local benchmarks will be used until CAASPP Results become available	32.5% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results			35% college ready or conditionally ready Data Year: 2025-26 Data Source: CAASPP Test Results Data
1.9	Implementation of Standards and EL access to CCSS and ELD Standards	100% Data Year: 2023-24 Data Source: CALPADS Fall 22023			100% Data Year: 2025-26 Data Source: CAASPP Test Results Data Source: CALPADS Fall 2
1.10	A-G Completion Rate	All Students: 100% Low Income: 97.4% English Learner: Not reported to protect the privacy of students			All Students: 98% Low Income: 97% English Learners: 97%

Metric #	Metric	Baseline	2025 Outcome	2026 Outcome	Target for Year 3 Outcome (2027)
		Data Year: 2022-23 Data Source: DataQuest			Data Year: 2025-26 Data Source: DataQuest
1.11	Statewide Assessment ELA Met or Exceeded Standards	All Students:64.4% Low Income:57.14% English Learners: Not reported to protect the privacy of students Data Year: 2022-2023 Data Source: DataQuest			All Students:68% Low Income:60% English Learners: 50% Data Year: 2025-2026 Data Source: DataQuest
1.12	Statewide Assessment Math Met or Exceeded Standards	All Students:31% Low Income:23.81% English Learners: Not reported to protect the privacy of students Data Year: 2022-2023 Data Year: 2022-2023			All Students:40% Low Income:38% English Learners: 38% Data Year: 2025-2026 Data Source: DataQuest
1.13	Dual Enrollment Participation	All Students:97% Low Income:95% Data Year: 2022-23 Data Source: CALPADS EOY 1			All Students:97% Low Income:97% Data Year: 2025-26 Data Source: CALPADS EOY 1
1.14	EL Progress towards English Proficiency	Data suppressed due to EL student population being too low for data to be included. Data Year: 2022-23 Data Source: 2023 ELPI			48% of EL students show they are making progress towards English language proficiency. Data Year: 2025-26 Data Source: 2023 ELPI
1.15	EL Reclassification Rate	15.3% Data Year: 2022-23 Data Source: DataQuest			15% Data Year: 2025-2026 Data Source: DataQuest
1.16	A-G Completion and CTE Pathway Completion Rate	100% students completed a-g and a			100% students completed a-g and

		CTE capstone			a CTE capstone
Metric #	**Metric**	**Baseline**	**2025 Outcome**	**2026 Outcome**	**Target for Year 3 Outcome (2027)**
		Data Year: 2022-23 Data Source: DataQuest			Data Year: 2025-26 Data Source: DataQuest
1.17	Statewide Assessment Science Meets or Exceeded Standards	All Students: 50% Low Income: 36.37% Data Year: 2022-2023 Data Source: DataQuest			All Students: 52% Low Income: 40% Data Year: 2025-2026 Data Source: DataQuest Data Year: 2025-2026 Data Source: DataQuest

Goal #	Description				Type of Goal
2	Provide a safe educational environment that supports the academic and personal development of all students.				Broad Goal
Metric #	**Metric**	**Baseline**	**2025 Outcome**	**2026 Outcome**	**Target for Year 3 Outcome (2027)**
2.1	Facilities Maintained in Good Repair	School Rating: Good Data Year: 2023-24 Data Source: Facility Inspection Tool			School Rating: Good Data Year: 2026-2027 Data Source: Facility Inspection Tool
2.2	Trauma Informed Instruction	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2023-2024 Data Source: Local Report			100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2026-2027 Data Source: Local Report
2.2	Trauma Informed Instruction	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2023-2024 Data Source: Local Report			100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2026-2027 Data Source: Local Report

2.3	High School Dropout Rate	All Students: 0% Low Income: 0%			All Students: 0% Low Income: 0%
Metric #	**Metric**	**Baseline**	**2025 Outcome**	**2026 Outcome**	**Target for Year 3 Outcome (2027)**
		Data Year: 2022-23 Data Source: DataQuest			Data Year: 2025-2026 Data Source: DataQuest
2.5	Attendance Rate	All Students:TBD Low Income: TBD Foster Youth: N/A English Learner: N/A Data Year: 2023-24 Data Source: Local Data AERIES			All Students:98% Low Income: 98% Data Year: 2026-2027 Data Source: Local Data AERIES
2.6	Chronic Absenteeism	All Students: 4.4% Low Income: 2.38% Foster Youth: NA English Learner: NA Data Year: 2022-23 Data Source: CALPADS EOY 3			All Students: 4% Low Income: 4% Data Year: 2025-26 Data Source: CALPADS EOY 3
2.7	Suspension Rate	All Students: 9.3% Low Income: 11% Hispanic: 9.3% White: 11.7% Data Year: 2022-23 Data Source: CA School Dashboard			All Students: 5% Low Income: 5% Data Year: 2025-2026 Data Source: CA School Dashboard
2.8	Expulsion Rate	All Students: 0% Low Income: 0% Data Year: 2022-23 Data Source: DataQuest			All Students: 0% Low Income: 0% Data Year: 2025-2026 Data Source: DataQuest
2.9	School Climate	All Students: 95% Low Income: 98% Foster Youth*: N/A English Learner*: N/A Data Year: 2023-24 Data Source: Student School Climate Survey			All Students: 96% Low Income: 98% Foster Youth*: N/A English Learner*: N/A Data Year: 2025-2026 Data Source: Student School Climate Survey
2.10	High School Graduation Rate	All Students: 96.9% Low Income: 95.6% Data Year: 2022-23 Data Source: CA School Dashboard			All Students: 98% Low Income: 98% Data Year: 2025-2026 Data Source: CA School Dashboard
2.11	Students report feeling capable of establishing positive relationships on campus	All Students: 94.5% Low Income: 100% Data Year: 2022-23 Data Source: Student Survey			All Students: 96% Low Income: 100% Data Year: 2025-2026 Data Source: Student Survey
2.12	Students report feeling satisfied with support	All Students: 100% Low Income: 100%			All Students: 100% Low Income: 100%

	system provided to increase achievement				
Metric #	**Metric**	**Baseline**	**2025 Outcome**	**2026 Outcome**	**Target for Year 3 Outcome (2027)**
		Data Year: 2022-23 Data Source: Student Survey			Data Year: 2025-2026 Data Source: Student Survey
2.13	Sense of safety and school connectedness	School Safety Students 99% Parents 100% Teachers 100% School Connectedness Students 94.5% Parents 100% Teachers 100% Data Year: 2023-24 Data Source: Local Survey			School Safety Students 99% Parents 100% Teachers 100% School Connectedness Students 94.5% Parents 100% Teachers 100%

Goal #	Description				Type of Goal
3	Develop a comprehensive CTE program that provides students with well-rounded industry experiences to ensure they develop industry skills in preparation of industry employment.				Broad Goal
Metric #	**Metric**	**Baseline**	**2025 Outcome**	**2026 Outcome**	**Target for Year 3 Outcome (2027)**
3.1	Access to CTE instruction and materials/equipment	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Survey			All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2026-27 Data Source: Local Indicator
3.2	Industry Internship participation	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Indicator			All Students:100% Low Income100% Data Year: 2026-27 Data Source: Local Indicator
3.3	Community Service	100% of students participated in at least one off-campus community service activity All Students:100% Low Income100% Foster Youth*:N/A English Learner*:N/A Data Year: 2023-24 Data Source: Local Data			100% of students participated in at least one off-campus community service activity All Students:100% Low Income100% Foster Youth*:N/A English Learner*:N/A Data Year: 2026-27 Data Source: Local Data

Section 6.2 - Methods to Measure Student Progress Toward Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605.6(b)(5)(C)

Assessment	Purpose	Schedule
Benchmark Assessments	To assess student proficiency in English, math and science.	Beginning, middle and end of each school year
SBAC, NWEA	To assess student proficiency in English, math and science.	March-May each school year
ELPAC	To assess student's listening, speaking, reading and writing progress for the academic year to ensure adequate yearly progress. Provides reclassification information.	Summative Assessment in Spring of each school year
PBL Projects/Showcases	To assess student progress on hard and soft skills relevant to industry.	One project per grade level per semester
Shared Rubrics	To assess student progress on essential skills in various classes	Ongoing
Senior Employment Portfolios and Interview	To assess the students cumulative learning of industry hard and soft skills	April/May each school year

Section 6.3 - Grading Policy

What is the purpose of grading at CTEC?

We view the purpose of grading as a key means of providing students the feedback necessary to know where they are now, where they need to be, and what they need to do to get there. We believe in assessment for learning, which means assessment is used to tailor our teaching plans and our style to better help students achieve in our classrooms.

With this in mind, grading allows us to measure student success and communicate progress. Grading is never used punitively, but rather to accurately reflect student progress and to provide feedback to parents, students, and faculty. Our grading practices will be transparent and public; verbal or written progress reports will be shared with students often. This clarity in communicating grades helps students feel they have earned, rather than been given, the final grade.

What is the role of the teacher in assessment?

When providing feedback, teachers must communicate a fair and accurate evaluation of student performance. It is key to both teacher and student that a clear path for growth be included. This is true for informal day-to-day formative feedback as well as less frequent, larger scale assessments.

What is a course component?

A course component is a description of learning that can be achieved during a particular course or series of courses, and is consistent among teachers who offer the same course during the same year. Ideally, components will also remain similar from year to year.

Course components are the essential content/skills all students must know or be able to demonstrate in a course. Course components can:

- describe subject specific content all students are asked to learn
- describe thinking and reasoning skills
- describe general communication skills

What else gets assessed?

Professionalism, leadership, citizenship, and developing the habits of a life-long learner are key goals for our students and highlight our graduation profile. We will be keeping track of our students' progress in these areas throughout their time at CTEC and providing feedback and instruction designed to support career and educational success after high school. Collaboration, critical thinking, clear presentation of ideas, and creativity form the foundation of all our projects. In that way, these important skills can be focused on consistently in every class. Finally, we don't believe any of these skills can be effectively developed or demonstrated by a student who is lacking a healthy sense of self and others. Our cultural pillars: You Matter, Be Present, Raise the Bar, and Create an Impact are each interwoven throughout CTEC and have provided the framework on which all of it is built.

What does feedback look like?

While there are countless ways to provide feedback, much of the time our teachers will be using rubrics to guide students through the learning process. Rubrics are developed from a unified school-wide understanding of our 0-4 scale (below), but each rubric has a specific course, components, or skill in mind. The rubric language helps student and teacher know where a student is at, where they might like or need to be, and specific details identifying what it takes to get there.

Discussion Board Response		CTEC Descriptors	Task- Specific Descriptors
Writing Skills	4	Response showed **exemplary** understanding of the original post and is able to further the conversations.	❑ I expanded on the original author's ideas and asked follow up questions to further the conversation. ❑ I engaged in a conversation with the original author ❑ I used tier two vocabulary
	3	Response demonstrates **proficient** understanding of the original post and is able to engage the author in further conversation	❑ I expanded on the original author's ideas and asked follow up questions to further the conversation ❑ I used tier two vocabulary
	2	Response meets **minimum** requirements to expand upon the original post.	❑ I summarized and expanded on the original author's ideas. ❑ I used Tier 2 vocabulary and appropriate formatting
	1	Response does not demonstrate proficiency and only summarizes the original post rather than adding new ideas.	❑ I summarized or restated the original author's ideas, but did not add any new insights.

What happens when a student improves in a particular area?

We believe in the power of a growth-mindset and that true learning takes time and dedication on everyone's part. To account for this, many rounds of feedback and revision will be provided before any type of final mark is provided. Our components, skills, and behaviors have also been carefully selected for their ongoing importance and ability to be rewoven back into the curriculum as necessary and reassessed for students taking longer to develop. When determining final grades, teachers look at the growth trends for each component as well as the average achievement levels across the course. In this way students are not held back by initial knowledge and ability in any particular area.

What happens if areas of struggle persist throughout a class?

The components of each class are chosen and developed for their essential nature. We will continually support students in meeting the expectations set by each of them. However, in rare cases, a student reaches the end of a course and, while improving, has not yet been able to meet the minimum requirements for a component or two. These components would receive a grade of NM (no mark), which would extend to the class as a whole. Provided there is evidence of ongoing effort and supporting behavior, a careful and specific plan for continued improvement would be put in place by the teacher and the student would have an extended time frame to address the shortcomings. Assuming success, the NM would be replaced by the appropriate score. Additional supports are explained in more detail in the Academic Supports section.

What is the work policy?

In relation to industry, being on time is an important component to professionalism. Here at CTEC we reward student efforts and want students to understand the importance of being timely. Work turned in on time will receive an additional 0.3 (1.3, 2.3, 3.3) added to a graded mark. Any work that is submitted late will be eligible for a mark no higher than a 3 (1, 2, or 3) and will not receive the additional 0.3 for that assignment.

The acceptance of late work is at the discretion of the class teacher, this includes dual enrollment courses. For more information about late work policy, review the individual teacher's class syllabus and/or communicate directly with the teacher. If a student has an excused absence, they will be allowed the equivalent number of days as absences to complete the assignment; after that time, assignments are considered late. For excused absences due to extenuating circumstances, contact the teacher or dual enrollment instructor. Dual enrollment courses may have different policies.

Students have the opportunity to revise work until the end of the grading period. Late work can also be revised but the student cannot earn original credit for the assignment.

Section 6.4 - LCAP Annual Goals

Pursuant to Education Code Section 47606.5, CTEC annually produces a Local Control Accountability Plan (LCAP) and LCAP update using the template provided by the State Board of Education. The LCAP is updated annually with guidance from all stakeholders and is presented to the CTEC board for approval and vote prior to submitting to the FCSS.

Please refer to the Infographic below for a description of CTEC's annual goals to be achieved in the eight state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060 (d), and the specific annual actions that will be taken to achieve those goals, in accordance with Education Code Section 47605 (b)(5)(A)(ii). The following link is to the approved LCAP for 2024/25. 2024 LCAP.pdf

In the 2022-24 cycle of the Local Control and Accountability Plan (LCAP), CTEC focused on four primary goals: providing a rigorous academic program with industry-relevant career technical education (CTE), ensuring a safe and supportive educational environment, fostering industry engagement and building community connections, and implementing comprehensive support systems to address diverse student needs. For the new cycle (2024/25-27), these goals were condensed into three to reduce overlapping actions and streamline efforts toward achieving measurable outcomes.

Successes in the 2023-24 school year include the consistency of advanced courses, dual enrollment options, and senior internships that strengthened career skills and work-based learning opportunities. The advisory program emerged as a vital space for students to confidently address social-emotional needs, supported by collaboration among staff and credentialed professionals. Additionally, student participation in events

like SkillsUSA and the Career Skills Challenge showcased their industry-relevant skills while building connections with industry leaders. Small advisory groups further supported students through targeted skill development sessions facilitated by the IMPACT team.

CTEC addresses its challenges with a team of highly skilled and credentialed staff who are deeply committed to student success. These dedicated professionals go above and beyond, often working beyond the instructional day to provide personalized academic and social-emotional support. While budget constraints and resource limitations exist, the innovative efforts of this team ensure that students have access to meaningful learning experiences and opportunities to succeed. Plans are in place to further engage families and enhance collaborative support systems, driving progress toward increased academic achievement and overall student growth.

This blend of achievements and challenges underscores CTEC's commitment to fostering academic and personal growth while identifying areas for improvement in resource allocation and engagement strategies. Building on this foundation, the updated 2024-25 LCAP goals focus on expanding a comprehensive CTE program that ensures students gain robust industry experiences. By integrating dual enrollment opportunities, professional development, differentiated instruction, and targeted support systems, the program aims to equip students with the skills necessary for industry employment. For additional details, refer to the 2024 LCAP.pdf.

CTEC's focus on academic integration and skill development has led to stronger connections between core academic subjects and industry-relevant skills. By combining rigorous academic instruction with hands-on learning, students gain a deeper understanding of the material and its real-world applications. This approach enhances engagement and relevance, fostering academic growth alongside career readiness. CTEC's high proficiency rates in Math (48%), ELA (82%), and Science (72%) reflect the success of this integrated approach in supporting student achievement.

For more detailed results, view the CAASPP Test Scores

Article 7: Admission Requirements

Governing Law: Admission policy and procedures, consistent with subdivision (e). Education Code Section 47605.6(b)(5)(M)(e)(1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or guardian, within this state.

(2)(A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the county board of education shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(4)(A) A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).

(B) A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

(C) A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b).

(D) The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school's internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:

(i) When a parent, guardian, or pupil inquires about enrollment.

(ii) Before conducting an enrollment lottery.

(iii) Before disenrollment of a pupil.

(E)(i) A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

(ii) The department shall develop a template to be used for filing complaints pursuant to clause (i).

Education Code section 47605.6(e)(1)-(4).

CTEC will admit all students who wish to attend, and who submit a timely registration unless CTEC receives a greater number of applications than there are spaces for students; in which case, CTEC enrolls students through a random lottery process. No test or assessment shall be administered to students prior to acceptance and enrollment into CTEC. CTEC will comply with all laws establishing minimum and maximum age for public school attendance in CTECs.

In accordance with Section 47605.6(e)(1), CTEC is non-sectarian in its programs, admission policies, and all other operations. CTEC does not charge tuition. Moreover,

CTEC does not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, disability, and other protected grounds.

All students who reside in the State of California, within Fresno County and adjacent counties, may attend CTEC subject only to capacity at each grade level (Educ. Code § 51747.3). CTEC assumes full responsibility for legally required accommodations to address the needs of any student.

Section 7.1 - Application Process and Public Random Drawing

Interested families can apply to CTEC through the school's Website from November 1st to January 16th. If the maximum enrollment is not reached based on the number of applicants offered enrollment, a second application period will be opened, allowing additional families to apply from January 16th to April 1st. If enrollment is still not filled, CTEC will offer open enrollment until all available spots are taken. Additional students will be placed on a waiting list. Becoming a CTEC Student

The application includes:
- Student information
- Parent information
- Other demographic information (which does not impact acceptance)
- Current school of attendance
- Application preference factors

Once applications are received, the number of applications per grade level will be assessed to determine whether any grade level exceeds available spots. If so, a public random drawing or lottery will be held to determine enrollment for that grade level, except for existing students, who are guaranteed enrollment for the following school year.

Enrollment preference in the event of a public lottery will follow this order:
1. Siblings of currently enrolled students
2. Children of FCSS staff assigned to work at CTEC
3. Children of employees of industry partners providing co-curricular instruction
4. Children of FCSS staff

At the conclusion of the lottery, students not admitted due to capacity will have the option to be placed on a waitlist according to their lottery draw. This waitlist provides an opportunity for enrollment if spots become available during the school year. The waitlist will not carry over to the following school year.

Section 7.2 - Means to Achieve Racial and Ethnic Balance

EC 47605.6(b)(5)(H) *The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including*

redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), [1] on the balance of pupils with disabilities at the charter school.

CTEC is committed to achieving a racial and ethnic balance among its pupils that is reflective of the general population residing within Fresno County.

CTEC will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the County of Fresno:

1. An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
2. The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the district and the communities in which CTEC is located and services;
3. The development of promotional and informational materials in languages other than English to appeal to ESL populations;
4. Use of a press releases in a variety of local media outlets;
5. Informational/Recruitment meetings in several areas within the County of Fresno, including CTEC site, and online to reach prospective students and parents.

CTEC will evaluate information concerning the ethnicity of all its students to assess its representation of the Fresno County population. If the balance is not reflective of the population of Fresno County, a committee of CTEC's parents, teachers, and a County Office of Education representative will meet to discuss the imbalance and explore available legal options to remedy the situation.

Section 7.3 - Student Recruitment

The Career Technical Education Charter (CTEC) has implemented several strategic processes to recruit students and engage with families across the region. These efforts include participating in community events, school fairs, and utilizing digital platforms such as Instagram and Facebook to increase awareness and drive applications. Key recruitment activities have included:

Events and Activities:

1. School Visits and Presentations – CTEC staff have visited local middle and high

schools to present information about the program, showcasing CTEC's unique curriculum and career-focused pathways.
2. Community Events – CTEC has participated in community events such as career fairs, STEM expos, and educational workshops to engage with students and families.
3. Open House Events – The school has hosted open house events where prospective students and their families can tour the facilities, meet faculty, and learn about the programs.
4. Industry Partner Presentations – Partnerships with local businesses and industries have facilitated presentations about career opportunities, helping to draw interest from students looking to develop technical skills.
5. CTEC Student Ambassadors Program – Current students serve as ambassadors, sharing their experiences with peers at feeder schools and on social media.
6. Parent Information Sessions – Virtual and in-person sessions for parents to learn about the application process, programs, and how CTEC prepares students for college and career.

Digital and Social Media Engagement:

1. Instagram & Facebook Campaigns – CTEC has used Instagram and Facebook to post success stories, student testimonials, videos showcasing campus life, and details about application deadlines. Paid advertisements targeting specific demographics have also been used to broaden reach.
2. CTEC Website Updates – Regular updates to the school website highlight important dates, application instructions, program descriptions, and student achievements to attract prospective students.
3. Email Newsletters – CTEC sends out newsletters to parents and community members providing updates on school events and recruitment information.

Plan to Increase Enrollment by 20%:
To meet the target of increasing enrollment by 20%, CTEC plans to implement the following strategies:

1. Expanded Social Media Campaigns – Increase paid advertising on platforms like Instagram and Facebook, focusing on targeted ads to reach specific student populations and their parents. Highlight unique features such as industry certifications, hands-on learning, and strong career outcomes.
2. Strengthened Feeder School Partnerships – Work more closely with feeder middle and high schools to increase in-person presentations, teacher referrals, and collaborations with school counselors.
3. Engagement with Industry Partners – Develop partnerships with local businesses and industries to provide co-hosted recruitment events where prospective students can interact with potential future employers.
4. Enhanced Website Functionality – Improve the website experience with interactive features such as a virtual campus tour, student testimonials, and program previews to engage prospective families.
5. CTEC Alumni Network – Leverage alumni success stories through social media

and community presentations to showcase how CTEC graduates excel in their respective careers.

6. Community Outreach and Parent Advocacy – Organize parent advocacy groups to share positive testimonials with other families in their communities, especially in underrepresented areas.
7. Outreach Camps – Introduction of industry skilled camps during the summer, focusing on hands-on, engaging activities for 6th through 8th-grade students. These camps will give younger students a preview of the career pathways offered at CTEC, fostering interest in technical education before they reach high school.
    a. Robotics Camp – Students will work on building and programming robots, giving them hands-on experience with STEM concepts, problem-solving, and teamwork.
    b. Welding Camp – This camp will introduce students to the basics of welding, safety procedures, and fabrication techniques, sparking interest in manufacturing and technical trades.
    c. CAD (Computer-Aided Design) Camp & 3D Printing Camp – Students will learn how to design using introductory CAD software and create objects using 3D printers, giving them a tangible introduction to product development and engineering principles.

By focusing on these strategies, CTEC aims to increase awareness, engagement, and ultimately boost enrollment to meet its target.

Section 7.4 - CTEC Student Capacity

The school accepts up to 120 students each year for 9th grade, with a maximum enrollment capacity of 480 students. If applications exceed 120, then a lottery is performed to identify the 120 students (see section 7.1). Students not selected are placed on a waiting list. Due to the industry skill development in the first 2 years at CTEC and the credit requirements, student enrollment is available through a student's sophomore year. CTEC's enrollment projections are based on the Cohort Survival Model, which assumes an 88% retention rate. Projected enrollment for the 2024/25 school year was 300 students, with continued growth anticipated as larger classes replace those impacted by the COVID-19 pandemic. To accommodate future demand and increase the impact of CTEC's academic program on the community, we reserve the right to expand instructional cohorts to 30 students. This expansion could potentially increase our maximum enrollment to 564 students, based on classroom availability and our project-based learning pedagogy. This growth strategy allows us to serve more students while maintaining our commitment to high-quality, industry-aligned education.

Section 7.5 - Registration Process

The registration process, to be completed after receiving and accepting an offer at

CTEC, is comprised of the following:

1. Completion of student enrollment forms;
2. Proof of immunization;
3. Proof of withdrawal from previous school;
4. Home Language Survey;
5. Signed cumulative record request;
6. Completion of emergency medical card.

Section 7.6 - Transfer Student Admission Policy

CTEC will offer students an opportunity to submit an application for admission through the summer prior to students' sophomore year, when space allows. If more transfer applications are received than available spots, then a public random drawing/lottery will be held to determine enrollment for the impacted grade level. CTEC's comprehensive Career Technical Education pathway requires prospective transfer students to hold 60 credits and 2.0 overall GPA. CTEC students must meet State Center Community College District dual enrollment admission requirements. Admission into CTEC is closed after the first semester of the sophomore year, due to students' inability to obtain pre-requisite courses for junior and senior level courses.

Section 7.7 - Students on Expulsion or Placed on Alternative Educational Setting Admission Policy

Any student seeking admission who was previously expelled from CTEC, or who was previously expelled, involuntarily transferred, or who has a pending discipline matter from another school district or CTEC shall be subject to the readmission procedures of Section 9.7.

Article 8: Attendance

In accordance with CTEC's "Be Present" pillar, and the School Attendance Improvement Handbook, we expect that students and families make regular attendance a priority. Regular and punctual attendance is encouraged and enforced because of the direct correlation that it has with academic success. Furthermore, we have designed our attendance policy based on input from industry partners so that it reflects general employer expectations for future workplace attendance because it prepares students for participation in the workforce after graduation. Since our educational program is specifically focused on educational experiences that may only be obtained through on campus attendance and classroom-based skill building, it is vital that students maintain consistent attendance. The skills students learn in our program build upon each other and are taught through intensive, hands-on classroom learning. Given this approach, it is difficult for absent students to make up skills-based or collaborative tasks. At the start of each school year, students and families receive the attendance expectations in the Parent/Student Handbook. Students with repeated absences will be subject to the following attendance policy carried out by the Director.

Attendance Level 1: 3 days or 9 period absences

- Warning Letter Sent
- Administration assessment and referral to appropriate services.

Attendance Level 2: 5 days or 15 period absences

- Letter sent to parent
- Parent/student meeting or home visit
- Referral to appropriate services
- Attendance contract

Attendance Level 3: 6 or more days or 18 or more period absences

- Letter sent to parent
- Students who have more than 18 period absences will likely not be able to build the classroom-based skills necessary to successfully complete the CTEC educational program. Accordingly, students who have more than 18 period absences will be recommended for an SST meeting involving all teachers, counselor, administration parent and student.

Attendance Level 4: 9 or more days or 27 or more period absences

- Students who have 27 or more period absences will be recommended to attend CTEC's attendance review board composed of the director, assistant principal and the guidance and learning specialist. The student may be dismissed from CTEC, unless the review board finds dismissal to be inappropriate under the circumstances. In making that determination, the board shall consider the student's current classroom performance and ability to demonstrate skill proficiency, the student's grades, and the student's likelihood of successfully completing the CTEC educational program. The dismissal decision of the board shall be final.

Types of Absences	
Unexcused Absences	Any absence or tardy (30 minutes or more) that is not excused per Education Code 48205 is an unexcused absence. Work missed can be made up at the discretion of the teacher. This would include but is not limited to: family trips, needed at home for family business, car trouble, etc.
Truant/Cut	All work missed can be made up at the discretion of the teacher. Examples of truancy/cut absences are: (1) A student is absent for any part of the school day of his/her own accord without checking out of school before leaving campus; or (2) a student does not arrive at school and the parent assumes the student is in attendance.
School Activities	Excused absences may be granted due to school activities or passes requiring a student's presence in the front office.
Uncleared Absences	A phone call or note from a parent is mandatory within 3 days of an absence. If no contact is made, the absence is uncleared and make-up work is accepted at the discretion of the teacher.
Extended Absences	Necessary extended absences for personal necessity require an independent study contract. Students must contact administration two weeks prior to an extended absence to arrange for contract and make-up work. Make-up work must be returned to the instructors on the return date or the contract will become void. Extended absences in excess of ten consecutive school days may result in the student being dismissed from CTEC at the Director's discretion.
Off-Campus Passes	When leaving campus for any reason, students will be required to secure an off-campus pass. In order to do so, a student will need to report to the administrative office. If a student becomes ill during the school day, they are to report to the Nurse's office. A parent contact will be made for permission to go home, and an off-campus pass will be issued.
Absences for Personal Reasons with Parental Consent	A pupil shall be excused from school for justifiable personal reasons, such as appearance in court, observation of a holiday or ceremony of his/her religion, religious retreats not to exceed four hours per semester, an employment interview or conference, or to attend funeral services (for other than the immediate family), when the pupil's absence has been requested in writing by the parent/guardian and approved by the Director or designated representative. A student excused for personal reasons shall be allowed to complete all assignments and tests missed during the absence within a reasonable time as established by the teacher. Upon satisfactory completion of the assignment, full credit shall be issued.
Absences for Religious Purposes	Pupils, with written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective place of worship or at other suitable places or places away from school property designated by the religious group, church, or denomination.
Absences for Justifiable Reasons	A student shall be excused from school for justifiable personal reasons, including, but not limited to illness, quarantine, medical appointments, an appearance in court or jury duty, attendance at a funeral service (1 day in state and 3 days out of state), or an employment conference, when the pupil's absence has been requested in writing by the parent or guardian. A pupil shall also be excused from school when he or she is the custodial parent of a child who is ill or has a medical appointment during school hours. No student may have his or her grade reduced or lose academic credit for absences excused under section 48205, when missed assignments and tests can reasonably be provided and are satisfactorily completed within a reasonable period of time.

Section 8.1 - Public School Attendance Alternatives

EC 47605.6(b)(5)(N) *The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.*

No student may be required to attend CTEC. Students who opt not to attend CTEC may attend other schools within their school district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Students have no right to admission in a particular school of a local education agency as a consequence of enrollment in CTEC, except to the extent that such a right is extended by the local education agency.

Article 9: Health and Safety Procedures

Governing Law. EC 47605.6(b)(5)(G) The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (L), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

In order to provide for the safety of all students and staff, CTEC has adopted the policies and procedures of the FCSS related to health and safety, except otherwise specified herein. These policies have been developed in consultation with its insurance carrier, risk management experts, and safety professionals. FCSS and CTEC have adopted a Comprehensive School Safety Plan, a copy of which is attached and incorporated herein, which addresses child abuse reporting procedures, disaster procedures, expulsion procedures, procedures to notify teachers of dangerous pupils, discrimination and harassment policies, school-wide dress code, procedures for ingress/egress of pupils, parents, and employees to/from school, safe and orderly environment conducive to learning, schoolsite discipline rules, tactical response protocols, procedure to assess and respond to threats of dangerous, violent, or unlawful activity, and protocol for opioid overdose pursuant to Education Code Section 32282(a)(2)(A)-(L). Each of these areas is more fully addressed below. (*See attachment 14.5* – FCSS/CTEC Safe School Plan) This plan is to be reviewed and updated by March 1st annually by a safety committee and is provided to all staff and students of CTEC.

Each applicant for employment in the charter school that requires contact with minor pupils must submit two sets of fingerprints for the charter to submit to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and the Federal Bureau of Investigation.

Section 9.1 - Child Abuse Reporting Procedures

All classified and certificated staff are designated as mandated child abuse reporters and follow all applicable reporting laws. A description of mandated reporting requirements and training for staff is included in the full policy, which can be found in the Comprehensive Safe School Plan.

Section 9.2 - Disaster Procedures and Emergency Preparedness

CTEC adheres to the disaster and emergency preparedness procedures developed specifically to the needs of the school. Safety professionals are consulted in the development of these procedures as needed. Emergency procedures in the Comprehensive Safe School Plan include, but are not limited to the following responses: fire, flood, earthquake, power outage, bomb threats, and lockdown situations. CTEC follows the Standardized Emergency Management System and has developed an Incident Action Plan Template and identified a Safe School Leadership Team. Additionally, a reunification plan has been developed.

Emergency Plan Exercise List

CTEC regularly practices its emergency plan. Earthquake and lockdown drills are performed twice a semester and fire drills are practiced monthly to ensure that staff and students are familiar with procedures. After drills, CTEC staff debrief and discuss improvements to the emergency procedures.

Section 9.3 - Procedures for Ingress/Egress to/From School

Site maps and procedures are developed to ensure the safety of students, staff and visitors when arriving and leaving the campus as well as during the school day.

Section 9.4 - Discrimination and Harassment Policies

CTEC maintains a strict policy as required by federal and California law prohibiting discrimination, retaliation, and sexual harassment towards individuals to ensure a commitment to educational equity. Discrimination and Harassment policies area posted in staff shared public areas (break room and staff kitchen).

Section 9.5 - Dress Code

CTEC has a school-wide dress code to maintain a safe and orderly school environment. CTEC has developed the dress code below to ensure a productive and safe learning environment for our students. The following expectations apply for all on-campus environments and at off-campus school activities. The expectations for tool/equipment/machinery use has been developed with the Occupational Safety and Health Administration (OSHA) regulations in mind and are meant to ensure the safety of all students. If a student does not have shop-appropriate clothing, they will be unable to participate in class and will have to call home for a change of clothing, an alternative activity, such as shop organization, may be assigned.

Dress Expectations for Classroom Environment

1. Clothes shall be sufficient to conceal undergarments at all times.
2. Pants, skirts and shorts that reveal skin higher than mid-thigh are prohibited. Bike shorts, spandex gym shorts are prohibited.

3. Shoulder straps on tank tops and other clothing must be a minimum of two inches (2”) wide.
4. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, and bare midriffs are prohibited.
5. Shoes must be worn at all times. Shoes or sandals without heel straps that do not present a safety concern may be worn, except during physical education classes, in the science laboratories, or around tools/machinery/shop equipment. Slippers are prohibited.
6. Clothing, jewelry, personal items (hats/beanies, backpacks, fanny packs, gym bags, water bottles etc.), and visible tattoos shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
7. Hair or facial hair styles which disrupt the learning environment are prohibited.
8. Extreme fashion that distracts from the learning environment is prohibited.
9. No pajama bottoms or sweatpants.

Dress Expectations for Tool/Equipment/Machinery Use

Slacks, Pants and Jeans

1. Slacks or pants that are similar to Dockers, Dickies and other makers of cotton or synthetic material pants, jeans are acceptable.
2. Inappropriate slacks or pants include sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, capris, leggings, any spandex or other form-fitting pants, or excessively baggy pants. As a general rule, shorts or pants that expose any skin are not acceptable.
3. Clothing that is torn or frayed is not acceptable.

Shirts, Tops, Blouses, and Jackets

1. Sweatshirt hoods may not be worn while working with tools, machinery, or equipment.

Shoes and Footwear

1. General guideline: Closed-toe and closed-heel shoes are required for safety reasons in the manufacturing facility. Loafers, boots, dress heels below two inches high, and athletic shoes are acceptable.
2. Inappropriate attire includes Thongs, flip-flops, clogs, slippers, sandals, and any shoes with an open-toe or open-heel. Shoes that enclose only part of the heel or toe are not acceptable in the manufacturing facility. For safety reasons, heels over two inches high are not acceptable in the manufacturing facility.
3. Closed-toe shoes must also be worn in the science labs.

Grooming

1. Bangs or other hairstyles must not obstruct or interfere with vision. For those courses where long hair may pose a safety risk, such as where mechanical equipment with moving parts are used or where there is an open flame, long hair must be in a protective head covering, such as a hair net or cap, or hair must be securely bound behind the head, consistent with rules established by the instructor.

2. Hanging jewelry (earrings and necklaces) need to be removed prior to using tools, machinery, or equipment.

Dress Expectations for Physical Education

1. During 9th and 10th grade, students participate in their PE courses. Students should wear clothing that allows them to participate in an athletic environment. Students should bring or come dressed in:
    a. Athletic type shoes (closed-toe and back)
    b. Athletic pants and tops that allow for easy movement (no denim).

Dress Expectations for Presentations/Interviews

1. Throughout their time at CTEC, students participate in multiple presentations, showcases, and interviews. In these instances, students should wear:
    a. Slacks, khakis, Dockers, any other non-denim pants, skirt or dress (of appropriate length).
    b. Button down shirt with a collar or blouse.
    c. Vest, sport coat, suit jacket, or sweater.
    d. Dress shoes (if available).
    e. Hair should be neatly groomed.
    f. If your families need support to purchase these items, they are asked to contact the front office.

Section 9.6 - Safe and Orderly Environment Conducive to Learning

The CTEC campus is designed to maintain adequate line-of-sight to supervise students and staff. There are security cameras in select common areas, and exterior gates are monitored by CIS Security personnel. These physical measures are augmented by periodic mobile patrols of the campus by a private security company. The access points to the campus are designed to direct visitors to the office for visitor check-in. Upon arrival, visitors use a digital check in system and are provided a visitor badge to wear while on campus.

CTEC complies with Education Code section 47610 by either utilizing facilities that are compliant with the Field Act or the California Building Standards Code. CTEC tests sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. CTEC conducts fire drills in accordance with Title 5 of the California Code of Regulations Section 550. The CTEC campus does not present any physical barriers that would limit an eligible student's full participation in educational or extracurricular activities. CTEC maintains a drug, alcohol and smoke free environment.

In order to provide a safe and orderly environment, CTEC annually evaluates the unique physical conditions and culture of the school campus and identifies strengths and areas for improvements. These conditions are discussed and updated annually in the Comprehensive Safe School Plan. Each year three goals in the areas of physical conditions and culture are identified for improvement and the prior year's goals are

evaluated.

Section 9.7 - Suspension & Expulsion Procedures

Governing Law. EC 47605.6(b)(5)(J) The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian,

the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

CTEC will follow defined and objective suspension and expulsion procedures that are designed to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their well-being, and promotes their learning and development. These procedures are enforced fairly, consistently, and in accordance with CTEC's nondiscrimination policies.

PBIS and Discipline Procedures
Misconduct is behavior that disrupts or interferes with the learning environment. CTEC is dedicated to the PBIS framework for improving academic and behavioral outcomes for all students. PBIS takes a proactive approach to addressing students demonstrating behavioral difficulties by providing clear expectations of behavior and consequences, while encouraging and rewarding behaviors that contribute to a positive learning environment. CTEC's character expectations are visually displayed throughout the campus to encourage the development of individuals who are ready for career and college. Upon the commencement of school, all students are taught the character expectations, rules, and discipline procedures to prevent initial occurrences of undesired behaviors. Throughout the discipline process, restoration of the student and their ability to contribute to the learning environment is the goal. Restorative justice creates the opportunity at CTEC for students to restore relationships and their academic focus by participating in activities to correct behavior. CTEC recognizes a responsibility to develop character, conjointly with Apprentices in preparation of career and college readiness. Students' actions should exemplify CTEC's cultural pillars, while on CTEC's campus, at industry sites, in our neighborhood, and within our community.

CTEC has worked to develop a robust PBIS program that takes the opportunity to celebrate students' small wins and year-long victories. During the development year, CTEC teachers and administration worked to create the four pillars that drive all PBIS and culture. Signage is placed throughout the campus and in each classroom defining the pillars. They are used to encourage positive behaviors throughout campus and are celebrated in multiple ways.

Titan Tickets
During the 2020-2021 school year, CTEC introduced Titan Tickets. Teachers and staff determined positive behaviors that align with the pillars that are rewarded. Prior to implementing this PBIS system, students were able to fill out a survey to provide input on the types of prizes they would like to win. Every two weeks, tickets earned by students are entered into a drawing to win smaller prizes. At the end of the year, all the tickets earned by students are placed into a drawing for a large prize.

Attendance Recognitions
Students who have perfect attendance during each month are entered into a drawing to earn a free lunch. If a student earns perfect attendance for the whole school year, they earn a certificate and are recognized at the awards ceremony.

Academic Recognitions
Each grading period, administration reviews student grades and provides PBIS awards to students who are meeting the minimum standards in all of the courses. At the end of the year, students who are earning high marks in their classes are provided a luncheon and an Academic All-Star award. For the 2019-2020 and 2020-2021 school years, the teachers also took the opportunity to recognize students who persevere through the challenge of online learning. These students were awarded the Titan of Online Learning certificate.

Pillar Awards
At the end of each school year, the teachers of each grade level confer and vote on students to earn individual pillar and the overall pillar award.

- You Matter Award: Awarded to a student at each grade level who strives to include and welcome others and has a strong view of themselves.
- Be Present Award: Awarded to a student at each grade level who is fully engaged wherever they are and whomever they are with.
- Raise the Bar Award: Awarded to a student at each grade level who continually strives to go beyond their best, even when it is challenging.
- Create an Impact Award: Awarded to a student at each grade level for outstanding community service and for reaching out to those around them in a selfless way.
- CTEC Pillars Award: Awarded to two students at each grade level who demonstrate outstanding performance in all pillars.

Restorative Justice Practices
The main component of CTEC's discipline policy is restorative justice and the opportunity for students to learn from their mistakes and repair broken relationships. Teachers follow the behavior flowchart to deal with low-level behavior concerns; however, when a student's misconduct reaches a frequency or severity, it may result in the student receiving some or all of the following restorative justice practices prior to proceeding to other interventions:

- Counseling: The student may meet with administration or the school

psychologist to discuss the incident and alternative choices.
- Mediation: The student may participate in a mediated meeting with the individual negatively impacted by their behavior
- Letter of Apology
- Awareness classes: Anger management, Substance Use and Abuse, or other prosocial behavior
- Community Service: Instead of disciplinary action, a student may be offered the opportunity to perform community service during non-school hours, on school grounds (e.g. school outdoor beautification, campus betterment, teacher, peer, or youth assistance programs, etc.)

Pupil Suspension and Expulsion Policy - General
The Pupil Suspension and Expulsion Policy is established to promote learning and protect the safety and wellbeing of all students at CTEC. In creating this Policy, CTEC reviewed Education Code section 48900 *et seq.*, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code section 48900 *et seq.*, in many ways, but is not identical. CTEC's suspension and expulsion list of offenses and procedures is particularly tailored for the safety of students, staff, and visitors to CTEC, and the unique educational environment provided. CTEC is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. These policies and procedures have been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

Staff enforces disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures clearly describe discipline expectations and is printed and distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

CTEC administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice states that these policies and procedures are available on request at the Director's office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, use of alternative educational environments, suspension and expulsion. Suspended or expelled students are excluded from all school and school-related activities, unless otherwise agreed upon, during the period of suspension or expulsion.

Corporal punishment is not used as a disciplinary measure against any student. Corporal punishment is defined as the willful infliction of or willfully causing physical pain

on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom CTEC has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. CTEC follows all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom CTEC has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in due process to such students.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any CTEC site, or another school district or county office of education site, regardless of when it occurs, including, but not limited to, the following: (1) while on school grounds; (2) while going to or coming from school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity.

No student shall be involuntarily removed by CTEC for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian or educational rights holder requests a hearing, CTEC shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until CTEC issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Suspension and Expulsion Offenses
Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other

dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.
17. Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to

experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4. Electronic act means the creation or transmission of a communication originated on or off schoolsite, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31.
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.
20. Committed sexual harassment as defined in Education Code 212.5. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2).
21. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3). Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
22. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4).
23. Committed an unsafe act. Due to the unique educational program at CTEC, students will be exposed to activities and training that necessarily will involve

equipment and techniques that may give rise to a higher level of physical danger for students, staff and visitors, and a higher risk of damage to school property, than a traditional educational setting. Accordingly, any student that commits an unsafe act in the instructional setting may be suspended or expelled from CTEC. An “unsafe act” for purposes of suspension or expulsion means any severe or pervasive act or conduct in the educational setting that has, or can be reasonably predicted to have, the effect of either placing any person, including the student, in danger of physical harm or of placing school property in danger of damage, by means of the equipment, skills, and techniques that are part of the educational program at CTEC.

Mandatory Suspension and Mandatory Expulsion Acts

Students must be suspended and recommended for expulsion by the Director, and the Administrative Panel must expel, if it is found the student committed any of the following acts:

1. possessing a firearm (not including an imitation firearm) which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Director or designee's concurrence;
2. selling or otherwise furnishing a firearm;
3. brandishing a knife at another person;
4. unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058;
5. committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4;
6. possessing an explosive as defined in 18 USC.

For purposes of suspension and expulsion, “knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Mandatory Expulsion Recommendation Acts

Except as otherwise provided by CTEC policy, students must be recommended for expulsion by the Director if it is found the student committed any of the following acts at school or at a school activity off school grounds, unless the Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

1. causing serious physical injury to another person, except in self-defense;
2. possession of any knife or other dangerous object of no reasonable use to the pupil;
3. unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following: (i) the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis, or (ii) the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician;

4. robbery or extortion;
5. assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee; and
6. an unsafe act, as defined by CTEC Policy.

Suspension Procedure
Suspensions are initiated according to the following procedures:

Conference
Suspensions shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent(s) and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians
At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. If the student denies the charges, the Director or designee will provide an explanation of the evidence that supports the charges and an opportunity for the student to present his or her side of the story.

Suspension Time Limits/Recommendation for Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension.

Upon a recommendation of expulsion by the Director or Director's designee, the

pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations:

1. the pupil's presence will be disruptive to the education process; or
2. the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Administrative Panel; Authority to Expel

A student may be expelled from CTEC following a hearing before an Administrative Panel. An Administrative Panel may be formed by the Director as needed, in keeping with CTEC Board direction. The Administrative Panel shall consist of three members who are certificated and neither a teacher of the pupil or a Board member of CTEC's Board. The Administrative Panel may expel any student found to have committed an expellable offense. The decision of the Administrative Panel shall be final.

For any offense other than those listed in the section entitled "Mandatory Suspension and Mandatory Expulsion Acts," to expel the student the Administrative Panel must find both that the student committed an named offense subject to expulsion, and either or both of the following:

1. that other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
2. that due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedures

Hearing

Students recommended for expulsion, or suspension of 10 days or more, are entitled to a hearing before an Administrative Panel to determine whether the student should be expelled or suspended. Unless postponed for good cause, the hearing shall be held within 30 school days after the Director or designee determines that the pupil has committed an expellable offense. The Administrative Panel hearing shall not be held in public.

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

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

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

Special Hearing Procedures--Sexual Assault, Battery Offenses, and other Sensitive Matters

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, and (b) have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel.
2. CTEC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the Administrative Panel finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, CTEC must present evidence that the witness' presence is both desired by the witness and will be

helpful to CTEC. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising its discretion to remove a person from the hearing whom it believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written final determination regarding the expulsion. Unless the expulsion is for an offense listed in the section entitled “Mandatory Suspension and Mandatory Expulsion Acts,” the written decision of the Administrative Panel must also include a finding of either or both of the following:

1. that other means of correction are not feasible or have repeatedly failed to bring

about proper conduct; or
2. that due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others. The final decision by the Administrative Panel shall be made within 10 school days following the conclusion of the hearing. The decision of the Administrative Panel is final and there is no right of appeal to anybody.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel
The Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:
1. Notice of the specific offense committed by the student;
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with CTEC.

The Director or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following:
1. The student's name;
2. The specific expellable offense committed by the student.

Disciplinary Records
CTEC shall maintain records of all student suspensions and expulsions at CTEC. Such records shall be made available to the County upon request.

Expelled Pupils/Alternative Education
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans
Students who are expelled from CTEC shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to CTEC for readmission.

Readmission
The decision to readmit a previously expelled CTEC pupil, or to admit a previously expelled pupil, an involuntarily transferred pupil, or a pupil with a pending discipline matter from another school district or CTEC shall be in the sole discretion of the

Administrative Panel following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan (as applicable) and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon CTEC's capacity at the time the student seeks readmission.

Section 9.8 - Procedures to Notify Teachers of Dangerous Pupils

California Education Code Section 49079 and Welfare and Institutions Code Section 872(b) mandate that confidential information about student misbehavior be communicated to teachers. The purpose in disseminating this information is the teacher's right to self-protection and his/her responsibility to protect others. CTEC has set procedures to maintain and disseminate confidential information about certain student behavior as well as penalties for failure to report and breach of confidentiality.

Section 9.9 - School Site Discipline Rules

CTEC's school-wide discipline rules maintain a safe and orderly school environment. Below is the Behavior Flow Chart followed by CTEC staff to address behavior concerns on campus.

Section 9.10 - Opioid Overdose Policy

In order to protect the safety of CTEC pupils and employees, CTEC follows the policies and procedures of FCSS regarding opioid overdose issues.

Section 9.11 - Bullying Policy

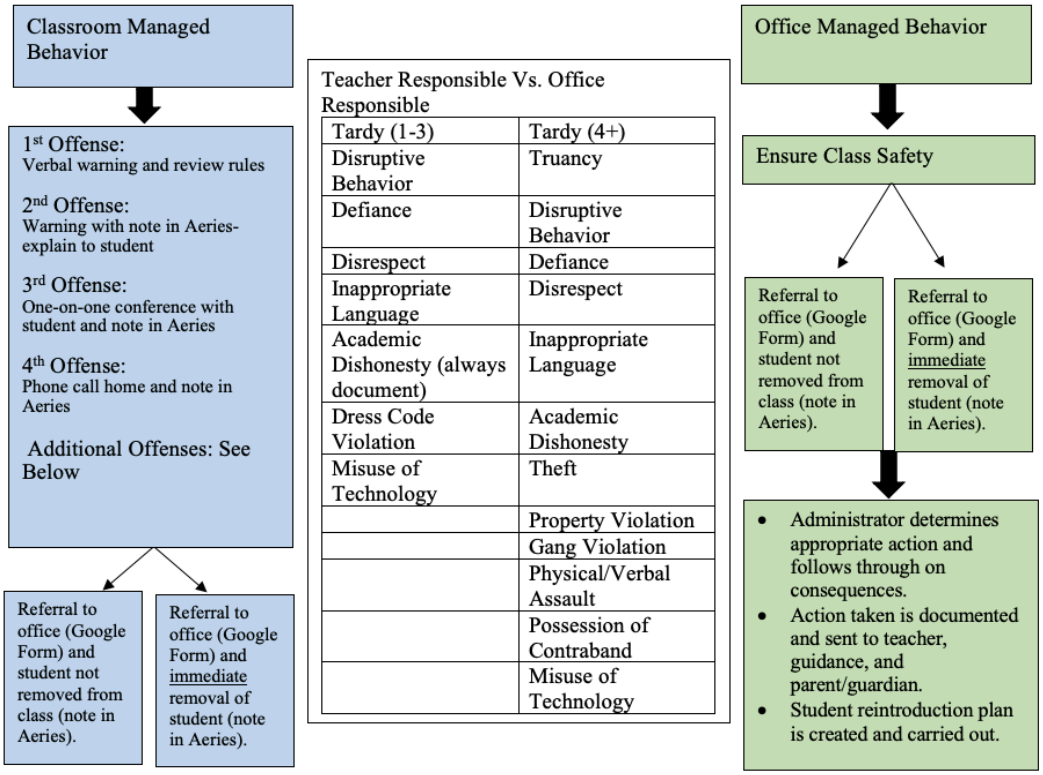
CTEC recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. All CTEC employees that interact with students will be trained on the prevention of bullying and cyberbullying. CTEC will not tolerate bullying of any student. CTEC complies with federal and state requirements, as well as, the applicable FCSS policies and administrative regulations regarding bullying, discrimination, and harassment. CTEC and the FCSS are committed to maintaining a learning environment that is free from any form of discrimination, harassment and retaliation. CTEC and the FCSS prohibit the unlawful harassment of, or discrimination and retaliation against, any pupil by any employee, pupil, or other person at school or at any school related activity.

Section 9.12 - Suicide Prevention Policy

CTEC complies with federal and state requirements, as well as, the FCSS policy and administrative regulation for suicide prevention NO. 5141.52. The County Superintendent and County Board recognize that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the County Superintendent or designee shall develop and incorporate measures, strategies, practices, and supports developed by the County Superintendent for suicide prevention, intervention, and postvention in schools under the jurisdiction of the County Superintendent and County Board.

CTEC High School

Behavior Flowchart



Teacher Responsible Vs. Office Responsible

Tardy (1-3)	Tardy (4+)
Disruptive Behavior	Truancy
Defiance	Disruptive Behavior
Disrespect	Defiance
Inappropriate Language	Disrespect
Academic Dishonesty (always document)	Inappropriate Language
Dress Code Violation	Academic Dishonesty
Misuse of Technology	Theft
	Property Violation
	Gang Violation
	Physical/Verbal Assault
	Possession of Contraband
	Misuse of Technology

For repeated behaviors:
*Start with a verbal warning and review of rules.
*If problem behavior continues, start the process where you left off previously.

Section 9.13 - Criminal Background and Tuberculosis Clearance

CTEC shall comply with FCSS' policies and procedures for criminal background checks and clearances. Employees and contractors of CTEC are required to submit to a civil and criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. In addition, they will also supply proof of tuberculosis examination prior to employment at CTEC. School Volunteers who volunteer outside of the direct supervision of a credentialed employee are fingerprinted and evaluated for background clearance prior to volunteering.

Article 10: Operational Structure

Section 10.1 - Governance Structure

Governing Law. EC 47605.6(b)(5)(E) The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.

EC 47605.6(h) The county board of education shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. If the charter school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.

CTEC is a charter school operated and administered by the FCSS and is subject to the governance and control of the FCSS. Governance of CTEC is in accordance with the provisions of this petition and will be consistent with all applicable state and federal laws and regulations. CTEC will comply with the Ralph M. Brown Act, the Political Reform Act, the Public Records Act, and Government Code section 1090. CTEC also complies with its conflict of interest code.

Except as specifically provided otherwise in this petition or required otherwise by applicable laws, in which case such requirements shall apply, CTEC will comply with the policies and procedures of FCSS relating to conflict of interests, FCSS' uniform complaint procedures, FCSS' Title IX complaint procedures, and all other FCSS' policies and procedures. CTEC's procurement of goods and services as well as contracts shall be in the name of the FCSS and be executed by the FCSS or designated FCSS Deputy Superintendent.

To the extent required of CTEC by applicable laws and regulations, CTEC will comply with its responsibilities under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the McKinney-Vento Homeless Assistance Act, and state and federal laws applicable to student records.

Section 10.2 - Governing Board

ROLES AND FUNCTIONS. CTEC's Governing Board considers and takes action on such matters where applicable laws specifically require the Governing Board to take actions, for example, budgets and Local Control Accountability Plan. If an action of the Governing Board is not specifically required by law, such action shall be taken by the FCSS or designee in accordance with applicable laws and FCSS' policies and procedures. Officers of the Governing Board shall be appointed by the FCSS.

MEMBERS. CTEC's Governing Board shall consist of seven members, serving at the pleasure of the FCSS:

- Three of whom shall be employees of FCSS and are members of the FCSS' Cabinet.
- One of whom shall be an employee of FCSS as a Special Education administrator and member of FCSS' Cabinet.
- Three of whom shall be drawn from one or more of the following: (1) an owner, officer, or employee of any entity that provides CTEC with support, assistance, internships, and/or instructional programs, training or activities, (2) an employee and representative of a school district located within Fresno County, California, or (3) a parent or legal guardian of any student who is currently attending CTEC.

MEETINGS. CTEC's Governing Board will hold at least two regular meetings per year and such special meetings as the Governing Board may determine necessary. All meetings of CTEC's Governing Board will be held at KKEC and comply with the Ralph M. Brown Act, Government Code section 54950 *et seq.*

COMPENSATION. Each member of CTEC's Governing Board shall receive reimbursement of actual expenses that the member incurred while fulfilling duties as a member of such Governing Board.

Section 10.3 - CTE Advisory Committee

Education Code section 8070 requires that a career technical education advisory committee be appointed to develop recommendations on the program and to provide liaison with potential employers. It further requires that the career technical education advisory committee consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development.

The committee consists of no more than seven members, of which members shall be selected by the FCSS and be representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development. Each such member shall serve pursuant to such terms and conditions as are established by the Superintendent. The current list of the members of the CTE Advisory Committee are set forth in *Attachment 14.7*.

Section 10.4 - Administrative Team

The FCSS will employ an administrative team for CTEC consisting of persons who are experienced and knowledgeable. The current administrative team includes the following:

1. Diane Lira, Deputy Superintendent of Instruction, FCSS
2. Jonathan Delano, Director, CTEC
3. Rachel Groft, Vice Principal, CTEC
4. Amy Moua, Content Specialist, CTEC

Resumes for the current Administrative Team are set forth in *Attachment 14.9.* The Administrative Team is assisted and supported by the FCSS and the various departments that the FCSS operates, including but not limited to, curriculum and instructional support from Instructional Services and Charter SELPA/Special Education, nursing services from Health Services, financial and payroll services from Internal Business, recruitment and personnel handling from Human Resources, and legal assistance from Legal Services, computer and technology support from Information System and Technology, facilities planning, maintenance, and repair through Facilities and Operations, counseling through Pupil Personnel Services and All4Youth.

Section 10.5 - Parental Involvement Process

Parent participation is a valuable component to student learning and the culture at CTEC. Parents will be asked to participate in the evaluation process of student projects and their presentation to industry and the community. As students develop their career and college path, parents are an important member and voice in supporting students' exploration. CTEC believes parents are a valuable voice in the evaluation of the success of CTEC's program, as well as future direction. CTEC's Parent Advisory Committee (PAC) is made up of parents and guardians of CTEC students who work alongside staff to implement a 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 meeting staff that are investing into the future of their children. The academic teams are created to bridge the gap between education and a student home environment, creating a partnership to impact student learning.

"CTEC believes there should be multiple contacts with parents/guardians to elicit parent feedback on CTEC's program and its impact on student learning. In accordance with EC 47605.6(n) *"A charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.* CTEC annually distributes parent surveys to all parents/guardians requesting voluntary feedback on all components of CTEC's programming, from teacher

satisfaction to facilities upkeep. Back to School, and Project Showcases are opportunities to strengthen communication, provide opportunities to interact with teachers, and administration. The CTEC program is the instrument to bring all stakeholders together to celebrate student learning.

Section 10.6 - Conflict of Interest Code

The CTEC Governing Board adopted a Conflict of Interest Code, which incorporates by reference the provisions contained in Section 18730 of Title 2 of the California Code of Regulations. CTEC will comply with the adopted Conflict of Interest Code and applicable provisions of the Political Reform Act (Government Code § 81000 et seq.).

Section 10.7 - Non-sectarian and Non-discriminatory

CTEC is nonsectarian in its programs, admission policies, employment practices, and all other operations, does not charge tuition, and does not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability.

SECTION 11: Labor Relations, LCAP and Operations

Section 11.1 - Labor Relations

Governing Law. Education Code section 47605.6(b)(6) requires the following:

"A declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code)."

The FCSS shall be deemed the exclusive public school employer of CTEC employees for the purposes of the Educational Employment Relations Act **(EERA),** California Government Code Section 3540 *et, seq.*

Section 11.2 - Local Control and Accountability Plan

The charter petition addresses all eight State Priorities as well as the corresponding relevant metrics as required by California Education Code. As the LCAP is developed for CTEC, the new LCAP template will be used and will reflect the appropriate components and requirements included in the CTEC petition so that the LCAP and petition goals and actions are aligned. Both documents will reflect the mission and vision of CTEC Charter as well as the eight state priorities set forth in LCFF legislation.

Section 11.3 - Proposed Operation and Potential Effects of CTEC

Governing Law. Education Code section 47605.6(h) states as follows:

"The county board of education shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."

Section 11.3.1 - Administrative Services

Administrative services, including but not limited to, financial management, personnel, and instructional program development are provided by the Administrative Team and the various departments of FCSS.

Section 11.3.2 - Potential Civil Liability Effects Upon CTEC and FCBE, Insurance

Potential property damage liability exists for the real property and personal properties located or to be located at KKEC, which is owned in the name of the FCBE. Potential bodily injury liability exists for staff, students, and third parties who are on KKEC. As with any school, there are other potential civil liabilities.

RISK MANAGEMENT AND INSURANCE. FCSS and FCBE have and will continue to manage the potential civil liabilities through self-insurance, insurance, risk management, and emergency and safety procedures. Self-insurance and insurance coverage exists for KKEC and the personal property thereon through self-insurance with the Organization of Self-Insured Schools, as well as bodily injuries and other liabilities. FCBE and FCSS have adopted and implement a safety plan and procedures to prevent injuries and other bodily harm.

As a dependent charter, CTEC will pursue endorsement onto the FCSS insurance policy for property, general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance.

DEFENSE, INDEMNITY, AND HOLD HARMLESS OBLIGATIONS – SPECIAL EDUCATION. CTEC shall, to the fullest extent permitted by law, hold harmless, defend, and indemnify the FCBE and SELPA from and against any and all claims, complaints, actions, causes of actions, proceedings, damages arising from any acts or omissions of CTEC related to, arising out of, caused by or connected with the provision of or failure to provide special education and related services to pupils enrolled in CTEC or CTEC's denial of enrollment to any pupil based on his or her disability status. The obligations in this Section shall include the legal defense, including all attorney's fees and costs, of FCBE and/or SELPA in special education due process proceedings and/or complaints

to federal or state agencies filed by or related to a pupil who is or was enrolled in CTEC or who has been denied enrollment at CTEC based on the pupil's disability status.

DEFENSE, INDEMNITY, AND HOLD HARMLESS OBLIGATIONS – GENERALLY. Except as specifically stated in the Section above entitled "DEFENSE, INDEMNITY, AND HOLD HARMLESS OBLIGATIONS - SPECIAL EDUCATION" , in which case such provision shall govern to the extent provided therein, the indemnity, defense, and hold harmless obligations of CTEC and FCBE (each a **Party** and collectively the **Parties**) to each other shall be governed solely by this Section. A Party **(Indemnitor)** shall: (A) indemnify and hold harmless the other Party **(Indemnitee)** to the full extent permitted by California laws for any Loss sustained by Indemnitee or a Third Party only in proportion to Indemnitor's liability based on a Final Determination; and (B) defend and pay for all of Indemnitor's attorney's fees and litigation costs related to any Claim or Loss without any right against or from the Indemnitee for indemnity and/or hold harmless of such costs and fees, or any right for defense. **"Claim"** means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to the administration or operation of CTEC where there has been no Final Determination. **"Loss"** means any bodily injury, property damage, personal injury, advertising injury, liability, loss, damage, judgment, expense, and/or cost (excluding attorney's fees and litigation costs that a Party or a Third Party incurred or paid related to a Loss or Claim) arising out of, resulting from, or relating to the administration or operation of CTEC and for which there has been a Final Determination that a Party is or both Parties are liable. **"Third Party"** means a person who or an entity that is *not* any of the following: (A) a Party; (B) FCSS or any officer, employee, or agent of FCSS; or (C) contracted with (whether directly or through a subcontract of any level) or otherwise retained by a Party to act for or on the Party's behalf. **"Final Determination"** means any judgment, order, or decision, each a **"Determination,"** by a court of competent jurisdiction or a governmental entity with jurisdiction to render the Determination where the Determination is not subject to appeal or the period for an appeal has expired.

11.3.3 - CTEC Facilities

Governing Law: The petitioner or petitioners shall provide information regarding the facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605.6(h).

***EC 47605.6(b)(5)(D)**: The location of each charter school facility that the petitioner proposes to operate."*

Students enrolled in CTEC will be accommodated at KKEC, located at 1320 N. Mariposa Street, Fresno, California 93703. KKEC is owned by the FCBE and operated by the FCSS; the total campus is approximately 7.7 acres. FCBE will agree to allow CTEC to use KKEC as CTEC's primary schoolsite. FCBE may charge CTEC for the use of KKEC, the payment of which FCSS shall transfer from the account that FCSS maintains for CTEC into another FCSS account.

CTEC consists of a school facility constructed in 2008 consisting of 18 classrooms, a conference room, and administrative offices. All classrooms are furnished with 21st century technology, to prepare students for the skills demanded by the industry within their pathway. Construction of a state-of-the-art manufacturing and construction facility was completed in September of 2018 and provides an industry level learning environment for students. Within this space, there are 2 lab spaces, 2 traditional classroom spaces, a welding lab, an industry level production facility, and an outdoor canopy for material processing. In April 2021, a Multi-Purpose Room was added to the location. This building accommodates food services during school hours, large showcases, awards nights, parent nights, physical education classes, sporting events within the Expanded Learning program and FCSS events.

Section 11.4 - Fiscal Responsibility - Annual Independent Financial Audits

Governing Law. EC 47605.6(b)(5)(I) The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.

CTEC's financial activity will be recorded and reported in the FCSS' financial statements. CTEC's financial audit will be encompassed in FCSS' independent financial audit. FCSS will select an auditor from the list of approved auditors for educational audits compiled and maintained by the State Controller's Office. The selected auditor will have a minimum of 5 years' experience conducting education audits.

The independent fiscal audit will verify the accuracy of CTEC's financial statements, attendance and enrollment accounting practices and will review CTEC's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to CTEC along with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit will be completed in accordance with a timeframe established by the FCSS' Internal Finance Department and will be submitted to the State Controller and to the CDE by December 15th each year. CTEC's designated administration will review any CTEC-related audit exceptions or deficiencies, report those findings to the CTEC Board, and work with FCSS' Internal Finance Department to determine how the exceptions and deficiencies have been or will be resolved to the satisfaction of the FCSS along with an anticipated timeline for the same. Audit exceptions will typically be resolved by March 15th of each year. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel **(EAAP)** in accordance with

applicable law. The independent financial audit of CTEC is a public record to be provided to the public.

Section 11.5 - Financial/Administrative Plan

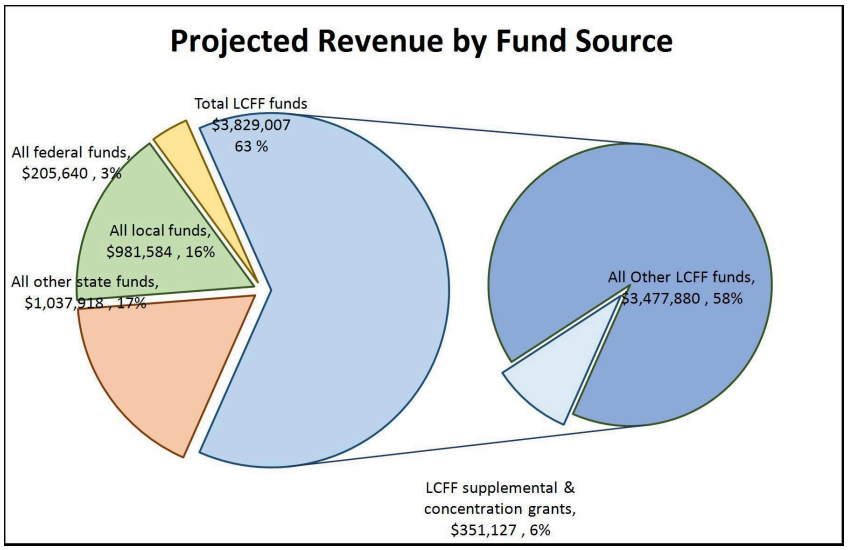
Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605.6(h).

CTEC administrative staff working with the FCBE realizes the importance of a balanced financial plan that provides for the needs of students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Career Technical Education Charter School-Fresno COE
CDS Code: 10101080136291
School Year: 2024-25
LEA contact information:
Jonathan Delano, Director
jdelano@fcoe.org
559.443.4872

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds.



LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

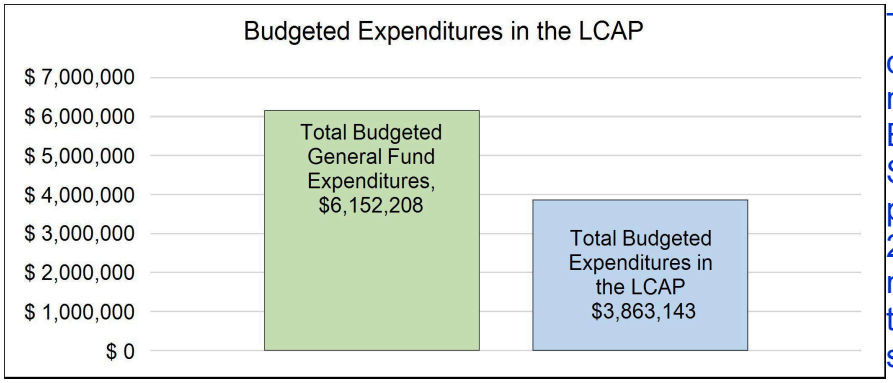
Budget Overview for the 2024-25 School Year

This chart shows the total general purpose revenue Career Technical Education Charter School-Fresno COE expects to receive in the coming year from all sources.

The text description for the chart is as follows: The total revenue projected for Career Technical Education Charter School-Fresno COE is $6,054,149, of which $3,829,007 is Local Control Funding Formula (LCFF), $1,037,918 is other state funds, $981,584 is local funds, and $205,640 is federal funds. Of the $3,829,007 in LCFF Funds, $351,127

is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



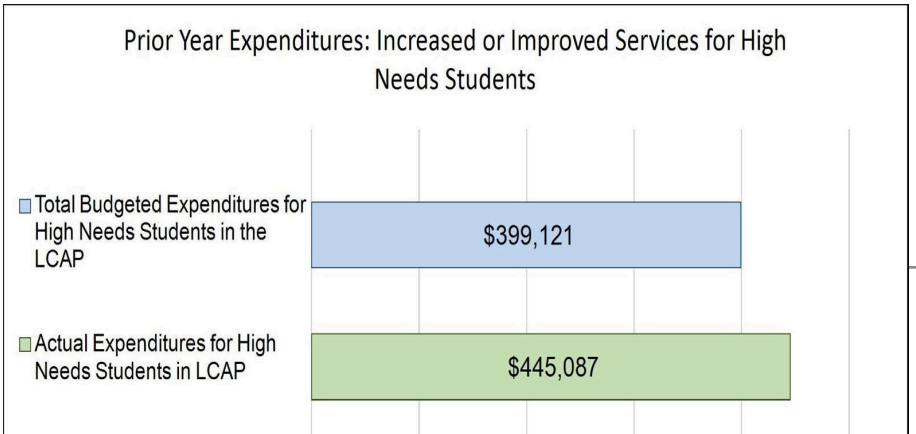
This chart provides a quick summary of how much Career Technical Education Charter School-Fresno COE plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Career Technical Education Charter School-Fresno COE plans to spend $6,152,208 for the 2024-25 school year. Of that amount, $3,863,143 is tied to actions/services in the LCAP and $2,289,065 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: A number of additional initiatives, such as CTEIG, and Strong Workforce help fund the expansion of services and supplies to CTEC students was not included in the LCAP, along with other expenses, such as nutrition, facilities and operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Career Technical Education Charter School-Fresno COE is projecting it will receive $351,127 based on the enrollment of foster youth, English learner, and low-income students. Career Technical Education Charter School-Fresno COE must describe how it intends to increase or improve services for high needs students in the LCAP. Career Technical Education Charter School-Fresno COE plans to spend $430,042 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Career Technical Education Charter School-Fresno COE

budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Career Technical Education Charter School-Fresno COE estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Career Technical Education Charter School-Fresno COE's LCAP budgeted $399,121 for planned actions to increase or improve services for high needs students. Career Technical Education Charter School-Fresno COE actually spent $445,087 for actions to increase or improve services for high needs students in 2023-24. Since 2022, CTEC administrative team has been able to secure over 2.5 million dollars in financial support.

Grant Funds	Classification	Amount
Specialized Secondary Programs: Cohort 5 Year 1 Implementation	State Restricted	$100,000.00
Career Technical Education Incentive Grant	State Restricted	$450,000.00
Specialized Secondary Programs Cohort 5 Supplemental	State Restricted	$19,769.00
Career Technical Education Incentive Grant	State Restricted	$347,600.00
College and Career Access Pathways	State Restricted	$100,000.00
Middle College and Early College	State Restricted	$250,000.00
Strong Workforce 21-22	State Restricted	$500,000.00
Strong Workforce 22-23	State Restricted	$485,327.00
Strong Workforce 23-24	State Restricted	$302,501.00
	Total	$2,558,017.00

Section 11.6 - Operational Budget

The following is attached to this petition attachment 14.4 *Operational Budget*:

- Operational Budgets for 2024-25, 2025-26, 2026-27, 2027-28; 2028-29
- Cash flow and financial projections for the next three years of operation;
- Plans for establishment of an ongoing reserve.

CTEC's financial information will be encompassed in FCSS' financial statements and included in the financial reports required by Education Code section 47604.33:

1. On or before July 1, a preliminary budget;
2. On or before July 1, an LCAP and an annual update **to the** LCAP required pursuant to Education Code section 47606.5;
3. On or before December 15, an interim financial report. This report shall reflect changes through October 31;
4. On or before March 15, a second interim financial report. This report shall reflect changes through January 31;
5. On or before September 15, final unaudited report for the full prior year.

Article 12: Employee Information

Section 12.1 - Employee Qualifications

EC 47605.6(b)(5)(F) The qualifications to be met by individuals to be employed by the charter school.

The FCSS has clear employment policies and practices related to qualification requirements of CTEC certificated and classified employees. The FCSS has procedures to ensure that CTEC employees are qualified based on background, preparation, certification, training, and experience. All CTEC employees are subject to qualification for public school employment as set forth in the California Education Code.

Section 12.2 - CTEC Administrative Team

The CTEC administrative team currently consists of the FCSS Deputy Superintendent, Instructional Division, CTEC Director, a Vice Principal, and a Content Specialist. The minimum qualifications for the administrative team include Administrative Services credential or Pupil Personnel Services credential or enrollment in an educational administration degree or pupil personnel services degree program, with underlying

teaching or services credentials (*see attachment 14.10* - Certificated Management job descriptions).

Section 12.3 - Teachers

Governing Law. EC 47605.6(l)(1) Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

All CTEC teachers hold appropriate teaching credentials, certificates, and/or permits issued through the California Commission on Teacher Credentialing. Teachers are "highly qualified" in their subject matter assignments as defined by federal and state law. Where applicable, CTEC teachers hold appropriate EL authorization (*see attachment 14.11* - Certificated job descriptions).

Section 12.4 - Non-Credentialed Staff

The CTEC administrative and instructional teams are supported by paraeducators, clerical and facilities support staff (*see attachment 14.12*- Classified Staff job descriptions). In an effort to maintain the teacher/student ratio of 1:24, CTEC assesses staff needs each year based on projected enrollment numbers and identifies specific qualifications needed to support the program development. Then, CTEC works alongside the FCSS to evaluate the needs and determine available funding for positions. Once there is approval, CTEC's administrative team attends relevant job fairs in the Fresno County area and connects with industry partners to identify skilled CTE and academic core teachers. CTEC also follows the FCSS hiring procedures and guidelines (SP HR-1355)

Section 12.5 - Non-sectarian and Non-discrimination

In accordance with Education Code section 47605.6(e)(1), CTEC shall be nonsectarian in its employment practices. CTEC shall not discriminate against any candidate for employment or employee on the basis of ethnicity, national origin, gender, gender identity, gender expression, disability, or other legally protected status.

Section 12.6 - Employee Retirement System

Governing Law. EC 47605.6(b)(5)(K) The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

Certificated CTEC employees shall be members of the CalSTRS retirement system and classified CTEC employees shall be members of the CalPERS retirement system, subject to all applicable terms, conditions, contributions, and benefits.

CTEC employees who do not qualify for CalSTRS or CalPERS membership will have rights to voluntarily participate in alternative retirement plans offered to FCSS employees, subject to all applicable terms, conditions, contributions, and benefits.

Section 12.7 - Employee Rights

Governing Law. EC 47605.6(b)(5)(O) The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.

No FCSS employee shall be required to work at CTEC. FCSS employment rights shall be afforded to CTEC employees, and all other FCSS terms and conditions of employment shall apply, including, but not limited to, the right to re-apply for vacancies in other FCSS programs after voluntarily leaving CTEC employment.

Section 12.8 - Dispute Resolution Procedures

Governing Law. EC 47605.6(b)(5)(L) The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.

Disputes within CTEC - Disputes within CTEC, including all disputes among and between pupils, staff, parents, volunteers, advisors, partner organizations, and Governing Board members of CTEC, are resolved in accordance with FCSS' policies and procedures, unless specifically provided otherwise in this petition in which case the provision of this petition shall apply.

Disputes Between CTEC and FCBE Relating to Interpretation of and Compliance with Charter - CTEC and FCBE are encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. In the event of a dispute between CTEC and FCBE, and unless specifically provided otherwise in this petition, the following procedures apply to resolve any disputes between them arising out of, resulting from, or relating to this petition and CTEC's charter:

Meet and Confer - CTEC and FCBE, through their designees, will meet and confer in a timely fashion to attempt to resolve the dispute.

Mediation - If CTEC and FCBE do not resolve a dispute through the meet-and-confer set forth herein and do not mutually agree otherwise to resolve the dispute by other means, they will submit the dispute to a third party mediator to be mutually selected by them. CTEC and FCBE will each prepare and submit to the mediator and each other a statement setting forth the provisions of the charter that are in dispute. The mediation shall be non-binding, and shall be held at a location and at such time as agreed upon by CTEC and FCBE. The purpose of the mediation is for CTEC and FCBE to amicably resolve the dispute with the assistance of the mediator. CTEC and FCBE will each pay one-half of the mediator's fees and costs.

Other Remedies - If mediation does not resolve the dispute, either CTEC or FCBE may pursue any other remedy available under the law.

Article 13: School Closure Procedures

Governing Law. EC 47605.6(b)(5)(P) The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.

Section 13.1 - School Closure Procedures

The following procedures shall apply in the event CTEC closes:

1. Closure of CTEC will be documented by official action of the Board. The action will identify the reason for closure and shall designate a responsible entity to conduct closure related activities.

2. The Board will promptly notify the parents (guardians) of pupils, the FCBE, FCSS, the SELPA, the retirement systems in which the school's employees participate, and the California Department of Education of the closure and of the effective date of the closure; the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of resident; and the manner in which parent (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

3. The Board will ensure notification to the parents and students of CTEC of the closure and will provide information to assist parents and students in locating suitable alternative programs.

4. The Board shall provide a list of pupils in each grade level and the classes they have

completed, together with information on the pupils' district of residence, to the responsible entity designated by the Board.

5. The Board shall transfer all pupil records, state assessment results, and any special education records to the custody of the responsible entity designated by the Board, except for records and/or assessment results that the charter may require to be transferred to a different entity. The Board shall transfer and maintain personnel records in accordance with applicable law.

6. As applicable, CTEC will provide parents, students and FCBE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. CTEC will ask FCBE to store original student records.

7. As soon as reasonably practicable, CTEC will prepare final financial records. Un-audited financials will be substituted within three (3) months of closure. Annual reports required by Education Section 47604.33 shall be completed and filed. CTEC will also have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by CTEC and will be provided to FCBE promptly upon its completion. The audit shall include at least the following: an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation; an assessment of the disposition of any restricted funds received by or due to CTEC.

8. On closure of CTEC, the property of CTEC is irrevocably dedicated to educational and charitable purchases and no part of the net income or assets of CTEC shall ever insure to the benefit of any director, officer or member thereof or to the benefit of any private person. Grant funds and restricted categorical funds must be returned to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports. Any donated materials and property shall be returned as necessary in accordance with any conditions established when the donation of such materials or property was accepted. Upon the dissolution or winding up of CTEC, its assets remaining after the payment, or provision of the payment, of all debts and liabilities of CTEC shall be distributed to The Foundation @ FCOE, Inc., a nonprofit organization formed pursuant to Section 501(c)(3), Internal Revenue Code.

9. The Board shall use the reserve established in CTEC's budget to pay for the costs related to the closure.

Article 14: Attachments

Section 14.1 - CTEC Course Description Handbook

CTEC Course Description Handbook

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Minimum Requirements for Graduation from CTEC

1. Complete required academic and elective courses.

ENGLISH	40 CREDITS
FOREIGN LANGUAGE	10 CREDITS
MATHEMATICS	30 CREDITS
PHYSICAL EDUCATION	20 CREDITS
PHYSICAL SCIENCE	10 CREDITS
BIOLOGICAL SCIENCE	10 CREDITS
WORLD HISTORY	10 CREDITS
AMERICAN HISTORY	10 CREDITS
GOVERNMENT/ECONOMICS	10 CREDITS
VISUAL ARTS	10 CREDITS
CTE PATHWAY	30 CREDITS
CAPSTONE COURSE	10 CREDITS
WORK EXPERIENCE	10 CREDITS
ELECTIVE CREDITS	50 CREDITS
TOTAL CREDITS	*260 CREDITS*

***Students affected by COVID 19 school closure will be required to complete 240 credits for graduation.*

2. Minimum GPA of 2.0. Maintain an overall GPA of 2.0 for all classes taken over the four years at CTEC. Students who do not maintain a cumulative GPA of 2.0 will be placed on academic probation.

3. 100 hours of Community Service. Students are required to complete at least 100 hours of community service during their 4 years at CTEC. Community service is any activity that is done outside of school hours that is unpaid. Students will complete and submit a community service

form that details the activities completed and is signed by the individual who supervised their work (cannot be a parent/guardian or family member).

4. Pass Student Employment Portfolio and Industry Interview.

Student Employment Portfolio (SEP) consists of a collection of items that show what the student has learned, what they know and what they can do. SEP development is an integral part of the students' career and college readiness and should be maintained throughout their education at CTEC. The process of developing and updating the portfolio will help students reflect on what they have accomplished and identify the next steps for their future. The SEP should:

- analyze and reflect on accomplishments, training and experiences
- highlight specific skills, accomplishments or experiences
- assist in creating your resume and cover letter
- assist in preparing for an interview
- provide supporting evidence to show an employer during a job interview

The **Industry Interview** is an opportunity for students to highlight their SEP and demonstrate the knowledge, skills and abilities they have obtained through their industry pathway. The interview evaluates students' attainment of industry's required soft skills and their career and college readiness.

Course Descriptions by Grade Level

9th Grade

College and Life Management

Prerequisite: None

DuE with FCC during Fall Semester

Students will progress through a psycho-social exploration of high school and beyond while also developing an awareness of their personal strengths, learning styles, personal values and levels of attribution. Units will include self awareness and developing a growth mindset, goal setting, evaluating the cost of life, and career and college exploration. Ultimately, the goal of this course is to provide guidance, structure, and skills to ensure students' success in a rigorous educational environment and encourage lifelong learning and development.

English Language Arts 9

Prerequisite: None

English Language Arts 9 (English 9) is a freshman level course designed to introduce and build student proficiency in the ELA Common Core State Standards for Grade 9. In addition to the CCSS, this course places emphasis on developing students' 21st century skills (i.e., Critical Thinking, Communication, Collaboration, and Creativity) through project based learning opportunities. This course will focus on critical analysis of a variety of informational and narrative texts, typically paired by theme, the latter being a balance of both classic and modern literature. There will be strong attention to developing and strengthening all genres of writing by building a structured approach that students can use to refine their individual writing style in grades 10-12. Students will conduct research to solve real-world problems and work collaboratively with peers to present multimedia projects emphasizing the ability to communicate effectively.

Introduction to Construction Technology

Prerequisite: None

The field of construction is not encapsulated entirely by a hammer and a hard hat, and while there are centuries of rich history to study the field, modern systems and technology serve to move the industry into the next generation. Students will be exposed to the vocabulary and processes involved in construction technology, engineering, and architectural design. Students will engage with a hands-on, project-based approach to content focused on learning basic

computer aided design (CAD), hand and machinery tool use and safety, basic building systems, surveying, building codes and regulations, civil engineering, and land development. By working with math, science, and English instructors to create integrated projects, students will be immersed into a construction technology curriculum emphasizing solving real-world problems and showcasing the importance of interdisciplinary learning into daily life in the industry and applying those skills to the community around them.

Physical Education 9

Prerequisite: None

Physical Education 9 is designed to help students acquire knowledge and awareness of their physical, social, and mental health. The curriculum includes improving one's physical being through daily calisthenics, mastery of selected individual sports, cooperative play through team sports, and developing social interactions through co-educational activities are all integral parts of the Physical Education program. Furthermore, self, peer, and teacher assessments will evaluate the student's acquired knowledge and skills.

Physics and its Applications

Prerequisite: None

In this course, students develop an in-depth understanding of the physical world by studying the relationship between matter, motion, forces, and energy, at a micro and macro perspective. Students recognize and understand the interactions of chemistry, physics, and earth sciences in the study of physics. Application of content will be tied to manufacturing and construction industries to support their CTE pathway. Laboratory investigations incorporate procedures and develop the ability to analyze complex information. The main content areas of focus are Newton's Laws, Collisions, Energy, Circuits, and electromagnetic radiation. Students will continue to develop their skills of reading, writing, discussion, technology, and analysis through lab reports, essays, and individual and group research projects. The ultimate course goal is to demonstrate scientific knowledge and skills as students work toward the school-wide goals of becoming self-directed learners who can identify a task and complete it, complex thinkers who can determine solutions to problems, and community contributors who can work collaboratively.

Quantitative Mathematics in Industry

Prerequisite: None

Quantitative Mathematics in Industry is the first in an integrated series of math courses at a school where every student is engaged in either an advanced manufacturing or commercial construction pathway. In the context of algebra and functions, the course develops the ability to recognize, represent, and solve problems involving relations among quantitative variables. A wide variety of numerically generated graphs, as well as the specific algebraic details of linear and quadratic functions will be studied. Geometrically we develop visual thinking and the ability to construct, reason with, interpret, and apply mathematical models of patterns in visual and physical contexts. Congruence and similarity, as well as right triangle trigonometry will be specifically addressed and utilized. In addition, statistics and probability necessitate the development of data analysis skills. Recognition and measure of variation along with visualization and interpretation of distributions will be the focus. This is all done within the context of the eight standards for mathematical practice and consistent connections with scientific and career technical topics, through the lens of literacy and communication.

Students will utilize investigations found within the Core Plus Instructional materials. They will participate in cross-curricular as well as school-wide projects. These will utilize a variety of technologies and equipment, involve participation in a rich array of small and large group discussions, and require problem-solving with rigorous mathematics set in real-life scenarios.

Spanish 1

Prerequisite: None

DuE with FCC during Fall and Spring Semester (LOTE level 2)

Spanish 1 is a language course designed for beginning Spanish students who have no prior knowledge of Spanish. It is a one year course in which students will learn to speak, read, and write in Spanish, review grammar learned such as in the present indicative, present progressive, and preterit indicative. Students will also master new concepts in Spanish that include: greetings, school, family, hobbies, travel, daily routines and shopping, and they will also enhance their knowledge of the cultural diversity of the Spanish-speaking world. By the end of the semester, students will be able to carry simple conversations in Spanish, understand general statements and questions, comprehend short passages in Spanish, and write short compositions that would be understood by a "sympathetic" native speaker.

STEM Integrated Manufacturing

Prerequisite: None

DuE with FCC in Fall and Spring Semesters

From basic safety and tool use to discussing the current trends in automation and programming, students will be exposed to the vocabulary and processes involved in modern manufacturing and engineering technology. Students will engage with a hands-on, project-based approach to content focused on learning basic computer aided design (CAD), hand and machinery tool use and safety, basic electronics, product development, robotics, and engineering. By working with math, science, and English instructors to create integrated projects, students will be immersed into a manufacturing curriculum emphasizing solving real-world problems and showcasing the importance of interdisciplinary learning into daily life in the industry.

Technical Computer Applications

Prerequisite: None

DuE with FCC during Spring Semester

An introduction to computers, elements of computer hardware and software and how they are used in the workplace, and the social impact of computers. Hands-on introduction and development of general computer skills for technical programs such as word processing, spreadsheet, presentation applications, and email.

10th Grade

Applied Mathematics in Industry

Prerequisite: None

Applied Mathematics in Industry is the second course in an integrated series of math courses at a school where every student is engaged in either an advanced manufacturing or commercial construction pathway. This course is designed to investigate and use patterns, modeling, and conjectures for building student understanding and competency in mathematics. In the context of algebra and functions, the course develops the ability to recognize, represent, and solve problems involving relations among variables. A wide variety of numerically generated graphs, as well as the specific algebraic details of exponential and quadratic functions will be studied. Geometrically we develop visual thinking and the ability to construct, reason with, interpret, and apply mathematical models of patterns in visual and physical contexts. Recognition and measure of variation along with visualization and interpretation of distributions will be the focus. Students are expected to learn through collaboration, collection of data, experimentation, and conjectures; developing skills required for all eight of the Common Core Standards of Math Practice and making consistent connections with scientific and career technical topics through the lens of literacy and communication.

Students will utilize investigations found within the Core Plus Instructional materials. They will participate in cross-curricular as well as school-wide projects. These will utilize a variety of technologies and equipment, involve participation in a rich array of small and large group discussions, and require problem-solving with rigorous mathematics set in real-life scenarios.

Architecture and Design

Prerequisite: None

DuE with FCC during Fall and Spring Semesters

This is a year-long introductory course where students learn the fundamentals of architectural design. This includes the nature of space, balance, hierarchy, form, volume, texture, rhythm, composition, and geometry in 2 and 3 dimensions. In addition, students learn the history of architecture design, architectural styles and related careers.

Students will increase awareness of building form, both residential and commercial, and understand the relationship of the built environment with the people that occupy the space. Using knowledge gained through personal experience, instruction, and research, students will develop conceptual plans for a 1,200 Sq. Ft. house of their own design, following a program provided by a mythical client. Student designs will be completed using mediums such as pencils, charcoal, pen, and watercolor. The use of Building Information Modeling (BIM) software will facilitate the development of working drawings for their original house design, including plans, elevations, sections and details that conform to architectural document standards.

Students are also introduced to residential wood frame construction, also known as Type V construction, providing a background and substance for architectural drawings and details, as prepared by licensed architects and/or engineers. Students gain an understanding of foundations, floor and wall framing members, sheathing techniques, roof design, and related building code information. Residential wood framing members are highlighted, including dimensional lumber, studs, beams, and trusses.

Community Applied Manufacturing

Prerequisite: None

DuE with FCC during Fall and Semester

Community Applied Manufacturing is a sophomore level class intended for students that have satisfactorily completed the SIM course. Students enter this course with an understanding of shop safety, tool use, and basic math and science concepts. This course is a service-learning component of our program, educating in basic concepts of electricity and electronic components, and applying them in a manner fostering civic-mindedness. Students begin the year learning about electronic circuits, basic components, and how they apply in industry. Skills gained in SIM will allow students to utilize 3D-printers, desktop mills, laser cutters, computer-aided drafting, and electronic circuit design in generating the kits. Language skills are integrated as they generate the instruction manuals, science concepts are cemented as they design circuits for a specific application, and math skills are necessary in determining cost efficiency as well as geometric layouts and packaging for the final product. Lastly, students will study manufacturing as it relates to economic and societal trends, costs and benefits of materials and processes, and decisions that fluctuate across manufacturing facilities as companies struggle to produce more products of better quality in less time with cheaper resources.

Construction Technology II

Prerequisite: Construction Technology 1

DuE with FCC during Fall and Semester

This competency-based course prepares students to work in the construction industry. The course is designed to provide students with technical instruction and practical experience in basic residential and commercial construction through classroom instruction and applied practice of field skills. At the end of the course, students research and evaluate apprentice, employment and secondary schooling opportunities.

Employment Preparation and Connections

Prerequisite: None

In this course, students will develop professional workplace competencies including written and oral presentation skills, job seeking skills, resume preparation, and interviewing skills. Students will also develop interpersonal communication and problem-solving skills, complete research and write responses to pertinent case studies dealing with workplace ethics and self-management, and set short and long term professional goals. Multiple industry professionals will come to speak to the students regarding professionalism, self-management, ethics, and communication essential to become a desirable employee in today's competitive workplace. The course culminates with the students creating a resume, LinkedIn profile, and participating in a mock interview with industry professionals.

English Language Arts 10

Prerequisite: None

English Language Arts 10 (**English 10)** is a sophomore level course designed to introduce and build student proficiency in the ELA Common Core State Standards for Grade 10. In addition to the CCSS, this course places emphasis on developing students' 21st century skills (i.e., Critical Thinking, Communication, Collaboration, and Creativity) through project based learning opportunities. This course will focus on critical analysis of a variety of informational and narrative texts, typically paired by theme, the latter being a balance of both classic and modern literature. Students will conduct research to solve real-world problems and work collaboratively with peers to present multimedia projects emphasizing the ability to communicate effectively. All students will have a laptop device and interactive notebook to aide them in their skill development, research, writing, and presentation components. Standards-Based rubrics will guide students through all major assignments. Lastly, students will

keep a digital portfolio to emphasize evidence, reflection, and growth in their writing and submitted work.

Integrated Environmental Biology

Prerequisites: None

DuE with FCC during Spring Semester

This course will cover the basic concepts of biology related to organismal structure and function, inheritance and ecology. Students will explore phenomena influencing Earth's biodiversity with an emphasis on ecological principles and human impacts. Laboratory investigations incorporate real world issues along with data analysis and comparison between laboratory findings and professional scientific investigations. Students will be asked to demonstrate their knowledge using a wide variety of tools such as lab reports, video and live presentations as well as scientific writings. The ultimate goal of the course is to have students demonstrate an understanding of scientific knowledge and skills while also focusing on our
school pillars of creating an impact and developing an understanding of what it means to be a good citizen.

Modern World History

Prerequisite: None

Modern World History presents global historical developments from the beginning of the modern world to the present. We will look at current themes of cultural interaction, political structures, economic structures, social structures, and human-environment interaction. This course is

designed to provide an overview of all peoples of the world, how we have been shaped, and interact with these different cultures today. The course will focus on developing the Historical thinking skills of sourcing, contextualization, corroboration, and close reading.

The course is specifically designed to cover the California State Standards for 10th grade World History, Common Core State Standards, and 21st Century learning skills. One primary goal of the course is to promote the skills of active reading in order for students to derive and retain more information for their reading, as well as question the information they are given.Geography skills and how they are applicable to the discipline of history are also an important element of the course. Critical thinking and analysis skills are another focus. Students learn to identify cause and effect and analyze the relationships that exist between events. Lastly, students are taught the

skills necessary to critically analyze primary source materials, and derive their own meaning and interpretation of events based on such documents.

Physical Education 10

Prerequisite: None

DuE with FCC during Fall and Spring Semesters

Physical Education 10 is designed to help students acquire knowledge and awareness of their physical, social, and mental health. The curriculum includes improving one's physical being through daily calisthenics, mastery of selected individual sports, cooperative play through team sports, and developing social interactions through co-educational activities are all integral parts of the Physical Education program. Furthermore, self, peer, and teacher assessments will evaluate the student's acquired knowledge and skills.

The Art of Engineering Design with SolidWorks

Prerequisite: None

DuE with FCC during Fall and Spring Semesters

The Art of Engineering Design with SolidWorks is an introductory course for students interested in developing primary skills in the area of Engineered Drafting and Design. The curriculum will provide students with a practical and theoretical perspective of the visualization techniques used by contemporary and historical product designers and engineers. This includes freehand sketching, technical sketching, digital rendering, information and perspective graphics, and presentation skills. Students will learn how to model and design three-dimensional objects based on 2D drawings using engineering modeling software. Students will develop and apply knowledge of elements, principles, and concepts of art, science, design, and aesthetics. Students will be required to work both in teams and individually to solve mechanical issues, create drawings of ideas, and produce their own product and personal brand. Class activities will involve research, history, presentations, sketching, dimensioning, notations, sectional plans, 3D printing and other phases of Engineering Design and development.

11th Grade

Advanced Applied Mathematics

Prerequisite: Quantitative Math in Industry and Applied Mathematics in Industry

DuE with FCC during Spring Semester Optional

This full-year course focuses on further and more formal development of Algebra and Trigonometry than our school's previous courses: extended knowledge of function types (polynomial, rational, exponential, logarithmic, et. al.), a special emphasis on the trigonometric functions, connections between the real number system and polynomials, and an introduction to the more advanced techniques of matrix manipulation and analytic geometry— all through the lenses of manufacturing, construction, and the collection and analysis of data whenever possible. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create and discover mathematics that can be used to model and solve real-world problems.

Chemistry in the Earth System

Prerequisite: None

This course engages students in understanding the Earth's systems through the fundamental principles of chemistry. Aligned with the NGSS standards students will explore Chemistry through a variety of earth systems. This course emphasizes phenomena and inquiry; taking a hands-on approach to learning the composition, properties, changes, and interactions of matter. Course content is integrated with application of technological advancement in construction and manufacturing to further apply chemical processes in human and career development in order to align with the CTE pathways. Students will develop skills in areas of engineering, critical and creative thinking, mathematics, problem solving and communication.

Group Communication

Prerequisites: None

DuE with FCC during Fall Semester

An introduction to group communication as a vehicle for solving problems, reaching decisions, and making recommendations on policy. Students will study and practice the theories, behaviors, and processes of group communication. In this course, students will understand how group settings and communication can create a positive learning climate in educational and job environments.

Construction Management and Planning

Prerequisites: Introduction to Construction Technology, Construction Technology II, Architectural Drafting (Recommended)

DuE with FCC during Fall and Spring Semester

Construction Management and Planning is an overall introduction to the Civil Engineering, Heavy Equipment operation, Construction Project Management, Construction / Development, and Real Estate business career pathways. Students will cover introduction to Civil Engineering plans and procedures. Managing different phases of a construction project. Including the bidding and estimating process of building materials and subcontractors, the project plan approval process, and the regulations in relationship to environmental safety and public hazards when planning a project. This course will cover varied benefits and community impact of land development both public and private. In addition, students will explore the beginning of business planning, and requirements in obtaining licensing in the Construction and Development fields. At the culmination of this course, students will have a solid understanding of how contractors run and manage a business, how to meet and work with clients through discussion and negotiation, how to bid/estimate projects, and how to manage the schedule of a project from planning to completion.

English Language Arts 11

Prerequisites: None

English Language Arts 11 (English 11) is a junior level course designed to introduce and build student proficiency in the ELA Common Core State Standards for Grade 11. In addition to the CCSS, this course places emphasis on developing students' 21st century skills (i.e., Critical Thinking, Communication, Collaboration, and Creativity) through project based learning opportunities. This course will focus on critical analysis of a variety of informational and narrative texts, typically paired by theme, the latter being a balance of both classic and modern literature. The course will be a general survey of American literature from the late 1700s to contemporary works. Students will conduct research to solve real-world problems and work collaboratively with peers to present multimedia projects emphasizing the ability to communicate effectively. All students will have a laptop device and interactive notebook to aid them in their skill development, research, writing, and presentation components. Standards-Based rubrics will guide students through all major assignments. Lastly, students will keep a digital portfolio to emphasize evidence, reflection, and growth in their writing and submitted work.

English Language Arts 11 Honors

Prerequisite: English Language Arts 10

English Language Arts 11 Honors (English 11 Honors) is a junior level course designed to introduce and build student proficiency in the ELA Common Core State Standards for Grade 11. In addition to the CCSS, this course places emphasis on developing students' 21st century skills (i.e., Critical Thinking, Communication, Collaboration, and Creativity) through project based learning opportunities. This course will focus on critical analysis of a variety of informational and narrative texts, typically paired by theme, the latter being a balance of both classic and modern literature. The course will be a survey of American literature from the late 1700s to contemporary works and students will engage in critical readings of several seminal texts. Students will conduct in-depth research to solve real-world problems and work collaboratively with peers to present multimedia projects emphasizing the ability to communicate effectively. They will have several major writing projects culminating in a final project that asks them to engage in authentic self-driven academic research and create their own researched argument. All students will have a laptop device and interactive notebook to aid them in their skill development, research, writing, and presentation components. Standards-Based rubrics will guide students through all major assignments. Lastly, students will keep a digital portfolio to emphasize evidence, reflection, and growth in their writing and submitted work.

Facilities Systems and Safety

Prerequisites: Introduction to Construction Technology, Construction Technology, Architectural Drafting

DuE with FCC during Fall Semester

Facilities Systems and Safety is an intermediate overview of the Construction Trades. Students will approach intermediate measuring systems, hand and power tool use, material conversions and calculations, carpentry, residential and commercial framing and roof systems, HVAC, plumbing and electrical systems, and concrete foundation building site preparation. Applying these skills, students will approach commercial building maintenance, building systems and troubleshooting, building fire systems, safety, and security systems. This multi-project, integrated course will provide a sequential series of industry experiences with the ultimate goal of providing a clear pathway for students interested in a profession in the Building Trades and Facilities Maintenance Industries.

Graphics Production Technologies

Prerequisites: STEM Integrated Manufacturing, Community Applied Manufacturing

This course is an overview of the various technologies available in the manufacturing industry for graphics production and provides students with an understanding of the processes and systems common to careers in publishing, printing, and other forms of media distribution. Students will engage with the design software and the processing machines to translate digital graphics to physical media. Additionally, students will become familiar with the tools and machines involved in graphics production including troubleshooting and maintenance. Additionally, students will work closely with local industry and the community to generate products for presentation, reproduction, and commercial use.

Industry Applied Intermediate Algebra

Prerequisite: Quantitative Math in Industry and Applied Mathematics in Industry

This full-year course focuses on further and more formal development of Algebra than our school's previous courses: extended knowledge of function types (polynomial, rational, exponential, logarithmic, et. al.), connections between the real number system and polynomials, and an introduction to the more advanced techniques of matrix manipulation and analytic geometry— all through the lenses of manufacturing, construction, and the collection and analysis of data whenever possible. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create and discover mathematics that can be used to model and solve real-world problems.

Modern Welding Technology and Application

Prerequisite: None

DuE with FCC during Spring Semester

This course approaches the complex world of the welding industry with insight of the safety of working around the equipment and hazards of welding. Students will be familiarized with the weld processes that coincide with AWS welding certifications as well as oxy and plasma cutting. Students will be introduced to a variety of industry related jobs pertaining to the manufacturing and construction sectors and the appropriate applications of welding. This course integrates aspects of math and science to modern applications in the welding industry and prepares them to enter the workforce or pursue advanced training and certifications. Students will learn a variety of welds and welding processes including [list some majors ones] and receive training with material manipulation machines including shears, presses, and ironworkers. At the completion of this course, students will have knowledge of general welding practices, be prepared to take the AWS certification exam, and working knowledge of the materials and machines that are involved in welding applications in both the construction and manufacturing sectors.

U.S. History and Geography

Prerequisites: None

DuE with FCC during Spring Semester

This course presents a cohesive and comprehensive overview of the major events and turning points of U.S. history from 1776 to the modern age. The course leads students toward a clearer understanding of the patterns, processes, and people that have shaped U.S. history. As students progress through each era of modern U.S. history, they study the impact of dynamic leadership and economic and political change on the United States' rise to global prominence, the influence of social and political movements on societal change, and the importance of modern cultural and political developments. Recurring themes lead students to draw connections between the past and the present, between cultures, and between multiple perspectives. Rigorous reading and writing activities incorporate Common Core literacy standards to help students develop critical thinking and communication skills that will prepare them for the future.

12th Grade

Advanced Architecture and Engineering

Co-Requisite: Advanced Applied Mathematics

DuE with FCC during Spring Semester

Using the Engineering Design Process, students will research and analyze how the construction industry is impacted through various fields of engineering and architecture. Advances is engineering design, theory, and application have helped innovate the way buildings are designed and built and how technology is involved in that process.

Students will work on a variety of projects to better understand the skills and technologies required from the engineering and architecture disciplines as they prepare to enter an advanced program of study. Activities will include: the Engineering Design Process, Design Thinking, Computer Aided Drafting, Fabrication, Structures, Materials, and Presentation. In conjunction with our program in Commerical Construction, students will not only complete project designs but work to build professional prototypes and renderings. Students will also learn more advanced drawing procedures used in the development and preparation of construction plans for residential and commercial buildings.

It is imperative that as students prepare to transition to a post-secondary field of study they complete work that builds their skills in areas such as: presentation, thesis level documentation, ability to formulate and defend a given position / stance verbally and through writing, while also maintaining a distinctive quality for workmanship and craft.

Advanced Construction Technology

Prerequisites: None

Advanced Construction Technology is a capstone class covering Business types and platforms, Business Entrepreneurship, Licencing requirements, OSHA safety in careers related to the construction industry. Students will cover varied Construction related business types and their operations structure. Possible careers within different business types, and needed requirements to enter into those different careers. Students will explore Entrepreneurship. Including market analysis and creation discipline mindset. Students will learn requirements and Licensing for careers related to the construction industry. Including, Academic degrees, State and local Licensing, Financial obligations, and any possible prior working experience needed to enter into a career or start a business. Students will have a full understanding of construction Safety and general Equipment approach according to OSHA safety guidelines. Students phase through general PPE requirements, Equipment safety and safe jobsite prodigal.

Advanced Engineering Technology

Prerequisites: Community Applied Manufacturing (Required), The Art of Engineering Design with SolidWorks (Required), Applied Mathematics in Industry (Required), Chemistry in the Earth System (Required)
DuE with FCC during Spring Semester

Using the Engineering Design Process, students will research and analyze how the manufacturing industry is impacted through various fields of engineering. Advances in engineering design, theory, and application have helped innovate the way products are produced and how humans are involved in that process. From automation and control through new technologies in additive and subtractive manufacturing, engineering and design is integral to the manufacturing industry.

Students will work on a variety of projects to better understand the skills and technologies required from the engineering discipline as they prepare to enter an advanced program of study. Activities will include: the Engineering Design Process, Design Thinking, Computer Aided Drafting, Fabrication, Structures, Mechanisms, Electronics and Programming. In conjunction with our program in Advanced Manufacturing, students will not only complete project designs but work to build professional prototypes using a variety of manufacturing methods.

It is imperative that as students prepare to transition to a post-secondary field of study they complete work that builds their skills in areas such as: presentation, thesis level documentation, ability to formulate and defend a given position /stance verbally and through writing, while also maintaining a distinctive quality for workmanship and craft.

Advanced Machining and Automation

Prerequisites: Community Applied Manufacturing

This course focuses on the advanced manufacturing techniques used in Computer Numerical Control (CNC) Machining and automation. With the progression of modern machines, the way in which products are manufactured have changed as well. The use of algorithms allows for high-speed machining toolpaths for more efficient machining and surfacing toolpaths. With the implementation of automation and multi-axis machining, products can be made at a faster rate with better repeatability and at a lower cost. Students will learn advanced machining techniques such as 3D toolpathing, lathe programming, multi-axis programming, and advanced fixturing. They will also be introduced to machine tending and the impact it has on productivity.
Topics covered include: Intro to advanced machining & automation, advanced CNC mill programming, metal forming, CNC lathe programming and operating, advanced metrology and

coordinate measuring machines, machine tending, advanced fixturing, and multi-axis programming.

Advanced Product Development

Prerequisites: STEM Integrated Manufacturing, Community Applied Manufacturing, Solidworks Design

Advanced Product Development focuses on the manufacturing processes involved in bringing products to market. From research and design to fabrication, testing, and iteration, this course provides students a hands-on opportunity to experience the manipulation of materials and technology to develop products for commercial use and industrial applications. Students will use a variety of manufacturing machines, processes, and technology to generate prototypes and refine their designs. Additionally, students will engage in direct client collaboration to develop products intended for use within our local industry and community.

American Government

Prerequisites: None

DuE with FCC Fall Semester

American Government course offers an analysis of political and judicial institutions and processes,political ideology, political economy, civil rights, California state and local government. Students will assess the political philosophies of the Framers of the U.S. Constitution and the nature of the United States political institution and processes under the constitution, as amended and interpreted. Students will be able to explain how the civil rights, liberties, and obligations of citizens in the United States have evolved since the establishment of the US Constitution. Students will analyze the Constitution of the State of California within the framework of evolving federal state relations, the nature and processes of state and local government under that constitution. Students will evaluate or explain the contemporary relationships of state and local government with the federal government, the resolution of conflicts, and the establishment of cooperative processes under the constitution of both the state and nation and the political processes involved.

Economics

Prerequisites: None

Students will develop an understanding of fundamental economic concepts as well as personal financial concepts to assist students in the post-secondary education world. The overarching purpose is to give students the necessary knowledge to thrive and be socially responsible and aware individuals.

English Language Arts 12

Prerequisites: None

DuE with FCC Spring Semester

This course is designed to engage students in grappling with and attempting to solve problems they may encounter in their chosen pathways after high school ends. Both the advanced manufacturing and commercial construction industries are facing challenges related to their current workforces, ability to adapt to trends in technology, and environmental regulations and restrictions. 12th grade students will focus on using communication as a vehicle for solving problems and making decisions. As a result of taking this course students will develop skill in the use of communication in small group contexts. Specifically, students will enhance their competency in the production and management of communication behavior in task oriented groups. Additionally, students will enhance their ability to construct and deliver informative and persuasive public presentations. Students will develop a conceptual understanding of small group principles and concepts and put this knowledge into action through a variety of experiential activities relevant to their prospective fields. Finally, students will focus on reading, analyzing, and writing college-level prose with emphasis on the expository; studying writing as a process; exploring different writing strategies; summarizing; editing, and critiquing; conducting research (gathering, organizing, evaluating, integrating and documenting information).

Mathematical Analysis

Prerequisites: None

DuE with FCC during Fall and Spring Semester

This course covers the concepts of limits, continuity, derivatives, and integrals of algebraic and transcendental functions. All topics are approached from graphical, numerical, and analytical points of view. Students are expected to discuss concepts and solutions in writing. Applications of derivatives and integrals are presented, as well as solutions of separable differential equations. Techniques of integration are covered. The course will cover derivatives of these functions and their applications; limits and L'Hôpital's Rule; applications of integrals and Riemann Sums; antiderivatives, Euler's Method and approximation techniques.

Manufacturing Systems Design

Prerequisites: STEM Integrated Manufacturing (Required), Community Applied Manufacturing (Required), Math 9 (Recommended), Math 10 (Recommended)

This course takes an in-depth look at the Manufacturing Industry and the developments as they have progressed through the phases of the Industrial Revolution from the 18th century through today. As technology and innovation have progressed, their impacts on modern manufacturing have shifted the skill level and output of products. Production, supply chain, and lead times have been drastically modified from the days of rail car and simple machines. Students will cover an introduction to the procedures and methodologies for designing and controlling manufacturing systems, and analyze how technology and innovation have progressed and how their impacts on modern manufacturing have shifted the skill level and output of the industry.

Topics covered include: paradigms of manufacturing; fundamentals of manufacturing systems; system configurations; performance of manufacturing systems including quality, productivity and responsiveness; economic models and optimization of manufacturing systems; numerical control and robotics; instrumentation and process control; Lean manufacturing; Human-machine system design (cobotics); pneumatics, hydraulics, electrical, and motor control; PLC design and implementation; and the technology used to control and manage complex manufacturing systems.

Topics in Modern Mathematics

Prerequisites: Advanced Algebra

DuE with FCC during Fall Semester

This course will emphasize the broad view of the world using mathematics as a lens. The course will have the mathematical theme of Mathematics and Decision Making through the topics of Voting Theory, Fairness and Game Theory, and Graph Theory. Teachers will provide a historical component that complements the topics being taught. This course is also designed to give students the opportunity to work with concepts and topics in applied mathematics fields. The teacher will also moderate class discussions, suggest outside reading to further learning, and provide opportunities for students to gain understanding of the concepts developed under the three umbrella themes. This course has many opportunities to tie the mathematics to career experiences. We will work closely with the school to career liaison to coordinate appropriate speakers and field trips.

Welding Processes and Fabrication

Prerequisites: None

This is a capstone course within a Career and Technical Education sequence for Manufacturing and Product Development. It is centered on students developing and expanding their welding skill and application to Industry settings. Emphasis will be placed on fabrication, Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding(GTAW), Flux Core Arc Welding (FCAW),

and Gas Metal Arc Welding (GMAW). Students will develop skill in quality control check-point holds, visual inspection and testing techniques for self evaluation of their weld quality in conjunction with instructor evaluation. Student summary of analysis is integrated into the completion of each laboratory exercise with the use of the American Welding Society Welding Procedure Specification documentation. Oxy-Fuel Cutting (OFC) and Plasma Arc Cutting (PAC) will be utilized throughout the year for material preparation. Shop safety will be observed at all times during the school year. leadership development is embedded into each curricular unit.

Section 14.2 - Imago Lessons for Career Readiness

9th	10th	11th	12th
Imago Lessons ● Life Skills-Appearance ● Life Skills-Hygiene ● Mindsets-Communication Skills ● Mindsets-Digital Communication ● Mindsets-Digital Ethics ● Mindsets-Digital Investigation ● Mindsets-Digital Safety ● Mindsets-Empathy ● Mindsets-Lifelong Learning ● Mindsets-Organization ● Mindsets-Self-Awareness ● Mindsets-Self-Control ● Mindsets-Systems Thinking ● Mindsets-Teamwork ● Feedback ● Social Awareness ● Attention	Imago Lessons ● Life Skills-Body Language ● Mindsets-Design Solutions (school) ● Mindsets-Effective Listening ● Mindsets-Engagement (school) ● Mindsets-Fairness and Justice (friends) ● Mindsets-Personal Development ● Mindsets-Resilience (school) ● Mindsets-Systems Collaboration (friends) ● Mindsets-Values and Attitudes (self-worth) ● Civic Engagement (self-worth) ●	● Work Skills-Clearly Defining what you want ● Work Skills- Creating a Daily System ● Work Skills Interviewing Verbal Communication ● Work Skills Personal Life Situations ● Wok Skills-Resumes-Action Plan ● Work Skills-Resumes-Introduction ● Work Skills-Setting Realistic Goals ● Work Skills-Teamwork and Attitude. ● Work Skills-Preparing for the Workplace ● Work Skills-Workplace Reflection	*TBD*
	Digital Citizenship	Digital Citizenship	Digital Citizenship
Counseling 53 ● Career Exploration ● Life Planning ● Californiacolleges.edu ● Graduation requirements		Internship Course	Outside Workshops Californiacolleges.edu

Section 14.3 - Academic Calendar

CTEC 2024-2025 ACADEMIC CALENDAR

August 2024

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

September 2024

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

October 2024

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

November 2024

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

December 2024

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

January 2025

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

February 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
					TTD	*18*

March 2025

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

April 2025

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

May 2025

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

June 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
					TTD	*0*

July 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
					TTD	*0*

Total Instructional Days	176
Duty Days	186

July 29- Aug 2: Teacher Inservice
Aug 5: First Day of School
Aug 23: All Staff Day - No School
Sep 2: Labor Day - No School
Oct 11: All Staff Day - No School
Nov 11: Veterans Day - No School
Nov 25-29: Thanksgiving Break
Dec 19: End of 1st semester
Dec 20: All Staff Day - No School
Dec 23-Jan 10: Winter Break

Jan 13: Teacher Inservice - No School
Jan 14: 2nd semester begins
Jan 20: ML King Jr. Day - No School
Feb 14: Lincoln's Birthday - No School
Feb 17: President's Day - No School
March 21: All Staff Day - No School
April 14-April 21: Spring Break
May 16: FCC Spring Semester Ends (Tentative)
May 15-16: Senior Finals

May 26: Memorial Day - No School
May 28: End of 2nd semester, CTEC Graduation
June 2-June 20: Summer school
June 16-19: Freshman Summer Bridge (tentative)
June 20: Observation of Juneteenth - No School

Days in gray indicate non-school days for students
First and Last Day of School
* End of grading period.
Minimum Day for Students 8:30-11:50
Staff Professional Development/No students on Campus

Events

- **Aug 1: Freshman Family Orientation**
- **Aug 6-7: Freshman Scout Island Field Trip**
- **Aug 20: 10th-12th Parent Night**
- **Sept 6: Senior Sunrise**
- **Sept 11: Fresno College Night**
- **TBD: Women in Welding Competition**
- **Oct 2: Fresno Fair 4.0 GPA Night**
- **Oct 23: Fresno ROP CTE Expo**
- **Oct 30: Valley Made Manufacturing Summit**
- **Nov 1: 2025-2026 CTEC Enrollment Opens**
- **Nov 16: Fall Fest**
- **Nov 22: Turkey Bowl**
- **Dec 17-18: Fall Showcase**
- **Jan 14: 1st Enrollment Lottery Run**
- **Mar 3: FAFSA Deadline**
- **Mar 17: Internship Mock Interviews**
- **Mar 20: Career Skills Challenge**
- **Mar 29: Prom**
- **Apr 9-11: Design Build Sawdust & Sparks**
- **Apr 19-20: Vintage Days**
- **April 24-27: Skills USA (State Competion)**
- **May 3: Spring Fest**
- **May 12: Internship Interviews**
- **May 14: 9th - 11th Awards Night**
- **May 15: Senior Showcase & Awards Night**
- **May 16: Senior Last Day of Instruction**
- **May 16: Senior Sunset**
- **TBD: FCC Graduation**
- **May 20-21: 9th-11th Spring Showcases**
- **May TBD: Gradnite (Disneyland)**
- **May 28: CTEC Graduation 7:30pm**

Section 14.4 - Operational Budget Budget, Cash Flow, Financial Projections and Budget Narrative

The multi-year projection presented is based on the 2024-25 adopted budget. Out year revenue is estimated, where applicable on COLA and projected ADA growth. Revenue sources not contingent upon such factors have been projected at 2024-25 levels. Salary expenses have been adjusted based on assumed COLA. One Certificated FTE has been added in 25-26 & two Certificated FTE have been added in 26-27, based on student population growth. the 28-29 year includes the addition of a Counselor. Supplies and Services have been increased to account for CPI changes, plus a percentage adjustment for increased students. Capital expenses have been adjusted with CPI, which are in-line with historical trends. The ending fund balance in the first two years relates to the CCSPP fund balance being expended.

Fiscal Year	**24-25***	**25-26**	**26-27**	**27-28**	**28-29**
Student Body Projections					
Enrollment	302	371	415	438	466
ADA	280	345	386	407	433
% ADA Change Per Yr.	20%	23%	12%	5%	6%
Economic Projections					
COLA	0.76%	2.93%	3.08%	3.30%	3.00%
CPI	3.10%	2.86%	2.87%	2.80%	2.25%
Fiscal Year	24-25*	25-26	26-27	27-28	28-29
Beginning Balance	246,316	160,257	80,129	15,345	199,569
Revenue					
LCFF	3,829,007	4,869,048	5,621,775	6,117,018	6,703,019
Federal	205,640	251,056	279,704	294,377	312,543
State	1,037,516	1,115,725	1,165,218	1,190,795	1,222,335
Local	161,202	165,602	167,912	170,280	172,707
Total Revenue	5,233,365	6,401,432	7,234,608	7,772,469	8,410,604
Expenses					
Certificated	2,439,232	2,630,701	2,951,727	3,049,134	3,290,608
Classified	529,782	545,305	562,100	580,649	598,069
Benefits	1,476,596	1,588,003	1,756,914	1,814,892	1,944,338
Supplies	587,079	650,836	715,922	759,337	805,527
Services	872,916	967,715	1,064,490	1,129,044	1,197,723
Capital	234,603	241,313	248,238	255,189	260,931
Total Expenses	6,140,208	6,623,872	7,299,392	7,588,245	8,097,196

Contribution	**820,784**	**142,312.09**	-	-	-
Ending Fund Balance	160,257	80,129	15,345	199,569.00	512,977

**24-25 fiscal year mirrors the adopted budget beginning balance, revenues, expense and ending fund balance.*

Section 14.5 - School Safety and Emergency Plan

Comprehensive School Safety Plans

2024-2025

Superintendent of Schools

Dr. Michele Cantwell-Copher

Dr. Michele Cantwell-Copher

Digitally signed by Dr. Michele Cantwell-Copher
Date: 2024.02.29 15:25:19 -08'00'

Signature

2/29/24

Date

Version 6.0, 1/11/2024

Table of Contents Section No.

Comprehensive School Safety Plan

Purpose and Process

Superintendent and Board Policy 0450 – Comprehensive Safety Plan

Superintendent Administrative Regulation 0450 – Comprehensive Safety Plan

Current Status of School Crime Committed on Campuses and at School Related Functions (EC32282(a)(1)) 1

Current Status of School Crime

Child Abuse Reporting Procedures (EC32282(a)(2)(A)) 2

Superintendent and Board Policy 5141.4 – Child Abuse Prevention and Reporting

Superintendent Administrative Regulation 5141.4 – Child Abuse Prevention and Reporting

Superintendent Policy HR-1305 – Child Abuse Prevention and Mandated Reporter Procedures

Disaster Procedures Including Adaptations for Students With Disabilities (EC32282(a)(2)(B)) 3

SOP #1314 – Notice to Employees of Disaster Worker Status and Procedure for Administering Oath

Steps to Earthquake Safety

Earthquake Preparedness Guide for People with Disabilities and Other Access or Functional Needs

Documents Pertaining to This Section That are Located in the Appendices:

SOP #813 – Emergency Procedures

Site Phone Directory

School Site Map(s)

Standardized Emergency Management System (SEMS) Implementation

Incident Action Plan Template

Safe School Leadership Team

Reunification Plan

Plan Exercise Checklist

Expulsion Procedures (EC32282(a)(2)(C)) 4

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Superintendent Administrative Regulation 5145.3 – Nondiscrimination/Harassment

Superintendent and Board Policy 5145.7 – Sexual Harassment

Superintendent Administrative Regulation 5145.7 – Sexual Harassment

Superintendent Policy HR-1316 – Prohibition of Employee Discrimination, Harassment and Retaliation

School-wide Dress Code (EC32282(a)(2)(F)).....7

Superintendent and Board Policy 5132 – Dress and Grooming

Superintendent Administrative Regulation 5132 – Dress and Grooming

Document Pertaining to this Section That is Located in Appendices:

Site-Specific Dress and Grooming Policies

Procedures for Ingress/Egress of Pupils, Parents, Employees, to/from School (EC32282(a)(2)(G)).....8

Superintendent and Board Policy 1250 – Visitors/Outsiders

Superintendent Administrative Regulation 1250 – Visitors/Outsiders

Superintendent Policy HR-1312 – Identification Badges

Document Pertaining to This Section That is Located in the Appendices:

Site's Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School (Bus, Drop-off/Loading, Visitor Check-in Procedures, Maps, etc.)

Safe and Orderly Environment Conducive to Learning (EC32282(a)(2)(H)).....9

Superintendent and Board Policy 3513.3 – Tobacco-Free Schools

Superintendent and Board Policy 3514 – Environmental Safety

Superintendent and Board Policy 3515.2 – Disruptions

Document Pertaining to this Section That is Located in Appendices:

Site's Discussion on Safe and Orderly Environment Conducive to Learning (e.g. school culture, physical conditions, goals, etc.)

School Site Discipline Rules (EC32282(a)(2)(I)).....10

Document Pertaining to this Section That is Located in Appendices:

Site-Specific Discipline Rules / Policies

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Superintendent Policy 5131.4 – Student Disturbances

Superintendent Administrative Regulation 5131.4 – Student Disturbances

Superintendent and Board Policy 5131.5 – Vandalism and Graffiti

Student Threat Assessment & Management System Level 1 Protocol

Document Pertaining to This Section That is Located in the Appendices:

Behavioral Threat Assessment: A Guide for Schools

Behavioral Threat Assessment Team

Protocol for Opioid Overdose (EC32282(a)(2)(L)) 13

Opioid Overdose Protocol

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Superintendent Policy HR-1311 – Civility Policy

Superintendent Policy HR-1317 – Prohibition of Pupil Discrimination, Harassment, Retaliation and/or Sexual Harassment

Positive Behavioral Interventions and Supports (PBIS)

Appendices .....

Appendix A – Alice M. Worsley School

Appendix B – Beth Ramacher Educational Complex

Appendix C – Career Technical Education Charter High School

Appendix D – Monte Vista

Appendix E – Sutherland Center

Appendix F – Violet Heintz Education Academy

Documents Located in Each Appendix:

SOP #813 – Emergency Procedures

Site Phone Directory

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School Site Map(s)

Standardized Emergency Management System (SEMS) Implementation

Incident Action Plan Template

Safe School Leadership Team

Reunification Plan

Plan Exercise Checklist

Site-Specific Dress and Grooming Policies (if any)

Site's Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School (Bus, Drop-off/Loading, Visitor Check-in Procedures, Maps, etc.)

Site-Specific Discipline Rules / Policies (if any)

Site's Discussion on Safe and Orderly Environment Conducive to Learning (e.g. School Culture, Physical Conditions, Goals, etc.)

Site's Tactical Response Protocols

Behavioral Threat Assessment: A Guide for Schools

Behavioral Threat Assessment Team

Purpose and Process

California schools are required to comply with various Federal, state, and local regulations dealing with health and safety. California State regulations require that school districts and offices of education maintain an appropriate social climate on campus, in classrooms, and at school-sponsored events. In particular, Education Code (EC) requires the preparation of comprehensive "school safety plans" dealing with violence prevention, emergency preparedness, crisis intervention, and student and employee safety.

Pursuant to EC 32281, the Fresno County Superintendent of Schools (FCSS) is responsible for developing a Comprehensive School Safety Plan for its schools operating kindergarten or any grades 1 to 12, inclusive. The FCSS Comprehensive School Safety Plan provides guidance and direction to program managers, faculty and staff who have emergency management responsibilities. Emergency procedures (see Section 3, 11 and Appendices) along with the School Comprehensive School Safety Plan shall be used during an emergency incident involving an FCSS school facility.

This Comprehensive School Safety Plan has been organized to include the sections below. All sections marked with an asterisk (*) have site-specific information located in the Appendices.

- Current Status of School Crime Committed on Campuses and at School-related Functions (EC32282(a)(1))
- Child Abuse Reporting Procedures (EC32282(a)(2)(A))
- Disaster Procedures Including Adaptations for Students With Disabilities (EC32282(a)(2)(B))*
- Expulsion Procedures (EC32282(a)(2)(C))
- Procedures to Notify Teachers of Dangerous Pupil (EC32282(a)(2)(D))
- Discrimination and Harassment Policy (EC32282(a)(2)(E))
- School-wide Dress Code (EC32282(a)(2)(F))*
- Procedures for Ingress/Egress of Pupils, Parents, Employees to/from School (EC32282(a)(2)(G))*
- Safe and Orderly Environment Conducive to Learning (EC32282(a)(2)(H))*
- School Site Discipline Rules (EC32282(a)(2)(I))*
- Tactical Response Protocols (EC32282(a)(2)(J)*
- Procedure to Assess and Respond to Threats of Dangerous, Violent, or Unlawful Activity (EC32282(a)(2)(L))
- Protocol for Opioid Overdose (EC32282(a)(2)(L))
- Bullying Policies (EC32282(f))
- Appendices

The Parent/Guardian-Student Handbook/Annual Notifications for each site contain additional information and are incorporated into the Comprehensive School Safety Plan by reference. To obtain a copy of the Parent/Guardian-Student Handbook/Annual Notifications, please contact the school office.

The Comprehensive School Safety Plan shall be made available to all staff, students, parents, and the community to review, upon request, and shall be updated on an annual basis on or before March 1 of each year.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Philosophy, Goals, Objectives and Comprehensive Plans
COMPREHENSIVE SAFETY PLAN

The County Superintendent and County Board recognize that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The County Superintendent and County Board are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

1. The County Superintendent or designee shall oversee the development of a comprehensive safety plan that is applicable to each school site. (Education Code 32281.)

2. The plan shall be relevant to the needs and resources of each particular school site.

3. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286.)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. (Education Code 32286.) The County Superintendent is responsible for the annual review, updating, and approval of the comprehensive safety plan(s).

By October 15 of each year, the County Superintendent shall notify the California Department of Education of any school that is operated by the County Superintendent that has not complied with the requirements of Education Code 32281. (Education Code 32288.)

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), may be developed by County Superintendent administrators in accordance with Education Code 32281. In developing such strategies, County Superintendent administrators may consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

Public Access to Safety Plan(s)

The County Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282.) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

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FRESNO COUNTY BOARD OF EDUCATION

Adopted: 08/16/2012
Amended: 11/17/2016, 09/15/2022

Legal Reference

EDUCATION CODE
200-262.4 Prohibition of discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student act constituting grounds for suspension or expulsion
67381 Violent crime

PENAL CODE
422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools

CODE OF REGULATIONS, TITLE 5
11987-11987.7 School Community Violence Prevention Program requirements
11992-11993 Definition, persistently dangerous schools

UNITED STATES CODE, TITLE 20
7111-7122 Student Support and Academic Enrichment Grants
7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources

CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students against Sex Discrimination, March 2017
Safe Schools: Strategies for Governing Boards to Ensure Student Success, Third Edition, October 2011

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender Non-conforming Students, Policy Brief, April 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS
Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
Early Warning, Timely Response: A Guide to Safe Schools, August 1998

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2002

WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss
California Governor's Office of Emergency Services: https://www.caloes.ca.gov/
California Healthy Kids Survey: https://calschls.org/
Centers for Disease Control and Prevention: http://www.cdc.gov/ViolencePrevention
Federal Bureau of Investigation: http://www.fbi.gov
National Alliance for Safe Schools: http://www.safeschools.org
National Center for Crisis Management: https://www.aaets.org/a-practical-guide-for-crisis-response-in-our-schools-sixth-edition
National School Safety Center: http://www.schoolsafety.us
U.S. Department of Education: http://www.ed.gov
U.S. Secret Service, National Threat Assessment Center: https://www.secretservice.gov/protection/ntac

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Philosophy, Goals, Objectives & Comprehensive Plans
COMPREHENSIVE SAFETY PLAN

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282.)

The assessment may include, but not be limited to, data on reports of school crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following (Education Code 32282):

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3.

2. Routine and emergency disaster procedures including, but not limited to:

    a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act.

    b. An earthquake emergency procedure system in accordance with Education Code 32282.

    c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations.

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079.

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4.

6. If the school site has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel."

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school.

8. A safe and orderly school environment conducive to learning.

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5.

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions.

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution.

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations.

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence.

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus.

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students.

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction.

7. County Superintendent and County Board policies related to possession of firearms and ammunition on school grounds.

8. Measures to prevent or minimize the influence of gangs on campus.

9. Procedures for receiving verification from law enforcement that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime.

10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus

perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus.

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

    a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.

    b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

    c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.

12. Strategies for suicide prevention and intervention.

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.

14. Crisis prevention and intervention strategies, which may include the following:

    a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate.

    b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s).

    c. Assignment of staff members responsible for each identified task and procedure.

    d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan.

    e. Coordination of communication to schools, administrators, County Superintendent, County Board members, parents/guardians, and the media.

    f. Development of a method for the reporting of violent incidents.

g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling.

15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

Adopted: 08/16/2012
Amended: 11/17/2016, 09/15/2022

Section 1 Contents

Current Status of School Crime Committed on Campuses and at School Related Functions (EC32282(a)(1)) .....

Current Status of School Crime

Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher
Superintendent

Current Status of School Crime

Section EC32282(a)(1)

The Fresno County Superintendent of Schools (FCSS) monitors incidents of crime committed on campuses and at school related functions. All incidents of crime are reported to law enforcement and investigated and reported through FCSS internal forms and processes. FCSS administration and school site administration work together to determine appropriate responses to prevent crime.

Additionally, FCSS has formed a Safety Committee which meets quarterly. The Safety Committee reviews incidents that occurred at all campuses to identify trends and recommend actions to reduce crime.

The type of crime occurring at FCSS school sites is predominately property crime such as graffiti or theft. FCSS takes prompt action to remove graffiti and replace any stolen items. At this time, crime committed on campuses and at school related functions is within historical levels.

Section 2 Contents

Child Abuse Reporting Procedures (EC32282(a)(2)(A)).....

Superintendent and Board Policy 5141.4 – Child Abuse Prevention and Reporting

Superintendent Administrative Regulation 5141.4 – Child Abuse Prevention and Reporting

Superintendent Policy HR-1305 – Child Abuse Prevention and Mandated Reporter Procedures

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Student
CHILD ABUSE PREVENTION AND REPORTING

The County Superintendent and County Board are committed to supporting the safety and well-being of students in County Superintendent-operated schools and desire to facilitate the prevention of and response to child abuse and neglect. The County Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The County Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The County Superintendent's instructional program may include age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The County Superintendent's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The County Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

The County Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the County Superintendent child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The County Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the County Superintendent/County Board comprehensive safety plan. (Education Code 32282)

County Superintendent employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

The County Superintendent or designee shall provide training regarding the duties of mandated reporters.

Adopted: 06/19/1995
Amended: 12/10/2009, 10/15/2020, 04/20/2023

LEGAL REFERENCE

Education Code
32280-32289 Comprehensive school safety plans
33195 Heritage schools, mandated reporters
33308.1 Guidelines on procedure for filing child abuse complaints
44252 Teacher credentialing
44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education
51900.6 Sexual abuse and sexual assault awareness and prevention

Penal Code
152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act

Welfare and Institutions Code
15630-15637 Dependent adult abuse reporting

Code of Regulations, Title 5
4650 Filing complaints with CDE, special education students

United States Code, Title 42
11434a McKinney-Vento Homeless Assistance Act; definitions

Court Decisions
Camreta v. Greene (2011) 131 S.Ct. 2020

MANAGEMENT RESOURCES
California Department of Education Publications
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve
Health Framework for California Public Schools, Kindergarten Through Grade Twelve

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Websites
California Attorney General's Office, Suspected Child Abuse Report Form: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss/ap
California Department of Social Services, Children and Family Services Division: https://cdss.ca.gov/inforesources/guides
U.S. Department of Health and Human Services, Child Welfare Information Gateway: childwelfare.gov

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
CHILD ABUSE PREVENTION AND REPORTING

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person

2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

3. Neglect of a child as defined in Penal Code 11165.2

4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)

2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)

3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors;

licensees, administrators and employees of a licensed child day care facility; Head Start teachers; County Superintendent police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any County Superintendent employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect

may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a County Superintendent police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (BCIA 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the appropriate agency, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

b. The child's name and address, present location, and, where applicable, school, grade, and class

c. The names, addresses, and telephone numbers of the child's parents/guardians

d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or

to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the lead site administrator, or the County Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify their supervisor as soon as possible after the initial telephone report to the appropriate agency. When so notified, the supervisor shall inform the County Superintendent or designee.

The supervisor so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, County Superintendent/County Board policy, and administrative regulation. At the mandated reporter's request, the supervisor may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, lead site administrator, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the County Superintendent or designee shall provide training on mandated reporting requirements to County Superintendent employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The County Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The County Superintendent or designee shall give the student the choice of

being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the lead site administrator or designee shall inform the person of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the County Superintendent or designee and/or lead site administrator shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the County Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a County Superintendent employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report using the procedures described above for mandated reporters.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The County Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The County Superintendent also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the County Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The County Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the County Superintendent for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Adopted: 06/19/1995
Amended: 12/10/2009, 10/15/2020, 04/20/2023

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Personnel
CHILD ABUSE PREVENTION AND MANDATED REPORTER PROCEDURES

Policy Statement
The County Superintendent is committed to supporting the safety and well-being of students and desires to facilitate the prevention of and response to child abuse and neglect. Employees of the County Superintendent are obligated to know and understand their legal, ethical, and professional obligations pertaining to mandatory child abuse reporting within an educational setting. The following policy implements strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

QUICK LINK TO FORMS

Suspected Child Abuse Report: DOJ form SS Form 8572 and Directions

Report of Suspected Dependent Adult/Elder Abuse: SOC Form 341 and Directions

Release of Child to Peace Officer: FCSS Release of Child to Peace Officer Form

Child Abuse Prevention and Mandated Reporter Employee: Certification/Acknowledgement Form

DEFINITIONS

Child abuse or neglect includes the following: (Penal Code § 11165.5, § 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code §11165.1
3. Neglect of a child as defined in Penal Code §11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code §11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code §11165.4.

Child abuse or neglect does not include:

1. A mutual affray between minors. (Penal Code §11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment. (Penal Code §11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code §44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the

student. (Education Code §49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code §49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Reasonable Suspicion means when it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Child Protective Agencies means law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department, and child protective services.

MANDATED REPORTERS AND THEIR RESPONSIBILITIES FOR REPORTING

County office employees who are mandated reporters must report all known or suspected incidents of child abuse or neglect. Mandated reporters shall not investigate any suspected incidents, but rather shall cooperate with agencies responsible for reporting, investigating, and prosecuting cases of child abuse and neglect.

County office employees are mandated reporters as defined by California Penal Code §11165.7, include, but are not limited to:

- A teacher
- A classified employee of a public/charter school
- A licensed nurse or health care provider
- Administrative officers or supervisors of child attendance
- Administrators and employees of a licensed child day care facility
- Administrators, presenters, and counselors of a child abuse prevention program
- An instructional/teacher aide, assistants
- An employee of a county office of education or the State Department of Education whose duties bring the employee into contact with children on a regular basis
- Athletic coaches, administrators, and directors
- Certificated pupil personnel employees

The county office recognizes that students with special needs are especially vulnerable to physical, emotional, or sexual abuse. The mandated reporting procedures established shall address the needs of students with special needs as well as other students.

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code §11166)

The reporting duties of mandated reporters are individual and cannot be delegated to another person. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected and a single report may be made and signed by the

selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code §11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code §11166)

REPORTABLE OFFENSES

A mandated reporter shall make a report when, in his/her professional capacity or within the scope of his/her employment, he/she knows or reasonably suspects that a child has been the victim of child abuse or neglect. This report shall occur immediately or as soon as practically possible by telephone. Within **36 hours** of knowing or reasonably suspecting the abuse or neglect, a written report shall be prepared and transmitted to the appropriate agency.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code §11166.05)

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury where the victim is a child under age 14 (Penal Code §152.3) or the child is 15 or younger and the aggressor is ten or more years older than the child (Penal Code §288).

REPORTING PROCEDURES

1. Initial Telephone Report

Immediately or as soon as practically possible after knowing or reasonably suspecting child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code §11166)

When the telephone report is made, the mandated reporter shall provide the following information, if available:

a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter;
b. The child's name and address;
c. The present location of child;
d. The names, addresses, and telephone numbers of the child's parent/guardians;
e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information;
f. The name, address, telephone number, or other relevant personal information about the person(s) who might have abused or neglected the child; and
g. Any other relevant information.

At the conclusion of the telephone report, the mandated reporter should ask for and document the name of the official contacted, the specific date and time, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or reasonably suspecting child abuse or neglect, the mandated reporter shall prepare and either mail, hand deliver, fax, or electronically submit to the appropriate agency a written follow-up report on Department of Justice SS Form 8572 (Suspected Child Abuse) or if a dependent adult is the subject of abuse or neglect, on SOC Form 331 (Report of Suspected Dependent Adult/Elder Abuse). (Penal Code §11166, §11168) Forms are available through reporting agencies and are hyperlinked on page one of this SP.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code §11167)

a. The name, business address, and telephone number of the mandated reporter, and the capacity that makes the person a mandated reporter;
b. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source or sources of that information;
c. The child's name and address, present location, and, if applicable, school, grade, and class;
d. The names, addresses, and telephone numbers of the child's parents/guardians; and
e. The name, address, telephone number, and other relevant information about the person or persons who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or confirmed. The information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating. (Penal Code §11167)

Upon completion of the written report, the mandated reporter is strongly encouraged to make a copy of all documents provided to law enforcement or the appropriate agency, place the copy in a sealed envelope, and forward it to the appropriate cabinet member who will maintain the sealed envelope in a locked file. The envelope shall denote:

a. The child's last name and first initial;
b. The last four (4) digits of the child's social security number;
c. The name and address of the child's school; and
d. The name and badge number of the CPS/APS social worker or law enforcement officer who received the report.

3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are highly encouraged, but not required to, notify their supervisor as soon as possible after the initial telephone report is made to an appropriate agency. When so notified, the supervisor shall inform the County Superintendent or designee.

The supervisor so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and this policy. At the mandated reporter's request, the supervisor may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to the program manager, immediate supervisor, or designee (Penal Code § 11166). He/she may provide or mail a copy of the written report to the supervisor or designee without his/her signature or name.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Reporting the information to an employer, supervisor, program manager, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code § 11166)

NOTIFICATIONS

All new employees will be informed of their reporting obligations as mandated reporters and of their confidentiality rights. All employees will be provided with a copy of this policy (SP HR- 1305) and sign the Child Abuse Prevention and Mandated Reporter Employee Certification / Acknowledgement. In addition, employees shall be provided with this procedure annually thereafter.

Employees who work with dependent adults, i.e. students with special needs who are age 18 and older, shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code §§ 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report with reckless disregard of the truth or falsity of the report. (Penal Code § 11172)
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code § 11166)
3. No employee shall be subject to any sanction by FCSS for making a report. (Penal Code § 11166)

TRAINING

Within the first six weeks of each school year, the County Superintendent or designee shall provide training on mandated reporting requirements to FCSS employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

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CONFIDENTIALITY

All reports of child abuse shall be kept confidential to the extent necessary to carry out the legal requirements of mandated reporting.

The identity of the county office employee who reports suspected child abuse shall remain confidential and shall be disclosed only among designated child protective agencies, by court order, or when needed for specified court actions.

All county office employees involved in processing mandated reporting shall endeavor in good faith to protect the privacy of all parties involved. Discussions among county office employees **shall be prohibited** unless necessary to process mandated reporting requirements to the appropriate child protective services agencies.

VICTIM INTERVIEWS

Whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code § 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the supervisor or designee shall inform him/her of the following requirements: (Penal Code § 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code § 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code § 11174.3)

PARENT/GUARDIAN COMPLAINTS

Upon request, the County Superintendent or designee shall provide parents/guardians with a copy of this policy. To file a complaint naming a county office employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures."

If a parent/guardian alleges that an employee has abused or neglected a child, the employee receiving the information shall provide the parent/guardian with a copy of this policy. The employee is also obligated, pursuant to Penal Code §11166, to file a report as a mandated reporter.
If the child is enrolled in special education, a separate complaint may be filed with the California

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Department of Education pursuant to 5 CCR 4650.

COMPLAINTS INVOLVING AN FCSS EMPLOYEE

Any employee who has reasonable suspicion that another FCSS employee has committed child abuse must file a report with the appropriate agency identified above under "Reporting Procedures" and must report the suspected conduct to the appropriate supervising FCSS administrator who shall then immediately notify Human Resources. Human Resources shall promptly investigate and the named employee will be provided with all appropriate due process rights.

RELEASE OF CHILD TO PEACE OFFICER

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the County Superintendent, designee, and/or site administrator **shall not notify the parent/guardian** but shall provide the peace officer with the address and telephone number of the child's parent/guardian. The peace officer or agent have the responsibility to notify the parent/guardian of the situation. (Education Code §48906)

Peace officers shall be asked to sign the FCSS Release of Child to Peace Officer Form for appropriate release and acceptance of responsibility.

ENFORCEMENT

A violation of this policy shall constitute just cause for discipline, up to and including dismissal, and shall be deemed to be a violation of or refusal to obey state law and the policies and regulations of the county office.

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GOVERNMENT AGENCIES

Call 911 for Police, Ambulance or Fire Emergency

Immediately or as soon as practically possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department, sheriff's department, county probation department, or county welfare department.

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either mail, hand deliver, fax, or electronically submit to the appropriate agency a written follow-up report.

LOCAL GOVERNMENTAL AGENCIES THAT INVESTIGATE ABUSE REPORTS

CHILDREN'S PROTECTIVE SERVICES (CPS) Fresno County Department of Social Services 1404 L. Street, Fresno 93721 **CHILD PROTECTION HOTLINE (559) 255-8320** California Child Abuse Hotline (800) 540-4000 ***24 hours a day, 7 days a week***	**ADULT PROTECTIVE SERVICES** (APS) Fresno County Department of Social Services 2025 E Dakota Ave, Fresno 93726 **ADULT PROTECTION HOTLINE – (559) 600-3383** Fax (800) 418-1426 California Elder Abuse Hotline (800) 722-0432 ***24 hours a day, 7 days a week***

FRESNO COUNTY LAW ENFORCEMENT DEPARTMENTS

CLOVIS POLICE **(559) 324-2800** 1033 5th St, Clovis 93612	**FRESNO CITY POLICE** **(559) 621-7000** 2323 Mariposa St, Fresno 93721	**PARLIER POLICE** **(559) 646-6600** 8770 S Mendocino Ave, Parlier 93648
COALINGA POLICE **(559) 935-2313** 270 N 6th St, Coalinga 93210	**HURON POLICE** **(559) 945-2046** 17051 12 St, Huron 93234	**REEDLEY POLICE** **(559) 637-4250** 843 G St, Reedley 93654
FIREBAUGH POLICE **(559) 659-3051** 1575 11th St, Firebaugh 93622	**KERMAN POLICE** **(559) 846-6633** 850 S Madera Ave, Kerman 93630	**SANGER POLICE** **(559) 875-8521** 1700 7th St, Sanger 93657
FOWLER POLICE **(559) 834-2112** 128 S 5th St, Fowler 93625	**KINGSBURG POLICE** **(559) 897-4418** 1300 California St, Kingsburg 93631	**SELMA POLICE** **(559) 896-2525** 1935 E Front St, Selma 93662
FRESNO COUNTY SHERIFF **(559) 600-3111** 2200 Fresno St, Fresno 93724	**ORANGE COVE POLICE** **(559) 626-5106** 550 Center St, Orange Cove 93646	***24 hours a day*** ***7 days a week*** ***365 days a year***

OTHER SERVICE AGENCIES

ADULT MENTAL HEALTH SERVICES **FRESNO COUNTY DEPT OF BEHAVIORAL HEALTH** Outpatient/Intensive Services/Substance Abuse/Et al. **CRISIS (800) 654-3937** **PHONE (559) 600-9180** 4441 E Kings Canyon, Fresno 93702	**CHILDREN'S MENTAL HEALTH SERVICES** **FRESNO COUNTY DEPT OF BEHAVIORAL HEALTH** Outpatient/CCAIR/EDT/IOP/Et al. **CRISIS (559) 600-6760** **RURAL (800) 654-3937** 3133 N Millbrook Ave, Fresno 93703
DOMESTIC VIOLENCE SERVICE **MARJAREE MASON CENTER** **(800) 640-0333 – 24 hour crisis line** **FRESNO – (559) 233-4357** **REEDLEY – (559) 638-0494** 1600 M St, Fresno 93721	**RAPE COUNSELING SERVICES CARMEN MEZA CENTER** **HOTLINE: (559) 222-7273 24 hour crisis line** **FRESNO – (559) 497-2900** 259 N Blackstone, Fresno 93701 **FIREBAUGH – (559) 659-0232** 838 O St, Firebaugh 93622
CRIME VICTIMS ASSISTANCE CENTER **(559) 600-2822** 2233 Kern St, Fresno 93721	

Adopted: 05/20/2014
Amended: 09/19/2019

References

Management Resources
Prohibition of Employee Harassment: Discrimination, Physical, Gender, Psychological and / or Sexual Harassment, SP HR-1316.

Prohibition of Pupil Harassment: Discrimination, Physical, Gender, Psychological and / or Sexual Harassment, SP HR-1317

Legal References
Education Code Section 44691 – Staff Development in the Detection of Child Abuse and Neglect
Education Code Section 48906 – Notification – Release of Student to Law Enforcement Officer
Education Code Section 49001 – Prohibition of Corporal Punishment
Child Abuse and Neglect Reporting Act, California Penal Code Sections 11164 – 11174.3

Section 3 Contents

Disaster Procedures Including Adaptations for Students With Disabilities (EC32282(a)(2)(B)).....

SOP #1314 – Notice to Employees of Disaster Worker Status and Procedure for Administering Oath

Steps to Earthquake Safety

Earthquake Preparedness Guide for People with Disabilities and Other Access or Functional Needs

Documents Pertaining to This Section That are Located in the Appendices:

SOP #813 – Emergency Procedures

Site Phone Directory

School Site Map(s)

Standardized Emergency Management System (SEMS) Implementation

Incident Action Plan Template

Safe School Leadership Team

Reunification Plan

Plan Exercise Checklist

FRESNO COUNTY OFFICE OF EDUCATION
NOTICE TO EMPLOYEES OF DISASTER WORKER STATUS
AND PROCEDURE FOR ADMINISTERING OATH
STANDARD OPERATING PROCEDURE #1314
Effective: October 24, 2014

Initiated by: Laurie Gabriel Approved by: Jim A. Yovino

The Fresno County Superintendent of Schools has established the following procedure for notifying all Fresno County Office of Education (FCOE) employees of their status as state disaster workers, and for administering the required oath of allegiance to all employees. FCOE is a government entity supported by public funds and its employees are therefore subject to the California Constitution, Government and Education Code laws identifying them as state disaster workers. In the rare event of a state disaster, the State may call upon FCOE to assist in handling a state crisis. This policy shall be a part of the **New Employee Orientation** and the **Annual Employee Notifications** packets provided to all FCOE employees, hard copy or electronically, on an annual basis.

QUICK LINKS
Oath or Affirmation of Allegiance

Upon employment by FCOE, employees shall be notified by the Human Resources Department of California Government Code Section 3100, which states:

> "It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law."

The Superintendent delegates his/her powers under Education Code Section 60 to the Human Resources Administrator/Designee to ensure that all FCOE employees, prior to providing service, shall take or subscribe to the following oath:

> *"I do solemnly swear (or affirm) that I will support the Constitution of the United States of America, the Constitution of the State of California, and the laws of the United States and the State of California."*

The oath shall be effective for the purposes of disaster worker status for all successive periods of employment which shall commence from the date of taking or subscribing to the oath. In the case an employee who provides service to FCOE, and is a member of an emergency organization sanctioned by a state agency or an accredited disaster council duly enrolled or registered with the California Emergency Management Agency or any accredited disaster council of any political subdivision, the oath shall be effective for the period the person remains a member with that organization.

Human Resources shall maintain a copy of the Oath or Affirmation of Allegiance in the employee's personnel file, and shall maintain a list of all current employees who may be called upon should a disaster be declared and they be called upon to perform disaster service.

Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher
Superintendent

Steps to Earthquake Safety

PREPARE

1. ***Identify earthquake hazards at your school and classroom/office:***
   Any items that are heavy enough to hurt someone if they fall, or anything that will be a significant loss if broken should be secured. Move heavy objects to lower locations, and secure top heavy furniture to walls.

2. ***Create a site-specific disaster plan:***
   Your site should have a plan for what each person at your school should do before, during, and after an earthquake. There should be a designated meeting place and a downtown office contact. Everyone should be made aware of where the emergency first responder kits are located at your site. Plan how to deal with the risk of fire, potential lack of utilities and basic services, and aftershocks. Identify people with functional or mobility needs, and designate a list of people who can provide assistance.

PROTECT

3. ***During earthquakes – Drop, cover and hold on:***
   Drop to the floor, take cover under a sturdy desk or table, and hold on to it firmly. If no table is nearby, drop to the floor near an interior wall and cover your head and neck with your arms and hands. Face away from windows or mirrors. Do not leave a building during an earthquake. If you use a wheelchair or have mobility impairments, refer to the Earthquake Preparedness Guide for People with Disabilities and Other Access or Functional Needs for more ways to protect yourself during an earthquake. Learn more at www.dropcoverholdon.org including what to do in different situations. Everyone can practice what to do during earthquakes by participating in the Great California ShakeOut (www.ShakeOut.org).

RECOVER

4. ***After earthquakes – Check for injuries and damage:***
   The most important thing is to remain calm and ensure your own safety first. If you are in a safe area, help others and check for damage. Everyone should be made aware of any fires, gas leaks, electrical dangers, and chemical spills. Aftershocks may cause additional damage so be ready to drop, cover, and hold on.

5. ***When safe, continue to follow your site's disaster plan:***
   When everyone's safety is assured, continue to follow your site's disaster plan. Listen to a portable radio for news, and relay important information to your downtown office contact.

For drill manuals and additional information about earthquake safety, please visit www.ShakeOut.org or scan the QR code with any mobile device.

Version 2.0, 1/12/2024

Earthquake Preparedness Guide for Seniors, People with Disabilities, and Others with Access and Functional Needs (AFN)

Earthquake Country Alliance
We're all in this together.

Seniors, People with Disabilities, and others with Access and Functional Needs (AFN) may have additional needs before, during and after an earthquake.

Questions to consider:

- What can you do independently and where may you need assistance?
- Will your regular sources of assistance be available after a disaster?
- What if power, gas, and phone lines are not working?
- What if roads and sidewalks are impassible or your means of transportation is unavailable?
- How will you maintain supplies of water, food, medications, and other needs?

This guide follows the Seven Steps to Earthquake Safety (**EarthquakeCountry.org/sevensteps**) with content adapted for Seniors, People with Disabilities and AFN, as well as their caregivers.

Additional resources, including this guide, are at **EarthquakeCountry.org/disability**.

STEP 1 – SECURE YOUR SPACE

EarthquakeCountry.org/step1

Secure your space by identifying hazards and securing moveable items.

Earthquake shaking can move almost anything, even large or heavy items. Safe spaces are places where heavy or falling objects and breaking glass will not injure you, such as under tables or desks along inside walls. When you enter a room, look for safe spaces to protect yourself and identify emergency exits.

The more limitations you have, the more important it is to create safe spaces - especially if you cannot "Drop, Cover, and Hold On" under a desk or table. To create safe spaces in your home or office:

- Secure essential equipment such as oxygen tanks or other life support devices
- Secure furniture and electronics to wall studs
- Move heavy items to low shelves
- Hang mirrors and pictures with closed hooks
- Consider how to keep exit routes clear

STEP 2 – PLAN TO BE SAFE

EarthquakeCountry.org/step2

Plan to be safe by creating a disaster plan and decide how you will communicate in an emergency. Develop a Personal Support Team (PST) as part of your plan.

Develop a Personal Support Team

A Personal Support Team (PST) is made up of at least three people at home, work, and every place where you spend a lot of time who can assist you immediately. This may be family, neighbors, friends, or co-workers. PST members need to know how to enter your home in case you cannot answer the door. The PST should know your general schedule, how best to assist you, and how to operate any equipment. PST members should also have developed their individual preparedness plan.

Additional Considerations

- Identify an out of area contact. Make sure the PST has this contact's information
- Label all adaptive equipment with your current contact information and out of area contact
- Have an evacuation plan that includes your transportation needs
- Identify a meeting place just outside your home and a secondary meeting place outside the neighborhood
- Make a care plan for your pets and service animals
    - Only service animals are allowed in shelters. Check with your local animal control or SPCA about pet sheltering in a disaster
- Sign up for alert systems in your region to received calls, text messages, or emails directly
- Identify trusted sources of information on social media, such as local government agencies and offices of emergency services

STEP 3 – ORGANIZE DISASTER SUPPLIES

EarthquakeCountry.org/step3

Organize disaster supplies in your home, workplace, and car depending on your needs in each location.

General Supplies

- Food (consider your specific dietary needs)
- Water
- Emergency contact information
- MSHA approved (spark free) flashlight with extra batteries
- Radio with extra batteries. Consider getting a NOAA weather radio too
- Cash (small denominations: $1, $5, $10 bills. ATMs may not function)

General Supplies (continued)

- Set of clothes, appropriate for the season
- Heavy gloves (suitable to clean debris and chemicals)
- First Aid Kit
- Face mask to protect from dust and debris
- Copy of photo ID/driver's license and utility bill

Supplies Specific to AFN:

- Medications (both prescription and over-the-counter medications) and medical supplies
- Medical information and medication list
- Copy of prescriptions
- Communication supplies
- Supplies for your specific needs such as:
    - Hearing aid batteries
    - Eye glasses
    - Walking stick
    - Oxygen or nebulizer supplies
    - Blood glucose tester
    - Special equipment for hygiene and catheter supplies
    - Feeding equipment
    - Hygiene Supplies
- Soothers/calming items

Attach a bag to your bedpost or bed frame with a flashlight (with batteries), sturdy close-toed shoes, heavy gloves, a whistle or noise maker, and an emergency information list. Survival whistles that do not rely on cork inserts/beads last longer and may be easier for those with limited energy or breathing-related disabilities.

Service animal/pet owners need to make a kit containing supplies for these animals. Have your animal chipped and include photos of you with your animal to assist with reuniting if you are separated, For more information about pet/service animal preparedness see **CCADT.org/emergency-kits-for-household-pets.html**.

STEP 4 – MINIMIZE FINANCIAL HARDSHIP

EarthquakeCountry.org/step4

Visit **EarthquakeCountry.org/step4** to learn ways to *minimize financial hardship* (for example: organize important documents, strengthen your property, and consider insurance).

STEP 5 – DROP, COVER, AND HOLD ON

EarthquakeCountry.org/step5

Practice what to do:

- Participate in a Great ShakeOut Earthquake Drill (**ShakeOut.org**) and encourage others, including your personal support team, to participate too!
- Put your plan into action during your drills. Include family members, personal support team members, and caregivers.
- Challenges identified during your drill will provide the opportunity to revise your plan to better accommodate your needs.

During an earthquake:

Do not try to exit a building during an earthquake as you are likely to be injured from falling roof tiles, building façades, glass, etc. Instead, protect yourself from falling objects in the safest place possible near where you are. The greater your limitations, the more critical it is to create safe spaces in advance (See Step 1).

If it helps, count out loud until the shaking stops. Hearing your voice can ground you, help reassure others you are okay and keep them calm and focused.

If possible:

DROP where you are, onto your hands and knees. This position protects you from being knocked down and also allows you to stay low and crawl to shelter if nearby.

COVER your head and neck with one arm and hand

- If a sturdy table or desk is nearby, crawl underneath it for shelter.
- If no shelter is nearby, crawl next to an interior wall (away from windows).
- Stay on your knees; bend over to protect vital organs.

HOLD ON until the shaking stops.

- Under shelter: hold on to it with one hand; be ready to move with your shelter if it shifts.
- No shelter: hold on to your head and neck with both arms and hands.



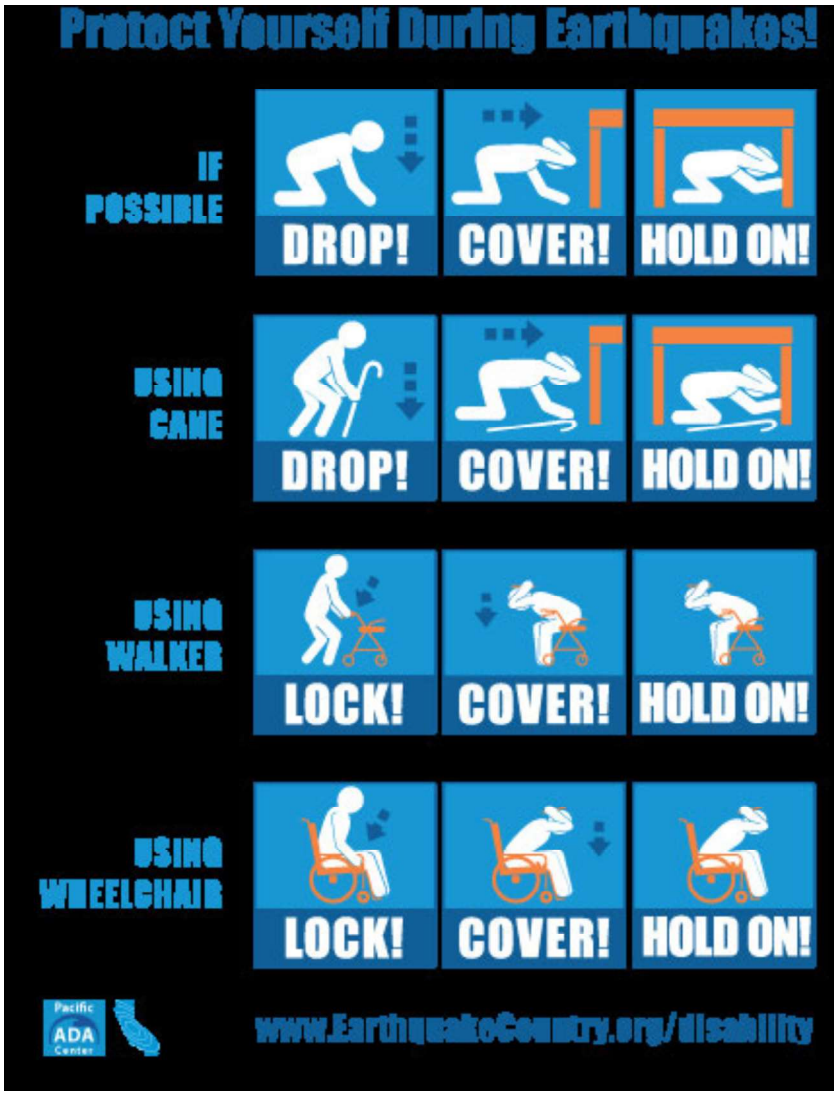
Adapt for your situation:

If you have difficulty getting onto the ground, or cannot get back up again without the help of a caregiver, then follow these recommendations:

- <u>If you are in a recliner or bed:</u>
  Do not try to transfer during the shaking. Cover your head and neck with your arms or a pillow until the shaking stops.

- <u>If you use a cane:</u>
  Follow the **Drop, Cover, and Hold On** instructions on the previous page, OR sit on a chair, bed, etc. and cover your head and neck with both hands. Either way, keep your cane near you so it can be used when the shaking stops.

- <u>If you use a walker:</u>
  LOCK your wheels (if applicable) and carefully get as low as possible. If your walker has a seat, sit and **COVER** your head/neck with your arms, a book, or a pillow. If no seat, try to get down with your head lower than the top of the walker. Bend over, then **HOLD ON** until shaking stops.



- <u>If you use a wheelchair:</u>
  LOCK your wheels. **COVER** your head and neck with your arms, a book, or a pillow. Bend over and **HOLD ON** until the shaking stops.

STEP 6 – IMPROVE SAFETY

Improve safety after earthquakes by evacuating if necessary, helping the injured, and preventing further injuries or damage.

EarthquakeCountry.org/step6

Once shaking stops:

- Check yourself for injury, paying extra attention to areas where you have reduced sensations.
- If you are near the shore and feel strong shaking, first protect yourself as in Step 5 until shaking reduces such that you can move inland or to a higher location. Do not wait for an official warning.
- Be prepared for aftershocks. Stay close to and aware of the safe spaces in your environment.
- Look around for hazards such as broken glass and objects in your way.
- Furniture may have shifted and sound cues may not be available to individuals with visual disabilities.
- Evacuate only if necessary, otherwise stay where you are.
- If the authorities advise an evacuation for your area, follow their directions immediately.

STEP 7 – RECONNECT AND RESTORE

Restore daily life by reconnecting with others, repairing damage, and rebuilding community

EarthquakeCountry.org/step7

Follow your disaster plan:

- Notify your out of area contact of your status, then keep phone lines clear. Text messaging may be more reliable than phone calls, so "Text First, Call Second."
- Expect aftershocks and remain aware of your surroundings. Aftershocks may create new hazards so continue to be ready to protect yourself.
- Repair or replace damaged items as needed.
- Review and revise your disaster plan based on what you learned.

Considerations for refrigerated medications:

- When there is a loss of power, keep medications in the refrigerator until it becomes warm, at which point they can be moved into the freezer. When the freezer becomes too warm, transfer medication to a small, insulated container and use chemical cold packs. Wrapping an emergency blanket around the ice chest or cooler will help contents stay cold much longer.
- Ask your doctor or pharmacist how long your medications will last unrefrigerated.
- If you evacuate to a shelter, tell shelter staff that you have refrigerated medication.

DISABILITY-SPECIFIC TIPS

People with developmental/cognitive/intellectual disabilities:

- Have a written or visual checklist with short, easy steps.
- Include communication tools in your kit that you know how to use. People who are nonverbal can include pictures, written phrases, or Kwik Points for easier communication.
- Store extra batteries for portable communication devices.
- Practice Drop, Cover, and Hold On and your plan. Regular practice will help you to remember what to do and to remain calmer when a disaster occurs.
- Practice telling care assistants and responders how to communicate with you, such as using simple, short, and clear language for instructions.

People who are deaf or hard of hearing:

- Have more than one method to receive warnings and evacuation information.
- Store extra batteries in your disaster kits for hearing or communication devices.
- Keep pen and paper in your kits for receiving and communicating information.
- Prior to an earthquake, identify and test multiple ways to receive warnings and evacuation information. Ask a PST member to keep you up to date on emergency information as it is released.

People who are blind or visually impaired:

- Earthquakes can cause items to fall and furniture to shift making navigating the room more difficult.
- Sound clues may not be available.
- While evacuating move slowly and check for obstacles in the way. Shuffling your feet when there is a lot of debris on the ground will reduce your likelihood of falling.
- Store extra canes, batteries and supplies for your communication devices.
- Label emergency supplies using large print, fluorescent tape, Braille, or other preferred methods.

SERVICE ANIMALS

- Keep license and ID tags on service animals at all times.
- Keep copies of any service animal certification or documentation including immunization records, medications, and veterinarian's contact information in your service animal's disaster kit.
- Have your animal chipped and include photos of you with your animal to assist with reuniting if you are separated,
- Store extra animal food, water, and feeding bowls.
- Keep an extra harness and/or leash with your disaster supplies.
- Your service animal may be frightened or injured and may not be able to work after the earthquake. There is increased risk of injury to their paws from broken glass or debris on the ground.

SERVICE ANIMALS (continued)

- Purchase and practice using booties to protect paws.
- Be prepared to use alternate equipment if your animal cannot provide its normal services.
- Arrange for your PST to check on you and your animal.
- Service animals are allowed in shelters, pets are not. Be prepared to explain what services your animal performs for you.

HIGHLIGHTS FROM THIS GUIDE

- Create safe spaces for yourself.
- Develop your Personal Support Team (PST) and include them in all of your planning.
- Help members of your PST develop their individual and family plans.
- Organize disaster supplies in your home, car, and office and for your service animal.
- Update your plan, contacts, and supplies at least annually so they are current.
- Practice Drop, Cover, and Hold On and your disaster plan.
- Advocate for yourself! Make sure you are included in practice drills at home, work and in your community.
- Volunteer with your local Community Emergency Response Team (CERT) or other community-based emergency response organization.

ADDITIONAL RESOURCES

- Earthquake Country Alliance
  EarthquakeCountry.org/disability
- Federal Emergency Management Agency (FEMA)
  Ready.gov/individuals-access-functional-needs
- California Office of Emergency Services
  CalOES.ca.gov/cal-oes-divisions/access-functional-needs
- Centers for Disease Control and Prevention (CDC)
  CDC.gov/Features/EmergencyPreparedness
- Preparing Together – Salvation Army
  PreparingTogether.org/
- Preparedness for Pets and Service Animals
  CCADT.org/be-prepared.html

Section 4 Contents

Expulsion Procedures (EC32282(a)(2)(C)) .....

Superintendent and Board Policy 5144.1 – Suspension and Expulsion/Due Process

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Students
SUSPENSION AND EXPULSION/DUE PROCESS

The County Superintendent and County Board desire to provide students of County Superintendent/County Board schools access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The County Superintendent or designee shall develop rules and regulations setting the standards of behavior expected of County Superintendent/County Board students and the disciplinary processes and procedures for addressing violations of those standards, including suspension, expulsion and return of students to their district(s) of residence.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the applicable administrative regulation(s).

County Superintendent staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with County Superintendent/County Board nondiscrimination policies.

Appropriate Use of Suspension Authority

Except as otherwise allowed under the law, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

Authority to Expel

Except for single acts of a grave nature or offenses for which suspension or expulsion is required by law, suspension or expulsion shall be used only when means of correction have failed to bring about proper conduct or the student's presence causes a continuing danger to the student or others.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be those specified in law and administrative regulation.

Due Process

Students shall be afforded their due process rights under the law. The County Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Expulsion Process and District of Residence

The County Superintendent or designee shall cooperate with the student's district of residence to address student behavior that involves expulsion violations committed while student was attending a County Superintendent/County Board school. Once the County Superintendent or designee refers a student back to the student's district of residence for expulsion violations, it is the district of residence's responsibility to ensure the student is afforded due process rights through the district of residence's expulsion process.

Maintenance and Monitoring of Outcome Data

At the end of each school year, the County Superintendent or designee shall complete a report regarding the use of suspension and/or expulsion in County Superintendent/County Board schools. The report shall include, but is not limited to, data and information which is required by law. Based on the data, the County Superintendent or designee shall address any identified disparities in the imposition of student discipline and shall determine whether and how the County Superintendent and County Board are meeting the goals for improving school climate as specified in the applicable local control and accountability plan.

Adopted: 04/16/1998, 03/21/2013
Amended: 10/15/2020

LEGAL REFERENCE

Education Code
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
8239.1 Prohibition against expulsion of preschool student
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
64000-64001 Consolidated application

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Civil Code
47 Privileged communication
48.8 Defamation liability

Code of Civil Procedure
1985-1997 Subpoenas; means of production

Government Code
11455.20 Contempt
54950-54963 Ralph M. Brown Act

Health and Safety Code
11014.5 Drug paraphernalia
11053-11058 Standards and schedules

Labor Code
230.7 Employee time off to appear in school on behalf of a child

Penal Code
31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness

Welfare and Institutions Code
729.6 Counseling

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

United States Code, Title 18
921 Definitions, firearm

United States Code, Title 20
1415(K) Placement in alternative educational setting
7961 Gun-free schools

United States Code, Title 42
11432-11435 Education of homeless children and youths

Court Decisions
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118
Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

Attorney General Opinions
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

MANAGEMENT RESOURCES

U.S. Department of Education, Office for Civil Rights Publications
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

Websites
CSBA: http://www.csba.org
California Attorney General's Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights:
http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf
U.S. Department of Education, Office of Safe and Healthy Students:
http://www2.ed.gov/about/offices/list/oese/oshs

Section 5 Contents

Procedures to Notify Teachers of Dangerous Pupil (EC32282(a)(2)(D)) .....

SOP #3002 – “Dangerous Student” Reporting Procedure

FRESNO COUNTY OFFICE OF EDUCATION
LEGAL SERVICES DEPARTMENT SOP # 3002

"DANGEROUS STUDENT" REPORTING PROCEDURE

Effective: March 15, 2014

Initiated by: Linda Bacon, General Counsel Approved by: Dr. Kathryn Catania, Deputy Superintendent

Mandated Reporting of Certain Student Behavior

California Education Code Section 49079 and Welfare and Institutions Code Section 827(b) mandate that confidential information about certain student misbehavior be communicated to teachers. The purpose in disseminating this information is the teacher's right to self-protection and his/her responsibility to protect others.

The Fresno County Superintendent of Schools has, therefore, set forth these procedures about how to report, maintain, and disseminate confidential information about certain student behavior, and penalties for failure to report and breach of confidentiality.

Reporting under the Education Code

Pursuant to Education Code § 49079, the Superintendent or designee shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7, except for subsection (h) of 48900 (see, Attachment A for code sections). These are acts that resulted in a suspension or expulsion or other formal school action, or resulted in the Fresno County Office of Education ("FCOE") receiving notice of the act from a court of law.

FCOE shall notify staff during the school year the incident occurred, and for three years after if the student is enrolled in an FCOE program. Site administrators shall ensure records and hardcopies of the notifications are shred after the three year period.

The Superintendent or designee shall provide the information to the teacher based upon any records that the FCOE maintains in its ordinary course of business or receives from a law enforcement agency or court regarding a pupil described in this section.

The Superintendent or FCOE employee is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

A school officer or employee who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in Education Code § 49079(a) is guilty of a misdemeanor which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

Any information received by a teacher pursuant to this regulation shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. The information is not part of the student's cumulative records and must be maintained at the student's school of attendance.

Information Received from the Court under Welfare and Institutions Code

Section 827(b) of the California Welfare and Institutions Code ("WIC") mandates that the juvenile court submit written notice to the district of attendance whenever a minor, who is enrolled in any of grades K through 12, has been found by the court to have committed any of certain specified misdemeanor and felony offenses, e.g., curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, assault, battery, larceny, vandalism, graffiti, and Penal Code § 290 sex offenses.

Any information received under this law shall be received in confidence for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be further disseminated by the teacher, counselor, or administrator, except insofar as communication with the student, his/her parents or guardians, law enforcement personnel, or the juvenile's probation officer, is necessary to effectuate the juvenile's rehabilitation or to protect students and staff. Pursuant to WIC § 827(b)(2), an employee is guilty of a misdemeanor for any intentional violation of confidentiality provisions.

Notices from the court shall be confidential, maintained at the school of attendance in a separate confidential file, and shall be transferred to the student's subsequent school(s) of attendance. These records are to be maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18 years, whichever occurs first. After that time, all hardcopy information must be purged. At any time after the date by which a record required to be destroyed should have been destroyed, the student or his or her parent or guardian has the right to make a written request to the site administrator, that the student's school records be reviewed to ensure that the record has been destroyed. Upon completion of any requested review and no later than 30 days after the request for the review is received, the site administrator shall respond in writing to the written request and either shall confirm that the record has been destroyed or, if the record has not been destroyed, shall explain why destruction has not yet occurred. The site administrator must also contact the student's court liaison to ensure they have also purged the WIC records.

The information furnished by the Juvenile Court is expeditiously transmitted to the site administrator at the school of attendance who shall then disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the student and to any teacher or administrator directly supervising or reporting on the behavior or progress of the student whom the site administrator believes needs the information to work with the student in an appropriate fashion or to protect students or staff.

If the student is removed from public school as a result of the court's finding, the superintendent or his/her designee should maintain the information and should defer transmittal of the information until the student is returned to public school. If the student is returned to a different district, the parole or probation officer having jurisdiction over the student shall notify the superintendent of the last district of attendance. The superintendent of the last district of attendance is responsible for transmitting the notice received from the court to the superintendent of the new district of attendance. Student records must be transferred within five days.

Site administrators may notify staff by email of their need to review a confidential file in the office, but should not disseminate the actual notice electronically.

The County Superintendent shall provide the presiding judge of the juvenile court with a listing of all schools within each school district under his/her jurisdiction, along with the name and mailing address of each district superintendent. (Welfare & Institutions Code section 827(e))

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Attachment A

§ 48900. Grounds for Suspension or Expulsion
A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (**This is not a mandated reportable act.**)

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following: (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property. (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health. (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance. (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following: (i) A message, text, sound, or image. (ii) A post on a social network Internet Web site including, but not limited to: (I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1). (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil

other than the pupil who created the false profile. (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: (1) While on school grounds; (2) While going to or coming from school; (3) During the lunch period whether on or off the campus; or (4) During, or while going to or coming from, a school sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

§ 48900.2. Additional grounds for suspension or expulsion; sexual harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

§ 48900.3. Hate violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

§ 48900.4. Additional grounds for suspension or expulsion; harassment, threats, or intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

§ 48900.7. Additional grounds for suspension or expulsion; terroristic threats against school officials, school property, or both

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

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NOTIFICATION OF CERTAIN STUDENT BEHAVIOR

Legal Services SOP # 3002 Attachment B

[DO NOT DISSEMINATE ELECTRONICALLY]

To: _____ **Date:** _____

From: _____ **Date of Incident:** _____

You are being notified that _____ /_____(name of student/DOB) is enrolled in your class and has been found to have committed the act(s)/offense(s) identified below by a school district or a court of law. (See, FCOE Legal Services SOP # 3002 for additional information.)

Column 1 **Notice under Welfare & Institutions Code § 827(b)**	**Column 2** **Notice under Education Code § 49079**
□ Assault (Pen. Code § 240) □ Assault with a deadly weapon (Pen. Code § 245(a)) □ Battery (Pen. Code § 242) □ Burglary (Pen. Code § 459) □ Consumption of alcohol by minor (Bus. & Prof. Code § 25658) □ Driving under the influence (Veh. Code § 23152) □ Gambling (Pen. Code § 337a) □ Graffiti on government property (Pen. Code § 640.5) □ Grand theft (Pen. Code § 487) □ Lewd act on a child (Pen. Code § 288) □ Petty theft (Pen. Code § 488) □ Possession of alcohol (Bus. & Prof. Code § 25662) □ Possession of concealable firearm by a minor (Pen. Code § 120101) □ Possession of a controlled substance (Health & Safety Code § 11357) □ Possession of a controlled substance for sale (Health & Safety Code § 11359) □ Possession of tobacco products (Pen. Code § 308(b)) □ Possession of weapon on school grounds (Pen. Code § 626.10) □ Possession of unlawful weapon (Pen. Code § 12020) □ Robbery (Pen. Code § 211) □ Rape (Pen. Code § 261) □ Unlawful sexual intercourse (Pen. Code § 261.5) □ Other:	<u>Ed. Code § 48900</u> □ (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person □ (a)(2) Willfully used force or violence upon the person of another, except in self-defense □ (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object □ (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance □ (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant □ (e) Committed or attempted to commit robbery or extortion □ (f) Caused or attempted to cause damage to school property or private property □ (g) Stole or attempted to steal school property or private property □ (i) Committed an obscene act or engaged in habitual profanity or vulgarity □ (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia □ (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel □ (l) Knowingly received stolen school property or private property □ (m) Possessed an imitation firearm □ (n) Committed or attempted to commit a sexual assault or committed a sexual battery □ (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding □ (p) Offered, arranged to sell, negotiated to sell, or sold Soma □ (q) Engaged in, or attempted to engage in, hazing □ (r) Engaged in an act of bullying □ (t) Aided or abetted □ Ed. Code § 48900.2 Committed sexual harassment □ Ed. Code § 48900.3 Committed an act of hate violence □ Ed. Code § 48900.4 Harassed, threatened, or intimidated school personnel or pupils □ Ed. Code § 48900.7 Made terroristic threats against school officials, school property, or both

UNLAWFUL DISSEMINATION OF THIS INFORMATION IS A MISDEMEANOR

This information is to be kept in a separate confidential file. Records provided under the Welfare & Institutions Code (column 1) must be destroyed upon the student graduating from high school, reaching the age of 18, or being released from the court's jurisdiction; records provided under the Education Code (column 2) must be destroyed at the end of the third year following the year of the incident.

Section 6 Contents

Discrimination and Harassment Policy (EC32282(a)(2)(E)) .....

Superintendent and Board Policy 0410 – Non-Discrimination in County Superintendent and County Board Programs and Activities

Superintendent and Board Policy 5145.3 – Nondiscrimination/Harassment

Superintendent Administrative Regulation 5145.3 – Nondiscrimination/Harassment

Superintendent and Board Policy 5145.7 – Sexual Harassment

Superintendent Administrative Regulation 5145.7 – Sexual Harassment

Superintendent Policy HR-1316 – Prohibition of Employee Discrimination, Harassment and Retaliation

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Philosophy, Goals, Objectives and Comprehensive Plans
NON-DISCRIMINATION IN COUNTY SUPERINTENDENT AND COUNTY BOARD PROGRAMS AND ACTIVITIES

The County Superintendent and County Board are committed to providing equal opportunity for all individuals in education. County Superintendent and County Board programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of services in County Superintendent and County Board programs and activities. Personally identifiable information collected in the implementation of any County Superintendent and County Board program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of that program, except when the County Superintendent or County Board authorizes its use for another purpose in accordance with law. Resources and data collected shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

Periodically, County Superintendent and County Board programs and activities shall be reviewed to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing such programs and activities, including the use of facilities. Prompt and reasonable actions shall be taken to remove any identified barrier.

All allegations of unlawful discrimination in County Superintendent and County Board programs and activities shall be investigated and resolved in accordance with law, County Superintendent and County Board policy on uniform complaint procedures (see Superintendent and Board Policy 1312.3 – Uniform Complaint Procedures), and related County Superintendent-approved procedures (see County Superintendent Administrative Regulation 1312.3 – Uniform Complaint Procedures)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the County Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the County Superintendent and County Board's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual notification distributed pursuant to Education Code 48980, and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Such information

may be provided through any other cost-effective means determined by the County Superintendent or designee. (Education Code 234.7)

The County Superintendent's and County Board's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

County Superintendent and County Board programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations.

The County Superintendent and County Board have designated the following ADA Coordinator to receive requests for accommodation and to receive and investigate complaints regarding access to County Superintendent and County Board facilities, programs, services and activities:

Deputy Superintendent, Educational Services
Fresno County Office of Education
1111 Van Ness Avenue
Fresno, California 93721-2000
(559) 265-3090

The County Superintendent or designee shall ensure that appropriate auxiliary aids and services are provided when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a County Superintendent or County Board service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, note-takers, written materials, taped text, and Braille or large-print materials.

The County Superintendent shall develop and update transition plans when necessary to address structural changes that are needed to provide accessibility to County Superintendent and County Board facilities, activities, services, and programs. (28 CFR 35.150)

Individuals with disabilities shall notify the ADA Coordinator if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the County Superintendent or County Board sponsored function, program, or meeting.

Adopted: 06/21/2012
Amended: 11/17/2016, 09/15/2022

Legal Reference

EDUCATION CODE
200-262.4 Educational equity; prohibition of discrimination
48985 Notices to parents in language other than English
51007 Legislative intent: state policy

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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GOVERNMENT CODE
11000 Definitions
11135 Unlawful discrimination
12900-12996 Fair Employment and Housing Act
54953.2 Brown Act compliance with Americans with Disabilities Act
8310.3 California Religious Freedom Act

PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities in Education Act
1681-1688 Discrimination based on sex or blindness, Title IX
2301-2415 Carl D. Perkins Vocational and Applied Technology Act
6311 State plans
6312 Local education agency plans

UNITED STATES CODE, TITLE 29
794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX
12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:
106.9 Dissemination of policy

Management Resources

CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

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FRESNO COUNTY BOARD OF EDUCATION

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Nondiscrimination in Employment Practices in Education, August 1991
Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
2010 ADA Standards for Accessible Design, September 2010

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Safe Schools Coalition: http://www.casafeschools.org
Pacific ADA Center: http://www.adapacific.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr
U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: http://www.ada.gov

0410, 01/2019; Doc# 79734-3, rev. 09/2022

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Students
NONDISCRIMINATION/HARASSMENT

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within a County Superintendent-operated school or program, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The County Superintendent and County Board desire to provide a safe school environment that allows all students equal access to and opportunities in the County Superintendent's academic, extracurricular, and other educational support programs, services, and activities. Unlawful discrimination against a student in any County Superintendent-operated school, program, or activity, including discriminatory harassment, intimidation, and bullying, is prohibited. Any form of retaliation against an individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination is also prohibited.

Unlawful discrimination may result from physical, verbal, nonverbal, or written conduct against a student based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. Unlawful discrimination also occurs when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the characteristics specified above with respect to the provision of opportunities for a student's participation in school programs or activities or the provision or receipt of educational benefits or services.

In accordance with law, all County Superintendent/County Board students shall be afforded the same rights, benefits, and protections. When, as permitted by law, the County Superintendent/County Board maintain sex-segregated facilities, such as restrooms and locker rooms, or offer sex-segregated programs and activities, such as physical education classes, students may choose to access facilities and participate in such programs and activities consistent with their gender identity. In addition, students may choose to participate in accordance with their gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips.

Complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying or retaliation, may be filed in accordance with County Superintendent/County Board

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Policy 1312.3 and County Superintendent Administrative Regulation 1312.3 - Uniform Complaint Procedures (UCP). For complaints of sexual harassment, it is the responsibility of the County Superintendent Title IX Coordinator to determine whether the complaint should be addressed through UCP, or if the alleged conduct meets the federal definition of sexual harassment pursuant to 34 CFR 106.30, the complaint procedures established in 34 CFR 106.44-106.45. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, County Superintendent and County Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Adopted: 03/21/2013
Amended: 10/15/2020, 04/20/2023

LEGAL REFERENCE

Education Code
200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
49060-49079 Student records
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials
Civil Code
1714.1 Liability of parents/guardians for willful misconduct of minor

Government Code
11135 Nondiscrimination in programs or activities funded by state

Penal Code
422.55 Definition of hate crime
422.6 Crimes, harassment

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Code of Regulations, Title 5
432 Student record
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

United States Code, Title 20
1681-1688 Title IX of the Education Amendments of 1972

United States Code, Title 29
794 Section 504 of Rehabilitation Act of 1973

United States Code, Title 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities

Code of Federal Regulations, Title 28
35.107 Nondiscrimination on basis of disability; complaints

Code of Federal Regulations, Title 34
99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Prohibition of discrimination based on age

Court Decisions
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

MANAGEMENT RESOURCES

CSBA Publications
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017

California Office of the Attorney General Publications
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

First Amendment Center Publications
Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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U.S. Department of Education, Office for Civil Rights Publications
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70
Dear Colleague Letter: Harassment and Bullying, October 2010
Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. Department of Health and Human Services Publications
Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

Websites
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California Office of the Attorney General: http://oag.ca.gov
California Safe Schools Coalition: http://www.casafeschools.org
First Amendment Center: http://www.firstamendmentcenter.org
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
NONDISCRIMINATION/HARASSMENT

The County Superintendent designates the individual(s) identified below as the employee(s) responsible for coordinating the County Superintendent's efforts to comply with applicable state and federal civil rights laws and to answer inquiries regarding the County Superintendent/County Board nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in Administrative Regulation 1312.3, Uniform Complaint Procedures, as the responsible employee to handle complaints alleging unlawful discrimination targeting a student, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The Compliance Officer may be contacted at:

Deputy Superintendent, Educational Services
Fresno County Office of Education
1111 Van Ness Avenue
Fresno, CA 93721-2000
(559) 265-3090

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at County Superintendent-operated schools or in school activities and to ensure equal access of all students to the educational program, the County Superintendent or designee shall implement the following measures:

1. Publicize the County Superintendent/County Board nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through County Superintendent-supported communications.

2. Post the County Superintendent/County Board policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, in a prominent location on the County Superintendent's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

3. Post a section on social media bullying that includes references to possible forums for social media bullying, including Internet websites with free registration and ease of registration and Internet websites offering peer-to-peer instant messaging, comment forums or sections, and image or video posting platforms, in a prominent location on the

County Superintendent's web site in a manner that is easily accessible to parents/guardians and students.

4. Post the definition of discrimination and harassment based on sex as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the County Superintendent's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

5. Post in a prominent location on the County Superintendent's web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6)

   a. The name and contact information of the County Superintendent's Title IX Coordinator, including the phone number and email address.

   b. The rights of students and the public and the responsibilities of the County Superintendent under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR).

   c. A description of how to file a complaint of noncompliance under Title IX, which shall include:

      (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations.

      (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site.

      (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office.

   d. A link to the Title IX information included on the California Department of Education's (CDE) web site.

6. Post a link to statewide CDE-compiled resources, including community-based organizations, providing support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the County Superintendent's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)

7. Provide to students a handbook that contains age-appropriate information that clearly describes the County Superintendent/County Board nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

8. Annually notify all students and parents/guardians of the County Superintendent/County Board nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the County Superintendent's implementation of nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the County Superintendent will address any individual student's interests and concerns in private.

9. Ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the County Superintendent/County Board nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

   If 15 percent or more of students enrolled in a particular school or program speak a single primary language other than English, the County Superintendent/County Board policy, County Superintendent regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the County Superintendent shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

10. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the County Superintendent/County Board nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the County Superintendent may use to provide a discrimination-free environment for all County Superintendent students.

11. At the beginning of each school year, inform County Superintendent employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

12. At the beginning of each school year, inform each lead site administrator, or designee of the County Superintendent's responsibility to provide appropriate assistance or resources to protect students from threatened or potentially discriminatory behavior and ensure their privacy rights.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Enforcement of County Superintendent/County Board Policy

The County Superintendent or designee shall take appropriate actions to reinforce County Superintendent and County Board Policy 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond.

3. Disseminating and/or summarizing the County Superintendent/County Board policy and County Superintendent regulation regarding unlawful discrimination.

4. Consistent with laws regarding the confidentiality of student and personnel records, communicating to students, parents/guardians, and the community the school's or program's response plans to unlawful discrimination or harassment.

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of County Superintendent/County Board policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true.

Process for Initiating and Responding to Complaints

Students who feel that they have been subjected to unlawful discrimination described above or in County Superintendent/County Board policy are strongly encouraged to immediately contact the compliance officer, lead site administrator, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the compliance officer, lead site administrator, or other staff member, whether or not the alleged victim files a complaint.

Any County Superintendent employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or lead site administrator within a school day, whether or not the alleged victim files a complaint.

Any County Superintendent employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the lead site administrator or compliance officer, the lead site administrator or compliance officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with Administrative Regulation 1312.3 - Uniform Complaint Procedures or, for complaints of sexual harassment that meet the federal Title IX definition, Administrative Regulation 5145.71 - Title IX Sexual

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Harassment Complaint Procedures. Once notified verbally or in writing, the compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the lead site administrator, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the County Superintendent or designee who shall determine how the complaint will be investigated.

Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Intersex student means a student with natural bodily variations in anatomy, hormones, chromosomes, and other traits that differ from expectations generally associated with female and male bodies.

Nonbinary student means a student whose gender identity falls outside of the traditional conceptions of strictly either female or male, regardless of whether the student identifies as transgender, was born with intersex traits, uses gender-neutral pronouns, or uses agender, genderqueer, pangender, gender nonconforming, gender variant, or such other more specific term to describe their gender.

Transgender student means a student whose gender identity is different from the gender assigned at birth.

The County Superintendent prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. Examples of the types of conduct which are

prohibited in the County Superintendent-operated schools or programs and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with the student's gender identity.

2. Disciplining or disparaging a student or excluding the student from participating in activities, for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable.

3. Blocking a student's entry to the restroom that corresponds to the student's gender identity.

4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex.

5. Revealing a student's gender identity to individuals who do not have a legitimate need for the information, without the student's consent.

6. Using gender-specific slurs.

7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression.

The County Superintendent's uniform complaint procedures (AR 1312.3) or Title IX sexual harassment procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against intersex, nonbinary, transgender, and gender-nonconforming students.

Examples of bases for complaints include, but are not limited to, the above list, as well as improper rejection by the County Superintendent of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's gender identity, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that intersex, nonbinary, transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and County Superintendent/County Board policy, the County Superintendent shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's intersex, nonbinary, transgender, or gender-nonconforming status is the student's private information, and the County Superintendent shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the County Superintendent has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the County

Superintendent may allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the County Superintendent pursuant to 34 CFR 99.31. Any County Superintendent employee to whom a student's intersex, nonbinary, transgender, or gender- nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a County Superintendent employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless the employee is required to disclose or report the student's information pursuant to this administrative regulation. The employee shall inform the student that honoring the student's request may limit the County Superintendent's ability to meet the student's needs related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's intersex, nonbinary, transgender, or gender-nonconformity status or gender identity or gender expression to the student's parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The County Superintendent shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion of gender identity and begin to treat the student consistent with that gender identity unless County Superintendent personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational programs and activities is maintained. The meeting shall discuss the intersex, nonbinary, transgender, or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site or program employee(s) to whom the student may report any problem related to the student's status as an intersex, nonbinary, transgender, or gender-nonconforming individual, so that prompt action can be taken to address it. Alternatively, if appropriate and desired by the student, the school or program may form a support team for the student that will meet periodically to assess whether the arrangements for the student are meeting the student's educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: When the County Superintendent maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the County Superintendent shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, or use of the locker room before or after the other students. However, the County Superintendent shall not require a student to utilize these options because the student is intersex, nonbinary, transgender, or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with the student's gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. A student's official record shall only be changed with written authorization of a parent/guardian having legal custody of the student. However, when proper documentation or authorization, as applicable, is not submitted with a request to change a student's legal name or gender, any change to the student's record shall be limited to the student's unofficial records. (Education Code 49062.5, 49061, 49070; 5 CCR 432)

6. Names and Pronouns: If a student so chooses, County Superintendent personnel shall be required to address the student by a name and the pronoun(s) consistent with the student's gender identity, without the necessity of a court order or a change to the student's official County Superintendent record. However, inadvertent slips or honest mistakes by County Superintendent personnel in the use of the student's name and/or consistent pronouns will, in general, not constitute a violation of this administrative regulation or the accompanying County Superintendent/County Board policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with the student's gender identity, subject to any dress code adopted on a school or program site.

Adopted: 10/15/2020
Amended: 04/20/2023

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Students
SEXUAL HARASSMENT

The County Superintendent and County Board are committed to maintaining a safe school environment that is free from harassment and discrimination. The County Superintendent and County Board prohibit, at school, program or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The County Superintendent and County Board also prohibit retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant alleging sexual harassment.

The County Superintendent and County Board strongly encourage students who feel that they are being or have been sexually harassed on school or program grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the lead site administrator, the County Superintendent's Title IX Coordinator, or any other available school or program employee.

Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator so that steps may be taken to investigate and address the allegation in accordance with law and related regulations.

Once notified of a complaint or allegation of sexual harassment, the Title IX Coordinator shall ensure the complaint is addressed through Title IX complaint procedures or uniform complaint procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of the Title IX procedure concurrently meets the requirements of the uniform complaint procedures.

Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion pursuant to Education Code 48900.2, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Adopted: 03/21/2013
Amended: 10/15/2020, 04/20/2023

LEGAL REFERENCE

Education Code
200-262.4 Prohibition of discrimination on the basis of sex
48900 Grounds for suspension or expulsion
48900.2 Additional grounds for suspension or expulsion; sexual harassment

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48904 Liability of parent/guardian for willful student misconduct
48980 Notice at beginning of term
48985 Notices, report, statements and records in primary language

Civil Code
51.9 Liability for sexual harassment; business, service and professional relationships
1714.1 Liability of parents/guardians for willful misconduct of minor

Government Code
12950.1 Sexual harassment training

Code of Regulations, Title 5
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

United States Code, Title 20
1092 Definition of sexual assault
1221 Application of laws
1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972

United States Code, Title 34
12291 Definition of dating violence, domestic violence, and stalking

United States Code, Title 42
1983 Civil action for deprivation of rights
2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

Code of Federal Regulation, Title 34
99.1-99.67 Family Educational Rights and Privacy
106.1-106.82 Nondiscrimination on the basis of sex in education programs

Court Decisions
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130
Reese v. Jefferson School District, (2000, 9th Cir.) 208 F.3d 736
Davis v. Monroe County Board of Education, (1999) 526 U.S. 629
Gebser v. Lago Vista Independent School District, (1998) 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473
Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

MANAGEMENT RESOURCES

CSBA Publications
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. Department of Education, Office for Civil Rights Publications
Q&A on Campus Sexual Misconduct, September 2017
Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016
Dear Colleague Letter: Title IX Coordinators, April 2015
Sexual Harassment: It's Not Academic, September 2008
Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

Websites
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
SEXUAL HARASSMENT

Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any County Superintendent-operated program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of County Superintendent/County Board policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a County Superintendent/County Board school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A County Superintendent employee conditioning the provision of a County Superintendent aid, benefit, or service on the student's participation in unwelcome sexual conduct

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the County Superintendent education program or activity

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the County Superintendent-operated schools and programs and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking, or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Title IX Coordinator

The County Superintendent designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972. The Title IX Coordinator(s) may be contacted at:

Assistant Superintendent, Human Resources
Office of the Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000
(559) 265-3000
LGabriel@fcoe.org

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Notifications

The County Superintendent or designee shall notify students and parents/guardians that the County Superintendent/County Board do not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the County Superintendent/County Board may be referred to the County Superintendent's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The County Superintendent shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the County Superintendent's Title IX Coordinator. (34 CFR 106.8)

A copy of the County Superintendent/County Board sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

2. Be displayed in a prominent location in the main administrative building or other area where notices of County Superintendent rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

3. Be summarized on a poster, which shall be prominently and conspicuously displayed in each bathroom and locker room at each school or program site. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school or program. (Education Code 231.6)

4. Be posted in a prominent location on the County Superintendent's web site in a manner that is easily accessible to parents/guardians and students. This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the County Superintendent's Title IX Coordinator. (Education Code 234.6; 34 CFR 106.8)

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

6. Appear in any school or County Superintendent publication that sets forth the school's or program's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The County Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the County Superintendent's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the lead site administrator, the County Superintendent's Title IX Coordinator, or any other available school or program employee. Within one school day of receiving such a report, the lead site administrator or other school employee shall forward the report to the County Superintendent's Title IX Coordinator. Any employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the lead site administrator or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school or school activity.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable County Superintendent complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and County Superintendent procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to Administrative Regulation 1312.3 - Uniform Complaint Procedures or other applicable County Superintendent/County Board policies, regulations, or standard operating procedures.

Adopted: 10/15/2020, 04/20/2023

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Personnel
PROHIBITION OF EMPLOYEE DISCRIMINATION, HARASSMENT AND RETALIATION

Policy Statement:
The Fresno County Superintendent of Schools ("FCSS") is committed to providing a safe, positive environment where all County Office employees are assured of full and equal employment access and opportunities, protection from discrimination, harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the County Office to provide services, as applicable. Moreover, the FCSS prohibits sexual harassment against County Office employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

QUICK LINKS
Supervisor Report of Incident/Complaint
Employee Complaint Form
Employee Appeal Form

This policy will be included in the **New Employee Orientation,** and the **Annual Employee Notifications** packet which is provided to all FCSS employees via U.S. Mail or FCOE email (hard copy or electronically) on an annual basis.

The County Superintendent of Schools designates the following position as the Title IX and Equal Employment Opportunity Coordinator for Nondiscrimination in Employment:

Assistant Superintendent, Human Resources
Office of the Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000
(559) 265-3000
lgabriel@fcoe.org

PROHIBITION OF EMPLOYEE DISCRIMINATION AND HARASSMENT
The FCSS recognizes the right of every employee to be free from harassment, discrimination, and retaliation, including physical, psychological and/or sexual harassment. The FCSS further declares its intent to act promptly, visibly, and vigorously to eliminate such activity from the workplace and/or school environment. The County Superintendent's policy is to prohibit any form of discrimination, harassment, and retaliation, whether through face-to-face interactions, phone calls, email, text messages and/or social media. This policy further provides a mechanism for the reporting and resolution of complaints.

DISCRIMINATION
The FCSS prohibits unlawful discrimination and retaliation against and/or harassment of County Office employees, students, volunteers and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or

mental disability, medical condition, veteran status, sex, gender, gender identity, gender expression or sexual orientation at any County Office site and/or activity.

The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief observance or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions.

Furthermore, the prohibition against discrimination includes the Genetic Information Nondiscrimination Act ("GINA") which prohibits employers from discriminating on the basis of "genetic information."

Prohibited discrimination or harassment includes, but is not limited to, unwelcome conduct, whether verbal, physical, or visual, based on any of the protected classes of discrimination listed above that it is so severe or pervasive that it adversely affects an individual's employment opportunities or has the purpose or effect of unreasonably interfering with his/her work performance or creates an intimidating, hostile, or offensive work environment.

A County Office employee who engages or participates in prohibited discrimination, harassment or retaliation, or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior, shall be in violation of this policy and shall be subject to disciplinary action, up to and including dismissal.

Examples of discrimination include, but are not be limited to, disparate treatment based upon an individual's actual or perceived race, color, national origin, ancestry, sex, gender identity, gender expression, sexual orientation, religious creed, age, physical or mental disability, medical condition, and/or marital status, as a basis for:

1. Failing or refusing to hire an applicant for employment;
2. Discharging or otherwise disciplining an employee;
3. Determining an employee's compensation, including fringe benefits, or other terms, conditions, or privileges of employment; or
4. Limiting, segregating, or classifying an employee or an applicant for employment in a way that would tend to deprive him/her of an employment opportunity or otherwise adversely affect his/her status as an employee.

HARASSMENT

Harassment includes, but is not limited to, derogatory comments, offensive jokes, unwelcome physical contact, or persistently annoying conduct that interferes with an employee's work performance or creates an unpleasant/offensive work environment. This includes, but is not limited to, such conduct relating to or directed toward persons on the actual or perceived basis of a particular race, national origin, religion, color, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability.

Examples of unlawful harassment of an individual include, but are not limited to,

1. Slurs, epithets, threats or verbal abuse;

2. Derogatory or degrading comments, descriptions, drawings, pictures, or gestures;
3. Unwelcome jokes, stories, teasing, or taunting;
4. Any other verbal, written, visual, or physical conduct against the individual which:
    a. Adversely affects his/her employment;
    b. Has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive work environment.

COMPLIANCE

The FCSS and all employees shall avoid any act or actions, implied, or explicit, that may demonstrate harassment, discrimination, and retaliation. The County Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of harassment, discrimination, and retaliation, including, but not limited to:

1. Providing periodic training, as required by applicable laws and regulations, to all supervisors and staff regarding the FCSS' harassment and discrimination policy, how to recognize harassment, discrimination and retaliation, how to respond appropriately, and the components of the County Office's policies and procedures as follows:

    a. The FCSS' designee shall ensure that management and supervisory employees receive at least two (2) hours of classroom or other effective interactive training and education regarding harassment, discrimination, retaliation, and abusive conduct as administratively assigned every two (2) years;
    b. All newly hired or promoted management and supervisory employees shall receive training within six (6) months of their assumption of the management/supervisory position.
    c. The FCSS' designee shall ensure that non-supervisory employees receive at least one (1) hour of classroom or other effective interactive training and education regarding harassment, discrimination, retaliation, and abusive conduct every two (2) years.

2. Publicizing and disseminating the County Superintendent's discrimination and harassment policy to staff;
3. Ensuring prompt, thorough, and fair investigation of complaints; and
4. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser and subsequent monitoring.

RETALIATION PROHIBITED

FCSS' policy is not to discourage persons from filing harassment, discrimination, or retaliation complaints. Moreover, retaliation against any employee or other persons for exercising their right to file a harassment, discrimination, or retaliation complaints or for participating in the investigation of such complaints, is strictly prohibited. To avoid retaliation and the appearance of retaliation, employees are:

1. To refrain from taking any action which dissuades any person from exercising the right to file a discrimination or harassment complaint;

2. To keep confidential the facts of any complaints or investigation made pursuant to this policy, including the identity of any witnesses or any facts, which disclose the identity of the claimant(s) or witness(es) as directed;
3. FCSS' policy is that an employee may not be retaliated against for refusing to comply with an order that the employee reasonably believes violates the anti-discrimination laws.

REPORTING COMPLAINTS

Any County Superintendent employee who feels that he/she has been discriminated against or who has knowledge of any incident of harassment, discrimination, or retaliation by or against another employee, a job applicant, or a student, shall immediately report the incident to his/her supervisor or the Assistant Superintendent, Human Resources. A supervisor who receives a discrimination, harassment, or retaliation compliant shall promptly notify the Assistant Superintendent, Human Resources or Human Resources designee.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint or if the employee chooses an alternate method of reporting.

Student complaints that allege unlawful sexual harassment by FCSS employees within the definitions set forth under Title IX of the Educational Amendments of 1972 will be processed under Superintendent Administration Regulation 5145.71.

Employee complaints that allege unlawful sexual harassment by FCSS employees will be processed under Superintendent Policy SP HR-1315.

IMPORTANT NOTE

A County Superintendent employee may be deemed to have permitted unlawful discrimination, harassment or retaliation if he/she fails to report an observed incident of harassment, discrimination, or retaliation whether or not the victim complains.

Pursuant to this policy, management, and supervisory employees who recommend or authorize actions affecting other employees will not:

a. Use their authority to harass, discriminate or retaliate against an employee;
b. Take a personnel action, or fail to take a personnel action, as a reprisal against an employee for resisting or reporting any act of harassment, discrimination, or retaliation; or
c. Condone any harassment, either verbal or physical, or discrimination or retaliation against an employee or employees toward another employee.

In addition to the complaint process available through the FCSS, an employee may file a complaint with the following agencies:

California Civil Rights Department
1277 E. Alluvial Avenue, Suite 101Fresno, California 93720
Phone: (800) 884-1684
www.calcivilrights.ca.gov

Equal Employment Opportunity Commission (EEOC)
2500 Tulare Street, Suite 2601
Fresno, California 93721

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Phone: (559) 753-8480
www.eeoc.gov/field-office/fresno/location

COMPLAINT PROCESS
The following procedures shall be used when a County Superintendent employee or job applicant has a complaint alleging that a specific action, policy, procedure, or practice discriminates, harasses, or retaliates against him/her on any basis specified in this policy:

1. Supervisor is to gather accurate, complete information to ensure an immediate and thorough investigation of the complaint. Supervisor is to document information volunteered by the complainant on the "Supervisor's Report of Incident/Complaint" form.
2. Supervisor is to submit the written report of concern to the Program Administrator and to the Assistant Superintendent, Human Resources.
3. The Program Administrator and the Assistant Superintendent, Human Resources will review the information gathered by the supervisor along with the supervisor's recommendation.
4. Appropriate and immediate action will be taken if the FCSS' harassment, discrimination, and retaliation policy has been violated.
5. The supervisor shall counsel the complainant and outline possible options for informal/formal resolution of the complaint.
6. No adverse action will be taken against an employee for filing a complaint.
7. The employee filing the complaint will be notified regarding outcome of the investigation.

INFORMAL COMPLAINT
Upon receipt of a verbal complaint and review by appropriate administration, the supervisor shall counsel employee and outline possible options for informal resolution of the complaint. The supervisor will review facts, impact of conduct, efforts to correct, and the complainant's recommended resolution. Should informal resolution be achieved, the supervisor shall follow up with complainant to ensure that the behavior(s) initially generating the complaint have been corrected and that there is not a likelihood of recurrence. The supervisor shall report on the monitoring to the Assistant Superintendent, Human Resources.

FORMAL COMPLAINT
If informal resolution of the complaint is not quickly achieved, or if the complainant files a written complaint, the Assistant Superintendent, Human Resources or designee shall conduct a thorough and complete investigation. An appropriate investigation may include interviewing the complainant, the alleged harasser, witnesses, and other suspected victims.

INVESTIGATION, REPORTING & DECISION
The comprehensive investigation of a formal complaint will be conducted to gather information that supports a fair and just decision. The Assistant Superintendent, Human Resources or designee shall determine whether interim measures, such as scheduling changes, transfers, or leaves need to be taken before the investigation is completed to ensure that further incidents do not occur. The Assistant Superintendent, Human Resources or designee shall ensure that such interim measures do not constitute retaliation. Upon completion of the investigation, the Assistant Superintendent, Human Resources or designee shall render his/her findings and render a determination as to whether the alleged conduct constitutes harassment, discrimination, and/or

retaliation. The Assistant Superintendent, Human Resources shall look at the record as a whole and the totality of the circumstances, including the nature of the alleged harassment, discrimination, or retaliation, the context in which the alleged incidents occurred, and the perspective of the victim.

REMEDIAL ACTION

If the investigation reveals there is reasonable cause to believe that unlawful harassment, discrimination, or retaliation has occurred, FCSS shall take appropriate action to ensure that the offensive conduct ceases and will not recur. Actions taken in response to substantiated allegations of harassment, discrimination, or retaliation may include: reprimand, reassignment, transfer, and/or disciplinary action up to and including dismissal. Unlawful harassment, discrimination, and/or retaliation shall be deemed to be insubordination, a violation of or refusal to obey state law and the policies and regulations of the County Superintendent, and all other legally expressed causes for disciplinary action against public school employees. The harasser(s) and other employees, if appropriate, will be informed that appropriate action shall be taken if further acts of harassment, discrimination, or retaliation occur.

APPEAL PROCESS

Following the complainant's receipt of the disposition of the complaint by the Assistant Superintendent, Human Resources or designee, the complainant may, if not satisfied with the disposition, appeal the matter to the Deputy Superintendent-Instructional Division, within ten (10) calendar days that disposition is dated. The complainant's appeal shall be in writing, signed by the complainant, and completed on a form prescribed by the County Superintendent. The appeal shall state specifically the reasons why the complainant is dissatisfied with the report and recommended disposition by the Assistant Superintendent, Human Resources.

The Deputy Superintendent shall review the basis for the complainant's appeal and make a decision based on the record presented. The Superintendent reserves his/her rights to determine if it is necessary to collect additional information and/or to accept or modify the final disposition and action implemented as a result of the complaint.

CONFIDENTIALITY

All complaints and allegations of harassment, discrimination, and/or retaliation shall be kept confidential to the extent necessary, to carry out the investigation or to take other subsequent necessary action.

All FCSS employees involved in processing harassment, discrimination, and/or retaliation complaints shall endeavor in good faith to protect the privacy of all parties involved in a complaint. Discussions among FCSS employees regarding harassment, discrimination, and retaliation complaints shall be prohibited unless necessary to process and/or investigate the facts surrounding the complaint. County Superintendent employees shall not have access to files concerning harassment, discrimination, and/or retaliation complaints unless the employees are assigned to process and/or investigate the complaint. FCSS' files pertaining to harassment, discrimination, and/or retaliation complaints shall not be made available to the general public. All matters pertaining to the filing, investigation, and resolution of harassment, discrimination, and retaliation complaints shall be confidential insofar as appropriate. Files pertaining to harassment, discrimination, and/or retaliation complaints shall not become public records unless disclosure is compelled by applicable legal processes.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

ENFORCEMENT
A violation of FCSS' policy prohibiting harassment, discrimination, and/or retaliation shall constitute just cause for discipline, up to and including dismissal, and shall be deemed to be a violation of or refusal to obey state law and the policies and regulations of the County Superintendent.

Adopted: 04/07/1997
Amended:12/05/2005; 04/14/2010; 04/04/2011; 4/11/2012; 10/22/2013; 01/20/2016; 02/23/2016; 08/14/2020;10/01/2020; 11/3/2023

REFERENCES
Superintendent Policy SP HR-1315

Section 7 Contents

School-wide Dress Code (EC32282(a)(2)(F)).....

Superintendent and Board Policy 5132 – Dress and Grooming

Superintendent Administrative Regulation 5132 – Dress and Grooming

Document Pertaining to this Section That is Located in Appendices:

Site-Specific Dress and Grooming Policies

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Students
DRESS AND GROOMING

The County Superintendent and County Board believe that appropriate dress and grooming contribute to a productive learning environment. They expect students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

County Superintendent and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

Each site administrator or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the dress code may result in disciplinary action.

<u>Gang-Related Apparel</u>

Site administrators, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the County Superintendent who shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan.

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Adopted: undated
Amended: 10/15/2020

Legal Reference

Education Code
212.1 Nondiscrimination based on race or ethnicity
220 Nondiscrimination
32281 School safety plans
35183 School dress codes; uniforms
35183.5 Sun-protective clothing
48907 Student exercise of free expression
49066 Grades; effect of physical education class apparel

Court Decisions
Jacobs v. Clark County School District (2008) 26 F. 3d 419
Harper v. Poway Unified School District (2006) 445 App. 3d 166
Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993) 827 F.Supp. 1459
Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251
Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562
Hartzell v. Connell (1984) 35 Cal. 3d 899
Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

5132, 10/2019; Doc#123030

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
DRESS AND GROOMING

In cooperation with teachers, students, and parents/guardians, the lead site administrator or designee may establish school rules governing student dress and grooming which are consistent with law, County Superintendent and County Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

The following guidelines shall apply to all regular school activities:

1. Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia which is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.

2. Appropriate shoes must be worn at all times.

3. Hats, caps, and other head coverings shall not be worn indoors.

4. Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the lead site administrator or designee. In addition, the lead site administrator or designee may impose dress requirements to accommodate the needs of special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

Students shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the lead site administrator and staff, in consultation with parents/guardians, as appropriate, shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus.

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Adopted: 10/15/2020

Section 8 Contents

Procedures for Ingress/Egress of Pupils, Parents, Employees, to/from School (EC32282(a)(2)(G)).....

Superintendent and Board Policy 1250 – Visitors/Outsiders

Superintendent Administrative Regulation 1250 – Visitors/Outsiders

Superintendent Policy HR-1312 – Identification Badges

Document Pertaining to This Section That is Located in the Appendices:

Site's Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School (Bus, Drop-off/Loading, Visitor Check-in Procedures, Maps, etc.)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Community Relations
VISITORS/OUTSIDERS

The County Superintendent and County Board encourage parents/guardians and interested members of the community to visit schools and participate in the educational programs operated by the County Superintendent.

To ensure the safety of students and staff and minimize interruption of the instructional program, the County Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the site administrator or designee. If a conference is desired, an appointment should be set with the teacher during non-instructional time.
The County Superintendent or designee may provide a visible mean of identification for all individuals who are not students enrolled at the school, County Board members, the County Superintendent, or County Superintendent employees while on school sites or other premises operated by the County Superintendent.

No electronic listening or recording device may be used by any person, including students, in any classroom without the teacher's and site administrator's permission. (Education Code 51512.)

The County Superintendent and County Board encourage all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the complaint processes of the County Superintendent and County Board if they have concerns with any program operated by or any employee of the County Superintendent. In accordance with Penal Code 626.7, the site administrator or designee of a school site or the County Superintendent or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds or other premises operated by the County Superintendent.

As used in this regulation, school, school site, or school grounds shall mean each site that is owned by the County Board or leased by the County Superintendent and on which the County Superintendent operates instructional or other programs for students. These terms shall not include any site owned or leased by a school district or other public agency where the County Superintendent operates instructional or other programs.

<u>Presence of Sex Offender on Campus</u>

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a student enrolled in a program or school operated by the County Superintendent, shall request written permission from the County Superintendent or designee before entering school grounds. As necessary, the County Superintendent or designee shall consult with local law enforcement authorities before allowing the presence of any such person at school or school activity.

The County Superintendent or designee shall indicate on the written permission the date(s) and time(s) for which permission has been granted. (Penal Code 626.81.)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Adopted: 06/15/1995
Amended: 11/18/2010, 10/18/2018

Legal Reference

Education Code
32210 Willful disturbance of public school or meeting
32211 Threatened disruption of interference classes; misdemeanor
32212 Classroom interruptions
35160 Authority of governing boards
35292 Visits to schools (board member)
49091.10 Parental right to inspect instructional materials and observe school activities
51101 Parent Rights Act of 2002
51512 Prohibited use of electronic listening device or recording device

Evidence Code
1070 Refusal to disclose news source

Labor Code
230.8 Discharge or discrimination for taking time off to participate in child's educational activities

Penal Code
290 Sex offenders
626-626.10 Schools
626.81 Misdemeanor for registered sex offender to come onto school grounds
627-627.10 Access to school premises
627.1 Definitions
627.2 Necessity of registration by outsider
627.7 Misdemeanors; punishment

Court Decisions
Reeves v. Rocklin Unified School District (2003) 109 Cal.App.4th 652

Attorney General Opinions
95 Ops.Cal.Atty.Gen. 509 (1996)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Community Relations
VISITORS/OUTSIDERS

The County Superintendent welcomes members of the community and other interested persons to visit the schools. The County Superintendent or designee shall post at every entrance to each school and school grounds a notice setting forth visitor registration requirements and other information required by law. (Penal Code 627.6.)

Unless otherwise directed by the site administrator or designee, a staff member shall accompany visitors while they are on school grounds.

As used in this regulation, school, school site, or school grounds shall mean each site that is owned by the County Board or leased by the County Superintendent and on which the County Superintendent operates instructional or other programs for students. These terms shall not include any site owned or leased by a school district or other public agency where the County Superintendent operates instructional or other programs.

Registration Procedure

In order to register at a school, visitors shall, upon request, furnish the site administrator or designee with the following information (Penal Code 627.3):

1. His/her name, address, occupation.
2. His/her age, if less than 21.
3. His/her purpose for entering school grounds.
4. Proof of identity.
5. Other information consistent with the provisions of law.

The site administrator or designee may refuse to register any visitor if he/she reasonably concludes that the visitor's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in a distribution or use of a controlled substance. The site administrator or designee or school security officer may revoke a visitor's registration if he/she has a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4.)

The site administrator or designee may request a visitor who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. When a visitor is directed to leave, the site administrator or designee shall inform the visitor that if he/she reenters the school within seven days, he/she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7.)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal to the County Superintendent or designee by submitting, within five days after the person's departure from the school site, a written request for a hearing. This request must state why he/she believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the County Superintendent or designee shall promptly mail a notice of the hearing to the person requesting it. A hearing before the County Superintendent or designee shall be held within seven days after receipt of the request. (Penal Code 627.5.)

Adopted: 03/18/2010
Amended: 03/17/2011, 10/18/2018

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Personnel
IDENTIFICATION BADGES

Policy Statement:
The Fresno County Superintendent of Schools (FCSS) is committed to maximizing employee safety and believes workplace safety is every employee's responsibility, which includes wearing a photo identification (ID) badge at all times while at work. Therefore, this shall be the policy for issuing and replacing FCSS photo ID badges.
ID badges serve to:

- Identify people who should or should not be on an FCSS premises and/or District facilities/school sites;
- Identify approved FCSS volunteers, observers, student teachers, unpaid interns and designated agency personnel;
- Discourage and identify unwanted visitors and help create a sense of security and safety throughout FCSS.
- Identify FCSS staff providing services to districts and students throughout Fresno County.
- Provide access to photocopy machines, when applicable
- Provide access to certain county office buildings, when applicable.

For the safety and the well-being of all FCSS employees, an FCSS issued ID badge must be worn at all times while on county office property and/or school district property.

The Human Resources Department will provide all FCSS employees with an ID badge during new employee orientation. This shall include all regular, temporary/certificated, short-term/non-credentialed staff, retirees certificated/classified, substitute employees and authorized personnel.

FCSS volunteers, observers, student teachers, unpaid interns, and designated agency personnel may also be issued a photo ID badge when pre-approved by the applicable Cabinet Member.

No charge will be assessed to the new employee for the initial ID badge.

A charge will be assessed to the applicable department when an ID badge is requested for an FCSS volunteer, observer, student teacher, unpaid intern and designated agency personnel.

FCSS Employees:
ID badges shall include the first and last name of the employee, along with a current photo. Employees hired under the job classifications of a Licensed Vocational Nurse (LVN) or School Nurse must indicate the California License held (Example: Susie Thomas, RN or Sam Smith, LVN).

FCSS volunteers, observers, student teachers, unpaid interns and designated agency personnel
ID badges shall include the title, first and last name of the volunteers, observers, student teachers, unpaid interns and designated agency personnel, along with a current photo. (Example: Volunteer Susie Thomas or Clinician Intern Tom Thomas).

When the terminology ID badge is issued, please note it may pertain to one of the following:

1. **Proximity ID Badge(s):** All regular FCSS employees and specified designated agency personnel will be issued a proximity ID badge. Upon request from the hiring department, programmed proximity badges may grant access to photocopiers and/or FCSS buildings. (See SOP #840

"Building Access and Key Requests for Downtown Buildings") All other individuals will be issued an ID badge only. Should issues arise regarding access to facilities using a proximity card, employees or designated agency personnel must contact the Facilities & Operations department for assistance. Should issues arise regarding access to photocopiers, employees or designated agency personnel must contact the Information Systems & Technology department.

2. **ID Badge(s):** FCSS departments may request the Human Resources Department issue ID badges for non-FCSS employees identified in Superintendent Internal Procedure #1340, "Volunteers, Observers, Student Teachers, Interns and Designated Agency Personnel." Departments requesting ID badges will be charged $5.00 for the initial ID badge and any subsequent replacement badge(s). The Human Resources Department will generate a "Journal Entry for Inter-Program Charges" form for payment.

3. **Student ID Badge(s):** Departments requesting ID badges for student use for a county office operated program will be charged $2.50 for the initial ID badge and any subsequent replacement badge(s). The Human Resources Department will generate a "Journal Entry for Inter-Program Charges" form for payment. The front of the student ID badge shall include the first and last name of the student, along with the name of the educational program (for example: Sam Smith, Fresno ATP Student). The back of the student ID badge shall include an emergency contact number of the educational program the student attends.

4. **Visitor ID Badge(s):** All visitors must sign-in at the appropriate office and obtain an ID badge that is to be worn at all times while on the premises. In the event someone is on site without one, they should be directed to the appropriate office to obtain a visitor ID badge to remain on site. All visitors must return to the appropriate office upon leaving FCSS property to sign out and to return the visitor ID badge. In circumstances when a visitor sticker is provided, visitors must discard it upon leaving FCSS or school district premises.

Note: All FCSS employees must have an ID badge displayed while at work. Repeated actions taken to the contrary may result in disciplinary action. If an employee arrives to work and fails to wear their photo ID badge during the workday, the department head will issue a temporary badge for that day. ID badges must be worn at all times while on FCSS sites – **NO EXCEPTIONS.**

Replacement Badge(s): When a programmed proximity badge is misplaced, damaged or a new badge is issued, the employee must contact the Facilities & Operations department and Information Systems & Technology departments immediately. Human Resources will assist in replacing ID badges for the following reasons:

1. **Misplaced:** In the event an employee has misplaced their badge, they must obtain a replacement badge immediately by contacting Human Resources. The replacement fee shall be $5.00, paid by the employee.

2. **New Photo:** In the event an employee would like a new picture on their ID badge, they may request one by contacting Human Resources. The issuance fee shall be $5.00, paid by the requesting employee.

3. **Damaged:** In the event an employee's name badge has been damaged without the employee's fault, the employee shall return the damaged name badge to Human Resources and an exact replacement will be provided at no charge to the employee.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Separation from FCSS: At the time of an employee's separation from employment or volunteers, observers, student teachers, unpaid interns and designated outside agency personnel has discontinued FCSS service, or a student's graduation, all ID badges shall be surrendered to the Human Resources Department immediately.

ADOPTED: 09/01/1996
AMENDED 06/01/2005; 05/01/2006; 01/04/2016; 07/01/2016; 09/22/2020

Section 9 Contents

Safe and Orderly Environment Conducive to Learning (EC32282(a)(2)(H)) .....

Superintendent and Board Policy 3513.3 – Tobacco-Free Schools

Superintendent and Board Policy 3514 – Environmental Safety

Superintendent and Board Policy 3515.2 – Disruptions

Document Pertaining to This Section That is Located in the Appendices:

Site's Discussion on Safe and Orderly Environment Conducive to Learning (e.g. school culture, physical conditions, goals, etc.)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Business and Noninstructional Operations
TOBACCO-FREE SCHOOLS

The Fresno County Board of Education ("County Board") and Fresno County Superintendent of Schools ("County Superintendent") recognize that the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, are inconsistent with their goal to provide a healthy environment for students and staff.

The County Board and County Superintendent prohibit smoking and/or the use of tobacco products at any time in County Superintendent-leased buildings, on County Board-owned property, and in County Superintendent-owned or leased vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083.)

This prohibition applies to all employees, students, and visitors at any County Board-sponsored or County Superintendent-sponsored instructional program, activity, or athletic event held on or off County Board or County Superintendent property. Any written joint use agreement governing community use of County Board or County Superintendent facilities or grounds shall include notice of this tobacco-free schools policy and consequences for violations of this policy.

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901.)

Tobacco products include (Business and Professions Code 22950.5; Education Code 48901):

1. Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff.

2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah.

3. Any component, part, or accessory of a tobacco product, whether or not sold separately.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495.)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Adopted: 11/18/2010
Amended: 10/17/2013, 05/17/2018

Legal References

Education Code
48900 Grounds for suspension/expulsion
48901 Prohibition against tobacco use by students

Business and Professions Code
22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions

Health and Safety Code
39002 Control of air pollution from nonvehicular sources
104350-104495 Tobacco use prevention, especially:
104495 Prohibition of smoking and tobacco waste on playgrounds
104559 Tobacco use prohibition
119405 Unlawful to sell or furnish electronic cigarettes to minors

Labor Code
3300 Employer, definition
6304 Safe and healthful workplace
6404.5 Occupational safety and health; use of tobacco products

United States Code, Title 20
6083 Nonsmoking policy for children's services
7111-7122 Student Support and Academic Enrichment Grants

Code of Federal Regulations, Title 21
1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

PERB Rulings
Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)
CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Management Resources

Web Sites
California Department of Education, Alcohol, Tobacco and Other Drug Prevention:
http://www.cde.ca.gov/ls/he/at
California Department of Education, Tobacco-Free School District Certification:
http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp
California Department of Public Health, Tobacco Control:
http://www.cdph.ca.gov/programs/tobacco

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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Occupational Safety and Health Standards Board: http://www.dir.ca.gov/OSHSB/oshsb.html
U.S. Environmental Protection Agency: http://www.epa.gov

3513.3, 07/2016; Doc# 38590.2, rev. 03/2018

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Business and Noninstructional Operations
ENVIRONMENTAL SAFETY

The County Superintendent and County Board recognize their obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The County Superintendent or designee shall regularly assess school facilities to identify environmental health risks and shall develop strategies to prevent and/or mitigate environmental hazards. The County Superintendent or designee shall consider the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings, and the potential impact on staff and students, including the impact on student achievement and attendance.

Such strategies shall focus on maximizing healthy indoor air quality; monitoring the quality of outdoor air and adjusting outdoor activities as necessary; reducing exposure to vehicle emissions; minimizing exposure to lead and mercury; reducing the risk of unsafe drinking water; inspecting and properly abating asbestos; appropriately storing, using, and disposing of potentially hazardous substances; using effective least toxic pest management practices; reducing the risk of foodborne illness; and addressing any other environmental hazards identified during facilities inspections.

In developing strategies to promote healthy school environments, the County Superintendent or designee may consult and collaborate with local environmental protection agencies, health agencies, water boards, and other community organizations.

The County Superintendent or designee shall provide the maintenance and facilities staff, food services staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmentally safe and healthy schools.

The County Superintendent or designee shall notify staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about actions to remedy the hazard and may recommend health screening of staff and students.

Adopted: 03/19/1998
Amended: 05/18/2023

Legal References

Federal Law

15 USC 2601-2629	Control of toxic substances
15 USC 2641-2656	Asbestos Hazard Emergency Response Act
40 CFR 141.1-141.723	Drinking water standards
40 CFR 745.61-745.339	Lead-based paint standards
40 CFR 763.120-763.123	Asbestos worker protections
40 CFR 763.80-763.99	Asbestos-containing materials in schools
42 USC 1758	Food safety and inspections
7 USC 136-136y	Use of pesticides

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Education Code

17002	State School Building Lease-Purchase Law, including definition of good repair
17070.75	Facilities inspection
17582	District deferred maintenance fund
17590	Asbestos abatement fund
17608-17614	Healthy Schools Act of 2000
32080-32081	Carbon monoxide devices
32240-32245	Lead-Safe Schools Protection Act
48980.3	Notification of pesticides
49410-49410.7	Asbestos materials containment or removal

California Code of Regulations

13 CCR 2025	Retrofitting of diesel school buses
13 CCR 2480	Vehicle idling, limitations
17 CCR 35001-36100	Lead abatement services
22 CCR 64670-64672.6	Lead and copper in drinking water
22 CCR 64673-64674	Water System Requirements
22 CCR 64675-64679	Monitoring for Lead and Copper
24 CCR 915.1-915.7	California Building Standards Code; carbon monoxide devices
5 CCR 14010	Procedure for site acquisition
8 CCR 1528-1537	Construction safety orders; exposure to hazards
8 CCR 337-339	Hazardous substances list
8 CCR 340-340.2	Occupational safety and health, rights of employees
8 CCR 5139-5223	Control of hazardous substances

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Business and Noninstructional Operations
DISRUPTIONS

The County Superintendent and County Board are committed to providing a safe and orderly environment for students, staff, and others.

The County Superintendent or designee shall remove any individual who, by the individual's presence or action, disrupts or threatens to disrupt normal operations at a school campus or any other County Superintendent facility, threatens the health or safety of anyone on property, or causes or threatens to cause damage to property.

The County Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption. The plan shall address, as appropriate, visitor registration procedures; campus and site security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the County Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.

The County Superintendent or designee shall provide training to staff on how to identify and respond to actions or situations that may constitute a disruption.

Any employee who believes that a disruption may occur shall immediately contact the lead site administrator. The lead site administrator, or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7961 and in other situations, as appropriate.

Adopted: 03/21/2013
Amended: 05/18/2023

Legal References

Federal
20 USC 7961 Gun-Free Schools Act

Education Code
32210 Willful disturbance of public school or meeting
32211 Threatened disruption or interference with classes
35160 Authority of governing boards
44810 Willful interference with classroom conduct
44811 Disruption of classwork or extracurricular activities
48902 Notification of law enforcement authorities

Penal Code
12556 Imitation firearms

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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243.5	Assault or battery on school property
30310	Prohibition against ammunition on school grounds
415.5	Disturbance of peace of school
626-626.11	School crimes
626.7	Failure to leave campus or facility; wrongful return; penalties; notice; exceptions
626.8	Disruptions
626.81	Misdemeanor for registered sex offender to come onto school grounds
626.85	Misdemeanor for specified drug offender presence on school grounds
626.9	Gun-Free School Zone Act of 1995
627-627.10	Access to school premises
653b	Loitering about schools or public places

Section 10 Contents

School Site Discipline Rules (EC32282(a)(2)(I)).....

Document Pertaining to this Section That is Located in Appendices:

Site-Specific Discipline Rules / Policies

Section 11 Contents

Tactical Response Protocols (EC32282(a)(2)(J)).....

Document Pertaining to this Section That is Located in Appendices:

Tactical Response Protocols

Section 12 Contents

Procedure to Assess and Respond to Threats of Dangerous, Violent, or Unlawful Activity (EC32282(a)(2)(L))12 .....

Superintendent and Board Policy 5131 – Conduct

Superintendent and Board Policy 5131.1 – Bus Conduct

Superintendent Administrative Regulation 5131.1 – Bus Conduct

Superintendent Policy 5131.4 – Student Disturbances

Superintendent Administrative Regulation 5131.4 – Student Disturbances

Superintendent and Board Policy 5131.5 – Vandalism and Graffiti

Student Threat Assessment & Management System Level 1 Protocol

Document Pertaining to This Section That is Located in the Appendices:

Behavioral Threat Assessment: A Guide for Schools

Behavioral Threat Assessment Team

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Students
CONDUCT

The County Superintendent and County Board believe that all students have the right to be educated in a safe and positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using County Superintendent transportation.

The County Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with County Superintendent and County Board policies and administrative regulations. Students and parents/guardians shall be notified of school, and County Superintendent and County Board rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats

2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program

3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff's authority

5. Damage to or theft of property belonging to students, staff, or the County Superintendent or County Board

6. Obscene acts or use of profane, vulgar, or abusive language

7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the lead site administrator or designee (Penal Code 417.27)

9. Use of a cell phone, smart watch, pager, or other mobile communication device during instructional time or in an unauthorized manner in violation of County Superintendent or County Board policy

10. Plagiarism or dishonesty on school work or tests

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11. Wearing of any attire that violates school, or County Superintendent or County Board dress codes, including gang-related apparel

12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the lead site administrator or designee.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with applicable written policy.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a County Superintendent employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the lead site administrator or designee, as appropriate.

Students who violate school, or County Superintendent or County Board rules and regulations may be subject to discipline. The County Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, County Superintendent and County Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or County Superintendent or County Board property, or substantially disrupts school activities.

Adopted: 04/16/1998
Amended: 10/15/2020

Legal Reference

Education Code
200-262.4 Prohibition of discrimination
32280-32289 Comprehensive safety plan
35181 Governing board authority to set policy on responsibilities of students
35291-35291.5 Rules
44807 Duty concerning conduct of students
48900-48925 Suspension and expulsion
51512 Prohibition against electronic listening or recording device in classroom without permission

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Civil Code
1714.1 Liability of parents and guardians for willful misconduct of minor

Penal Code
288.2 Harmful matter with intent to seduce
313 Harmful matter
417.25-417.27 Laser scope or laser pointer
647 Use of camera or other instrument to invade person's privacy; misdemeanor
653.2 Electronic communication devices, threats to safety

Vehicle Code
23123-23124 Prohibitions against use of electronic devices while driving

Code of Regulations, Title 5
300-307 Duties of students

United States Code, Title 42
20 USC 1681-1688 Title IX, 1972 Education Act Amendments

Court Decisions
J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094
LaVine v. Blaine School District (2001, 9th Cir.) 257 F.3d 981
Emmett v. Kent School District No. 415 (2000) 92 F.Supp. 1088
Bethel School District No. 403 v. Fraser (1986) 478 U.S. 675
New Jersey v. T.L.O. (1985) 469 U.S. 325
Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Management Resources

CSBA Publications
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

California Department of Education Publications
Bullying at School, 2003

Website
CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
Center for Safe and Responsible Internet Use:
http://www.ewa.org/organization/center-safe-and-responsible-internet-use
National School Safety Center: http://www.schoolsafety.us
U.S. Department of Education: http://www.ed.gov

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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Students
BUS CONDUCT

In order to help ensure the safety and well-being of students, bus drivers, and others, the County Superintendent and County Board expect students to exhibit appropriate and orderly conduct at all times when using school transportation, including while preparing to ride, riding, or leaving the bus.

The County Superintendent or designee shall establish regulations related to student conduct on buses, bus driver authority, and the suspension of riding privileges. He/she shall make these rules available to parents/guardians, students, and other interested parties. (5 CCR 14103)

Students found to be in violation of the County Superintendent's bus conduct rules shall be subject to discipline in accordance with County Superintendent and County Board policy and administrative regulation.

The County Superintendent or designee may deny a student the privilege of using school transportation upon the student's continued disorderly conduct or his/her persistent refusal to submit to the authority of the driver. (5 CCR 14103)

Bus Surveillance Systems

The County Superintendent and County Board believe that the use of surveillance systems on school buses may help to deter misconduct and improve discipline, ensure the safety of students and bus drivers, and prevent vandalism. Therefore, surveillance systems may be installed and used on school buses, or the County Superintendent may secure the use of buses with such systems, to monitor student behavior while traveling to and from school and school activities. Any video recorded may be used in student disciplinary proceedings or referred to local law enforcement, as appropriate.

Adopted: 04/16/1998
Amended: 10/20/2011, 10/15/2020

Legal Reference

Education Code
35160 Authority of governing boards
39800 Transportation
39839 Transportation of guide dogs, signal dogs, service dogs
44808 Duty to supervise conduct of students
48900 Grounds for suspension and expulsion
48918 Expulsion procedures
49060-49079 Student records
49073-49079 Privacy of student records

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Government Code
6253-6270 California Public Records Act

Code of Regulations, Titile 5
14103 Authority of the driver

Code of Regulations, Title 13
1200-1228 General provisions, school bus regulations

United States Code, Title 20
1232g Family Educational Rights and Privacy Act

Code of Federal Regulations, Titile 34
99.1-99.67 Family Educational Rights and Privacy

Management Resources

National Institute of Justice Publications
The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999

Websites
CSBA: http://www.csba.org
California Department of Education, Office of School Transportation: http://www.cde.ca.gov/ls/tn
U.S. Department of Education, Family Policy Compliance Office: http://www.ed.gov/policy/gen/guid/fpco

5131.1, 7/2008; Doc#122878

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
BUS CONDUCT

Bus Rider Rules

The following rules apply at all times when students are riding a school bus, including when on school activity trips:

1. Riders shall follow the instructions and directions of the bus driver at all times.

2. Riders should arrive at their designated bus stop on time and stand in a safe place at the stop to wait quietly for the bus.

3. Riders shall enter the bus in an orderly manner and go directly to their seats.

4. Riders shall sit down and fasten any passenger restraint systems. Riders shall remain seated while the bus is in motion.

5. Riders shall not block the aisle or emergency exit with their body or personal belongings. Riders may bring large or bulky items, such as class projects or musical instruments, on the bus only if the item does not displace any other rider or obstruct the driver's vision.

6. Riders should be courteous to the driver and to fellow passengers. Vulgarity, rude, or abusive behavior is prohibited.

7. Any noise or behavior that could distract the driver, such as loud talking, scuffling or fighting, throwing objects, or standing or changing seats, is prohibited and may lead to suspension of riding privileges.

8. Riders shall not use tobacco products, eat, or drink while riding the bus.

9. Riders may bring electronic devices onto the bus only if such devices are permitted at school. If the use of cellular telephones or similar devices disrupts the safe operation of the school bus, the bus driver may direct the student to no longer use the device on the bus.

10. Riders shall not put any part of the body out of the window nor throw any item from the bus.

11. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.

12. Service animals are permitted on school transportation services; all other animals are prohibited. (Education Code 39839; 13 CCR 1216)

13. Upon reaching their destination, riders shall remain seated until the bus comes to a complete stop and upon the signal from the driver, unfasten any restraint system, enter

the aisle, and go directly to the exit.

14. Riders should be alert for traffic when leaving the bus and shall follow the County Superintendent's transportation safety plan when crossing the road and exiting the bus.

The driver or any passenger shall report any violation of the County Superintendent's bus rules to the lead site administrator or designee. The lead site administrator or designee shall notify the student's parent/guardian of the misbehavior, determine the severity of the misconduct, and take action accordingly. In instances of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined appropriate by the lead site administrator or designee.

Bus drivers shall not deny transportation services except as directed by the lead site administrator or designee.

Bus Surveillance Systems

To the extent any buses used by the County Superintendent contain a surveillance system, the County Superintendent or designee shall monitor the use and maintenance of the system. Students are prohibited from tampering with any bus surveillance system. Any student found tampering with the system shall be subject to discipline and shall be responsible for the costs of any necessary repairs or replacement.

Camera supports may be installed in all buses. Cameras may be rotated among the buses and activated at the discretion of the County Superintendent or designee.

The content of any recording may be a student record and then may only be accessed in accordance with policy and administrative regulation concerning student records.

Adopted: 10/15/2020

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
STUDENT DISTURBANCES

The County Superintendent desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, if no other method of de-escalation is successful or is likely to be successful, the County Superintendent or designee may request law enforcement assistance.

The County Superintendent or designee and the lead site administrator or other site supervisor of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing each school's plan, the County Superintendent or designee shall consult with community-based organizations and local law enforcement authorities to create guidelines for law enforcement support and intervention.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the lead site administrator or other site supervisor and invoke the school disturbance response plan.

Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with County Superintendent/County Board policy and administrative regulations.

Adopted: 10/15/2020

Legal Reference

Education Code
32210 Willful disturbance of public school or meeting
32211 Threatened disruption or interference with classes
32280-32288 School safety plans
35160 Authority of governing boards
38000-38005 Security patrols
44810 Willful interference with classroom conduct
44811 Disruption of classwork or extracurricular activities
48900 Grounds for suspension or expulsion
48907 Student exercise of free expression
51512 Prohibited use of electronic listening or recording device

Penal Code
243.5 Assault or battery on school property
403-420 Crimes against the public peace, especially:
415 Fighting; noise; offensive words
415.5 Disturbance of peace of school
416 Assembly to disturb peace; refusal to disperse

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626-626.10 Crimes on school grounds
627-627.7 Access to school premises
653b Loitering about schools or public places
Management Resources

U.S. Department of Education Publications
Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

Websites
CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
U.S. Department of Education, Emergency Planning:
http://www.ed.gov/admins/lead/safety/emergencyplan

5131.4, 7/2006; Doc#122999

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Students
STUDENT DISTURBANCES

Prohibited Activities

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school. (Education Code 48907)

   Other examples of activities that may be considered disrupting school operations include, but are not limited to:

   a. Organizing or participating in unauthorized assemblies on school premises.

   b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises.

   c. Interfering with or unauthorized use of the County Superintendent's computer system.

3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of County Superintendent or school personnel.

4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity.

   Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period and/or Dismissal of School

During any disturbance in which additional students might become involved while changing classes, the lead site administrator or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

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The lead site administrator or designee may also request that the County Superintendent dismiss school in accordance with the school disturbance response plan.

Adopted: 10/15/2020

5131.4, 7/2006; Doc#123001

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
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Students
VANDALISM AND GRAFFITI

The County Superintendent and County Board desire to enhance student learning by striving to provide an environment where students and staff can feel safe and secure and can take pride in their school. To that end, the County Superintendent or designee shall develop strategies for preventing graffiti and vandalism on school grounds, including collaborating with community-based organizations, local law enforcement and city and county officials, as appropriate, to help develop a coordinated response to graffiti and vandalism in the community.

Students and staff are encouraged to report any graffiti or vandalism to the lead site administrator or designee for investigation. The lead site administrator or designee shall determine whether the incident necessitates an investigation pursuant to the County Superintendent policies/procedures.

As appropriate, the lead site administrator or designee may contact local law enforcement in instances when the graffiti is repetitive, identifies particular targets or groups, identifies the perpetrator, and/or contains incitements to violence, threats, or intimidation. Photographs or other evidence of the vandalism or graffiti shall be preserved as necessary for investigation by County Superintendent or law enforcement and as evidence in any County Superintendent disciplinary proceedings.

The lead site administrator or designee shall ensure that graffiti on school grounds is removed and covered as soon as possible, and if practicable before the beginning of the school day.

A student who commits an act of vandalism or graffiti on school grounds shall be subject to disciplinary action in accordance with County Superintendent/County Board policy and administrative regulation. If reparation for damages is not made, the County Superintendent also may withhold the student's grades, diploma, and/or transcripts in accordance with law.

Adopted: 08/18/2011
Amended: 10/15/2020

Legal Reference

Education Code
48900 Grounds for suspension or expulsion
48904 Willful misconduct, limit of liability of parent or guardian
48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury

Civil Code
51.7 Right to be free from violence
52.1 Discrimination liability
1714.1 Liability of parent or guardian for act of willful misconduct by a minor

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Government Code
53069.5 Reward for information

Penal Code
594.1 Aerosol containers of paint
594.2 Intent to commit vandalism or graffiti
594.6 Vandalism or graffiti, community service
640.5 Graffiti; facilities or vehicles of governmental entity
640.6 Graffiti

Code of Regulations, Title5
305 Student responsible for care of property

Management Resources

Websites
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

STUDENT THREAT ASSESSMENT & MANAGEMENT SYSTEM
~ LEVEL 1 PROTOCOL ~

The Threat Assessment process does not replace and/or alleviate the need for any other legally required investigation and/or complaint processes, including but not limited to: Section 504, Title IX, bullying, and Uniform Complaint Procedures.

This system is designed for use with students who are engaged in behaviors that suggest the potential for aggression directed at other people. It is not designed for use with students who are suicidal, acting out sexually, or who are misusing fire, unless they are doing so as an act of aggression intending to cause severe or lethal injury to others. If a suicide assessment is needed, or the incident involves sexual misconduct or fire behavior (unless it is the weapon for the threat), please consult your local education agency (LEA) policies and procedures.

Consult the flow chart below in determining the course of your investigation. If a Level 1 Threat Assessment is indicated, proceed with the attached protocol and step-by-step instructions.

IF IMMINENT DANGER TO OTHERS EXISTS, CALL LAW ENFORCEMENT AND FOLLOW LEA GUIDELINES & SCHOOL SAFETY PLAN

C O N C E R N:
Regarding threats or aggression directed at others

Consider completing a Level 1 if any of the following is present:

1. Threat or aggression is specific to identified target, and there is a motive, and plan.
2. There is a weapon at school or there was an attempt to bring a weapon to school.
3. Threat, aggression, or violence is causing considerable fear or disruption to activity.
4. There is continued intent to carry out a threat.
5. There is a history of threats or extreme aggression (violence).
6. Staff, a parent, a community member, or student perceives threatening circumstances.
7. An administrator is unable to determine if a situation poses a risk to the school site, students, school personnel or the community.

Level 1 Protocol completed by Site Team

Steps 1–3:
Demographics and assessment.

Step 4:
Use management strategies to address concerns. Determine if Level 2 is needed by using suggested criteria.

Step 5:
After completing Level 1, if Level 2 is needed, follow LEA policies and procedures.

Step 6:
Submit the protocol as directed.

Unfounded Concern
*Complete **Response Dismissal** & submit as directed by LEA policies & procedures

LEVEL 1 THREAT ASSESSMENT GUIDANCE

This protocol does not predict future violence, nor is it a foolproof method of assessing an individual's (including an individual member of a group's) potential for harm to others. This survey is not a checklist that can be quantified. It is a guide designed to assist in the investigation of potential danger (identify circumstances and situational factors that may increase concern for potential youth aggression) and to assist school staff in the development of a management plan. Furthermore, as circumstances change, so too does concern for aggression (concern may decrease or increase); therefore, if you are reviewing this protocol at a date after assessment completion, be mindful of supervision, intervention, and the passage of time.

Complete the following protocol through investigation conducted by the Level 1 Site Team. A multidisciplinary Level 1 Site Team may be comprised of an administrator, school counselor, school psychologist, mental health professional, School Resource Officer (SRO) and/or law enforcement. The threat assessment case manager should lead the discussion using the noted step-by step instructions and accompanying questions as a guide. Many cases can be managed through a Level 1 Assessment with appropriate interventions. The assessment usually takes from 20 to 45 minutes and is a method of documenting concerns and management strategies. It is also the method of determining if there is a need to conduct a more extensive Level 2 Assessment (Step 4).

The following people should be considered for participation in Level 1 meetings as sources of additional information:

- Teachers, coaches, case managers, and other educators. If these individuals are unavailable to attend the Level 1 meeting, ask them to complete the Teacher/Staff/Other Service Provider's Questionnaire and return prior to the Level 1 meeting.
- District school security staff, SRO, district law enforcement.
- Instructional assistants, transportation staff, or other people who have contact with student.
- Case managers, social workers, and/or probation officers if student is adjudicated or a ward of the court.
- If the threat assessment case manager, in consultation with the administrator, determines that parents/guardians will be constructive to this process, the parent/guardian should be notified that the assessment will be taking place and invited to participate. If parents/guardians are **unable** to attend, complete the Parent Interview form. If it is determined that parent/guardian participation would compromise the process, the Level 1 Site Team may elect to complete the assessment without notification and/or inclusion of the parents/guardians; excluded parents likely would not be invited to complete the Parent Interview form.
- **Students should NOT attend this meeting**. Student information can be gathered through Student Interview and Student Witness Interview forms.

*Ensure that the LEA either has parent/guardian consent through a Release of Information form to share personally identifiable information with non-LEA employed individuals on the Level 1 Site Team OR that any non-LEA employed individual fits an exception under California Education Code section 49076 or 49076.5, which allows them to access information in which they have a legitimate educational interest without parent/guardian consent.

**Note that if an SRO who is a member of a law enforcement agency or law enforcement is involved in the Level 1 Site Team or Threat Assessment, they must follow the rules related to law enforcement interrogation. (*See e.g.,* California Welfare & Institutions Code section 625,*et seq.,* especially section 625.6.)

An equity lens has been applied to the threat response process. The lens identified concerns underserved and underrepresented populations who lack confidence in support systems and, thus, tend to underreport. Be sure to approach information sources with cultural sensitivity and explore all leads. Provide assurance that safety, inclusion, and connection are the focus of the assessment and management of the situation. The lens also identified concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline. Review the assessment and intervention process by focusing on facts and behavior unique to the situation. Avoid assumptions and/or personalizing language and behavior.

STEP 1: ADDRESS STUDENT AND STAFF SAFETY

IF IMMINENT DANGER EXISTS, CALL LAW ENFORCEMENT AND FOLLOW THE LEA GUIDELINES AND SCHOOL SAFETY PLAN.

STUDENT: _____ **STUDENT SSID#** _____
SCHOOL: _____ **TODAY'S DATE:** _____ **GRADE:** _____
SCHOOL PHONE #: _____ **BIRTHDATE:** _____ **AGE:** _____
PARENT(S)/GUARDIANS(S): _____ **PHONE #:** _____
DATE OF INCIDENT: _____
THREAT ASSESSMENT CASE MANAGER: _____
ADMINISTRATOR: _____
INVESTIGATING OFFICER (IF LAW ENFORCEMENT INVOLVED): _____
CASE #: _____ * Obtain copy of law enforcement report

☐ If necessary, take appropriate precautions, such as building-wide security measures or detaining the student(s) of concern, restricting access to coats, backpacks, technology, etc. Note that, while the device can be confiscated, if it's a personal technology device, LEA cannot search unless LEA has a search warrant, there is a legitimate emergency, or the LEA has consent from the owner of the device.

☐ Provide notification to parent/guardian of any student(s) identified as a target of violence (where outcome could be severe or lethal injury).

☐ Is law enforcement involved in the investigation or protective response? What were the results (i.e., student arrested, charged, detained, search of belongings, parent/student interviews, etc.)?

_____

_____

STEP 2: PARENT INVOLVEMENT

☐ The parent/guardian has been notified that an assessment is being done and will attend the Level 1 meeting.

☐ The parent/guardian has been notified that an assessment is being done but cannot attend the Level 1 meeting.
A parent interview was completed. ☐ Yes ☐ No If not, why?

_____

_____

☐ The parent has been notified but not invited due to response, asked to complete parent interview.
A parent interview was completed. ☐ Yes ☐ No If not, why?

_____

_____

☐ The parent/guardian **has not** been notified of meeting and will **not** be asked to complete an interview because: _____

_____

STEP 3: ASSESSMENT – DISCUSS, INVESTIGATE, AND DOCUMENT

Prior to completing this protocol, consider reviewing the sources of information listed below. Each question is a prompt for the investigation of circumstances that may involve the escalation of aggression by one or more students. The question is noted in **bold** and is followed by a short clarifying explanation. Review the questions as an outline for guided conversation investigating situational factors that suggest an increase in concern for acted out aggression. Note responses at each item or under "Other Concerns" (Item #20).

Information was gathered from the following sources:

- ☐ Cumulative file review, including confidential folder
- ☐ Review of grades, including report cards and transcripts
- ☐ Review of all screens in electronic records systems (e.g., Aeries, Synergy, etc.)
- ☐ Review of discipline records
- ☐ Classwork-related communications, such as journaling, artwork, etc.
- ☐ Student/family criminal history
- ☐ Student interview
- ☐ Student witness interview
- ☐ Parent interview (if not in attendance & interview was pursued)
- ☐ Teacher/Staff/Other questionnaire (if not in attendance)
- ☐ Search of belongings
- ☐ Search of technology, including social media and web browser activity (note limitation in Step 1)
- ☐ If applicable, review of Section 504 Plan or special education file
- ☐ Other: _____

1. **Note the severity of the threatened aggression on the continuum below.**
   Does the communication or situation suggest a threat of low to moderate aggression, such as punching or fighting? Or does the communication or situation suggest a threat of serious or lethal injury, such as a severe beating, shooting, stabbing, or bombing? (The behaviors listed within the continuum are examples and not necessarily locked into their position). Note that there is a change within the continuum from low to moderate aggression (non-severe or non-lethal injury) to extreme aggression (severe or lethal injury). Extreme aggression is also referred to as violence.

☐ **MILD AGGRESSION** → ☐ **MODERATE AGGRESSION** → ☐ **EXTREME AGGRESSION (VIOLENCE)**
(Frequent, Low Impact) **(Less Frequent, Moderate Impact)** **(Infrequent, High Impact)**

Suggested or Threatened Aggressive Behavior:
☐ Scratch ☐ Bite ☐ Hit ☐ Fight ☐ Hit w/ Object ☐ Forceful Strike ☐ Rape ☐ Strangle ☐ Stab ☐ Shoot ☐ Bomb ☐ Kill

If aggression was acted out, locate the outcome or intended outcome on the continuum below.

☐ **MILD AGGRESSION** → ☐ **MODERATE AGGRESSION** → ☐ **EXTREME AGGRESSION (VIOLENCE)**
(Frequent, Low Impact) **(Less Frequent, Moderate Impact)** **(Infrequent, High Impact)**

Acted out Aggressive Behavior:
☐ Scratch ☐ Bite ☐ Hit ☐ Fight ☐ Hit w/ Object ☐ Forceful Strike ☐ Rape ☐ Strangle ☐ Stab ☐ Shoot ☐ Bomb ☐ Kill

Describe the details of the threat, dangerous situation, and/or acted-out behavior: _____

2. **Have there been communications suggesting a potential attack or act of aggression (i.e., direct threats, specific references, veiled threats, or vague warnings)?**
Threats can be direct, through oral communication, art, email, internet use, social media, virtual reality, written language exercises, and other modes of communication. Note that threats can also be indirect (e.g., ominous warnings) or veiled, even casual references to possible harmful events or previously occurring violent events (e.g., school shootings).

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

3. **Are there indications of a plan, feasible process, or clear intention to harm others?**
Threatening communication becomes more concerning with behavior that suggests intent to follow through with a targeted attack (called "attack-related behavior"). Many threats are not stated directly but are indicated by vague references combined with behavior. Attack-related behavior may be, but is not limited to, the following:

- A plan (complex or simple) to carry out a targeted act of violence against a specific individual, group, or student body. The plan would have a sequence of actions necessary for its success, and almost always requires a motive. The more plausible and detailed the plan, the greater the risk.
- Acquisition of a weapon, attempted acquisition of a weapon, past possession of prohibited items at school, or research about how to acquire a weapon.
- Rehearsal (practice and simulation, including virtual simulation) of the plan or a similar plan. Rehearsal or simulation is often necessary before a targeted event can be completely planned and carried out. Rehearsal can be indicated through art, fantasy games, writing or film projects, the use of movies or Internet sites with themes and sequences of targeted violence, through first-person shooter video games, etc. However, participating in such activities does not lead students to act out violently. Their use is considered attack-related behavior only when used as rehearsal.
- Scheduling an attack. A scheduled attack may be clear and detailed or flexible, awaiting a triggering event (e.g., teasing, rejection, or loss) that further justifies the violence as a solution.

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

_____

_____

_____

4. **Are there indications of suicidal ideation?**
Is there a history of suicidal ideas, attempts, gestures, references, and/or intent? The wish to die, be killed, or die by suicide, combined with a threat to harm others, increases risk, especially if the self-destructive behavior is the last part of a plan to harm others and carry out revenge or justice.

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

5. **Is the aggressive ideation focused on a specific, ongoing target?**
Is there ongoing consideration or focus on a particular person, group, or student body? If the situation lacks an ongoing target, it may be a situation of reactive aggression, in which the individual involved perceives himself or herself to be under immediate threat, is in an escalated emotional state, and uses threats as a means of self-protection or defending interest and wants.

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

6. **Are there indications of a choice and/or the availability of weapons?**
If weapons are being considered but not immediately available within the home, are they available through relatives, friends, or other means? Note your level of confidence in the source of your information. *Be sure to ask both the student and parents/guardians directly about weapons availability and document their responses (even if not completing the parent interview).*

☐ **No** ☐ **Yes** **Describe (How confident are you in your information?):** _____

_____

_____

_____

7. **Are there indications of a focused or unusual interest in acts of violence; previous school or community attacks or attackers; weaponry; law enforcement, military paraphernalia, or appearance; or, anti-social characters, notorious criminals, murderers, or gangs (historical or fictional)? Are there indications of violent revenge fantasies, or a desire to be an agent or martyr of a particular cause or belief system?**
What may be inappropriate to some people may still be within the normal range, given the individual's age, developmental level, or cultural background. This question relates to question # 3. It examines whether interest is a curiosity or a fascination or whether interest is an admiration for anti-social characters as role models and examples of how to justify violence for solving problems.

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

8. **Are there indications of a motive that would justify the act of severely injuring another person?**
If focus is on a specific target(s) (see question # 5), then there is very likely a motive. Motives tend to revolve around a need to establish or re-establish control. Motives may include revenge for lost love or humiliation, payback for a perceived injustice, revenge for bullying, desire to kill, infamy, and the desire to establish power. If the situation lacks motive, then it may revolve around reactive aggression. Reactive aggressive talk often has triggers that can rapidly agitate the situation. Such triggers are not usually motives but should be identified to avoid or eliminate them in the future.

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

9. **Are there indications of hopeless, overwhelming, stressful, or desperate situations (real or perceived)?**
As students lose hope of resolving stressful or overwhelming situations through acceptable social or coping skills, they are more likely to engage in desperate solutions and last-ditch efforts to take control. Stressors may include humiliation, family conflict, mental illness, social distress, disciplinary actions, academic failure, law enforcement contact, bullying, economic, cultural, or environmental stressors, etc. It is important to note that the point of this question is to examine the perception of the person with whom you are concerned, and what has been observed by others (e.g., staff, parents, other students, or the community) about the person's perception.

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

10. **Are there indications of a capacity or ability to plan and carry out an act of targeted violence?**
Based on the cognitive or adaptive capacity of the person of concern, what is the likelihood of a successfully organized and executed planned attack? If someone is making exaggerated or complex threats but is unable to organize and execute them because of supervision, cognitive ability, or overall functioning, then feasibility drops.

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

11. **Are values, beliefs, or ideas socially maladjusted (e.g., aggression is seen as an acceptable and justifiable method of problem solving)?**
Socially maladjusted thinking can lead to justification and motive for violent behavior. The thinking process will indicate thoughtful consideration that follows a process of reason and justification that is anti-social and intended to cause significant harm. Communication or behavior that is a feature of a disability is less concerning than communication or behavior that is a feature of socially maladjusted thinking unless it is accompanied by attack-related behavior (see question # 3).

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____



STOP & REVIEW THE PREVIOUS QUESTIONS (# 1 - # 11) & YOUR RESPONSES:

Highlight and identify responses where unintentional bias may have affected the response. Consider the following as you summarize the previous 11 questions: Were any responses based on stereotypes or assumptions rather than actual observation and factual information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?

_____

_____

_____

_____

12. Do the responses to questions # 1-11 identify actions, communications, and/or behaviors that suggest a motive focused on a specific target, with an indication of planning or preparation, and the ability to carry out a targeted attack?

☐ No ☐ Yes

If "yes", the risk of targeted aggression is indicated. Proceed with the assessment by moving on to #13.

If "no", do the responses indicate either of the following:

A. Aggressive talk or behavior that is highly emotional, is unplanned, and is a reaction to a perceived insult, affront, or threat, or a means of defending personal interest or self?

☐ No ☐ Yes

B. Aggressive behavior and/or aggressive talk that is used to intimidate, bully, manipulate, or impress others?

☐ No ☐ Yes

- If "yes" to either question #12A or 12B, the threat is likely reactive or affective. If the potential outcome of aggression is **severe or lethal injury**, proceed with the assessment by moving on to #13. If the potential outcome of the aggression is **minor to moderate injury**, you may stop the assessment at this point and move to step 4, using the answers from questions # 1–11 to identify situations, settings, and triggers that increase the likelihood of the behavior, and then develop strategies that will decrease that behavior.

- If answers to questions #12, 12A and 12B are "no", the situation does not pose a threat. You may stop the assessment at this point and move to step 4, noting the absence of the threat under *School Options: Other*. Then continue to monitor the situation for behavior, ideas, or circumstances that may indicate the presence of risk.

13. Are caregivers, peers, campus staff members, and/or outside service providers concerned about a student's potential for acting out aggressively?

Concerns may range from an odd discomfort to a complete list of reasons that caution should be taken. If violence is being considered or planned, it is difficult to hide the indicators. In fact, sometimes little care is actually taken to hide intentions and, while there may be little to no documentation of past behavioral issues, there may be several people who have been or are currently concerned.

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

14. Are there trusting and successful relationships with one or more responsible adults, either on campus or within the community?

The greater and healthier the connection with teachers, service providers, coaches, parents, administrators, church leaders, etc., the less chance there is of a student wanting to disappoint or hurt them and the greater opportunity there is for fostering positive values, community connections, and prosocial choices. If a student (or group of students that the student hangs out with) lacks connection to pro-social adults and is also marginalized within the student population, then intervention and connection are strongly indicated!

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

15. What circumstances, events, or triggers <u>increase</u> or agitate the likelihood of a violent or aggressive attack?

What information or developments might increase the concern for acted-out aggression? What situations agitate or trigger aggressive thinking, threats, and aggressive behavior? Is there an indication that the student of concern is awaiting an event or action before making his/her final decision regarding violent behavior?

Describe: _____

_____

_____

_____

16. What circumstances, events, or inhibitors <u>decrease</u> the likelihood of a violent or aggressive attack?

What information or developments may decrease the concern for acted-out aggression? Identify all positive influences (e.g., activities, events, interests, relationships, goals, organization memberships, etc.) that promote responsible and accountable pro-social behavior. A situation that lacks inhibitors poses a greater risk, since there is less to lose by acting out and little motivation toward healthy solutions.

Describe: _____

_____

_____

_____

17. Are there indications that the student's peer group reinforces delinquent thinking?

Are there peer relationships, marginalized peer-group status, and/or peer-accepted delinquent thinking to support the use of violence as a solution? Risk increases if a situation lacks positive social connection, accountability, and inhibitors and is filled with anti-social thinking about entitlement, revenge, and the use of violence as an acceptable means of solving problems.

☐ **No** ☐ **Yes** **Describe (include role within peer group):** _____

_____

_____

_____

18. Is there a history of behavioral, drug or alcohol, or developmental issues?

Are there issues related to vulnerability and coping skills not necessarily directly related to targeted aggression? Risk increases considerably when coping strategies are limited.

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

19. Are there issues that indicate a low reserve of coping strategies and lack of emotional resiliency?

☐ **No** ☐ **Yes** **Describe:** _____

_____

_____

_____

20. Other Concerns not noted elsewhere:

Are there other concerns not noted elsewhere on this protocol? Examples may include sexual misconduct, fire play, animal abuse, exposure to domestic violence, criminal behavior, etc.

Describe: _____

_____

_____

_____

_____

The Level 1 is not a fixed checklist and does not provide a quantifiable score or level of risk. It is intended as a set of pertinent questions that encourage discussion and examination of concerns.



CONSIDER THE FOLLOWING THROUGH TEAM DISCUSSION:

1. Were any responses based on stereotypes or assumptions rather than actual observation and information regarding behavior? Are there concerning behaviors that could be appropriate within the student's culture?
2. Review all previous questions and highlight/identify responses that indicate concern.
3. Identify your impressions and sense of urgency.
4. Is the potential aggression likely to cause severe or lethal injury?
5. Do the responses identify threats (i.e., actions, specific circumstances, and/or communications) that are focused on a specific target (i.e., individual or group) for a specific reason or motive, and involve planning and preparation with the capacity to carry out the event? If so, concern for *targeted aggression* is clearly indicated and must be addressed immediately.
6. Is there indication that an attack has been scheduled or an identified date when an attack may happen?

_____

_____

_____

_____

_____

_____

_____

_____

TAKE IMMEDIATE PRECAUTIONARY MEASURES TO PROTECT POTENTIAL VICTIMS AND ADDRESS SUPERVISION FOR THE STUDENT(S) OF CONCERN IF ALL 3 EXIST:

1. Targeted aggression is indicated.
2. Potential victims are identified.
3. The potential outcome of the aggression may cause severe or lethal injury.

Complete the Notification Log and Plan to Protect Targeted or Victimized Student.

IF CONCERN FOR VIOLENCE IS IMMINENT OR ANYONE IS IN IMMEDIATE DANGER, CALL LAW ENFORCEMENT (911).

STEP 4: DEVELOP A MANAGEMENT PLAN TO ADDRESS CONCERNS (Including aggravating factors) IDENTIFIED THROUGH STEP 3 OF LEVEL 1 ASSESSMENT.

RECOMMENDED INTERVENTIONS

As you consider prevention strategies, reflect upon the effects of previous traumatic experiences. For example, prevention strategies may include ensuring a sense of emotional, physical, and cultural safety for the individuals involved; fostering trusting relationships; honoring an individual's dignity; making efforts to share decisions and collaborate; and offering validation and building on an individual's strengths.

Additionally, consider restorative practice as you address consequences and/or discipline. For example, if both parties are amenable, and you have appropriately trained staff, conduct a meeting allowing those who have been harmed or threatened to describe the impact of the behavior and the type of actions necessary to repair hurt, restore trust, and move forward from the isolated incident.

If Target(s) are identified:

- ☐ Warn intended victim and notify the intended victim's parent/guardian. Use the **Notification Log** to document.
- ☐ Develop a plan to protect victim (using the form **Plan to Protect Targeted or Victimized Student**) for identified target(s). Consider both physical and psychological safety needs of targeted student(s).
- ☐ Other: _____

_____

Student Options (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Student behavior/accountability plan developed		
	Initiate suicide risk assessment		
	Other:		
	Other:		
	Other:		

School Options

- ☐ Consider making the following firearms admonition to parents/guardians: "Firearms are the responsibility of the owner: Do not assume a child/student/adult has not learned the combination to a gun safe or the location of the key. Keys can be removed and duplicated, and combinations can be discovered through a variety of means. Consider changing keys or combinations or removing firearms from the home.
  Document the date, time, and parent/guardian's response.

_____

_____

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☐ Inform parent/guardian of mandatory reporting laws. Note that the school will contact guardian when child is in a dangerous situation or causing considerable disruption to milieu. If a parent/guardian is non-responsive or refuses to assist, school staff (as required by mandatory reporting law) must inform CPS and/or law enforcement regarding a potential neglectful situation.
Document the date, time, and parent/guardian's response.

_____

_____

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_____

School Options (check all that apply)

*If student is on an IEP or Section 504 plan, any of the following must be discussed at and added to the students IEP or 504 plan through the IEP or 504 plan process with parental consent as applicable.

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Review educational plan		
	Review transportation options; consider bus support plan		
	Monitor social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Consider specialized class		
	Hall pass for early/late travel		
	Provide access to social skill building programs		
	Consider strategies for problem-solving the grievance (i.e., mediation, counseling, etc.)		
	Increase supervision in following settings:		
	Create modifications of daily schedule		
	Allow late arrival/early dismissal		
	Alert staff and teachers on need-to-know basis		
	Decrease or eliminate pass time or unsupervised time		
	Conduct intermittent/random check of backpack, locker, pocket, purse, technology/phone etc. by: ☐ Administrator ☐ Counselor ☐ District security personnel (not member of law enforcement) ☐ Office staff ☐ Other:		

School Options (continued)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Assign identified staff to build trusting relationship through check-in or mentorship: ☐ Administrator ☐ Mentor ☐ Counselor ☐ SRO ☐ Teacher ☐ Other:		
	Provide means by which student may safely report and discuss thoughts or intentions to harm others and receive appropriate intervention		
	Other intervention or supervision strategies that directly address triggers and agitators identified in Step 3:		
	Identify and further develop activities, relationships or experiences of value that inhibit possibility of acting out:		
	Provide School Counselor or Behavior Specialist intervention, including:		
	Request parent/guardian consent for a release and exchange of information form to allow communication between school and medical/mental health provider		
	Referral to district social worker		
	Referral to All4Youth		
	Other:		
	Offer referral to appropriate school team to consider alternative placement		
	Consider diagnostic placement pending further assessment		
	Safety plan/ precautions in place for off campus programs (e.g., dual enrollment, ROP, technical programs, workability, FFA, etc)		
	Individual referral for initial special education evaluation/re-evaluation or Section 504 initial evaluation/re-evaluation		
	Referral to behavior specialists, teams, or other behavior support resources		

Family/Home Options (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Help parents/guardians strategize safety options/planning that parents/guardians can implement at home		
	Increase supervision (e.g., of curfew, communications, in community, during transportation, etc.)		
	Safety proof home (i.e., secure or remove all weapons and potential weapons, add/test smoke detectors, etc.)		
	Review and pursue non-school related crisis and/or mental health services		
	Monitor technology and social media activity for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Monitor all communications for concerning statements, agitators, triggers, threats, or behavior related to the preparation of an attack		
	Use a family social media and/or technology contract or refer to www.commonsensemedia.org for information on appropriate youth media		
	Consider installation of parent controls on student's technology/phone		
	Other:		
	Other:		
	Other:		

Community Options (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Explore mental health evaluation and referral options		
	Refer to anger management program/ mediation program		
	Refer to alcohol/drug evaluation/treatment		
	Refer to parenting program		

Community Options Continued

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Refer to mentoring program		
	Notify probation officer		
	Refer to faith community program		
	Refer to positive community activities/interests		
	Other:		
	Other:		
	Other:		

Other Options (check all that apply)

Option Chosen	Option	Date Previously / To Be Implemented	Person(s) Responsible
	Other:		
	Other:		
	Other:		
	Other:		
	Other:		

Review of Plan

Threat Assessment Case Manager will review the status of this plan via appropriate meeting process and revise as needed on a:

☐ Weekly basis
☐ Biweekly basis
☐ Other (specify) _____

STEP 5: LEVEL 2 REFERRAL

CONSIDER REQUESTING A LEVEL 2 THREAT ASSESSMENT IF:

- You have concerns regarding extreme aggression but are unable to confidently answer questions on this protocol.
- You have confidently answered the questions on this protocol and have safety concerns regarding impulsive or reactive behavior that will likely result in serious or lethal injury to another.
- You have confidently answered the questions on this protocol and have concerns regarding threats of targeted aggression that indicate motive, plan, preparation, scheduling, and/or other behavior that suggests the serious consideration of an act of targeted aggression.

ALWAYS REQUEST A LEVEL 2 ASSESSMENT IF:

- A student of concern brought a gun to school, attempted to acquire a gun with intent to harm or intimidate others, or has been arrested for a firearm-related offense.

Is the Level 1 Site Team requesting a Level 2 Threat Assessment at this time?
☐ **No** ☐ **Yes**

- **If yes, follow LEA policies and procedures for a Level 2 Threat Assessment and then proceed to Step 6 to complete the Level 1 protocol.**

  **While awaiting the Level 2 Assessment, use the student management plan (Step 4) to manage the situation and document interim steps taken by the Level 1 Site Team.

- **If no, proceed to Step 6 to complete the Level 1 protocol.**

STEP 6: SIGN, SEND, FILE, AND BEGIN MANAGEMENT AS PLANNED

Team Signatures

Threat Assessment Case Manager	**Date**	**Administrator**	**Date**
Other/Title	**Date**	**Other/Title**	**Date**
Other/Title	**Date**	**Other/Title**	**Date**
Other/Title	**Date**	**Other/Title**	**Date**
Other/Title	**Date**	**Other/Title**	**Date**

NOTES: _____

The Office of Fresno County Superintendent of Schools has adapted The Student Threat Assessment & Management System, Level 1 Protocol from the Salem Keizer Cascade Model. The original protocol was developed by John Van Dreal and Courtenay McCarthy at Salem-Keizer Public Schools© and Clem Spenner at Willamette Education Service District using the following information: Pynchon and Borum, Assessing Threats of Targeted Group Violence: Contributions from Social Psychology; Reddy, Borum, Berlun, Vossekuil, Fein, and Modzeleski, Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches; O'Toole, The School Shooter: A Threat Assessment Perspective; Fein, Vossekuil and Holden, Threat Assessment: An Approach to Prevent Targeted Violence; Meloy, Violence Risk and Threat Assessment, Specialized Training Services Publication; De Becker, The Gift of Fear; Johnson, Assessment of Violent and Potentially Violent Youth In the Schools. Calhoun, Hunters and Howlers. Vossekuil, Pollack, Bourne, Modzekski, Reddy, and Fein, Threat Assessment in Schools, A Guide to Managing Threatening Situations and to Creating Safe School Climates; Meloy and Hoffmann, International Handbook of Threat Assessment; Meloy, Mohandie, Knoll, and Hoffman, The Concept of Identification in Threat Assessment.

All above reference material can be linked from the following web page:
www.studentthreatassessment.org

RECOMMENDATIONS FOR THREAT ASSESSMENT CASE MANAGERS

- Familiarize yourself with the Level 1 information gained.
- Assign tasks and completion date expectations.
- Check in with teachers, coaches, campus monitors, counselors, and parents routinely for changes in behaviors, academics, attendance, or other concerns. Include both positive and negative behavior.
- Conduct status checks as often as necessary until your level 1 team determines the concern has diminished.
- Document your updates and management steps through the process.
- If the student moves to another school or program, immediately notify the receiving school of the Level 1/Level 2 Assessment and management plan.
- Contact your LEA with any concerns of significant updates.

REVIEW NOTES

Review Date:

Team Members:

Notes: _____

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Review Date:

Team Members:

Notes: _____

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Review Date:

Team Members:

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Review Date:

Team Members:

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Review Date:

Team Members:

Notes: _____

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Section 13 Contents

Protocol for Opioid Overdose (EC32282(a)(2)(L)) .....

Opioid Overdose Protocol

School Safety Plan
OPIOID OVERDOSE PROTOCOL

POLICY STATEMENT

The January 1, 2024, enactment of AB 10 into California law amended Education Code § 32282 to require that comprehensive school safety plans for schools that serve pupils in any of grades 7 to 12, inclusive, include a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose. This Superintendent Policy is designed to meet that requirement for all applicable schools operated by the County Superintendent.

EMPLACEMENT/AVAILABILITY OF NALOXONE AT SCHOOL SITES

It shall be the policy of the County Superintendent that all schools operated by the County Superintendent that serve pupils in any of grades 7 to 12, inclusive, shall have sufficient supplies of the opioid antagonist naloxone on premises and available for administration to any pupils at such schools suffering from or reasonably believed to be suffering from an opioid overdose at such schools by County Superintendent employees assigned to those schools.

COUNTY SUPERINTENDENT-EMPLOYED NURSE TRAINING ON NALOXONE ADMINISTRATION

All Credentialed School Nurses, Registered Nurses and Licensed Vocational Nurses employed by the County Superintendent shall receive training on the administration of naloxone to any pupils suffering from or reasonably believed to be suffering from an opioid overdose at such schools, and shall undertake any refresher training or continuing education needed to maintain proficiency in the administration of naloxone.

NON-NURSE EMPLOYEE TRAINING ON NALOXONE ADMINISTRATION

Any other County Superintendent-employed staff at any schools operated by the County Superintendent that serve pupils in any of the grades 7 to 12, inclusive, shall have the opportunity to voluntarily receive training on the administration of naloxone to any pupils suffering from an opioid overdose or reasonably believed to be suffering from an opioid overdose at such schools.

Legal References

Education Code
Section 32282

Management Resources

Websites
Department of Healthcare Services Naloxone Distribution Project

Section 14 Contents

Bullying Policies (EC32282(f)) .....

Superintendent and Board Policy 5131.2 – Bullying

Superintendent Policy HR-1311 – Civility Policy

Superintendent Policy HR-1317 – Prohibition of Pupil Discrimination, Harassment, Retaliation and/or Sexual Harassment

Positive Behavioral Interventions and Supports (PBIS)

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Students
BULLYING

The County Superintendent and County Board recognize the harmful effects of bullying on student well-being, student learning, and school attendance, and desire to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The County Superintendent or designee shall develop strategies for addressing bullying in County Superintendent/County Board schools with the involvement of students, parents/guardians, and staff. As appropriate, the County Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the County Superintendent's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the County Superintendent or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Adopted: 03/21/2013
Amended: 10/15/2020

Legal Reference

Education Code
200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
32283.5 Bullying; online training
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
46600 Student transfers
48900-48925 Suspension or expulsion
48985 Translation of notices
52060-52077 Local control and accountability plan

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

Penal Code
422.55 Definition of hate crime
647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety

Code of Regulations, Title 5
4600-4670 Uniform complaint procedures

United States Code, Title 47
254 Universal service discounts (e-rate)

Code of Federal Regulations, Title 28
35.107 Nondiscrimination on basis of disability; complaints

Code of Federal Regulations, Title 34
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
110.25 Notification of nondiscrimination on the basis of age

Court Decisions
Wynar v. Douglas County School District, (2013) 728 F.3d 1062
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources

CSBA Publications
Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

California Department of Education Publications
Bullying Module
California's Social and Emotional Learning: Guiding Principles, 2018
Social and Emotional Learning in California: A Guide to Resources, 2018
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Bullying at School, 2003

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY BOARD OF EDUCATION

California Office of the Attorney General Publications
Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. Department of Education, Office for Civil Rights Publications
Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014
Guidance to America's Schools: Bullying of Students with Disabilities, October 2014
Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010
Dear Colleague Letter: Harassment and Bullying, October 2010

Websites
CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
California Office of the Attorney General: http://oag.ca.gov
Center on Great Teachers and Leaders: http://gtlcenter.org
Collaborative for Academic Social and Emotional Learning: http://casel.org
Common Sense Media: http://www.commonsensemedia.org
National School Safety Center: http://www.schoolsafety.us
Partnership for Children and Youth: http://www.partnerforchildren.org
U.S. Department of Education: http://www.ed.gov

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Personnel
CIVILITY POLICY

Policy Statement
The Fresno County Superintendent of Schools (FCSS) is committed to fostering a respectful and inclusive work environment. This civility policy extends to all forms of communication, including face-to-face interactions, phone calls, email, text messages and social media. The FCSS believes in the importance of maintaining professionalism, open dialogue, and a culture of mutual respect. This policy provides guidelines for a safe, welcoming environment that promotes high levels of student and staff achievement and the free exchange of ideas in support of quality educational services.

QUICK LINK

Civility Reporting Form

Civility is a commitment to respect one another and encourage professional and academic growth with open communication, honesty, and empathy. Conversely, uncivil conduct interferes with the vision, mission, goals, and productivity of the FCSS and can negatively impact student learning.

The FCSS Mission Statement:
"The Office of the Fresno County Superintendent of Schools provides educational leadership, fosters partnerships and coordinates services to districts to ensure equitable opportunities for ALL students."

Through this policy, the FCSS intends to promote mutual respect, civility, courtesy, and safe boundaries among employees, students, parents/guardians, volunteers, and other members of the public. This policy's purpose is to acknowledge equity as the cornerstone of the FCSS, encourage positive communications and discourage disruptive, volatile, hostile, or aggressive communications or actions. Furthermore, this policy is intended to maintain, to the extent possible, a safe, harassment and discrimination-free workplace for all FCSS employees, students, parents/guardians, volunteers, and the public

The basic purpose of this policy is three-fold:
1. To promote a work and learning environment that is safe, productive, equitable, and nurturing for all staff and students.
2. To encourage the free flow of ideas without fear or intimidation.
3. To provide students with appropriate models for respectful problem-solving.

For purposes of this policy, "uncivil conduct" includes, but is not limited to, directing vulgar, obscene, profane, demeaning, or disparaging gestures or words at another individual; taunting, jeering, inciting others to taunt or jeer at an individual; raising one's voice at another individual; repeatedly interrupting another individual who is speaking at an appropriate time and place; and invading the personal space of an individual after being directed to move away.

"Uncivil conduct" does not include the expression of controversial or differing viewpoints so long as:

1. The ideas are presented in a respectful manner and at a time and place that are appropriate; and

2. Such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process or working environment; and
3. The content of the expressed idea is reasonably related to the FCSS business.

In most cases, individuals who perceive they have been treated in an uncivil manner will be urged to resolve their concerns through simple, direct, or assisted communication with the person(s) at the source of the concern. When this is not possible or appropriate, such as when an employee's immediate supervisor is the source of the concerns, any person who needs help in identifying and/or using appropriate problem-solving procedures may seek assistance from an administrator.

Individuals are encouraged to work out issues of concern promptly, and preferably no later than two (2) days after an incident has occurred. No retaliation will be tolerated against individuals for working in good faith under this policy to resolve concerns.

This policy seeks to promote a culture of respect and civility. Severe or persistent acts of uncivil conduct may violate other Superintendent Policies (SP), such as:

- SP HR-1315 Sexual Harassment
- SP HR-1316 Prohibition of Employee Discrimination, Harassment and Retaliation
- SP HR-1317 Prohibition of Pupil Discrimination, Harassment Retaliation and/or Sexual Harassment

Violation of such policies may result in further action, such as discipline, adverse employment action or criminal charges, as applicable. Nothing in this policy is intended to interfere with the ability of FCSS officials to maintain order and discipline in the work environment or school setting.

The FCSS shall review this policy regularly in the context of issues that occur. Department/Program leadership are encouraged to guide, support, and evaluate the FCSS' efforts to establish and reinforce a culture of civility and respect for all.

The following steps are intended to support all partners in the educational process, maintain a safe, equitable, nurturing work and learning environment, provide a model of respectful problem-solving, and reduce the potential for serious or widespread disruptions within the FCSS. The following steps are not intended to manage threatening or intimidating behavior which is serious enough to constitute harassment or to cause one to fear for his/her safety.

Employees:
When an employee believes they have been treated in an uncivil manner by another employee, student of the FCSS, parent, volunteer, or adult member of the community, they should follow the steps outlined below:

Step 1: Within two (2) working days of the incident, speak directly and respectfully with the individual, in an appropriate time, place and manner, seeking to resume communications on a civil basis. Employees may proceed to Step 2 if the source of the uncivil conduct is the employee's immediate supervisor or when the employee is not comfortable addressing the incident on their own.

Step 2: At any time after Step 1 has been attempted, if civil discussion cannot be resumed, the employee should ask his/her supervisor or other appropriate supervisor to facilitate a conversation, or initiate a discussion on their behalf, with the individual perceived to have been uncivil. Such a facilitated conversation should focus on the expectation of civility and requirements for achieving civil exchanges in the future. If the employee deems it necessary, the employee may complete the Civility Reporting Form and submit to his/her supervisor or other appropriate supervisor with a copy to Human Resources.

Step 3: At any time after Step 2 has been implemented, if uncivil conduct toward the employee continues, the employee and his/her supervisor or other appropriate supervisor will discuss and/or pursues remedies beyond this policy with the assistance of Human Resources and/or Legal Services.

Students:
When a student believes they have been treated in an uncivil manner by an employee, adult volunteer, or another student of the county office, they should follow the steps outlined below:

Step 1: Within two (2) working days of the incident, seek advice from a teacher, or other trusted employee of the school, as well as from a parent/guardian. If advisable, speak directly and respectfully with the individual, in an appropriate time, place and manner, seeking to resume communications on a civil basis.

Step 2: If direct, personal contact with the individual is not advisable, or does not produce a satisfactory result, the student should ask a teacher or administrator to facilitate a conversation between the student and the individual perceived to have been uncivil. Such a facilitated conversation should occur with the knowledge of the student's parent/guardian and should focus on the expectation of civility and requirements for achieving civil exchanges in the future.

Step 3: At any time after Steps 1 and 2 have been attempted, if it is determined that civil communications and appropriate problem-solving cannot be restored between/among the individuals affected, the administrator may modify the conditions under which the individuals interact with one another and may suggest or require the use of additional resources to help address needs.

Any FCSS employee may**:**

a. Verbally inform and/or counsel a fellow employee, other agency employee/representative, parent/guardian or member of the public, who engage in unacceptable or disruptive behavior, to act and communicate civilly;
b. Provide a written copy of this policy to a fellow employee, another agency employee/representative, parent or member of the public who engages in unacceptable or disruptive behavior;
c. Terminate a meeting, conference, telephone conversation or exchange with a fellow employee, other agency employee/representative, parent/guardian or member of the public who engages in unacceptable or disruptive behavior; and/or
d. Report any incident involving unacceptable or disruptive behavior to his or her immediate supervisor, Department/Program Administration, Assistant Superintendent, Human Resources, or designee.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Note: At all times, the Assistant Superintendent, Human Resources/designee shall be a resource to any employee whose working relationship to the individual perceived to have been uncivil creates an unusual obstacle to problem-solving.

Retaliation toward any person making proper use of this Superintendent Policy is unacceptable and will not be tolerated.

Adopted: 09/01/2015
Amended: 09/17/2019, 10/11/2021; 11/3/2023

References

Fresno County Superintendent of Schools | Fresno County Board of Education - Philosophy, Goals, Objectives, and Comprehensive Plans:

- NO. 0000 VISION
- NO. 0100 PHILOSOPHY
- NO. 0410 NON-DISCRIMINATION IN COUNTY SUPERINTENDENT AND COUNTY BOARD PROGRAMS AND ACTIVITIES
- NO. 0415 EQUITY

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Personnel
PROHIBITION OF PUPIL DISCRIMINATION, HARASSMENT, RETALIATION AND/OR SEXUAL HARASSMENT

Policy Statement:
The Fresno County Superintendent of Schools ("FCSS") is committed to maintaining a learning environment that is free from any form of discrimination, harassment and retaliation. The FCSS prohibits the unlawful harassment of, or discrimination and retaliation against, any pupil by any employee, pupil, or other person at school or at any school related activity.

Except for student complaints that constitute unlawful sexual harassment within the definitions set forth under Title IX of the Educational Amendments of 1972 that will be processed under Superintendent Administration Regulation 5145.71 and Superintendent Policy SP HR-1315, the following will be the procedure to ensure that pupils are free from all other forms of discrimination, harassment and retaliation. The procedures further provide a mechanism for the reporting and resolution of unlawful discrimination, harassment, and retaliation complaints.

QUICK LINKS
Supervisor Report of Pupil Incident/Complaint
Pupil Complaint Form
Pupil Appeal Form

The FCSS designates the following position as the Compliance Coordinator for nondiscrimination in FCSS educational programs and activities:

Assistant Superintendent, Human Resources
Office of the Fresno County Superintendent of Schools
1111 Van Ness Avenue
Fresno, CA 93721-2000
(559) 265-3000
lgabriel@fcoe.org

PROHIBITION OF PUPIL DISCRIMINATION AND HARASSMENT
The FCSS recognizes the right of every pupil to be free from discrimination, harassment, retaliation, violence, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics, whether through face-to-face interactions, phone calls, email, text messages and/or social media. The FCSS further declares its intent to act promptly, visibly and vigorously to eliminate such activity from the school environment.

EDUCATION EQUITY
The FCSS shall:

- Apply no rule concerning a student's actual or potential parental, family, or marital status that treats students differently on the basis of sex.
- Not exclude or deny any student from any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, but may require a student to obtain the certification of a physician or nurse

practitioner that the student is physically and emotionally able to continue participation in the regular program or activity.

- Ensure that pregnant students and parenting male or female students are not excluded from participation in their regular school programs or required to participate in pregnant-student programs or alternative educational programs.
- Ensure that pregnant/parenting students who voluntarily participate in alternative programs are given educational programs, activities and courses equal to those they would have been in if participating in the regular programs.
- Treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom in the same manner and under the same policies as any other temporary disability.

DISCRIMINATION
Discrimination is defined as treating people in some way differently than other people not in the same category. The basic categories include, but are not limited to, unlawful discrimination against and/or harassment of pupils on the basis of actual or perceived race, color, national origin, ancestry, religious creed, age, marital status, pregnancy, physical or mental disability, medical condition, sex, gender, gender identity, gender expression or sexual orientation.

HARASSMENT
Harassment includes, but is not limited to, derogatory comments, offensive jokes, unwelcome physical contact, or persistently annoying conduct that interferes or creates an unpleasant/offensive-learning environment. This includes, but is not limited to, such conduct relating to or directed toward persons, on the actual or perceived basis of a particular race, national origin, religion, color, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability.

Examples of unlawful discrimination or harassment of a pupil include, but are not limited to,

1. Slurs, threats or verbal abuse;
2. Derogatory or degrading comments descriptions, drawings, pictures or gestures;
3. Unwelcome jokes, stories, teasing or taunting;
4. Any other verbal written, visual or physical conduct against the pupil which:
    a. Adversely affects his/her employment; or
    b. Has the purpose or effect of unreasonably interfering with the pupil's ability to learn or creating an intimidating, hostile or offensive learning environment.

SEXUAL HARASSMENT
Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g. a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it to the FCSS Compliance Officer.

Student complaints that allege unlawful sexual harassment within the definitions set forth under Title IX of the Educational Amendments of 1972 will be processed under Superintendent Administration Regulation 5145.71 and Superintendent Policy SP HR-1315.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

Sexual Harassment includes, but is not limited to: unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature constitutes sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit term or condition of academic status or progress;
2. Submission to, or rejection of, the conduct is used as the basis for academic decisions affecting a pupil;
3. The conduct has the purpose or effect of unreasonably interfering with the pupil's work performance, or of creating an intimidating, hostile or offensive learning environment;
4. Submission to, or rejection of the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.

EXAMPLES OF SEXUAL HARASSMENT

Sexual harassment includes, but is not limited to:

1. Making unsolicited written, verbal or physical contact of a sexual nature;
2. Continuing to express sexual interest after being informed that the interest is unwelcome;
3. Engaging in reprisals, threats of reprisal, or implied threats of reprisal following a negative response to sexual overtures;
4. Engaging in implicit or explicit coercive sexual behavior, which is used to control, influence or affect the career, grade, and/or learning environment of another pupil;
5. Being made to feel uncomfortable or isolated for not participating or responding to sexual jokes, cartoons, or comments;
6. Spreading of sexual rumors;
7. Limiting a pupil's access to educational tools;
8. Displaying sexually suggestive objects.

COMPLIANCE

FCSS shall avoid/resolve any act or actions, implied or explicit that may suggest, discrimination, harassment or retaliation. The County Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of discrimination, harassment, or retaliation. The FCSS will not tolerate discrimination, harassment or retaliation of any kind and will take appropriate disciplinary action whenever such discrimination, harassment or retaliation is demonstrated. Any individual who engages in such conduct contrary to this policy may be personally liable in any legal action brought against him or her.

Any pupil or staff member who engages in the discrimination, harassment or retaliation of anyone attending classes at or who is on FCSS staff will be subject to disciplinary action up to and including expulsion or dismissal.

RETALIATION PROHIBITED

FCSS encourages students and staff to file discrimination, harassment, or retaliation complaints to ensure that such unacceptable conduct is fully eradicated. Moreover, retaliation against any pupil or other person who chooses to exercise the right to file a discrimination or harassment complaint or for participating in the investigation of such complaints is strictly prohibited.

To avoid retaliation and the appearance of retaliation, pupils/FCSS staff are directed:

1. To refrain from taking any action, which dissuades any person from exercising the right to file a discrimination, harassment and/or retaliation complaint.

2. To keep confidential the facts of any complaints or investigation made pursuant to this policy, including the identity of any witnesses or any facts, which disclose the identity of the claimant(s), or witness(s).
3. The person against whom a complaint has been filed is directed not to communicate with any complainant, witness or other person involved in any complaint whether in person, by mail, e-mail, telephone or through any intermediary.

REPORTING COMPLAINTS
Any pupil who feels that he/she has been discriminated against harassed or retaliated against shall immediately report the incident to his/her teacher, site administrator, other staff member or the FCSS Compliance Officer.

COMPLAINT PROCESS
The County Superintendent expects pupils or staff to immediately report incidents of discrimination, harassment or retaliation to the pupil's teacher, site administrator, other staff member or the FCSS Compliance Officer. FCSS staff members have the responsibility to immediately notify the FCSS Compliance Officer of the incident.

Note: If the teacher, Principal or site administrator is involved in the reported conduct, or, if for some reason the pupil feels uncomfortable about making a report to his or her teacher, Principal or site administrator, the report should be made to theAssistant Superintendent, Human Resources. .

The following procedures shall be used when a pupil alleges a specific action in violation of this policy has occurred:

1. Site Administrator is to gather accurate, complete information to ensure an immediate and thorough investigation of the compliant. Site Administrator is to document information volunteered by the complainant on the "Prohibition of Pupil Harassment Supervisor Report of Incident/Complaint " form.
2. Site Administrator is to submit written report of concern to Program Administrator, and. Assistant Superintendent, Human Resources
3. The Program Administrator, and the Assistant Superintendent, Human Resources will review the information gathered by the supervisor along with the supervisor's recommendation.
4. Appropriate and immediate action will be taken if the County Superintendent's nondiscrimination, harassment, and retaliation policy has been violated.
5. The supervisor shall counsel the pupil and outline possible options for informal/formal resolution of the complaint.
6. No action will be taken against a pupil for filing a complaint.
7. The pupil filing the complaint will be notified of the outcome of the investigation.

INFORMAL /FORMAL INVESTIGATION
The appropriate Program Administrator shall counsel the pupil and outline possible options for informal resolution of the complaint. The Site Administrator will review facts, impact of conduct, efforts to correct and recommended resolution by pupil. Should informal resolution be achieved, the Site Administrator shall follow up with the pupil to ensure that the behavior(s) initially generating the complaint have been corrected and that there is not a likelihood of recurrence.

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If informal resolution of the complaint is not quickly achieved, the Assistant Superintendent, Human Resources shall conduct an appropriate investigation. An appropriate investigation may include interviewing the complainant, the accused, witnesses, and other suspected victims.

A formal complaint shall be in writing, signed by the pupil, and completed on a form prescribed by FCSS.

INVESTIGATION/REPORTING AND DECISION
A comprehensive investigation will be conducted to gather information that supports a fair and just decision. Upon completion of the investigation, the Deputy Superintendent, Business Services or designee shall render a determination as to whether the alleged conduct constitutes discrimination, harassment and/or retaliation. The Deputy Superintendent – Business Services shall look at the record as a whole, and the totality of the circumstances, including the nature of the alleged harassment, discrimination, or retaliation, the context in which the alleged incidents occurred, and the perspective of the victim.

REMEDIAL ACTION
If the investigation reveals there is reasonable cause to believe that discrimination, harassment or retaliation has occurred, the FCSS shall take appropriate action to ensure that the discrimination, harassment and/or retaliation ceases and will not recur.

APPEAL PROCESS
Following the complainant's receipt of the report and recommended disposition of the complaint by the Deputy Superintendent, Buiness Services or designee, the complainant may, if not satisfied by the report or the recommended disposition, appeal the matter to the County Superintendent. The complainant's appeal shall be in writing, signed by the complainant and completed on a form prescribed by the FCSS. The appeal shall state specifically the reasons why the complainant is dissatisfied with the report and recommended disposition by the Deputy Superintendent, Business Services or designee.

The County Superintendent shall review the basis for the complainant's appeal and make a decision based on the record presented. The County Superintendent reserves the rights to determine if it is necessary to collect additional information and/or to accept or modify the final disposition and action implemented as a result of the complaint.

CONFIDENTIALITY
All FCSS employees involved in processing discrimination, harassment or retaliation complaints shall endeavor in good faith to protect the privacy of all involved parties. Discussions among FCSS employees regarding discrimination, harassment or retaliation complaints shall be prohibited unless necessary to process and/or investigate the facts surrounding the complaint. FCSS staff members shall not have access to files concerning discrimination, harassment or retaliation complaints unless the employees are assigned to process and/or investigate the complaint. FCSS files pertaining to discrimination, harassment or retaliation complaints shall not be made available to the general public. All matters pertaining to the filing, investigation, and resolution of discrimination, harassment or retaliation complaints shall be confidential.

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS

ENFORCEMENT
A violation of the FCSS' policy prohibiting discrimination, harassment and/or retaliation shall constitute just cause for discipline, up to and including expulsion and/or dismissal, and shall be deemed to be a violation of or refusal to obey state law and the policies and regulations of the County Superintendent. The FCSS or designee shall take appropriate actions to reinforce the County Superintendent's discrimination, harassment and retaliation policy. As needed, these actions may include any of the following:

1. Providing staff inservice and pupil instruction or counseling.
2. Notifying parents/guardians.
3. Notifying child protective services.
4. Taking the appropriate disciplinary action.

Adopted: 04/07/1997
Amended: 04/11/2003; 08/31/2005; 10/05/2007; 04/14/2010; 04/04/2011; 04/16/2012; 10/22/2013; 02/23/2016; 08/14/2020;10/1/2020; 11/3/2023

References:
Education Code 48980 (h)
Education Code 212.6
Superintendent Administration Regulation 5145.71
Superintendent Policy SP HR-1315

Positive Behavioral Interventions and Supports (PBIS)

Summary

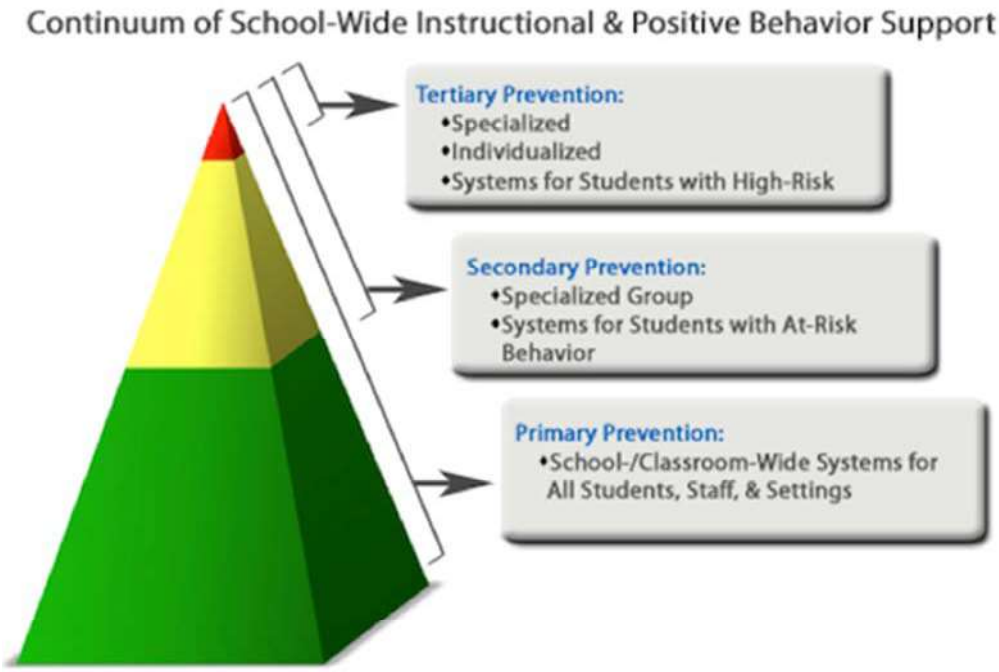
The School Wide Positive Behavior Intentions and Support (SWPBS) refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.

Typically, a team of approximately ten representative members of the school will attend a two or three day training provided by skilled trainers. This team will be comprised of administrators, classified, and regular and special education teachers.

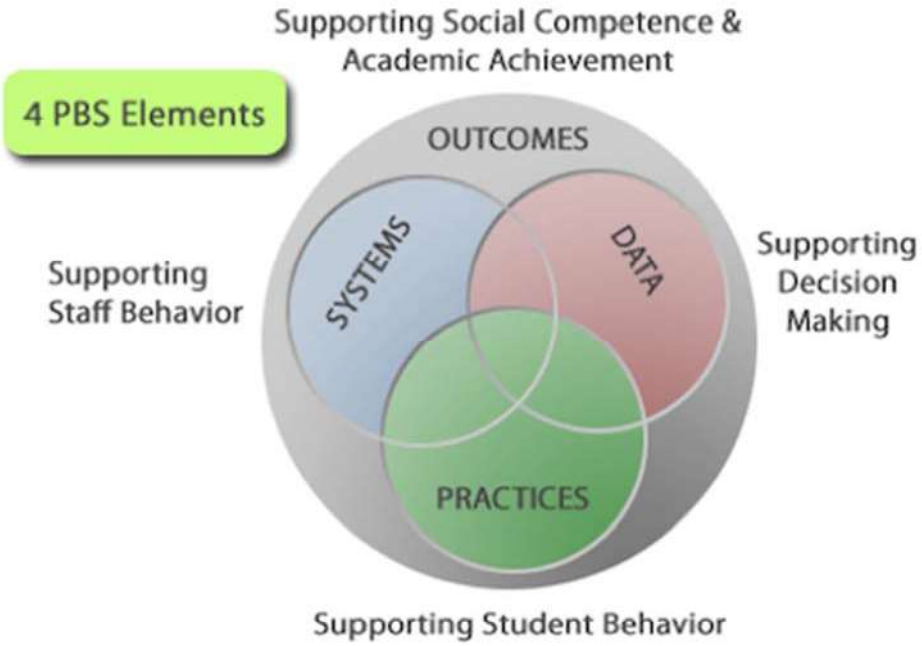
The school will focus on three to five behavioral expectations that are positively stated and easy to remember. In other words, rather than telling students what not to do, the school will focus on the preferred behaviors. Here are some examples from other schools:

- Respect Yourself, Respect Others, and Respect Property
- Be Safe, Be Responsible, Be Respectful
- Respect Relationships and Respect Responsibilities

After the SWPBS team determines the three to five behavioral expectations that suit the needs of their school, they will take this information back to the staff to ensure at least 80% of the staff buy into the chosen expectations. Consistency from class to class and adult to adult is very important for successful implementation of SWPBS.



The school-wide PBIS process emphasizes the creation of systems that support the adoption and implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a sustainable system:



- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators.
- Practices: interventions and strategies that are evidence based.
- Data: information that is used to identify status, need for change, and effects of interventions.
- Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS.

Summary of Prevention and Early Intervention (PEI):

The County of Fresno, on behalf of the Department of Behavioral Health (DBH), Mental Health Services Act (MHSA) is providing funding for Behavioral Interventions and Supports at schools to develop and implement PBIS in grades K-12 in Fresno County schools.

In addition, Fresno County encourages the ongoing collaboration of various community members and service providers to further facilitate the delivery of prevention and early intervention and other mental health services and activities to those unserved and underserved in kindergarten through twelfth grade within Fresno County.

The intent of this project is to provide funds for positive behavioral support and mental health prevention and early intervention services in a school setting to children and youth, kindergarten through eighth grade. The State Department of Mental Health PEI guidelines specifically limits how these funds may be used. The funding for PEI services and activities integrated at school settings is limited to behavioral supports and principles, social emotional skills, positive reinforcements, positive and preventative and intervention strategies.

** Information on this site is compiled from Office of Special Education Program (OSEP) Technical Assistance Center for Positive Behavioral Interventions and Support*

FRESNO COUNTY OFFICE OF EDUCATION
EMERGENCY PROCEDURES
STANDARD OPERATION PROCEDURE #813

Effective 01/13/97
Revised 10/9/13

Initiated by Jeff Becker

Approved by Jan Biggs

The following are procedures that are to be adhered to in the event of an emergency. A copy of each procedure will be posted in a flip chart and placed on all employee bulletin boards.

1. Emergency Telephone Numbers
2. Emergency Fire Procedure
3. Evacuation Procedure
4. Bomb Threat Call Instructions
5. Defibrillator Policy
6. Emergency 1st Responder Kits
7. Emergency Lockdown Procedure
8. Power Outage Procedure
9. Earthquake Procedure

EMERGENCY POLICIES & PROCEDURES

EMERGENCY TELEPHONE NUMBERS

EMERGENCY	DIAL 911
Ambulance	443-5900
Fresno Fire	621-4000
Fresno Police	621-7000
Fresno County Sheriff	488-3939
Poison Control	1-800-222-1222
CAL OSHA	445-5302

MEDICAL TREATMENT FACILITIES

Concentra Urgent Care Facilities
7265 N. First Street, Suite 105: 431-8181
2555 S. East Ave, Fresno: 499-2400

EMERGENCY FIRE PROCEDURE

If the fire is in your area:

1. Activate the fire alarm at the nearest manual pull box station as shown on posted diagram. (Some sites have fully automated fire alarm systems and do not have pull box stations).
2. Call the fire department - **Dial 911.**
3. Use a portable fire extinguisher to fight the fire, if possible.
4. If unable to put out the fire, evacuate the building immediately, closing doors on your way out. Follow the ***Evacuation Procedure*** listed below.

If the fire is NOT in your area:

1. Evacuate the building immediately when alarm sounds. Follow the ***Evacuation Procedure*** listed below.

EVACUATION PROCEDURE

2. Do not use elevators.
3. Using the front or back stairs (if applicable) and doors, proceed directly to the designated assembly area. Close doors behind you.
4. Be sure to take purses, wallets, or other personal valuables with you, if safe to do so.
5. Do not attempt to reenter the building until instructed.
6. Keep clear of all emergency vehicles and equipment.
7. If unable to descend the stairs, remain in the stairwell until help arrives.
8. Upon evacuating the building, immediately report to your site's designated evacuation coordinator.
9. Remain in the designated assembly area until further instructions are received.

BOMB THREAT CALL INSTRUCTIONS

1. **TIME:** Note the time the call is received and the time the call terminates.
2. **WHERE:** Ask exactly where the bomb is located.
3. **WHAT:** Ask what the bomb is made of and what type of detonation device it has.
4. **WHEN:** Ask when the bomb is due to explode.
5. **Who:** Ask who is calling or say "I'm sorry, I didn't get your name."
6. Get the attention of someone near you and have them notify the site administrator.
7. Try to determine if the caller is male or female.
8. Listen for an accent, background noise, or other sounds that might provide clues to who is calling and where the call is coming from.
9. When the caller hangs up, immediately write down everything that was said while it is fresh in your mind, and report to the site administrator.

DEFIBRILLATOR POLICY

- An AED (defibrillator) is to be used on an unconscious person without signs of circulation to increase the immediate chance of survival of the victim.
- The procedure for defibrillation will be attached to each AED and sent to employees annually.
- Following use of the AED, notify the Director of Health Services.
- The AEDs are to be checked monthly by the maintenance staff.

fresno county office of education

Jim A. Yovino
Superintendent

EMERGENCY POLICIES & PROCEDURES

AED DEFIBRILLATOR LOCATIONS:

- **Van Ness**
  - 1st Floor - by Elevator
  - 2nd Floor - Outside room 270
- **Towers Building**
  - 1st Floor - Hallway next to 101
  - 3rd Floor - by Elevator
  - 4th Floor - by Elevator
  - 5th Floor - by Elevator
  - 6th Floor - by Elevator
  - 7th Floor - by Elevator
  - 8th Floor - by Elevator
- **Other Locations**
  - Ramacher
  - Sutherland
  - Scout Island
  - Fresno ROP
  - Monte Vista
  - Kermit Koontz Education Complex
  - Channing Court
  - Venture Bay
  - Violet Heintz Education Academy

EMERGENCY 1ST RESPONDER KITS

Emergency 1st Responder Kits are provided and maintained by the Facilities & Operations Department at the Downtown site. For other site locations, contact your site administrator.

Kits should only be accessed in case of an emergency. First aid supplies and tools located inside should not be used except in case of an emergency.

Emergency 1st Responder Kit Locations:

- **Van Ness**
  - 1st Floor: Room 127
  - 2nd Floor: Room 234 & Lunchroom
  - 3rd Floor: Room 326
- **Tower's Building**
  - 1st Floor: Hallway next to 101
  - 2nd Floor: Room 211
  - 3rd Floor: Room 316
  - 4th Floor: Room 418
  - 5th Floor: Room 519
  - 6th Floor: Room 617
  - 7th Floor: Room 722
  - 8th Floor: Room 814
- **Other Locations- See site administrator**

EMERGENCY LOCKDOWN PROCEDURE

1. Upon an emergency lockdown alert, proceed directly to your designated lockdown area, if safe to do so.
2. If you are unable to access the designated lockdown area, find a safe place to hide and stay quiet.
3. Evaluate your work area and assist employees into the lockdown area.
4. Secure the lockdown area door once everyone is inside.
5. Stay away from doors and windows.
6. Turn off lights.
7. Close window blinds or coverings.
8. Take cover behind something solid, if available.
9. Remain absolutely quiet.
10. Do not use cell phones unless necessary to communicate regarding the incident. Cell phones should be shut off or put on silent.
11. Do not leave the lockdown area until the area has been cleared and you are instructed by authorized personnel.

POWER OUTAGE PROCEDURE

1. Remain at or return to your duty station.
2. Shut off all equipment.
3. Do not wander around or leave the building.
4. Await instruction.

EARTHQUAKE PROCEDURE

1. DROP, COVER, & HOLD ON! Drop to the floor and take cover under a sturdy desk or table. Cover your head with your arms. Hold on to the table/desk, even if it moves. If a table is not available, be sure to cover your head and keep it protected.
2. After shaking has stopped, locate the Emergency 1st Responder Kit in your area.
3. Await further instruction from authorized personnel.

Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher
Superintendent

Phone Directory

School Site: Career Technical Education Charter High School

Please list names in alphabetical order by last name.

First & Last Name	Office or Room #	Phone Number	Agency Name (if not FCSS employee)
Manik Adjemian	204	4294	
Mark Brown	604	4086	
Jammilex Cabrera	203	4252	
Kim Calderon	301	4252	
Adrian Cantu	702	4264	
Anna Capper	502	4306	
Jacob Cavazos	603		
Preston Cole	402	4233	
Erin DeGough	501	4288	
Jonathan Delano	Office	6035	
John DeLapp	302	4224	
Brian Emerson	602	4071	
Mari Frea	505	4510	
Carina Fulvio	504	4240	
Erik Gonzalez	703	4226	
Amanda Hodges	403	4292	
Casie Limdren	202	4857	
Tashay Woods	505	4057	
Rick Martinez	505	4505	
Rick Martinez	CUSTODIAN	4572	
Gerad Hudler	602	4086	

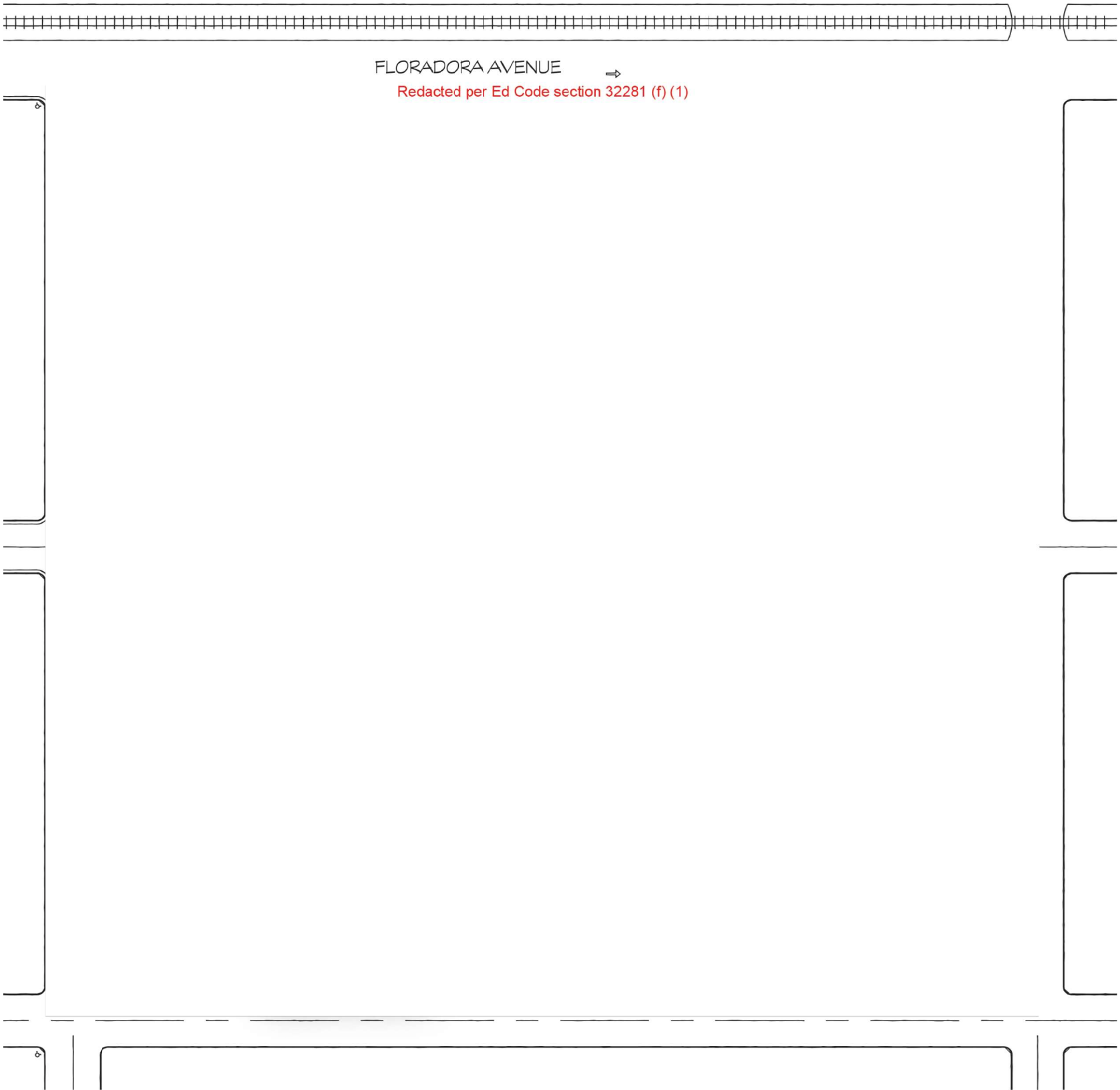
First & Last Name	Office or Room #	Phone Number	Agency Name (if not FCSS employee)
Vadal McDondald	CUSTODIAN	4572	
Amy Moua	Office	4887	
Blanca Perez	Office	4236	
Arnold Riojas	601	4071	
Amanda Rodriguez	Kitchen	3349	
Juan Saavedra	201	4307	
Hilda Sandoval	Office	4872	
Bryan Sheldon	202	4875	
Jhosselyn Vargas	503	4304	
Rachel Groft	Office	3752	
Alex Merrell	Office	3159	
Julie Van Dam	Office	4274	
Vim Her	700 Office	3323	
Luz Jarmillo	Office	4236	
Samuel Geesey	Office	4236	

Fresno County Superintendent of Schools
Dr. Michele Cantwell-Copher, Superintendent

Career Technical Education Charter School
1320 N. Mariposa, Fresno, CA 93703 (559) 443-4862

EMERGENCY SITE MAP

Redacted per Ed Code section 32281 (f) (1)


FLORADORA AVENUE
Redacted per Ed Code section 32281 (f) (1)

Standardized Emergency Management System (SEMS)

Authorities and References

School administrators have the responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood, or a terrorism incident. Developing emergency operations plans and training staff in emergency response procedures is required by law. The Katz Act of 1984 [Sections 35295-35297 of the California Education Code] requires that schools plan for earthquakes and other emergencies. The Petris Bill of 1992 [Section 8607 of the California Government Code] requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated in plans, that all school personnel be trained in how the system works, and that schools have drills and exercises in order to practice using the system. In 2004, pursuant to Homeland Security Presidential Directive Number 5, the federal government adopted a National Incident Management System (NIMS) "to provide a consistent nationwide approach for federal, state, and local governments to work effectively together to prepare for, prevent, respond to and recover from domestic incidents, regardless of cause, size, or complexity." Because NIMS explicitly includes school districts in its definition of "local government," it is clear that schools must comply with both SEMS and NIMS requirements as they plan, train, and respond to emergencies.

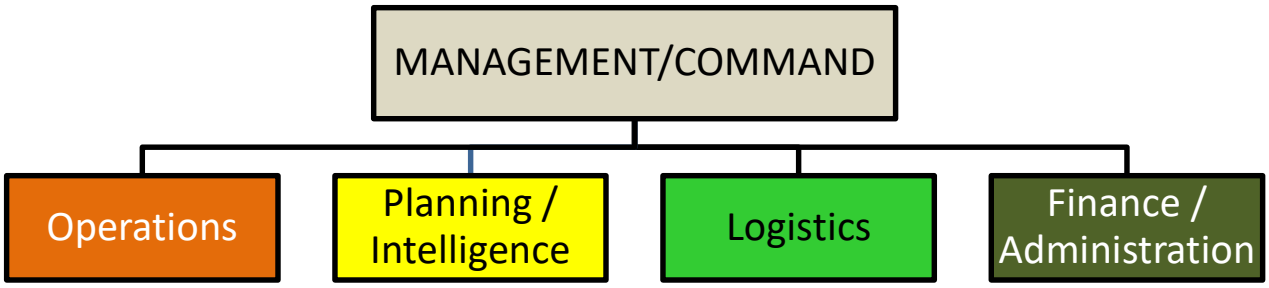
Fortunately, NIMS is based largely on the same management principles embodied by California's SEMS. This means that with but a few minor exceptions, compliance with SEMS will ensure NIMS compliance as well. Therefore, except where otherwise noted, the term SEMS will be used in this document to cover principles and procedures that are common to both California and federal emergency management systems.

Emergency Organization Using SEMS

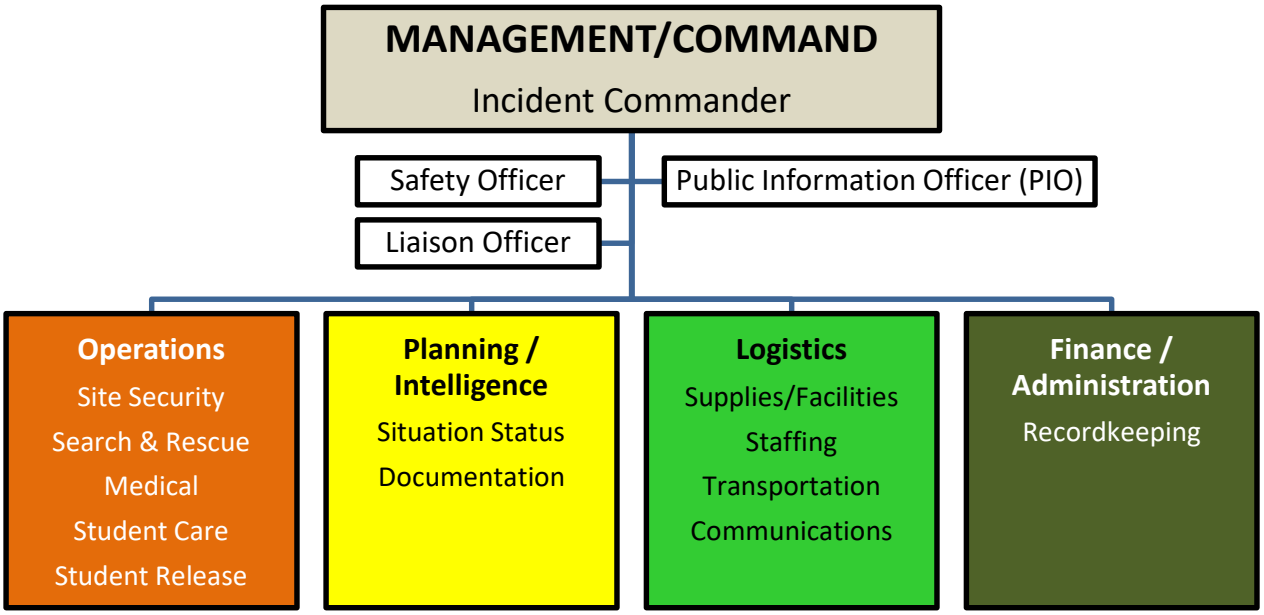
California's SEMS is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: MANAGEMENT/COMMAND; PLANNING/INTELLIGENCE; OPERATIONS; LOGISTICS; AND FINANCE/ADMINISTRATION.

These five functions, together with their sub-functions, entail all the tasks involved in any emergency response. They may be performed by a few people or by many, depending on the size of the emergency and the human resources at hand. These five functions should constitute a basic structure for pre-designated Emergency Management Teams at the school site. Section 3 of this Emergency Operations Plan describes the specific roles and responsibilities of each staff member assigned to the school's Emergency Management Team.

The SEMS emergency organization structure is a modular one that starts at the top and can expand to address the needs of the situation, as need and available personnel increase or decrease. For example, a small school may have one person perform more than one function. A medium sized school may have one person per function, and a large school may need to have more than one person for some functions. The structure can expand and contract, as necessary and based on available personnel. The specific organizational structure established for any given incident will be based on the management needs of the incident and the resources available to the school.



Each one of the five functions has certain roles and responsibilities during a disaster or school emergency. The Management function oversees response activities in consultation with the coordinators of the Operations, Planning / Intelligence, Logistics and Finance / Administration Sections. Each of these Sections, in turn, has a team or teams tasked with implementing very specific components of the school emergency response plan. These teams and their affiliate sections are outlined in the chart, below.



Guidelines for Staffing SEMS Positions in FCSS

Staffing Emergency management teams should be planned for in light of the specific circumstances and capabilities of the individual school sites. A school can tailor the exact arrangement of components to itself, as long as the five functions are covered somehow.

The organizational flexibility of SEMS is based on three principles:

1. Only those functional elements that are required to meet the current objectives of a specific incident need to be activated. For example, not every incident may require Search and Rescue teams.
2. All elements of the organization can be arranged in various ways within or under the five essential SEMS functions. For example, a single person may be designated to fill more than one function.
3. The duties of any non-activated element of the organization will be the responsibility of the next highest element in the organization. For example, the Incident Commander is responsible for the duties of ALL five functions until staff are assigned and available.

Bearing these principles in mind, the following guidelines are offered for staffing the five primary SEMS functions at your school.

Management

This function is typically staffed by the school Principal/Administrator/designee, as the Incident Commander. In the absence of the Principal, the Incident Commander role can be filled by an Assistant Principal, Secretary, Librarian, or any trained administrator designated in the chain of command.

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. The Incident Commander may be assisted in carrying out the management function by a Public Information Officer, Safety Coordinator, and Agency Liaison (unless Incident Commander decides to also fill one or more of these roles).

Operations

This function is typically staffed by facilities/maintenance staff, instructional staff, and/or nurses.

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, student care, search and rescue, site

security, damage assessment, evacuations, and the release of students to parents. In this Plan, these activities are performed by the following teams, under the direct supervision of the Incident Commander, unless an Operations Section Chief is assigned: “Medical,” “Site Security,” “Search and Rescue,” “Student Care,” and “Student Release.”

Planning / Intelligence

This function is typically staffed by instructional or administrative staff, including librarians, computer center managers, or teacher’ aides.

During an emergency, the SEMS Planning function involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This knowledge and understanding about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” Both of these positions, if assigned at the discretion of the Principal/designee, will report directly to the Incident Commander unless a Planning Section Chief is assigned.

Logistics

This function is typically staffed by facilities, instructional, or administrative staff.

The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. In this Plan, these activities are performed by staff members or units designated as “Supplies and Facilities,” “Staffing,” and “Communications.” They report directly to the Incident Commander unless a Logistics Section Chief is assigned.

Finance/Administration

This function is typically staffed by administrative or clerical staff.

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. In this Plan, these activities may be performed by a “Documentation” position which reports directly to the Incident Commander unless a Finance/Administration Section Chief is assigned.

The Incident Command Post

The Incident Command Post (ICP) is the school’s incident “headquarters,” a location where the primary coordination and management functions are executed. The most important

consideration is that the ICP have enough space for the Incident Command staff and four Section Chiefs to set up and proceed with emergency response coordination. This requires a working communications system (if available), tables and chairs to work from, good lighting, writing supplies, and display areas (for maps, plans, assignments, etc.).

Possible locations for the ICP include the school office, gymnasium, cafeteria, or yard area. It may be desirable to locate the ICP such that the full emergency assembly area is in view, while maintaining adequate separation from students, evacuation assembly areas, medical treatment areas, and student release areas. Each school should pre-designate a primary and alternate ICP.

The Incident Action Plan

The Incident Action Plan (IAP) is a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives and, like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

There is no single way to write an IAP, but it may help to follow the Incident Action Plan Template provided at the end of this section. But remember, forms are provided to assist you, not to confuse you. Elements that may be included in the IAP include:

- **Overall Strategic Objectives** – These should be limited in number, generally not more than four or five per operational period.
- **Designate Date and Operational Period** – Each IAP covers a specific time frame, usually 12 or 24 hours. They must be dated and kept for documentation.
- **Organization** – Describe what positions of the Standardized Emergency Management System will be staffed in the next operational period.
- **Actions and Assignments** – A concise description of the actions to be achieved, and the names of the individuals who will be assigned to each.
- **Supporting Materials** – Examples: a map of the school and/or incident, a communications plan (cell phone numbers, radio frequencies, etc.), a medical plan, a traffic plan, list of special precautions.

Activation of the Emergency Operations Plan

A basic principle of SEMS is that every emergency incident requires a person in charge. In SEMS terminology, this person is called the INCIDENT COMMANDER. At all times there must be a staff person designated to fill this role, even if it is the only role assigned. At the school level, this position is typically filled by the School Administrator (most often the Principal or designee) until such time that the fire department, police, or other responding agencies arrive on campus.

Until such help arrives, and unless the Incident Commander delegates some emergency response duties to others, the Incident Commander is responsible for ALL tasks necessitated by the emergency, including management, operations, planning, logistics, and finance/administration.

The Incident Commander or designee has the sole authority to activate the school's Emergency Operations Plan, including mobilization of the School Emergency Management Team and establishment of an Incident Command Post. There are several circumstances under which s/he may decide to do so:

1. Professional emergency responders are unavailable (e.g., in a major disaster where all emergency personnel are committed elsewhere, schools may be "on their own" for hours, or even days).
2. Professional emergency responders need additional help (e.g., with search and rescue, student care, dealing with parents, etc.).
3. To prepare and plan for an anticipated emergency (e.g., a pandemic).
4. To prepare for a major planned non-emergency activity (e.g., community events, multiagency drills or exercises, etc.).

Mutual Aid Process

SEMS is a standard organizational model that is used at every level of government in the State of California. Within SEMS there are five organizational levels:

1) State level
2) Regional level
3) The Operational Area (Fresno County)
4) Local Government (cities and towns)
5) Field Level (school sites)

This model is based on a "mutual aid system" that is designed to ensure that adequate resources, facilities, and other support are provided to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation. In SEMS, all activity is generated from the bottom up. At each level there is the expectation that all resources available at this level will be utilized before requesting resources from the next level up.

A school site is defined as the "field level." This is the level at which staff actually work with the injured, the building damage, the search and rescue, and all other activities directly related to the results of the emergency. When schools are impacted by an emergency or disaster, each affected school site establishes an ICP to develop and direct a coordinated emergency response. As school ICP staff identify needs for additional resources (personnel, equipment, supplies, etc.) they forward resource requests to a Schools' Branch Director in an Emergency Operations Center (EOC) at the next highest organizational level.

In Fresno County, the specific EOC contacted varies by geographic location of the affected school site. Schools located within incorporated cities or towns contact the local City or Town EOC. Schools located within unincorporated areas of the county contact the Fresno EOC.

Unified Command

The control and response to campus emergencies is the sole responsibility of the School Emergency Management Team until professional emergency responders arrive. Once they arrive on campus, incident command transitions to "Unified Command." Unified Command is a cooperative effort that allows all agencies with responsibility for the incident (e.g., school, fire, police etc.) to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

The transition to Unified Command is initially facilitated by an on-site briefing of first responders by the school's Incident Commander and Emergency Management Team. Following the initial briefing the school's Incident Commander will work closely with representatives of each responding agency to plan and carry out response activities. This means that professional emergency responders will be coordinating emergency response activities in consultation with the School Emergency Management Team unless the school's Incident Commander deems it too dangerous or unsafe for the School Emergency Management Teams to continue to participate.

Remember, first responders are professionals. Work with them and take your cues from them.

Incident Action Plan Template

The following pages provide a template of preparing an Incident Action Plan (IAP)

The IAP should be a simple plan to provide all supervisory personnel with direction for actions during a specified operational period (usually 12 or 24 hours). The IAP is developed by the Incident Commander and/or the Planning Section Chief, with input from management staff and the Section Chiefs. The IAP should define the strategic objectives reflecting the overall incident response strategy, and then lay out specific actions needed to attain each strategic objective. The actions should be more specific than the objectives, and like lesson plans, they should be clear and measurable. The IAP should designate the resources, personnel, and support required to achieve the actions within the specified time frame.

INCIDENT ACTION PLAN	School/Site:	
FOR OPERATIONAL PERIOD:		PREPARED ON:
FROM: Date:	To: Date:	Date:
Time:	Time:	Time:

GENERAL OBJECTIVES

OBJECTIVES should be stated in measurable terms to allow for evaluation of progress. Each TASK assigned to Sections should address a specific OBJECTIVE.

SAFETY MESSAGE (Safety Officer)

ATTACHMENTS (✓ IF ATTACHED)

☐ Current Situation Report ☐ Task Assignments ☐ Traffic/Staging Area Map

☐ _____ ☐ _____ ☐

☐ _____ ☐ _____ ☐ _____

Prepared by (Planning Section Chief):	Approved by (Incident Commander):

INCIDENT ACTION PLAN	School/Site:	
FOR OPERATIONAL PERIOD: FROM: Date: To: Date: Time: Time:		PREPARED ON: Date: Time:

MANAGEMENT STAFF	OPERATIONS SECTION
Incident Commander:	Operations Section Chief:
Public Information Officer:	Site Security Team Leader:
Liaison Officer:	Search & Rescue Team Leader:
Safety Officer:	Medical Team Leader:
	Student Care Team Leader:
	Student Release Team Leader:

PLANNING SECTION	LOGISTICS SECTION
Planning Section Chief:	Logistics Section Chief:
Situation Analysis Unit:	Supplies/Facilities Unit:
Documentation Unit:	Staffing Unit:
	Communications Unit:
	Transportation Unit:

AGENCY REPRESENTATIVES	FINANCE & ADMIN SECTION
	Finance Section Chief:
	Recordkeeping Unit:
Approved by:	**Prepared by:**

☐ If additional space is needed, ✓ box and use reverse side of this sheet.

SECTION TASKS	School/Site:
FOR OPERATIONAL PERIOD: FROM: Date: To: Date: Time: Time:	PREPARED ON: Date: Time:

MANAGEMENT SECTION	PERSON ASSIGNED TO:

PUBLIC INFORMATION OFFICER STAFF	PERSON ASSIGNED TO:

OPERATIONS SECTION	PERSON ASSIGNED TO:

SECTION TASKS (Cont.)	School/Site:
PLANNING SECTION	**PERSON ASSIGNED TO:**
LOGISTICS SECTION	**PERSON ASSIGNED TO:**
FINANCE SECTION	**PERSON ASSIGNED TO:**

ACTION PLAN OBJECTIVES FOR TOMORROW (OR NEXT OPERATIONAL PERIOD)
To be determined by Incident Commander in consultation with Section Chiefs.

SCHEDULED BRIEFINGS (Incident Commander/PLANS CHIEF/PIO)				
Briefing Type	**Frequency**	**Time**	**Location**	**Briefer**

SCHEDULED MEETINGS (Incident Commander/PLANS CHIEF/PIO)				
Meeting Type	**Frequency**	**Time**	**Location**	**Facilitator**

Incident Check-in Roster	School/Site:	
Incident Name:	Date Prepared:	Time Prepared:
Unit Name/Designators:	Unit Leader (Name & Position:	
Operational Period (MM/DD/YY – MM/DD/YY):		

PERSONNEL ROSTER ASSIGNED

Name & Incident Position	Phone	Other (radio frequency, runner name, etc.)

Prepared by:

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	**NAME**	**LOCATION**	**CONTACT NUMBER**

DISTRIBUTION:

- ☐ All Management Section Staff
- ☐ All Section Chiefs
- ☐ All Team Leaders
- ☐ Documentation Unit
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Program Manager may serve as both Incident Commander and Operations Officer, etc.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions. The Program Manager and/or designee(s) in charge is to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Assistant Superintendent. Safe School Leadership Team is listed below.

Safe School Leadership Team

	Position Title	Name	Work Phone	Mobile Phone
Management/Command	Director	Jonathan Delano	Redacted per Ed Code section 32281 (f) (1)	
	Vice Principal	Rachel Groft		
Operations	Vice Principal	Rachel Groft		
	Director	Jonathan Delano		
Planning/Intelligence	Secondary Teacher	Bryan Sheldon		
Logistics	Content Specialist	Amy Moua		
	Secondary Teacher	Brian Emerson		
Finance/Administration	Director	Jonathan Delano		
	Program Assistant	Hilda Sandoval		
Other	Secondary Teacher	Rick Martinez		
	Secondary Teacher	Mari Frea		
	Secondary Teacher	Arnold Riojas		
	Custodian	Richard Martinez		

Career Technical Education Charter
School Site

Redacted per Ed Code section 32281 (f)
Primary ICP Location

Redacted per Ed Code section 32281 (f) (1)

Fresno County Superintendent of Schools

Dr. Michele Cantwell-Copher
Superintendent

Reunification Plan
Instructions

School Site Career Technical

Reunification Location (must be able to accommodate all parents) CTEC's Multipurpose Room

- Assign responsibilities to staff according to the Reunification Team chart on the next page.
- Select an appropriate location (per safety plan or other location that may be more appropriate given size of school). Consider entry, exit and ability to hold a significant number of people (e.g., multiple stations).
- Ensure that you have all of the appropriate documentation such as student sign-out sheets, emergency cards, reunification forms, as well as office supplies such as pens available.
- Post signs on tables to facilitate communications.
- Set up a photocopier (with power), telephone (or cell phones), a laptop and printer.
- Set up registration area with appropriate tables and signs:
    a) One table for registration desk.
    b) One table for reunification team #1 (matches form to emergency card, checks schedule, calls classroom and or sends escort to the classroom).
    c) One table for reunification team #2 (problem solving team).
    d) Set up a few tables where parents will line up so that they can fill out forms while waiting. Place student release forms and pens on these tables.
    e) One table at location where students will meet their parent(s).
- Have interpreters available as-needed.

Reunification Team

Please fill in your reunification team members in the chart below assigning an emergency task from the letters (a - e) in the instructions. It is important to fill in this information in advance and review it periodically for staff members who have left the site. Please list one alternate for each staff member. Please ensure the team lead is a strong member of your management team.

Staff Member / Title	Alternate / Title	Emergency Task
Hilda Sandoval-Admin Assistant	TBD, Registrar	A (Registration Desk)
Amy Moua, Content Specialist	Alex Merrell, School Psychologist	B (Reunification Team #1)
Jhosselyn Vargas, Spanish Teacher	Kimberly Calderon, Science Teacher	C (Reunification Team #2)
Bryan Sheldon-Math Teacher	Jammilex Cabrera, Mathematic Teacher	C (Reunification Team #2)
Rick Martinez, PE Teacher	Gerad Hudler, Construction Teacher	D (Release Form Location)
Anna Capper, English Teacher	Damian Villa CTE Paraeducator	D (Release Form Location)
Brian Emerson, CTE Teacher	Arnold Riojas, CTE Teacher	D (Release Form Location)
Juan Saavedra-SPED Teacher	Mari Frea, SPED Teacher	E (Reunification Location)
John DeLapp-Science Teacher	Carina Fulvio, English Teacher	E (Reunification Location)
Adrian Cantu-CTE Teacher	Blanca Arredondo-Perez, CTE Para	E (Reunification Location)
Mark Brown, CTE Teacher	Jacob Cavazos, CTE Teacher	C (Reunification Team #2)
Jonathan Delano, Director	Rachel Groft, Vice Principal	Floater

Date 02/26/2024

Fresno County
Superintendent of Schools

Dr. Michele Cantwell-Copher
Superintendent

Plan Exercise Checklist

All staff shall be trained on the comprehensive school safety plan. (EC32280)

Date	Time	Program Manager / Designee Signature

Earthquake drills shall be administered at least once each school quarter in elementary schools and at least once each school semester in secondary schools. (EC32282(a)(B)(i)(II))

Date	Time	Program Manager / Designee Signature

Fire drills shall be administered at least once a month in elementary schools, at least four times each school year in intermediate schools, and not less than twice every school year in secondary schools. (EC32001)

Month	Date	Time	Program Manager / Designee Signature
June			
July			
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			

Lockdown drills shall be administered at least once each school quarter.

Time of Day	Date	Time	Program Manager / Designee Signature
Before/After School			
Lunch			
Instructional Time			

Fresno County
Superintendent of Schools

Dr. Michele Cantwell-Copher
Superintendent

Procedures for Daily Ingress/Egress of Pupils, Parents, Employees, to/from School

Section EC32282(a)(2)(G)

School Site: Career Technical Education Charter High School

I. Pupils / Parents / Visitors

Please define the procedures for the daily ingress/egress of pupils, parents, and visitors. These include, but are not limited to, procedures for buses, drop-off/loading, and visitor check-in. Attach maps and additional pages as necessary.
Upon arrival at 1320 N. Mariposa Street, parents and visitors may enter the CTEC campus by entering through the front office via the entrance just east of Mariposa St., or via the parking lot just north or the admin building. There are 80+ parking spaces around the perimeter of campus for visitors to access before entering campus. Campus security monitors gates, parking lots, and the campus grounds on a revolving schedule to ensure the safety of students, staff and visitors. All visitors are required to enter campus through the administrative building and are required to sign in with the Program Assistant. Campus visitors will be required to wear a CTEC visitors badge issued by the staff. CTEC does not provide bus transportation. Students have access to public transportation and the nearest stop is on route 32 at Fresno St. and Hedges, one block west of CTEC campus or on route 35 at Olive and Mariposa St., 2 blocks south of CTEC campus. Students who have Dual Enrollment courses through Fresno City College can travel on the FAX for free. Students not participating in Dual Enrollment can connect with the School Counselor to see if they qualify for transportation support. With the increase of students, junior and senior students drop-off/pick-up is on Angus St or in the Angus parking lot. Freshman and sophomore students are asked to drop-off/pick-up students off on the west side of campus on Mariposa St. Freshman and sophomore students may ingress/egress through the main gated entrance located on Mariposa St. or through the north entrance off the staff parking lot located on Mariposa St. Junior and senior students, will enter campus off of Angus St. or Floradora St. Licensed student drivers have access to the parking lot off of N Angus Street (east side of campus). All students are required to acquire a parking pass, with proof of a drivers license and car insurance. Staff and student vehicles are required to display parking permit on the bottom corner of the front windshield.

II. Staff

Please define the procedures for the daily ingress/egress of staff. Attach maps and additional pages as necessary.
There are 2 main parking lots available on campus. Staff is required to park in the lot located east of Mariposa St. under the solar panels or along the Innovation Center. There are several parking spots available to staff north of the 700 wing and around the multipurpose room. Staff will exit from the same gates on both Mariposa St or Floradora St. Currentl Staff will wear their FCSS identification badges at all times (SOP #1312). Administrators, custodians, front office staff, campus security and identified teachers have radios on their person or within their classroom to aid in support of student and staff ingress/egress.

Fresno County
Superintendent of Schools

Dr. Michele Cantwell-Copher
Superintendent

Site-Specific Discipline Rules/Policies

Section EC32282(a)(2)(I)

School Site: Career Technical Education Charter High School

Please list any discipline rules/policies that are specific to your site. Attach additional pages as necessary.
Please refer to CTEC Discipline Matrix and CTEC Students Live by the Code and Strive to be Learners Document.

Mandatory Suspension/Expulsion	Restorative Justice Options	Process	Outcome
Possessing a firearm	N/A	Student suspended Student recommended for expulsion Hearing before Administrative Panel Record of hearing Presentation of evidence Written notice to expel Rehabilitation plan	Expulsion
Selling or furnishing a firearm			
Brandishing a knife at another peson			
unlawfully selling a controlled substance			
committing or attempting to commit a sezual assault			

Mandatory Expulsion Recommendation	Restorative Justice Options (if student is not expelled)	Process	Possible Outcomes/Consequences
Causing serious injury to another person, except in self-defense	Letter of apology Student mediation Counseling Conference with Director Teacher/Student Class Reintroduction Research project connected to offense Mandatory Awarness classes (drug/alcohol, anger management) Teacher counseling	Student Suspended Student Recommended for Expulsion Hearing before Administrative Panel Record of hearing Presentation of evidence Written notice to expel Rehabilitation plan **If student is not expelled:** SST (support team) school reintroduction meeting Behavior Contract Created Consequences and Restorative Justice Options determined	Expulsion **If student is not expelled, one or more of the following consequences may be assigned:** Lunch restrictions Detention/Community Service Referral Loss of Extra Curricular Activities Loss of classroom equipment/school property After school program Suspension by teacher from class Parent/Guardian attendance Behavior contract Behavior plan Notify law enforcement Pay for damages Hearings (Student/Parent, turancy, Danger) 1-5 day suspension (on or off campus)
Possession of any knife or other dangers object of no reasonable use to the pupil			
Unlawful possession of any controlled substance (Exceptions: first offense for the possession of less than an ounce of marijuana or the possession of over the counter medication for use by the pupil for medical purposes or medicine prescribe for the pupil by a physician)			
Robbery or extortion			
Assault or battery			
An unsafe act as defined by CTEC policy			

Possible Suspendable/Expulsive Acts	Restorative Justice Options (at least one of these will be provided following the first offense)	Process	Possible Consquences (after 1st offense of anything within this category)
Acts outlined by 4.10.3.1 in the Charter Petition Acts outlined by Education Code section 48900 *et seq.* Acts violating school policy and procedures outline within Parent/Student Handbook	Letter of apology Student mediation Counseling Conference with Director Teacher/Student Class Reintroduction Research project connected to offense Mandatory Awarness classes (drug/alcohol, anger management) Teacher counseling	**1st Offense:** One or more Restorative Justice options will be implemented. **Subsequent Offense(s):** Meeting with Director or designee, student, parent, and, whenever practical, teacher/supervisor/school employee who referred Consequences determined **If suspension is going to occur:** Conference with Parent Notice to Suspend to parent/guardian Suspension SST (support team) school reintroduction meeting Behavior plan/contract created **If expulsion is going to occur:**	**After first offense one or more of the following consquences may be assigned:** Lunch restrictions Detention/Community Service Referral Loss of Extra Curricular Activities Loss of classroom equipment/school property After school program Suspension by teacher from class Parent/Guardian attendance Behavior contract Behavior plan Notify law enforcement Pay for damages Hearings (Student/Parent, turancy, Danger) 1-5 day suspension (on or off campus) Expulsion

CTEC STUDENTS

Live by the Code…

You matter

Your inherent value is of utmost importance and gives you the power to take control of your thoughts and choices

Be present

Your presence is the foundation of your ability to successfully engage your goals, school, and community

Raise the bar

You can choose, at every moment, to generate improvement from your circumstances and experiences

Create an impact

Every word you use and every action you take influences those around you, regardless of your intentions

Strive to be…

Learners

Confident in the skills and knowledge they possess and able to apply both with precision and accuracy

Citizens

Communicating their vision with clarity and understanding, facilitating ethical implementation, and respected by their superiors

Leaders

Active in the community, conscientious of those within their influence, and mindful of their national and global impact

Professionals

Independent in their ability to take on a task and exhibit perseverance when the path is unclear



Site's Discussion on Safe and Orderly Environment Conducive to Learning

Section EC32282 (a)(2)(H)

School Site: Career Technical Education Charter High School

Please explain your site's policy on a safe and orderly environment conducive to learning. Provide as much information as possible.
Students, parents/guardians, and educators form a partnership that is the foundation of our program at CTEC. 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. The curriculum incorporates student experiences, interest, and real-life situations to provide relevance. We provide a unique opportunity to experience a quality education aligned with CCSS and CTE Standards. Students will gain 21st century skills and participate in an inclusive partnership with local industry leaders. 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 the learning. Students who are struggling with following classroom expectations are redirected, have a conference with the teacher, and parents receive contact from the teacher prior to the student being sent out of the classroom. 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 and CTEC's petition, 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 to 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.

Please discuss the school culture at your site. Provide as much information as possible.
A positive school culture with student connectivity, equity, and access across school activities and events is crucial to providing students with a safe learning environment, and a school culture that builds a sense of community. The cultural pillars designed by staff are meant to create a school culture that is inviting and helps to build up every student. CTEC focuses on four pillars-You matter, Be Present, Raise the Bar, and Create an Impact. These messages are posted throughout the school site and are explicitly covered in the advisory curriculum. Furthermore, they are discussion points used in the classrooms. Ultimately, students embody these pillars and use them to guide all interactions on and off campus. Students throughout the year create opportunities to influence their surroundings through projects that focus on the four pillars that drive CTEC's culture. CTEC's student advisory board ("SAB") works in collaboration with school administration to establish a student voice for the student body on decisions that impact CTEC and the students who attend. The SAB will work to help develop and provide feedback on school-based policies and programs as well as identify activities that foster community between students, and CTEC staff. They will be involved in the evaluation and assessment of CTEC's educational program and their effects on student achievement. All decisions are consensus based, where all participants contribute to and help shaped the final decision. By listening to one another, members aim to come up with solutions and proposals that will work for the entire population at CTEC. 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 and their presentation to industry and the community. As students develop their career and college path, parents are an important member and voice in supporting students' exploration. CTEC believes parents are a valuable voice in the evaluation of the success of CTEC's program, as well as future direction. CTEC is in the process of developing its school site council and parent boosters group to strengthen parent support and an alliance in increasing student achievement.

Please provide three goals for the school culture at your site.
1. Strengthen parents as active participants in their student's education, creating opportunities for families to learn about the different support systems available.
2. Continue to develop a learning environment that provides students with an academic program that is safe and drives student engagement without the fear of health and safety concerns. Create an atmosphere that fosters positive interaction between students, teachers and support staff.
3. Create meaningful engagement with industry leaders in and outside students classrooms, identifying industry skills and expectations, which strengthens career and college readiness.

Please describe your site's physical condition as it relates to the discussion on a safe and orderly environment conducive to learning. Provide as much information as possible.
CTEC is located on the Kermit Koontz Education Complex ("KKEC"), located at 1320 N. Mariposa Street, Fresno, California 93703. KKEC was recently constructed in 2008, and consist of 14 classrooms, a library, multi-use space, and administrative spaces on approximately 4.7 acres. In 2018, CTEC's 21,000 sq. ft. Innovation Center consists of 8,000 sq. ft. of outdoor industry workspace, 10,000 sq. ft. production floor (5,000 Adv Manufacturing & 5,000 Commercial Construction), 2 classrooms, and 2 lab spaces. All Classrooms have been renovated furnished with 21st century technology and a dynamic learning space. All classrooms will be re-carpeted in the summer of 2024. CTEC's Multipurpose Room aids in the support of physical education and food services. The 700 wing was added to support Career Technical Education content with a 3D printer Lab, Computer Lab, and Automation Lab. KKEC is owned by the FCBE and operated by the FCSS. FCBE has agreed to allow CTEC to use KKEC as CTEC's primary school site.

Please provide three goals for your site's physical condition.
1.
2.
3.

Tactical Response Protocols

Section EC32282(a)(2)(J)

School Site: Career Technical Education Charter

Redacted per Ed Code section 32281 (f) (1)

BEHAVIORAL THREAT ASSESSMENT

A Guide for Schools

- Youth violence is preventable.
- People who hurt themselves or others, typically show warning signs before they carry out an act of violence.
- Behavioral threat assessment assesses threats of potentially harmful or lethal behavior and determines the level of concern and what actions or next steps are required. Resources and strategies are organized to manage situations involving people that pose threats to others and the overall goal is to prevent violence, promote inclusivity, connect with kids, and maintain a sense of psychological safety within the community.

KNOW THE SIGNS

Behavioral Indicators

- A shift towards a threat of extreme aggression or violence
- Threatening communications suggesting a potential violent attack (e.g., planning details, ongoing consideration of an attack)
- Indications of a specific target, or targets
- Indications of a motive, goal, or justification for a serious attack
- Indications of behavior that increase the possibility of violence occurring (e.g. a plan, acquiring /attempting to acquire or researching weapons, rehearsing the event, scheduling the attack)
- Actions and behaviors are consistent with communication- threats are accompanied with behaviors, motives, target, etc.
- Peer collaboration (Peers aware of or concerned about attack or recruiting peers or peer encouragement)
- Expressing thoughts of harming self or others
- Direct threats to others/place/selves, expressing a threat as a plan

Other Possible Signs

- Indications of suicidal thoughts
- Emotional coping reserves decreasing/low
- Sudden withdrawal from friends, family and activities
- Bullying
- Excessive irritability, lack of patience, quick to anger
- Chronic loneliness or social isolation
- Bragging about access to guns or weapons

Possible Life Situations

- Family dysfunction
- Academic failure
- Social crisis
- Suicidal ideation

**While this list of behavioral indicators could serve as a "red flag" for a potential violent incident, not all students who display these behaviors will commit a violent act, and conversely, there is potential for a student to commit a violent act without the presence of these characteristics. Please consult a trained staff member or law enforcement to discuss any concerns. Call 911 immediately if you or anyone else is in imminent danger.

Salem Keizer Cascade Model- Student Threat Assessment System- Risk Indicators

WHAT TO DO

Connect ••••• Creativity •••••••• Calm •••••••• Choices ••••• Compassion

- Establish ongoing, sincere, and trusting relationships with youth built upon regular, quality communications.
- Be sensitive to the stressors influencing children and provide timely intervention support.
- Be alert for, and promptly respond to issues such as: detachment, withdrawal, threats, disciplinary issues, interests/preoccupation with weapon, bombs, violent forms of "entertainment", abuse of animals, suicide threats or attempts, self-mutilations, etc.
- Talk to children honestly and, if necessary, seek professional help BEFORE a crisis!

Schoolsecurity.org

PROCESS

Contact your Threat Assessment Level 1 Site Team.

Team to review and determine if Level 1 assessment is needed.

If Level 1 is needed, complete assessment with Site Team and implement interventions.

If unfounded concern, team completes Threat Response Dismissal form.

*Team to determine if Level 2 assessment is needed. If so, complete assessment.

Maintain safety at **all** levels.



*This process follows the Salem Keizer Cascade Threat Assessment Model. Each district may follow a different process, please work with your admininstration and threat assessment team to follow the appropriate process for your district.

RESOURCES

If you are concerned, don't wait, reach out now!
It's better to get help early than to wait until there is a crisis.

ASSESSMENT FORMS

ONLINE RESOURCES

BEHAVIORAL THREAT ASSESSMENT TEAM

If your district is in need of support or resources for a behavioral threat assessment, please contact the Pupil Personnel Services (PPS) department at FCSS.

Farah McGovern, Lead School Psychologist

fmcgovern@fcoe.org

Trish Small, Senior Director

tsmall@fcoe.org

PPS Department: 559-265-3001

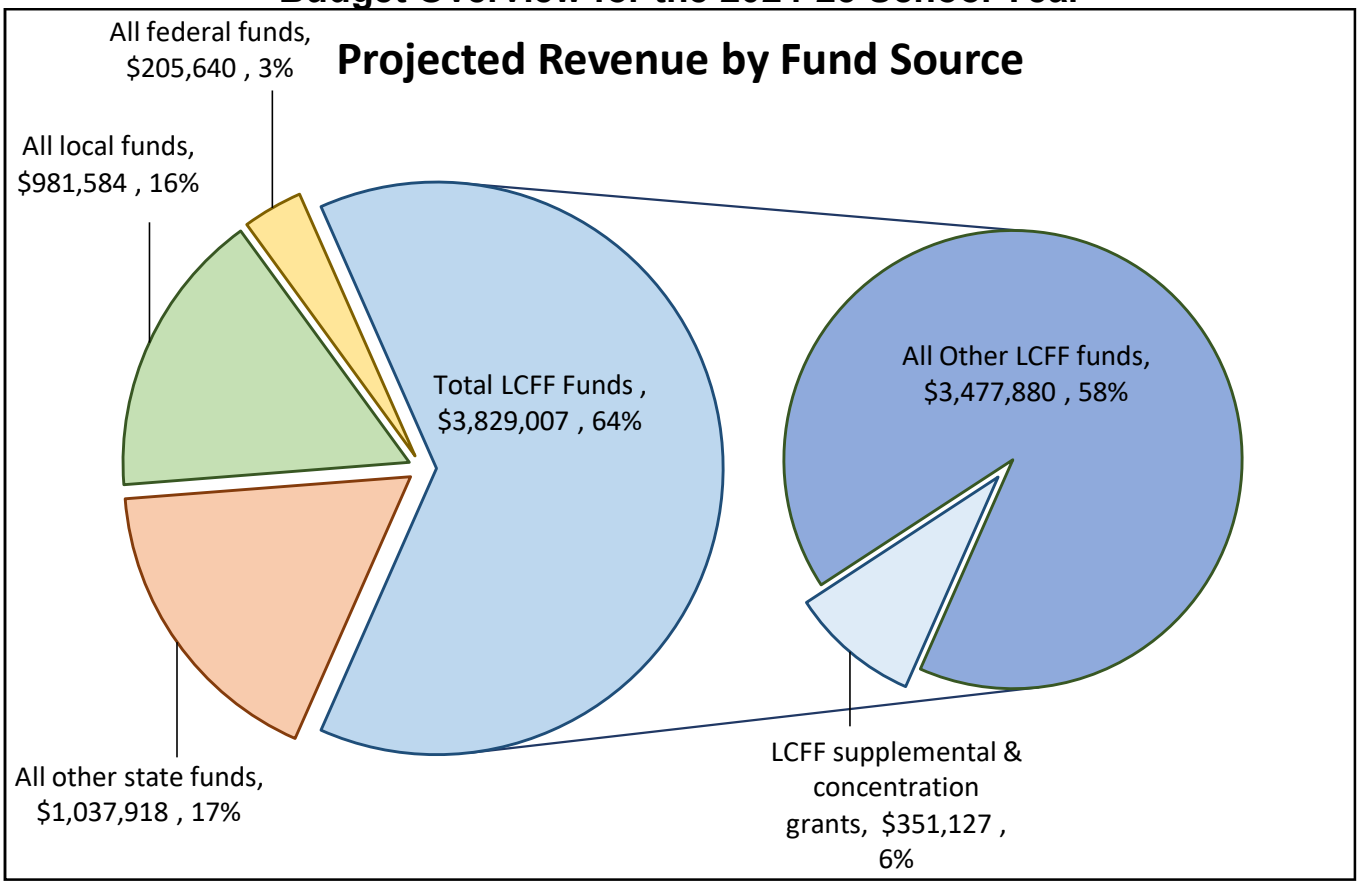
Section 14.6 - 2024 Local Control Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Career Technical Education Charter School-Fresno COE
CDS Code: 10101080136291
School Year: 2024-25
LEA contact information:
Jonathan Delano
Director
jdelano@fcoe.org
559.443.4872

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

Budget Overview for the 2024-25 School Year

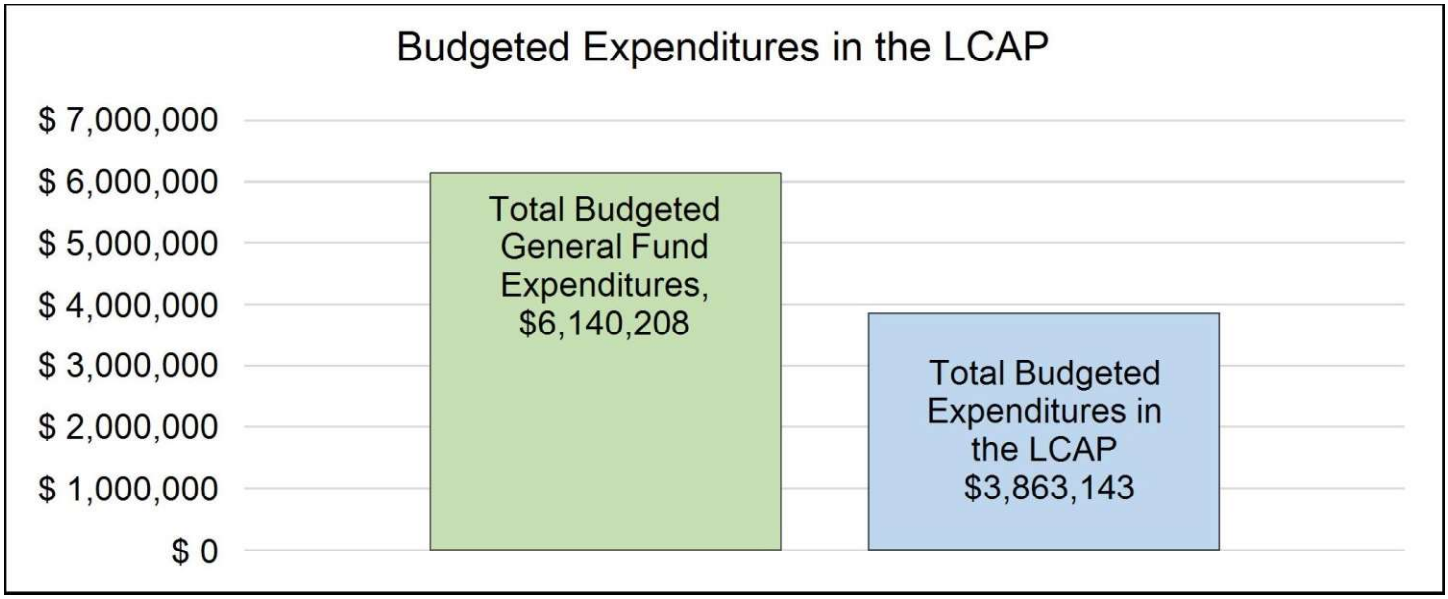


This chart shows the total general purpose revenue Career Technical Education Charter School-Fresno COE expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Career Technical Education Charter School-Fresno COE is $6,054,149, of which $3829007 is Local Control Funding Formula (LCFF), $1037918 is other state funds, $981584 is local funds, and $205640 is federal funds. Of the $3829007 in LCFF Funds, $351127 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Career Technical Education Charter School-Fresno COE plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Career Technical Education Charter School-Fresno COE plans to spend $6140208 for the 2024-25 school year. Of that amount, $3863143 is tied to actions/services in the LCAP and $2,277,065 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

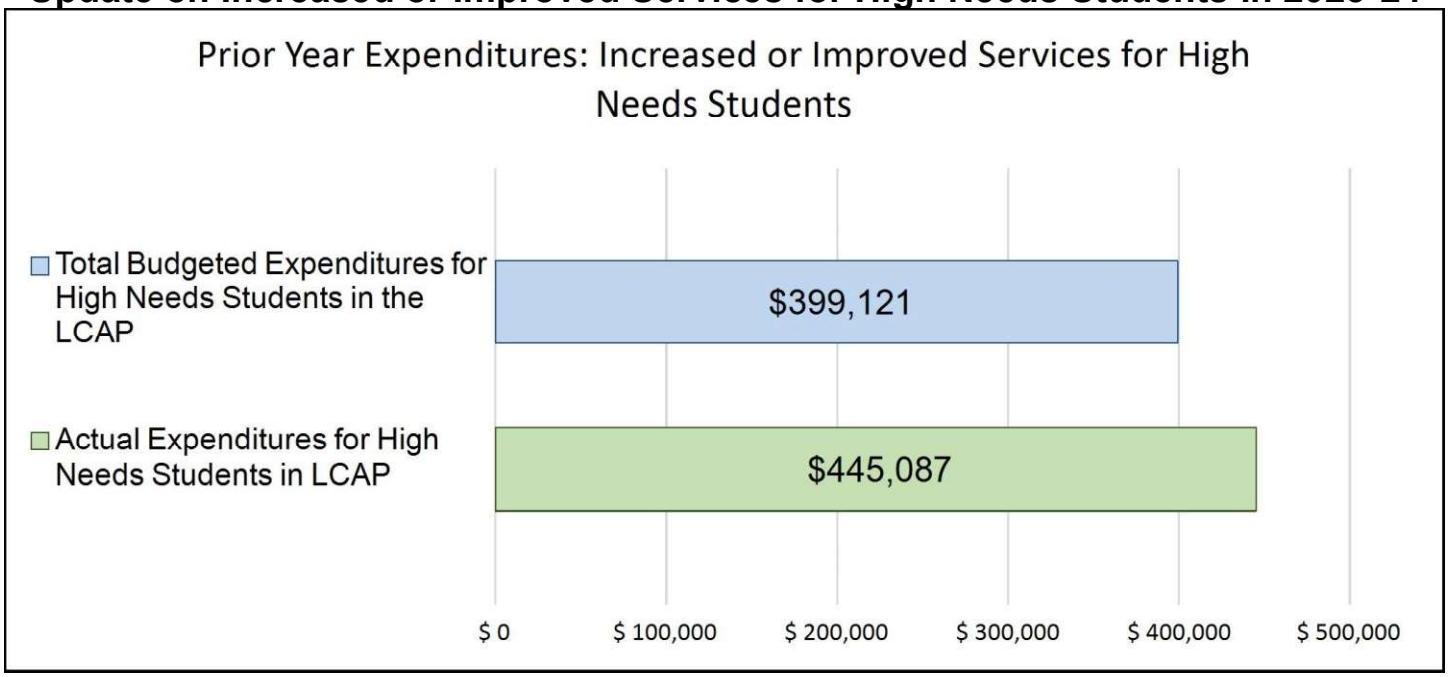
A number of additional initiatives, such as CTEIG, and Strong Workforce help fund the expansion of services and supplies to CTEC students was not included in the LCAP, along with other expenses, such as nutrition, facilities and operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Career Technical Education Charter School-Fresno COE is projecting it will receive $351127 based on the enrollment of foster youth, English learner, and low-income students. Career Technical Education Charter School-Fresno COE must describe how it intends to increase or improve services for high needs students in the LCAP. Career Technical Education Charter School-Fresno COE plans to spend $414,876 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Career Technical Education Charter School-Fresno COE budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Career Technical Education Charter School-Fresno COE estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Career Technical Education Charter School-Fresno COE's LCAP budgeted $399121 for planned actions to increase or improve services for high needs students. Career Technical Education Charter School-Fresno COE actually spent $445087 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Technical Education Charter School-Fresno COE	Jonathan Delano Director	jdelano@fcoe.org 559.443.4872

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2021-22 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2022-23 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CalSAAS	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CalSAAS
Teachers collaboration with educational partners, industry leaders, and peers	100% of teacher collaboration 90% of CTE teacher/Industry partner collaboration 50% teacher/post-secondary collaboration on a quarterly basis. Data Year: 2020-2021 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2021-22 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2022-23 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2023-2024 Data Source: CALPADS EOY 1	100% of teacher collaboration 100% of CTE teacher/Industry partner collaboration 100% teacher/post-secondary collaboration on a quarterly basis. Data Year: 2023-2024 Data Source: CALPADS EOY 1
CTE Pathway Completion Rate	TBD Data Year: 2019-20 Data Source:	TBD Data Year: 2020-21	94% Data year 2021-22	100% Data Year: 2022-23	96% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS EOY 1	Data Source: CALPADS EOY 1 *Data unavailable until 2021-22 graduating class	Data Source: CALPADS EOY 1	Data Source: CALPADS EOY 1	Data Source: CALPADS EOY 1
Student participation industry relevant experience or activity	100% Student Participation Data Year: 2020-2021 Data Source: Local Indicator	All Students:100% Low Income100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022 Data Source: Local Indicator *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:100% Low Income100% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-2023 Data Source: Local Indicator *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:100% Low Income100% Foster Youth*: N/A English Learner*: N/A Data Year:2023-24 Data Source: Local Indicator	All Students:100% Low Income:100% Foster Youth:100% English Learner:100% Data Year:2023-24 Data Source: Local Indicator
Broad course of study	Students enrolled in advanced academic courses: 100% Students enrolled in CTE courses: 100% Data Year: 2020-21 Data Source: CALPADS Fall 2	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Students enrolled in advanced academic courses: 90% Students enrolled in CTE courses:	All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Students enrolled in advanced academic courses: 90% Students enrolled in CTE courses:	All Students:100% Low Income:100% Foster Youth:100% English Learner:100% Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses: 100%	All Students:100% Low Income:100% Foster Youth:100% English Learner:100% Students enrolled in advanced academic courses: 92% Students enrolled in CTE courses:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		100% Data Year: 2020-21 Data Source: CALPADS Fall 2 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	100% Data Year: 2021-22 Data Source: CALPADS Fall 2 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Year: 2022-23 Data Source: CALPADS Fall 2	100% Data Year: 2022-23 Data Source: CALPADS Fall 2
High School Graduation Rate	TBD Data Year: 2019-20 Data Source: Additional Reports	All Students:TBD Low Income:TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-2021 Data Source: Additional Reports	All Students: 98.2% Low Income: 100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022 Data Source: Additional Reports *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 96.9% Low Income: 95.6% Foster Youth*: N/A English Learner*: N/A% Data Year: 2022-23 Data Source: Dashboard Fall 2023	All Students: Above 98% Low Income: Above 98% Foster Youth: Above 98% English Learner: Above 98% Data Year: 2022-23 Data Source: Dashboard Fall 2023
EAP ELA Note: Local	TBD college ready or conditionally ready	77% college ready or conditionally ready Data Year: 2020-2021	60% college ready or conditionally ready Data Year: 2021-2022	65% college ready or conditionally read Data Year: 2022-23	95% college ready or conditionally ready Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
benchmarks will be used until CAASPP Results become available	Data Year: 2021 Data Source: Illuminate	Data Source: CAASPP	Data Source: CAASPP	Data Source: CAASPP Test Results	Data Source: CAASPP Test Results
Access to standards aligned instructional materials	100% Data Year: 2020-21 Data Source: Dashboard Fall 2021	100% Data Year: 2021-22 Data Source: Dashboard Fall 2022	100% Data Year: 2022-23 Data Source: Dashboard Fall 2022	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024
EAP Math Note: Local benchmarks will be used until CAASPP Results become available	TBD college ready or conditionally ready Data Year: 2021 Data Source: Illuminate	38% college ready or conditionally ready Data Year: 2020-2021 Data Source: CAASPP	37% college ready or conditionally ready Data Year: 2021-2022 Data Source: CAASPP	32.5% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results	56% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results
Implementation of Standards and EL access to CCSS and ELD Standards	100% Data Year: 2020-21 Data Source: CALPADS Fall 2	100% Data Year: 2021-22 Data Source: CALPADS Fall 2	100% Data Year: 2022-23 Data Source: CALPADS Fall 2	100% Data Year: 2023-24 Data Source: CALPADS Fall 2 2023	100% Data Year: 2023-24 Data Source: CALPADS Fall 2 2023
A-G Completion Rate	TBD Data Year: 2019-2020 Data Source: DataQuest	All Students:TBD Low Income: TBD Foster Youth: TBD English Learner:TBD Data Year: 2020-2021	All Students: 98.1% Low Income: 97.4% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022	All Students: 100% Low Income: 97.4% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23	All Students: 99% Low Income: 98% Foster Youth: 98% English Learner: 98% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: DataQuest	Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: DataQuest	Data Source: DataQuest
Statewide Assessment ELA	TBD Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	All Students: 77% Low Income*:N/A Foster Youth*: N/A English Learner*: N/A Data Year: 2020-2021 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 60% Low Income*: 54% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include	All Students:64.4% Low Income:57.14% Foster Youth: N/A English Learner: N/A Data Year: 22-2023 Data Source: DataQuest	All Students:79% Low Income:75% Foster Youth:72% English Learner: 69% Data Year: 22-2023 Data Source: DataQuest
Statewide Assessment Math	TBD Data Year: 2020 Data Source: Suspended due to Executive Order N-30-20	All Students:38% Low Income:N/A Foster Youth*: N/A English Learner*: N/A Data Year: 2021 Data Source:	All Students: 37% Low Income*: 27% Foster Youth*: N/A English Learner*: N/A Data Year: 2022 Data Source:	All Students:31% Low Income:23.81% Foster Youth: NA English Learner: NA Data Year: 22-2023 Data Source:	All Students:56% Low Income:54% Foster Youth:50% English Learner: 52% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include	DataQuest	Data Source: DataQuest
Dual Enrollment Participation	95% Data Year: 2020-21 Data Source: CALPADS EOY 1	All Students: 95% Low Income: 92% Foster Youth*: N/A English Learner*: N/A Data Year: 2020-21 Data Source: CALPADS EOY 1 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 95% Low Income: 97% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: CALPADS EOY 1 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:97% Low Income:95% Foster Youth: N/A English Learner: N/A Data Year: 2022-23 Data Source: CALPADS EOY 1	All Students:95% Low Income:92% Foster Youth:90% English Learner: 90% Data Year: 2022-23 Data Source: CALPADS EOY 1
Percentage of Parents who Provided Input on Programs for Unduplicated Students & Students with Exceptional Needs	65% of parent input Data Year: 2020-2021 Data Source: Local Report	67% of parent input Data Year: 2021-2022 Data Source: Local Report- Survey Data	72% of parent input Data Year: 2022-2023 Data Source: Local Report- Survey Data	52% of parent Data Year: 2023-2024 Data Source: Local Report- Survey Data	85% of parent input Data Year: 2023-2024 Data Source: Local Report- Survey Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Promote Parental Participation in Programs for Unduplicated Students & Students with Exceptional Needs	55% of parent participation Data Year: 2020-2021 Data Source: Local Report	60% of parent participation Data Year: 2021-2022 Data Source: Local Report-Survey Data	75% of parent participation Data Year: 2022-2023 Data Source: Local Report-Survey Data	52% of parent Data Year: 2023-2024 Data Source: Local Report-Survey Data	85% of parent participation Data Year: 2023-2024 Data Source: Local Report-Survey Data

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal One supported the progress toward meeting the 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."

Action 1.1 Articulation with Post Secondary Entities
Implementation Status: 4 Full Implementation. The LEA worked with FCC faculty to develop a broad course of study that provides students with ability to obtain their associates degree in Industrial Technology at the completion of their secondary education.
No substantive difference in planned action compared to actual implementation.

Action 1.2 Instructional and Professional Development
Implementation Status: 4 Full Implementation. The LEA establishes ample opportunities for staff to participate in subject specific professional development, along with school wide support in Trauma Informed instruction, Technology implementation and instructional strategies to increase teacher capacity. Professional Development creates opportunities for CTE teachers to engage with industry leaders to ensure industry standards are embedded into instruction and skill development.
No substantive difference in planned action compared to actual implementation.

Action 1.3 Industry Connections
Implementation Status: Full Implementation. The LEA works alongside industry partners to ensure students have access to industry experiences, such as facility tours, industry leader guest speaking, skill presentations, mentorships, and internships to enhance the skill development embedded within the program to increase career readiness.
No substantive difference in planned action compared to actual implementation.

Action 1.4 Academic and Dual Enrollment Support
Implementation Status: 4 Full Implementation. The LEA continues to increase instructional supports to aid students in the rigorous academic program. Increased opportunities beyond the school day to ensure students have access to instructional support to aid students academic skill development. Additional paraeducators have been added to the school day and expanded learning program to provide additional contact points for students.
No substantive difference in planned action compared to actual implementation.

Action 1.5 Designated ELD Instruction
Implementation Status: 4 Full Implementation. The LEA provided instructional support to increase ELD instruction to support students identified as English Language Learners. An increase of differentiated instruction to aid students with ELD learning strategies to increase student academic success.
No substantive difference in planned action compared to actual implementation.

Action 1.6 Targeted Professional Learning Opportunities
Implementation Status: 4 Full Implementation. The LEA provides instructional support to increase teacher capacity with identifying and engaging with differentiated instruction aligned with CCSS and cross curricular implantation of content.
No substantive difference in planned action compared to actual implementation.

Action 1.7 Support for Students with Disabilities
Implementation Status: 4 Full Implementation. CTEC will provided support services for students with disabilities to facilitate their social/emotional and academic progress. CTEC implemented IEPs, facilitated communication with parents of students with unique needs, and provided counseling and supports.
No substantive difference in planned action compared to actual implementation.

Overall Successes: The 2023-24 school year, 6 years into the development of the course of study, brought consistency in the course offerings, pathway content, advanced skilled courses and the dual enrollment options to support students pursuit of their associates degree. The senior internships offered opportunities for students to strengthen their career skills and experience work-based learning alongside local industry leaders.

Overall Challenges: During the 2023-24 school year, administration continues to work with instructors and Expanded Learning program to develop effective supports to aid student success. Students and educational partners communicate the abundant opportunities for student to access support, yet data does not show a significant change in academic success at progress reports.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

At the time of the adoption of the 23-24 LCAP, two years of salary and benefit negotiations were not settled with certificated and classified bargaining groups. After the LCAP was adopted, negotiations were settled, leading to increased salary and benefit expenditures for certificated, classified and management staff at CTEC. The increase in staff costs resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures for the following actions in Goal 1: Action 1.4: Academic and Dual Enrollment Support and Action 1.5: Designated ELD Instruction
Action 1.6: Academic and Dual Enrollment Support.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One supported the progress toward meeting the 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."
Action 1.1 Articulation with Post-Secondary Entities
Metric(s): Broad Course of Study
Effectiveness of Action: 3 - Effective
Data Statement: All eligible low-income students had access to advanced academic courses, and all low-income students had access to CTE courses
Analysis Statement: The availability, for all eligible students, of advanced academic (30 different dual enrollment courses) and CTE courses (19 different CTE courses in manufacturing and construction industry sectors) supported the goal's intention of providing a rigorous academic program that had industry and post-secondary relevance.

Action 1.2: Instructional and Professional Development; Action 1.3: Industry Connections; Action 1.6: Targeted Professional Learning Opportunities; Action 1.7: Support for Students with Disabilities
Metric(s): Teachers collaborated with educational partners, industry leaders, and peers; Student participation industry relevant experience or activity
Effectiveness of Action: 3 - Effective
Data Statement: All teachers of low-income students, including students with disabilities, participated in CTE, industry partnership, and collaboration staff development. All low-income students, including students with disabilities, participated in industry-relevant experience-building activities.
Analysis Statement: The actions supported professional development in the areas of building connections to create relevant experiences between academic core courses and industry content. The collaboration and partnership between teaching staff and industry partners

benefitted CTEC's students, including students with disabilities, and English learners, to access industry-relevant jobs, connections and opportunities, including educational excursions. In addition, all students were effectively able to engage and participate in activities that made connections between their skills developed within their pathway and industry. All staff members, regards of their academic subject areas, had access to industry leaders to increase relevant connections within their content. The professional development activities for teachers, and professional learning opportunities for students, benefitted CTEC's students because these actions were a catalyst for and provided opportunities for teachers to improve their ability to increase student access to industry-relevant job learning opportunities and improve teacher skills specific to industry standards, lesson planning and delivery.

Action 1.4: Academic and Dual Enrollment Support
Metric(s): Dual Enrollment Participation; Broad Course of Study
Effectiveness of Action: 3 - Effective
Data Statement: 95% of low-income students were enrolled in Dual Enrollment classes. 100% of low-income students had access to a broad course of study in all academic disciplines.
Analysis Statement: The action enabled CTEC's low-income students to enroll in and participate in industry-relevant CTE courses embedded within a rigorous academic program, all in addition to earning college credit. CTEC, in partnership with Fresno City College, was able to offer and facilitate enrollment for low-income students in a broad course of study. This included 32 dual enrollment courses across the high school grade levels.

Action 1.5: Designated ELD Instruction
Metric(s): Dual Enrolment Participation and A-G Completion rates
Effectiveness of Action: 3 - Effective
Data Statement: Although the number of English Learners meant that public-facing data was suppressed, local data continues to indicate that 100% of English Learners had access to dual enrollment support and 100% met A-G completion rates, and wish for continued support in these areas.
Analysis Statement: The action enabled all of CTEC's English Learners to access the required coursework to complete A-G and dual-enrollment classes in order to graduate and be prepared for further secondary education and entry into local industries. The strategies, scaffolding, and individualized modifications facilitated English Learners' A-G completion rates and ability to successfully participate in and complete dual-enrollment courses.

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

The following changes will be made to the planned goals, metrics, desired outcomes, or actions for the coming year:

The LEA will combine the metrics listed below into a single metric entitled "Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs." This new metric will be moved to Goal 3 of next year's plan as it more closely aligns with that goal.

- Percentage of Parents who Provided Input on Programs for Unduplicated Students & Students with Exceptional Needs
- Promote Parental Participation in Programs for Unduplicated Students & Students with Exceptional Needs

The metrics entitled "EL Progress towards English Proficiency" and "EL Reclassification rate" will be moved from Goal 2 to Goal 1 to align with the stated goals and actions more closely.

Action 3.1 will be eliminated under Goal 3. Action 3.1 will be combined with Goal 1.1 as we believe that one comprehensive staffing action will provide greater clarity for educational partners.

As part of our review of the current plan we determined that actions 1.6 and 3.4 can be combined as they both focus on different aspects of our plan to implement professional communities. We believe this will both streamline the plan and provide greater transparency for educational partners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Provide a safe educational environment that supports the academic and personal development of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Maintained	School Rating: Good Data Year: 2020-21 Data Source: Facility Inspection Tool	School Rating: Good Data Year: 2021-22 Data Source: Facility Inspection Tool	School Rating: Good Data Year: 2022-23 Data Source: Facility Inspection Tool	School Rating: Good Data Year: 2023-24 Data Source: Facility Inspection Tool	School Rating: Good Data Year: 2023-24 Data Source: Facility Inspection Tool
Trauma Informed Instruction	98% of teachers are implementing trauma informed instruction within their curriculum. Data Year: 2020-2021 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: 2021-2022 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: 2022-23 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2023-2024 Data Source: Local Report	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: 2023-2024 Data Source: Local Report
High School Dropout Rate	TBD Data Year: 2019-20 Data Source: DataQuest	All Students:TBD Low Income:TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-2021	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-2022	All Students: 0% Low Income: 0% Foster Youth: NA% English Learner: NA% Data Year: 2022-23	All Students: 2% Low Income: 2% Foster Youth: 2% English Learner: 2% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: DataQuest *CTEC's first graduating class will be 2021-22	Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: DataQuest
High School Graduation Rate	TBD Data Year: 2019-2020 Data Source: Additional Reports	All Students: TBD Low Income: TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-2021 Data Source: Additional Reports *CTEC's first graduating class will be 2021-22	All Students: 98.2% Low Income: 100% Foster Youth: N/A English Learner: N/A Data Year: 2021-2022 Data Source: Additional Reports *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 96.9% Low Income: 100% Foster Youth: N/A English Learner: N/A Data Year: 2022-23 Data Source: Dashboard Fall 2023 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 98% Low Income: 98% Foster Youth: 98% English Learner: 98% Data Year: 2022-23 Data Source: Dashboard Fall 2023
Attendance Rate	95% Data Year: 2020-21 Data Source: P-2	All Students: 92.6% Low Income: 91% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22	All Students: 92.8% Low Income: 93.9% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23	All Students: 94.5% Low Income:94.25% Foster Youth: N/A English Learner: N/A Data Year: 2023-24	All Students:96% Low Income: 94.0% Foster Youth: N/A English Learner: N/A Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: P-2 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: P-2 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: P-2 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: P-2
Chronic Absenteeism	4% Data Year: 2019-20 Data Source: CALPADS EOY 3	All Students: 7.4% Low Income: 9.0% Foster Youth*: N/A English Learner*: N/A Data Year: 2020-21 Data Source: CALPADS EOY 3 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 23.7% Low Income: 31.7% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: CALPADS EOY 3 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 4.4% Low Income: 2.38% Foster Youth: NA English Learner: NA Data Year: 2022-23 Data Source: CALPADS EOY 3 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 5.0% Low Income: 7.0% Foster Youth: 7.0% English Learner: 7.0% Data Year: 2022-23 Data Source: CALPADS EOY 3
Suspension Rate	6% Data Year: 2019-20 Data Source: DataQuest	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A Data Year: 2020-21 Data Source:	All Students: 3.9% Low Income: 3.9% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source:	All Students: 9% Low Income: 11% Foster Youth: NA% English Learner: NA% Data Year: 2022-23	All Students: 3% Low Income: 3% Foster Youth: 3% English Learner: 3% Data Year: 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: DataQuest	Data Source: DataQuest
Expulsion Rate	0% Data Year: 2019-20 Data Source: DataQuest	All Students:0% Low Income:0% Foster Youth*: N/A English Learner*: N/A Data Year: 2020-21 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 0% Low Income: 0% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: DataQuest *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: Below 1% Low Income: Below 1% Foster Youth: Below 1% English Learner: Below 1% Data Year: 2022-23 Data Source: DataQuest
School Climate	94% Satisfaction Data Year: 2020-21 Data Source: Student School Climate Survey	All Students: 94% Low Income: 92% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22	All Students: 95% Low Income: 95% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23	All Students: 95% Low Income: 98% Foster Youth*: N/A English Learner*: N/A Data Year: 2023-24	All Students: 95% Low Income: 95% Foster Youth: 95% English Learner: 95% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Student School Climate Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Student School Climate Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Student School Climate Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Student School Climate Survey
EL Progress towards English Profeciency	N/A** Data Year: 2018 & 2019 ELPAC Data Source: Fall 2019 ELPI *Baseline revised to amend data source and data year **EL student population was to small for data to be included	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- N/A** Level 3- N/A** Level 2- N/A** Level 1- N/A** Data Year: 2021 Data Source: ELPAC **EL student population was to small for data to be included	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4- N/A** Level 3- N/A** Level 2- N/A** Level 1- N/A** Data Year: 2022 Data Source: ELPAC ELPI: N/A** Data Year: 2022 Data Source: ELPI **EL student population was to small for data to be included	ELPI: N/A** Data Year: 2022-23 Data Source: ELPI *The number of students in the English Learner student groups was too small to include data.	Data suppressed due to EL student population being too low for data to be included. CTEC is unable to determine a desired outcome. Data Year: 2022-23 Data Source: 2023 ELPI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate	Original: N/A** Adjusted: N/A** Data Year: 2019-20 Data Source: DataQuest *Baseline revised to amend data source and year **Data not available for this school year reflecting first year of school opening	12.5% Data Year: 2020-21 Data Source: DataQuest	10.9% Data Year: 2021-22 Data Source: DataQuest	15.3% Data Year: 22-23 Data Source: DataQuest	15% Data Year: 2022-23 Data Source: DataQuest
Parent and Students Sense of Safety	96% Satisfaction Data Year: 2020-21 Data Source: Parent & Student, School Climate Surveys	Discontinued	Discontinued	Discontinued	Discontinued
Sense of safety and school connectedness	Students 95% Parents 96% Teachers 100% Data Year: 2021-22 Data Source: Local Survey	Students 95% Parents 96% Teachers 100% Data Year: 2021-22 Data Source: Local Survey	School Safety Students 91% Parents 100% Teachers 100% School Connectedness Students 85% Parents 92% Teachers 100% Data Year: 2022-23 Data Source: Local Survey	School Safety Students 99% Parents 100% Teachers 100% School Connectedness Students 94.5% Parents 100% Teachers 100% Data Year: 2023-24 Data Source: Local Survey	School Safety Students 97% Parents 98% Teachers 100% School Connectedness Students 97% Parents 98% Teachers 100% Data Year: 2023-24 Data Source: Local Survey

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Two supported the progress toward meeting the goal, "Provide a safe educational environment that supports the academic and personal development of all students."

Action 2.1 Student Academic and Emotional Well-being
Implementation Status: 4 Full Implementation. The LEA continues to focus on professional development to support the implementation of Trauma Informed Instruction, to insure instructors have the skill capacity to identify student's social emotional needs and provide a rigorous academic program free of bullying or harassment. Advisory has been a consistent location for students to engage in positive interactions and emotional support since baseline was established in 2020-21.
No substantive difference in planned action compared to actual implementation.

Action 2.2 School Facilities
Implementation Status: 4 Full Implementation. During the 2023-24 school year, the LEA has begun the processes of adding additional facilities to increase accessibility of behavior health supports to students and the community on the school campus. Construction of a behavior health building began in the spring of 2024, with the addition of staffing to support the community needs for the 2024-25 school year.
No substantive difference in planned action compared to actual implementation.

Overall Successes: During the 2023-24 school year, advisory has become the location for students to confidently share their social emotional needs, knowing they will be accepted and supported by their peers and advisory instructor. Partnership between instructional staff, administration, and PPS credentialed individuals ensures students needs are communicated and resources are provided for students.
Overall Challenges: During the 2023-24 School year, there is excitement for the construction of the behavior health building, but due to budget limitations there is not a counselor employed to address social emotional needs on a daily basis for the spring semester, which limits the supports our students can access.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

At the time of the adoption of the 23-24 LCAP, two years of salary and benefit negotiations were not settled with certificated and classified bargaining groups. After the LCAP was adopted, negotiations were settled, leading to increased salary and benefit expenditures for certificated, classified and management staff at CTEC. The increase in staff costs resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2, Action 1: Student Academic and Emotional Well-being.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two supported the progress toward meeting the goal, "Provide a safe educational environment that supports the academic and personal development of all students."

Action 2.1 Student Academic and Emotional Well-being
Metric(s):School Climate, Attendance
Effectiveness of Action: 2 - Somewhat Effective
Data Statement: 88% of students reported being satisfied with their school experience, yet 16% of students were indifferent on their feelings of being at their school and 22% were indifferent about feeling apart of the school. Percentages that the LEA has not experienced in previous years. Low Income student attendance was 94.25% in 23-24.
Analysis Statement: Overall, students reported a strong satisfaction with their school experience, which allowed students to feel supported in both their academic and social/emotional growth through caring staff and parent/family outreach. Monthly student advisory council meetings aided Administration with the pulse to the student body. Yet, a lack of support social emotional and for student post secondary plans compared to prior years was communicated. The lack of a counselor was a concern. The indifference, not previously communicated in prior years, the LEA believes is due to students readily available PPS credentialed counselor. They also communicated, that although they appreciate the principals efforts to support their college and career pursuits, the lack of a counselor made it more difficult for them to have access to answers. LEA made adjustments to staff responsibilities to address student needs. Also, sought to bring in college advisors to support college next steps and established activities/events such as the Blue Collar Tour to give students greater access to industry skills and career opportunities. Also, the attendance of low income students 94.25%. We believe this due, in part, to the school wide focus of students' social emotional wellness.

Action 2.2: School Facilities
Metric(s): Facilities Maintained
Effectiveness of Action: 3 - Effective
Data Statement: CTEC's facilities were rated "Good" in the FIT Report

Analysis Statement: CTEC's properly-maintained facilities supported a safe educational environment through repairs being taken care of in a timely manner. Areas of need (carpet and HVAC) being addressed with projects in summer of 2024.

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

The following changes will be made to the planned goals, metrics, desired outcomes, or actions for the coming year:

As part of planning for the new three-year LCAP cycle, the LEA completed an inventory of the current goals, metrics, and actions. We found that a crucial component of providing a safe educational environment that supports the academic and personal development of all students (Goal 2) was the use of CTEC's multi-tiered system of supports, including targeted supports for struggling students. In an effort to streamline the plan, Goal 4's actions and metrics will be moved to Goal 2, eliminating Goal 4 as a separate goal in the plan. We believe this will paint a more comprehensive picture of how we provide a safe and supportive environment for our educational partners.

The metrics entitled "EL Progress towards English Proficiency" and "EL Reclassification rate" will be moved from Goal 2 to Goal 1 to align with the stated goals and actions more closely. The metric entitled "High School graduation rate was duplicated and so we will remove it from Goal 2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Develop a comprehensive CTE program that provides students with well-rounded industry experiences to ensure they develop industry skills in preparation of industry employment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to CTE instruction and materials/equipment	Students 90% Data Year: 2020-21 Data Source: Local Survey	All Students:100% Low Income100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:100% Low Income100% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Survey	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Survey
Industry Internship participation	TBD 2021-2022 graduating student data Data Year: 2021-22 Data Source: Local Indicator	100% of graduating students All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22	100% of graduating students All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Indicator	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Local Indicator *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Local Indicator *The number of students in the Foster Youth and English Learner student groups was too small to include data.		
CTE Pathway Completion Rate	TBD Data Year: 2019-2020 Data Source: CALPADS EOY 1 *Baseline amended to revise data year	TBD Data Year: 2020-2021 Data Source: CALPADS EOY 1 *CTEC's first graduating class is in the 2021-2022 school year	94% Data year 2021-22 Data Source: CALPADS EOY 1	100% Data Year: 2022-23 Data Source: CALPADS EOY 1	96% Data Year: 2022-23 Data Source: CALPADS EOY 1
Community Service Projects	95% of students will participate in at least one off-campus community service activity Data Year: 2020-21 Data Source: Local Survey	100% of students participated in at least one off-campus community service activity All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22	100% of students participated in at least one off-campus community service activity All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23	100% of students participated in at least one off-campus community service activity All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Data collection

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.		
Student satisfaction with CTEC's program	Students 90% Data Year: 2020-21 Data Source: Local Survey	All Students:91% Low Income:88% Foster Youth*: N/A English Learner*: N/A Data Year: 2021-22 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 92% Low Income: 92% Foster Youth*: N/A English Learner*: N/A Data Year: 2022-23 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include	All Students: 94.5% Low Income: 100% Foster Youth*: N/A English Learner*: N/A Data Year: 2023-24 Data Source: Local Survey *The number of students in the Foster Youth and English Learner student groups was too small to include	All Students:94% Low Income:92% Foster Youth:90% English Learner: 92% Data Year: 2023-24 Data Source: Local Survey
A-G Completion and CTE Pathway Completion Rate	Metric added for 2023-24 LCAP	Metric added for 2023-24 LCAP	98.1% students completed a-g and a CTE capstone Data Year: 2021-22 Data Source: DataQuest	100% students completed a-g and a CTE capstone Data Year: 2022-23 Data Source: DataQuest	99% students completed a-g and a CTE capstone Data Year: 2022-23 Data Source: DataQuest

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Three supported the progress toward meeting the goal, "Develop a comprehensive CTE program that provides students with well-rounded industry experiences to ensure they develop industry skills in preparation of industry employment."

Action 3.1 Community Outreach
Implementation Status: 4 Full Implementation. During the 2023-24 school year, the LEA's grade level integrated projects in the fall and spring provide students with opportunities to engage with the community and industry leaders to increase community outreach and connections for our students. The LEA continues to work with nonprofit organizations to give students further access to service learning opportunities to increase student's impact on the community.
No substantive difference in planned action compared to actual implementation.

Action 3.2 Program Communication
Implementation Status: 4 Full Implementation. The LEA continues to increase program communication to CTEC families, the surrounding communities, as well as communities within and bordering Fresno County through social media, student information systems communication, targeted emails to showcase student performance and student activities. A social media campaign has been used to increase awareness of CTEC's CTE program and the opportunities CTEC can offer students.
No substantive difference in planned action compared to actual implementation.

Action 3.3 Extended Learning Opportunities
Implementation Status: 4 Full Implementation. The LEA looks to expand the different opportunities for students to increase the skill development. Students have been provided time to engage with skill development and support before school and after school. Additional time has been provided on Saturdays and during spring break to provide students with unique opportunities to access new skills such as drivers training and drivers ed classes.
No substantive difference in planned action compared to actual implementation.

Action 3.4 Professional Communities
Implementation Status: 4 Full Implementation. The LEA has provided time and resources to aid teachers in the development and integration of content between subject matter, with a focus on connections to the industries supported by our pathways. With the support of administration, instructors have focused on standards crucial for student success, and looked to create dedicated time within their instructional days to aid students understanding and implementation of skills.

No substantive difference in planned action compared to actual implementation.

Overall Successes: During the 2023-24 school year, the LEA looked to increase students opportunity to engage with the industry skills they have developed in the classroom by participating in activities/events such as SkillsUSA, Career Skills Challenge, Design Build, etc., to showcase students knowledge and develop connections to industry.
Overall Challenges: During the 2023-24 school year, the increase of events and activities created a shortcoming of staffing and resources to ensure all students had access to such activities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

CTEC's expenditure of federal funding impacted Budgeted Expenditures verses Estimated Actual expenditures in Goal 3, Action 3. Extended Learning Opportunities were paid for with federal one time monies, resulting in a material difference in reported expenditures. While the funding source may have differed from what was planned, the actions and services provided to students were not impacted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two supported the progress toward meeting the goal, "Provide a safe educational environment that supports the academic and personal development of all students."

Action 3.1 Community Outreach; Action 3.2 Program Communication; Action 3.3 Extended Learning Opportunities; Action 3.4 Professional Communities
Metrics: Community Service Projects; Industry Internship participation
Effectiveness of Action: 3 - Effective
Data Statement: 100% of graduating low-income students participated in an internship; 100% of low-income students participated in at least one off-campus community service activity
Analysis Statement: CTEC's internship and community service opportunities provided students with well-rounded industry experiences through engaging them with career activities at job sites and other appropriate locations, in addition to identifying and facilitating continued connections with industry and the community. The expansion of industry partners gave students a vast understanding of the career opportunities within the construction and manufacturing sectors. The focus on a social media campaign to increase awareness of careers within the manufacturing and construction fields as well as how CTEC develops students to be leaders within those field increased access and opportunities for students within Fresno County.

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

The following changes will be made to the planned goals, metrics, desired outcomes, or actions for the coming year:

The LEA will eliminate the following metrics which are not statutorily required:

- Student satisfaction with CTEC's program.

Action 3.4 will be eliminated. As part of our review of the current plan we determined that actions 1.6 and 3.4 can be combined as they both focus on different aspects of our plan to implement professional communities. We believe this will both streamline the plan and provide greater transparency for educational partners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Through the use of CTEC's multi-tiered system of supports, students will be identify for specified supports to ensure all students have access to instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement	TBD% 2021-2022 graduating student data Data Year: 2021-22 Data Source: Impact Student Course Completion	All Students:TBD Low Income:TBD Foster Youth:TBD English Learner:TBD Data Year: 2021-22 Data Source: Impact Graduating Student Course Completion	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A Data Year: 2022-23 Data Source: Impact Graduating Student Course Completion *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A Data Year 2023-24 Data Source: Impact Student Course Completion *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 100% Low Income: 100% Foster Youth: 100% English Learner: 100% Data Year 2023-24 Data Source: Impact Student Course Completion
Impact Pupil Attendance	95% 2020-2021 Impact Students Data Year: 2020-21 Data Source: Impact Attendance	All Students:95% Low Income:91% Foster Youth*:N/A English Learner*:N/A Data Year: 2020-21	All Students: 95% Low Income: 91% Foster Youth*:N/A English Learner*:N/A Data Year: 2021-22	All Students: 96% Low Income: 98% Foster Youth*:N/A English Learner*:N/A Data Year: 2022-23 Data Source:	All Students:95% Low Income:91% Foster Youth: 94% English Learner:94% Data Year: 2022-23 Data Source:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Impact Attendance *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Impact Attendance *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Impact Attendance 2023 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Impact Attendance 2023
Students report feeling satisfied with support system provided to increase achievement	90% 2020-2021 student data Data Year: 2020-21 Data Source: Student Survey Local Indicator	All Students:96% Low Income:94% Foster Youth*:N/A English Learner*:N/A Data Year: 2021-22 Data Source: Student Survey Local Indicator *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 95% Low Income: 95% Foster Youth*:N/A English Learner*:N/A Data Year: 2022-23 Data Source: Student Survey Local Indicator *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 100% Low Income: 100% Foster Youth*:N/A English Learner*:N/A Data Year: 2023-24 Data Source: Student Survey Local Indicator *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students:96% Low Income:94% Foster Youth:94% English Learner:94% Data Year: 2023-24 Data Source: Student Survey Local Indicator
Students report feeling capable of establishing positive relationships on campus	85% 2020-2021 student data Data Year: 2020-21 Data Source: Student Survey	All Students:92% Low Income:90% Foster Youth*:N/A English Learner*:N/A Data Year: 2021-22	All Students: 91% Low Income: 91% Foster Youth*:N/A English Learner*:N/A Data Year: 2022-23	All Students: 94.5% Low Income: 100% Foster Youth*:N/A English Learner*:N/A Data Year: 2023-24	All Students:92% Low Income:90% Foster Youth: 92% English Learner:92% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Student Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Student Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Student Survey *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Student Survey
Impact student suspension rate	0% 2020-2021 student data Data Year: 2020-21 Data Source: EOY 3	All Students:0% Low Income:0% Foster Youth*:N/A English Learner*:N/A Data Year: 2020-21 Data Source: EOY 3 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 3% Low Income: 2% Foster Youth*:N/A English Learner*:N/A Data Year: 2021-22 Data Source: EOY 3 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: 0% Low Income: 0% Foster Youth: N/A English Learner: N/A 2022-2023 graduating student data Data Year: 2022-23 Data Source: EOY 3 *The number of students in the Foster Youth and English Learner student groups was too small to include data.	All Students: Below 5% Low Income: Below 4% Foster Youth: Below 4% English Learner: Below 3% 2022-2023 graduating student data Data Year: 2022-23 Data Source: EOY 3
Impact Student Graduation Rate	TBD 2021-2022 graduating student data Data Year: 2021-22 Data Source: Impact Student Grade Rate	All Students: TBD Low Income: TBD Foster Youth: TBD English Learner: TBD Data Year: 2020-21	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A Data Year: 2021-22	All Students: 100% Low Income: 100% Foster Youth: N/A English Learner: N/A Data Year 2022-23	All Students: 100% Low Income: 100% Foster Youth: 100% English Learner: 100% Data Year 2022-23

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Source: Impact Student Grade Rate	Data Source: Impact Graduating Student Course Completion *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Impact Student Course Completion *The number of students in the Foster Youth and English Learner student groups was too small to include data.	Data Source: Impact Student Course Completion

Goal Analysis

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

The actions outlined in Goal Four supported the progress toward meeting the goal, "Through the use of CTEC's multi-tier system of supports, students will be identify for specified supports to ensure all students have access to instruction."

Action 4.1 Academic and CTE Intervention
Implementation Status: 4 Full Implementation. The LEA continues to provide additional supports to students struggling with academic rigor. Credentialed staff dedicated to support students identified for Impact, take dedicated time during advisory to meet with small groups of students to provide study skill instruction to increase student capacity and ability to develop skills to be academically successful. Supplemental instruction is provided after school, during lunch and after school to support students. Impact team works with students to schedule meeting times with instructors for concentrated support.
No substantive difference in planned action compared to actual implementation.

Action 4.2 IMPACT
Implementation Status: 4 Full Implementation. The LEA tracks student performance throughout the academic semesters and through an analysis of local data, students that are assigned IMPACT support. The IMPACT team of credentialed teachers, the Expanded Learning Program Lead, and Paraeducators, work with instructional staff to provide supplemental instruction beyond what is provided in the core

instruction. Small group support, individual counseling and guidance, instructional scaffolding are used to aid our low income and English Learners who have been identified as struggling academically.
No substantive difference in planned action compared to actual implementation.

Action 4.3 Social Emotional Support
Implementation Status: 4 Full Implementation. During the 2023/24 school year, the LEA took advantage of staff with their PPS credentials to support students connectedness and social emotional needs. Students were provided with support to develop self regulating skills to insure students can remain in class and address the social emotional needs they face daily.
No substantive difference in planned action compared to actual implementation.

Action 4.4 Community and Industry Outreach
Implementation Status: 4 Full Implementation. The LEA continues to strengthen its connection to the community by participating in outreach events and non-profit organizations who work with the surrounding community. CTEC develops opportunities through industry tours, college tours, and industry leader connections to create more opportunities for student identified as low-income and English Learners to increase their college and career readiness.
No substantive difference in planned action compared to actual implementation.

Action 4.5 Trauma Informed Professional Development
Implementation Status: 4 Full Implementation. The LEA continues to dedicate professional development opportunities for all staff member to be trained in trauma informed instruction. IMPACT teachers recognize their role as being in the frontlines of identify students with trauma and providing supports or connecting students and families with resources to aid students in their social emotional well-being.
No substantive difference in planned action compared to actual implementation.

Overall Successes: During the 2023-24 school year, the implementation of small groups during advisory was an effective opportunity to connect students with the IMPACT team and begin the process of providing students with designated time during the day to increase student's study skill development.
Overall Challenges: During the 2023-24 school year, with the loss of an academic counselor the ability to increase student/parent engagement was limited. The goal is to establish PTC conferences with the complete team along with students and their guardians to address expectations, supports available and how the team can work together to increase student success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

At the time of the adoption of the 23-24 LCAP, two years of salary and benefit negotiations were not settled with certificated and classified bargaining groups. After the LCAP was adopted, negotiations were settled, leading to increased salary and benefit expenditures for certificated, classified and management staff at CTEC. The increase in staff costs resulted in a material difference between Budgeted Expenditures and Estimated Actual Expenditures for Goal 4, Action 4: Community and Industry Outreach.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective

The actions outlined in Goal four supported the progress toward meeting the goal, "Through the use of CTEC's multi-tier system of supports, students will be identify for specified supports to ensure all students have access to instruction."

Action 4.1 Academic and CTE Intervention
Metric(s): Pupil Achievement; Impact Student Graduation Rate; Students Survey Data
Effectiveness of Action: 3 - Effective
Data Statement: 100% of low-income IMPACT students completed required courses; 100% of IMPACT students received the academic support and believe they were offered the support necessary for them to be successful academically at CTEC. 100% of impact students believe they received skills that are relevant to their future.
Analysis Statement: CTEC's IMPACT program successfully identified students in need of additional support to achieve equity in accessing the full instructional program. The individualized supports for each student, which included an increase in instructional time in identified areas of need, facilitated course completion and students successfully meeting graduation requirement, resulting in 100% graduation rate for Low Income and English Learners.

Action 4.2 IMPACT
Metrics: Students report feeling satisfied with support system provided to increase achievement
Effectiveness of Action: 3 - Effective
Data Statement: 95% of low-income students reported satisfaction with the support system that CTEC provided; English Learner data was suppressed due to the small number of students, but local data affirms that 100% of EL students reported satisfaction.
Analysis Statement: The CTEC IMPACT program's supports effectively met the individual needs of low-income and English Learner students. The supplemental academic and social/emotional activities provided by the IMPACT team (credentialed staff, administration, school psychologist, and paraeducators) included SDAIE strategies, scaffolding, tutoring, mentoring, individual and small group counseling; promoted educational growth and access to instruction that addressed individual student's area of need. Satisfaction with the support systems, encouraged student involvement and engagement resulting in 100% graduation rate for low Income and English Learners.

Action 4.3 Social Emotional Support; Action 4.4 Community and Industry Outreach
Metric(s): Students report feeling capable of establishing positive relationships on campus
Effectiveness of Action: 2 Somewhat Effective
Data Statement: 77.7% of students identified themselves as capable of establishing positive relationships. 22% of students communicated indifference with regards to their relationships on campus.
Analysis Statement: The IMPACT program included individual counseling, mentoring and relationship-building with its low-income students. Yet, students indifference, which is a new data point creates a concern for the LEA, due to students inability to engage with a school counselor readily, having to seek answers elsewhere. Activities such as Blue Collar Tour, SkillsUSA and industry skilled clubs allowed

students greater access to industry partners, creating greater engagement that led to an increase in Low Income attendance rate and student achievement.

Action 4.5 Trauma Informed Professional Development
Metric(s):Impact Pupil Attendance
Effectiveness of Action: 3 - Effective
Data Statement: The attendance rate of low-income IMPACT students was 98%.
Analysis Statement: All CTEC teachers received this professional development, including IMPACT teachers. The IMPACT teachers benefited from the professional development opportunities, to address students within the IMPACT program specifically. LEA focused on developing a welcoming learning environment that started at the door and continued throughout the class. Instructors ability to create individual relationships with each student, promoting trust, and inspiring confidence that facilitated students positive attendance rate at school and was increased for our low-income students. Creating a welcoming work environment encouraged student participation and an increase in Low Income attendance rate.

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

The following changes will be made to the planned goals, metrics, desired outcomes, or actions for the coming year:

As part of planning for the new three-year LCAP cycle, the LEA completed an inventory of the current goals, metrics, and actions. We found that a crucial component of providing a safe educational environment that supports the academic and personal development of all students (Goal 2) was the use of CTEC's multi-tiered system of supports, including targeted supports for struggling students, and community and industry outreach. In an effort to streamline the plan, Goal 4's actions and metrics will be moved to Goal 2, eliminating Goal 4 as a separate goal in the plan. We believe this will paint a more comprehensive picture of how we provide a safe and supportive environment for our educational partners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,741,986.00	$3,719,605.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Articulation with Post Secondary Entities	No	$124,396.00	133239
1	**1.2**	Instructional and Professional Development	No	$165,348.00	170779
1	**1.3**	Industry Connections	No	$413,534.00	416423
1	**1.4**	Academic and Dual Enrollment Support	No	$619,704.00	686476
1	**1.5**	Designated ELD Instruction	Yes	$16,329.00	27570
1	**1.6**	Targeted Professional Learning Opportunities	No	$49,642.00	56924
1	**1.7**	Support for Students with Disabilities	No	$0.00	0
2	**2.1**	Student Academic and Emotional Well-being	No	$302,446.00	329174
2	**2.2**	School Facilities	No	$178,112.00	188404
3	**3.1**	Community Outreach	No	$303,576.00	314759

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Program Communication	No	$123,311.00	126,355
3	3.3	Extended Learning Opportunities	No	$466,538.00	248240
3	3.4	Professional Communities	No	$596,258.00	603745
4	4.1	Academic and CTE Intervention	Yes	$73,306.00	80251
4	4.2	IMPACT	Yes	$72,508.00	67734
4	4.3	Social Emotional Support	Yes	$157,128.00	164809
4	4.4	Community and Industry Outreach	Yes	$51,254.00	72749
4	4.5	Trauma Informed Professional Development	Yes	$28,596.00	31974

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
291893	$399,121.00	$445,087.00	($45,966.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Designated ELD Instruction	Yes	$16,329.00	27570	0.00%	
4	4.1	Academic and CTE Intervention	Yes	73306	80251	0.00%	
4	4.2	IMPACT	Yes	$72,508.00	67734	0.00%	
4	4.3	Social Emotional Support	Yes	$157,128.00	164809	0.00%	
4	4.4	Community and Industry Outreach	Yes	$51,254.00	72749	0.00%	
4	4.5	Trauma Informed Professional Development	Yes	28596	31974	0.00%	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2891175	291893	0.00%	10.096%	$445,087.00	0.000%	15.395%	$0.00	0.000%

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Technical Education Charter School-Fresno COE	Jonathan Delano Director	jdelano@fcoe.org 559.443.4872

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Career Technical Education Charter (CTEC) is a dependent charter school supported by the Fresno County Superintendent of Schools. CTEC has completed the implementation of instructional content for all grade levels and continues to engage in the crucial phase of evaluating course content and instructional strategies to ensure CTEC is offering a rigorous academic program that focuses on relevant industry skills and opportunities for students to gain their associate's degree. CTEC's comprehensive high school program provides an integrated curriculum focusing on Commercial Construction and Advanced Manufacturing industries. CTEC is fully accredited. The University of California has approved CTEC's core academic and CTE courses and satisfies CSU/UC A-G requirements. CTEC provides students with a 4-year pathway of CTE courses with the ability to be completers in multiple pathway sectors. CTEC's academic program allows students to obtain their associate's degree in Industrial Arts and Technology with an emphasis in Advanced Manufacturing or Construction from Fresno City College through their dual enrollment opportunities.

Students have numerous realistic opportunities to experience commercial construction and advanced manufacturing industries through CTEC's collaboration with and the support of local industry leaders. All students have access to support systems to ensure they are career and college-ready by completing their academic studies. CTEC is proud to provide students within its community the opportunity to gain the necessary skills to enter the workforce well above minimum wage. In addition, students will already have college credit and industry certificates, encouraging them to continue their education after high school.

CTEC is located just south of the center of Fresno, where, according to the latest census data, 30.2% of families live in poverty, and the median income of individuals is $35,526. Furthermore, only 47.3% of individuals over 25 have graduated high school, and only 14% have obtained a Bachelor's degree or higher. According to Dataquest, CTEC served 247 students during the 2023-2024 school year: 45 12th-grade students, 52 11th-grade students, 67 10th-grade students, and 83 9th-grade students. CTEC's student population is 61% Hispanic or Latino, 18% Caucasian, 7% African American, 7% Asian, and 6% of Two or More Races. In addition, 7% of students have an IEP, 10% are on a 504, 4.9% are English Learners, and 49.8% are socioeconomically disadvantaged. CTEC is a county-wide charter and, therefore, receives students from various districts throughout Fresno County and bordering counties. CTEC has been desirable to parents looking for an alternative learning environment that focuses on hands-on learning and extensive dual enrollment opportunities that will better prepare their students for both college and the workforce.

It is important to note that because the numbers of English Learners and Foster Youth are under 13 students, respectively. Specific percentages related to the required metrics for these student groups will not be reported to protect the privacy of the students. Also, due to the strategic focus on dual enrollment options, CTEC does not offer Advanced Placement courses. As a result, there is no advanced placement passage rate metric within the LCAP.

CTEC did not receive Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As part of the LCAP process, CTEC conducted a comprehensive needs assessment of the entire school, including analyzing verifiable state and local data about academic achievement and school climate.

Successes
Reflecting on the annual performance based on a review of the CA Dashboard and local data, CTEC is proud of the progress of its students. CTEC received the highest performance level (blue) on the Dashboard for graduation rate as well as the highest performance level for the College and Career Indicator (Very High). The school also received several high ratings (green) for its academic growth in both English-language-Arts and Mathematics. When breaking down the English Language-Arts data, CTEC's all-student group increased by 61 points in the "distance from standard" measure on the CA School Dashboard, Hispanic students increased by 39 points, and SED students increased by 38.8 points. In Mathematics, the all student group increased 28 points in the "distance from standard" measure on the CA School Dashboard, Hispanic students increased 4.5 points, and SED students increased 43.1 points. These gains evidence of the effectiveness of the current goals and actions as described in the 2023-2024 Annual Update to the LCAP.

CTEC students showcased their CTE skills, with a 100% CTE Pathway completion rate. In addition, 100% of students had access to a comprehensive course of study, and engaged with industry-relevant experiences. 97% of students earned dual enrollment credit. Career and college readiness data points that are crucial to CTEC's school mission and vision and continue to be a priority to ensure that all students have access to activities that encourage further employment. CTEC has effectively provided students with a safe learning environment that highlights students' ability to access tools and equipment at industry standards. CTEC is also proud to have increased communication to ensure students and families have direction and support to aid them in their academic engagement and success. CTEC will build upon these academic successes by continuing to provide high-quality instruction, targeted academic support and intervention, and college and career counseling aimed at supporting students in their CTEC and Fresno City College coursework. CTEC will also continue to evaluate and expand the academic and CTE instructional program through regular professional learning communities and strengthen the connection to dual enrollment and industry partnerships by fostering continued relationships with our college and industry partners.

CTEC provides activities to engage students in college and career preparedness, including boasting an award-winning Robotics team that actively competes at the local and state levels. In addition, CTEC proudly offers the CTEC Society of Women Engineers (CTEC SWENext) and the CTEC Ironman Competition, which showcases the work of both professional and student welders side by side. CTEC has also increased positive campus activities designed to promote student, parent, and community engagement and attendance, such as offering CTEC's Academic Showcase, competitive athletics clubs such as soccer, and basketball, hosting the CTEC in Full Bloom Community Festival, and adding an extensive Expanded Learning Program to support student learning as well as increase industry experiences. CTEC will continue to build upon these successes by continuing to provide a full range of activities, including student-driven clubs, parent and community engagement opportunities, and a comprehensive Expanded Learning Program so that all students and families feel welcome to participate in school activities, leading to stronger attendance rates and academic performance.

Identified Needs

CTEC continues to identify English language arts and Mathematics achievement as areas of need. CTEC's all-student group came in slightly behind the state rate for the percentage of students who met or exceeded standards on the 22-23 CAASSP Math assessment, with CTEC's rate at 31.11% and the state rate at 34.62%. CTEC's low-income students show lower rates of achievement on the Math assessment at 23.81%. The same rates for ELA show that while CTEC's students outperform the state rate of 46.66% with a rate of 64.44% and met or exceeded the standard on the 22-23 ELA CAASSP assessment, the rate of our low income students is still lower than our all student group at 57.14%. While CTEC made slight gains, it is evident our students, especially our low-income students, require continued support to succeed in both our high school and college level course offerings.

CTEC identified school suspension rate as an area of need. As required by statute, CTEC analyzed the 2023 Dashboard to determine identified needs based on the lowest performance level on one or more state indicators. CTEC received the lowest performance level (red) on the Dashboard for LEAwide suspension rate. The following student groups were identified as receiving the lowest performance level (red) on the Dashboard for suspension rate: All Students, Hispanic, SocioEconomically Disadvantaged, and White. Suspension rates for all our student groups at CTEC increased to 5.4%, slightly higher than the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for Hispanic students (5.3%), white students (7.4%), and socioeconomically disadvantaged students (5.1%), as these student groups saw increases, earning a performance indicator of red on the 2023 Dashboard. We found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships.

To address the rates of lowest performance level on the CA School Dashboard (red) in the areas of suspension rates for all students, Hispanic, white, and socioeconomically disadvantaged students, CTEC will provide staffing to implement a school-wide advisory program that focuses on academic and social-emotional support for all students. The advisory program will include designated staff time to implement social-emotional supports focused on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. The advisory program will be implemented during the school day and provide designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success. CTEC's vice principal will also dedicate time to providing individual behavior support as well as on-going monitoring in order to follow-up with and support those students at-risk of suspension. These supports are articulated in Action 2.1.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

N/A; CTEC has not been identified for CSI

Support for Identified Schools

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

N/A; CTEC has not been identified for CSI

Monitoring and Evaluating Effectiveness

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

N/A; CTEC has not been identified for CSI

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Date(s) of meeting(s): 3/13/24, 4/24/24 Topic(s) Discussed: Dashboard review, including analysis of student performance data, LCAP goals and actions. Feedback:Teachers communicated the importance of continuing to push for professional development that increased the capacity of instructional skills around collaboration and project based learning and current industry skills. Teachers indicated that English Learners come to school with gaps in English language skills and academic vocabulary necessary for accessing rigorous academic content.
Administrators, including school Director who is acts as the Principal	Date(s) of meeting(s): 1/22/24, 3/19/24 Topic(s) Discussed: Dashboard review, including analysis of student performance data, LCAP goals and actions Feedback: Administrators felt the plan could be streamlined for better transparency for educational partners. Specifically, they felt that Goals 2 and 4 could be combined.
Other School Personnel	Date(s) of meeting(s): 3/13/24, 4/24/24 Topic(s) Discussed: Staff Support. Resources available. Training to increase capacity. LCAP goals and actions. Feedback: Certificated staff, specifically para-educators communicated the importance of professional development to increase skills to help identify student needs and providing structured

Educational Partner(s)	Process for Engagement
	support to increase student success. Program assistant and registrar communicated the need for additional resources to aid in daily expectations needed within a comprehensive program. Seek support from FCSS with additional training and guidance to develop strategies and streamline procedures.
Local Bargaining Units (Certificated and Classified)	Date(s) of meeting(s): 4/23/24, 4/24/24, Topic(s) Discussed:Instructional Support, LCAP Goals Feedback: Bargaining units communicated the need to increase professional development/training to aid individuals ability to increase effectiveness in the classroom and non-instructional spaces.
Parents	Date(s) of meeting(s): 1/25/2024, 3/13/24, 3/23/2024 Topic(s) Discussed: Effectiveness of IMPACT. Support for students outside of school hours. Extra-curricular activities. Integration of content. Communication. How goals within LCAP specifically address student and parent needs. Feedback: Parents identified the need for resources to support their children with their academic progress. An effective tool to engage students progress and monitoring performance daily. Families communicated the appreciating for CTECs' focus on culture and value of student safety, yet asked that the same focus continue as a priority.
Students	Date(s) of meeting(s): 12/13/2023, 3/22/2024 Topic(s) Discussed: School Activities. Academic Support. Information provided about Pathways. Culture. How LCAP goals and actions impact students academic and social emotional experiences. Feedback: Students communicated the importance of activities that continue to support their pathway decisions and future employment opportunities. The decision they make as students is crucial to career goals and job satisfaction.
SELPA Consultation	Date(s) of consultation: 3/14/24, 4/17/24 Topic(s) Discussed: SPED Supports. Identifying student needs. Resources available to support students on IEPs. LCAP goals addressing needs specifically addressed by educational partners.

Educational Partner(s)	Process for Engagement
	Feedback: The importance of recognizing the additional time needed to support students with disabilities. Communicate resources available to expand access for SPED students to successfully complete dual enrollment courses and gain skills specific to industry pathways.
Submission of Draft plan to PAC *Note: CTEC does not have a DELAC	Date(s) of meeting(s): 4/24/2024 Topic(s) Discussed: LCAP Goals. Actions to Support LCAP Goals. Simplifying goals and bringing similar actions together. Feedback: No need for the Superintendent to respond in writing
Public Comment Period	Date(s) of meeting(s): 5/12/24-5/26/24 Topic(s) Discussed: Public comment and notification to members of the public to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3) or 52068(a)(3). Feedback: No feedback was received during public comment period.
Public Hearing	Date(s) of meeting(s): 5/14/2024 Topic(s) Discussed: Public Hearing meeting in accordance with Education Code 52062(b)(1) or 52068(b)(1) was held as appropriate. Feedback: Plans were well-recieved by CTEC Board.
Adoption of the LCAP by the governing board	Date(s) of meeting(s): 6/11/2024 Topic(s) Discussed: LEA adopted CTEC LCAP in a public meeting in accordance with Education Code 52062(b)(2) or 52068(b)(2). Feedback: LCAP was approved by CTEC Board.
Budget Adoption and Local Indicator Report to governing board	Date(s) of meeting(s): 6/11/2024 Topic(s) Discussed: At the same meeting as the LCAP adoption, progress on Local Indicators was presented and the Budget was adopted by CTEC's Board in compliance with this requirement. Feedback: Budget was approved by CTEC Board and accolades were offered in response to CTEC's progress on the Local Indicators.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

As part of planning for the new three-year LCAP cycle, CTEC's administration, in consultation with FCSS, completed an inventory of the current goals, metrics, and actions. During that review, staff felt that Goals 2 and 4 from the prior year's plan could be combined to create a clearer picture for Educational Partners about how CTEC creates a safe, educational environment that supports the academic and personal development of all students. In an effort to streamline the plan, Goal 4's actions and metrics will be moved to Goal 2, eliminating Goal 4 as a separate goal in the plan.

The Local Control and Accountability Plan (LCAP) has been crafted with a keen focus on integrating valuable feedback from teachers regarding parent engagement. One of the key insights gathered from teachers is the necessity of continuous professional development to enhance instructional skills, particularly in collaboration, project-based learning, and industry-relevant skills. Teachers also indicate that English Learners come to school with gaps in English language skills and academic vocabulary necessary for accessing rigorous academic content. Goal 1, Action 2, directly responds to this feedback by prioritizing professional development for all staff members. This development initiative aims to bolster their instructional prowess, incorporating subject or industry-specific content, instructional services, technological advancements, and equipment training. The overarching goal is to ensure a robust and contemporary academic program that resonates with students. Furthermore, Goal 1, Action 6, delves deeper into providing Targeted Professional Learning Opportunities. This includes offering tailored support for implementing differentiated learning strategies aligned with Common Core State Standards (CCSS) and inclusive teaching practices. It also emphasizes dedicating focused time to foster curriculum integration and development. Moreover, this action seeks to forge meaningful connections with industry and community leaders, thereby enriching the educational experience with real-world relevance.

Certificated staff feedback for the Local Control and Accountability Plan (LCAP) has been instrumental in shaping targeted actions to meet their professional needs. Para-educators emphasized the critical role of professional development in enhancing their ability to identify student needs and provide structured support, ultimately boosting student success. In response, Goal 1, Action 2, focuses on providing tailored professional development for para-educators, empowering them as effective instructional aids. Similarly, program assistants and registrars highlighted the necessity for additional resources to meet the daily demands of a comprehensive program. They suggested seeking support from the FCSS for additional training and guidance to develop strategies and streamline procedures.

Parent feedback for the Local Control and Accountability Plan (LCAP) has been pivotal in shaping strategies to support student academic progress and well-being. Parents highlighted the need for resources to aid their children's academic journey, including tools for monitoring progress and performance on a daily basis. They also expressed appreciation for CTEC's focus on cultural values and student safety, emphasizing the importance of maintaining these priorities. In response, Goal 2.3 of the LCAP directly address these concerns by allocating resources to provide supplemental instruction through an additional certificated teacher. Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. In our experience, these factors contribute to low connectedness and difficulty in establishing positive relationships. Goal 2.5 acknowledges the need for emotional support and student safety, partnering with All 4 Youth, a program specializing in integrated mental health services. This partnership will provide additional staff to support student connectedness and offer social-emotional resources, aligning closely with the feedback received from parents.

Student feedback for the Local Control and Accountability Plan (LCAP) underscores the importance of activities that align with their career pathway decisions and future employment prospects. Students emphasized that the decisions they make during their academic journey significantly impact their career goals and job satisfaction. To address these concerns, Goal 1, Action 3 of the LCAP focuses on providing relevant industry experiences for students at CTEC. This includes activities facilitated by school staff that connect academic content with industry skills through field trips, interactions with industry leaders, mentorships, and industry exploration. The provision of necessary materials and supplies for these activities is also prioritized, ensuring a comprehensive learning experience. Furthermore, Goal 2, Action 6 contributes to this initiative by offering enrichment activities and field trips specifically designed to expose students to future college and career opportunities. This action aims to foster additional connections between students, school staff, and industry partners, enhancing students' exposure to various career pathways and facilitating informed decision-making. Moreover, Goal 3, Action 1, underscores CTEC's commitment to community engagement by developing community projects and partnerships. These initiatives provide valuable service-learning opportunities for students, allowing them to contribute meaningfully to their communities while gaining practical skills and experiences aligned with their academic and career pursuits.

SELPA's feedback for the Local Control and Accountability Plan (LCAP) underscores the necessity of acknowledging the additional time and resources required to support students with disabilities effectively. They emphasized the importance of communicating available resources to expand access for Special Education (SPED) students, enabling them to successfully complete dual enrollment courses and acquire skills pertinent to industry pathways.In response to this feedback, Goal 1, Action 7 of the LCAP outlines specific measures to support students with disabilities at CTEC comprehensively. This includes providing tailored, individualized services to facilitate their social, emotional, and academic progress. The support encompasses various aspects such as conducting Individualized Education Program (IEP) meetings, implementing IEPs, maintaining communication with parents through various channels including phone calls, home visits, and emails, and arranging transportation as needed. Additionally, individual and group counseling as well as individualized academic supports will be made available to ensure that SPED students receive the necessary assistance and accommodations for their holistic development and success.

Parents, teachers, and students continue to express that students need academic support in English Language Arts and Mathematics to succeed in both their high school and collegiate coursework.

The Local Bargaining Groups, representing both certificated and classified staff, have provided valuable feedback for the Local Control and Accountability Plan (LCAP), emphasizing the necessity to enhance professional development and training opportunities. These initiatives aim to empower individuals to increase their effectiveness both in the classroom and in non-instructional spaces. In direct response to the feedback from bargaining units, several actions within the LCAP have been formulated to support their needs. Goal 1, Action 2, focuses on providing professional development specifically tailored to enhance instructional skills. Similarly, Goal 1, Action 6, aims to bolster program support skills through targeted training initiatives.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Students who attend CTEC have the opportunity to engage in a one-of-a-kind learning experience. This experience provides them with not only hands-on learning but the ability to participate in an educational experience that integrates their core subjects courses with their advanced manufacturing or commercial construction pathways. Our high school provides students with a nontraditional educational environment that connects them to relevant industries and provides them with projects that will impact their community. Ultimately, it is our desire that every student graduates both prepared to succeed in both college and career. Our educational partners continue to rate academic achievement and college readiness as top priorities. The actions and metrics grouped below have been designed to help CTEC achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: CalSAAS			0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CalSAAS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Teachers collaboration with educational partners, industry leaders, and peers	100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2023-2024 Data Source: CALPADS EOY 1			100% of teacher collaboration 100% of CTE teacher/industry partner collaboration 100% of DuE teachers/post secondary instructor collaboration Data Year: 2026-2027 Data Source: CALPADS EOY 1	
1.3	CTE Pathway Completion Rate	100% Data Year: 2022-23 Data Source: CALPADS EOY 1			100% Data Year: 2025-26 Data Source: CALPADS EOY 1	
1.4	Student participation industry relevant experience or activity	All Students:100% Low Income100% Data Year:2023-24 Data Source: Local Indicator			All Students:100% Low Income:100% Data Year: 2026-27 Data Source: Local Indicator	
1.5	Broad course of study	Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses: 100%			Students enrolled in advanced academic courses: 98% Students enrolled in CTE courses:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CALPADS Fall 2			100% Data Year: 2025-26 Data Source: CALPADS Fall 2	
1.6	EAP ELA	65% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results			67% college ready or conditionally ready Data Year: 2025-26 Data Source: CAASPP Test Results	
1.7	Access to standards aligned instructional materials	100% Data Year: 2023-24 Data Source: Dashboard Fall 2023			100% Data Year: 2026-27 Data Source: Dashboard Fall 2026	
1.8	EAP Math	32.5% college ready or conditionally ready Data Year: 2022-23 Data Source: CAASPP Test Results			35% college ready or conditionally ready Data Year: 2025-26 Data Source: CAASPP Test Results	
1.9	Implementation of Standards and EL access to CCSS and ELD Standards	100% Data Year: 2023-24 Data Source: CALPADS Fall 2 2023			100% Data Year: 2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: CALPADS Fall 2 2026	
1.10	A-G Completion Rate	All Students: 100% Low Income: 97.4% English Learner: Not reported to protect the privacy of students Data Year: 2022-23 Data Source: DataQuest			All Students: 98% Low Income: 97% English Learners: 97% Data Year: 2025-26 Data Source: DataQuest	
1.11	Statewide Assessment ELA Met or Exceeded Standards	All Students:64.4% Low Income:57.14% English Learners: Not reported to protect the privacy of students Data Year: 2022-2023 Data Source: DataQuest			All Students:68% Low Income:60% English Learners: 50% Data Year: 2025-2026 Data Source: DataQuest	
1.12	Statewide Assessment Math Met or Exceeded Standards	All Students:31% Low Income:23.81% English Learners: Not reported to protect the privacy of students Data Year: 2022-2023 Data Source: DataQuest			All Students:40% Low Income:38% English Learners: 38% Data Year: 2025-2026 Data Source: DataQuest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Dual Enrollment Participation	All Students:97% Low Income:95% Data Year: 2022-23 Data Source: CALPADS EOY 1			All Students:97% Low Income:97% Data Year: 2025-26 Data Source: CALPADS EOY 1	
1.14	EL Progress towards English Proficiency	Data suppressed due to EL student population being too low for data to be included. Data Year: 2022-23 Data Source: 2023 EL, Illuminate			48% of EL students show they are making progress towards English language proficiency. Data Year: 2025-26 Data Source: 2026 ELPI, Illuminate	
1.15	EL Reclassification Rate	15.3% Data Year: 2022-23 Data Source: DataQuest			15% Data Year: 2025-2026 Data Source: DataQuest	
1.16	A-G Completion and CTE Pathway Completion Rate	100% students completed a-g and a CTE capstone Data Year: 2022-23 Data Source: DataQuest			100% students completed a-g and a CTE capstone Data Year: 2025-26 Data Source: DataQuest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Statewide Assessment Science Meets or Exceeded Standards	All Students: 50% Low Income: 36.37% Data Year: 2022-2023 Data Source: DataQuest			All Students: 52% Low Income: 40% Data Year: 2025-2026 Data Source: DataQuest	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Articulation with Post Secondary Entities	CTEC will provide staffing and materials to support 32 dual enrollment courses, running over 60 sections of courses each year to ensure students have access to rigorous high quality education in pursuit of an associates degree. Fresno City College Dean, CTEC Administration, CTEC adjunct faculty and FCC academic instructors within the Applied Technology Division collaborate on course offerings and instruction that leads to the completion of Industrial Arts and Technology Associate's Degree with an emphasis on Manufacturing or an emphasis on Construction.	$137,263.00	No
1.2	Instructional and Professional Development	CTEC will provide all staff with professional development to increase professional capacity. Teachers will engage in subject or industry specific content, instructional services, materials, technology and equipment training to ensure a rigorous and relevant academic program.	$175,837.00	No
1.3	Industry Connections	CTEC will provide school staff to facilitate activities that promote relevant industry experiences, connecting academic content with industry skill through field trips, industry leader encounters, mentorships, and industry exploration. Materials and supplies necessary to provide these activities are also included.	$427,999.00	No
1.4	Academic and Dual Enrollment Support	CTEC will provide school staff to facilitate access to rigorous academic and dual enrollment content and instruction for all students on-campus, including instruction for students with disabilities, that include academic and skill development supports. Materials and supplies necessary to provide these activities will also be provided.	$707,008.00	No
1.5	Designated ELD Instruction and Professional Development	CTEC will supply .25 FTE of instructional staff for ELD instruction. These staff members will undergo professional development focused on designated ELD instruction. The training will be tailored to enhance the English language proficiency of English learners through evidence-based instructional techniques.	$28,402.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Targeted Professional Learning Opportunities and Professional Learning Communities	CTEC will provide designated time within school staff contracts to: • Provide professional support to facilitate implementation of differentiated learning to align CCSS and best- practices for inclusive teaching that address the individualized needs of students in the same classroom. • Provide concentrated time to support curriculum integration and development. • Identify relevant connections to industry and the community through partnerships with industry and community leaders.	$679,786.00	No
1.7	Support for Students with Disabilities	CTEC will provide support for unique, individualized services for students with disabilities to facilitate their social/emotional and academic progress as outlined in their IEP. This will include IEP and other meetings, implementation of IEPs, communication with parents through phone calls, home visits, providing transportation, emails and other actions as appropriate. Note: funding in support of this action is reflected in the funding total for Goal 1, Action 1.4	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a safe educational environment that supports the academic and personal development of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Although many impacts of the pandemic are in the past, COVID-19's impact on CTEC's students remains extant. The pandemic revealed social/emotional hardships our students are battling as they continue to return to on-campus learning. Creating a safe educational environment entails the responsibility to design program that instructs/aids students in the development of social skills. 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. Creating a safe school environment that supports the students ability to explore their academic potential, discover their industry skills, and identify their ability to impact their community is a necessity to achieving student transformation. The actions and metrics grouped below have been designed to help CTEC achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Maintained in Good Repair	School Rating: Good Data Year: 2023-24 Data Source: Facility Inspection Tool			School Rating: Good Data Year: 2026-2027 Data Source: Facility Inspection Tool	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Trauma Informed Instruction	100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2023-2024 Data Source: Local Report			100% of teachers are implementing trauma informed instruction within their curriculum. Data Year: Data Year: 2026-2027 Data Source: Local Report	
2.3	High School Dropout Rate	All Students: 0% Low Income: 0% Data Year: 2022-23 Data Source: DataQuest			All Students: 0% Low Income: 0% Data Year: 2025-2026 Data Source: DataQuest	
2.5	Attendance Rate	All Students:94% Low Income: 94.25% Data Year: 2023-24 Data Source: Local Data AERIES			All Students:98% Low Income: 98% Data Year: 2026-2027 Data Source: Local Data AERIES	
2.6	Chronic Absenteeism	All Students: 4.4% Low Income: 2.38% Data Year: 2022-23 Data Source: CALPADS EOY 3			All Students: 4% Low Income: 4% Data Year: 2025-2026 Data Source: CALPADS EOY 3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Suspension Rate	All Students: 9.3% Low Income: 11% Hispanic: 9.3% White: 11.7% Data Year: 2022-23 Data Source: CA School Dashboard			All Students: 5% Low Income: 5% Hispanic: 3.5% White: 2.9% Data Year: 2025-2026 Data Source: CA School Dashboard	
2.8	Expulsion Rate	All Students: 0% Low Income: 0% Data Year: 2022-23 Data Source: DataQuest			All Students: 0% Low Income: 0% Data Year: 2025-2026 Data Source: DataQuest	
2.9	School Climate	All Students: 95% Low Income: 98% Data Year: 2023-24 Data Source: Student School Climate Survey			All Students: 96% Low Income: 98% Data Year: 2025-2026 Data Source: Student School Climate Survey	
2.10	High School Graduation Rate	All Students: 96.9% Low Income: 95.6% Data Year: 2022-23 Data Source: Dashboard Fall 2023			All Students: 98% Low Income: 98% Data Year: 2025-26 Data Source: Dashboard Fall 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Students report feeling capable of establishing positive relationships on campus	All Students: 94.5% Low Income: 100% Data Year: 2022-23 Data Source: Student Survey			All Students: 96% Low Income: 100% Data Year: 2025-2026 Data Source: Student Survey	
2.12	Students report feeling satisfied with support system provided to increase achievement	All Students: 100% Low Income: 100% Data Year: 2022-23 Data Source: Student Survey			All Students: 100% Low Income: 100% Data Year: 2025-2026 Data Source: Student Survey	
2.13	Sense of safety and school connectedness	School Safety Students 99% Parents 100% Teachers 100% School Connectedness Students 94.5% Parents 100% Teachers 100% Data Year: 2023-24 Data Source: Local Survey			School Safety Students 100% Parents 100% Teachers 100% School Connectedness Students 98% Parents 100% Teachers 100% Data Year: 2026-2027 Data Source: Local Survey	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Academic and Emotional Well-being	Suspension rates for our all student group at CTEC increased to 9.3%, up from the previous year. We completed a needs assessment to examine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for Hispanic students (9.3%), white students (11.7%), and socioeconomically disadvantaged students (11.2%), as these student groups saw increases, earning a performance indicator of red on the 2023 Dashboard. We found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships. To address the following rates of lowest performance level on the CA School Dashboard (red) in the areas of suspension rates for all students,	$302,446.00	No

Action #	Title	Description	Total Funds	Contributing
		Hispanic, white, and socioeconomically disadvantaged students, CTEC will provide staffing to implement a school-wide advisory program that focuses on academic and social-emotional support for all students. The advisory program will include designated staff time to implement social-emotional supports focused on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. The advisory program will be implemented during the school day and provide designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success. CTEC's vice principal will also dedicate time to providing individual behavior support as well as on-going monitoring in order to follow-up with and support those students at-risk of suspension.		
2.2	School Facilities	CTEC will maintain and develop facilities that are safe and meet the new and diverse instructional needs of the school.	$278,112.00	No
2.3	Academic and CTE Intervention	An additional certificated teacher will provide supplemental instruction after school, during lunch and through the designated academic intervention periods.	$82,659.00	Yes
2.4	IMPACT	CTEC will dedicate certificated and classified staff hours to providing students with structured academic intervention time.	$69,766.00	Yes
2.5	Social Emotional Support	CTEC will partner with All 4 Youth. All 4 Youth is a program specific to Fresno County that provides integrated mental health services, and will provide additional staff to support student connectedness and social emotional resources.	$169,753.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Community and Industry Outreach	CTEC will offer enrichment activities and field trips designed to expose students to potential college and career opportunities. Students will also have increased opportunities to connect with school staff and industry partners.	$74,931.00	Yes
2.7	Trauma Informed Professional Development	CTEC will provide teachers with professional development specific to trauma informed instructional practices.	$32,933.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Develop a comprehensive CTE program that provides students with well-rounded industry experiences to ensure they develop industry skills in preparation of industry employment.	

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is the mission of CTEC High School to live and teach, every day in the intersection of community involvement, student development and industry relevance. That means CTEC's program, the curriculum, and instruction must include an interaction and engagement with the community, the development of students and industry connection simultaneously. CTEC will work with parents as partners to ensure that throughout the school year, students have multiple opportunities to engage in community projects and participate in service learning. There is an interdisciplinary approach between courses that allow students to find relevance and connections in all subject areas. The actions and metrics grouped below have been designed to help CTEC achieve this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to CTE instruction and materials/equipment	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Survey			All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2026-27 Data Source: Local Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Industry Internship participation	All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2023-24 Data Source: Local Indicator			All Students:100% Low Income100% Foster Youth:100% English Learner:100% Data Year: 2026-27 Data Source: Local Indicator	
3.3	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	55% Data Source: Local Survey			65% Data Source: Local Survey	
3.4	Community Service Projects	100% of students participated in at least one off-campus community service activity All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2023-24 Data Source: Local Data			100% of students participated in at least one off-campus community service activity All Students:100% Low Income:100% Foster Youth*: N/A English Learner*: N/A Data Year: 2026-27 Data Source: Local Data	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach	CTEC will develop community projects and partnerships to provide service learning opportunities for students.	$317,906.00	No
3.2	Program Communication	CTEC will offer parent and feeder school outreach platforms to ensure communication of school vision and purpose.	$127,619.00	No
3.3	Extended Learning Opportunities	CTEC will provide extended day opportunities for students to further develop and strengthen their learning. Extended learning opportunities will also provide students with extended opportunities to practice academic and social skills needed for achievement.	$250,723.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$351127	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.096%	0.000%	$0.00	10.096%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Academic and CTE Intervention **Need:** CAASPP assessment data in ELA and Math demonstrate that our Low Income students are performing below the all student group. Also, graduation rates are slightly lower for Low Income students than for the all student groups.	CTEC staff will assist struggling low-income students by reviewing their course progress and highlighting areas of concern. An additional certified teacher will offer supplemental instruction, including personalized support, after school, during lunch, and during designated academic intervention periods. This personalized support will encompass academic tutoring, social-emotional mentoring, emphasis on organizational and time management skills, and foundational skill	Graduation Rates (All Students, Low Income) CAASPP ELA (All Students, Low Income) CAASSP Math (All Students, Low Income)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A needs assessment revealed that Low-Income students often lack access to additional supports such as personalized academic interventions at home and outside of the school which may help bolster their academic progress toward graduation. **Scope:** LEA-wide	development. Support will be delivered in small group or individual settings. By providing these resources to low-income students before and between classes, they will have access to instructional support not available at home, while also enhancing their ability to organize their own learning. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis.	
2.4	**Action:** IMPACT **Need:** While CAASPP data in English Language Arts and Mathematics for Low Income Students and English Learners show that gaps exist between the achievement of these groups and their peers, student survey data reveals that students continue to feel satisfied with the support system provided to increase academic achievement. A local analysis revealed that Low Income students and English Learners need targeted intervention to work on English language skills and vocabulary necessary for accessing academic content, which impacts their ability to successfully complete courses and meet graduation requirements. We also found that Low-Income students often lack access to	CTEC will provide certificated and classified FTEs to provide structured academic intervention time during the school day. The additional embedded academic intervention will support low-income and English Learner students through individualized learning by implementing evidence-based instructional techniques such as SDAIE strategies, scaffolding, personal tutoring, and mentoring designed to increase academic achievement. Staff will devote individualized attention to the eligible students, providing early and just-in-time interventions corresponding to assigned coursework. This action is designed to meet the needs most associated with low-income and English Learner students. However, because we expect that all students will benefit from designated academic intervention, this action is provided on a school-wide basis.	CAASPP ELA (All Students, LI, EL) CAASPP Math (All Students, LI, EL) CTEC expects to maintain high satisfaction rates in the number of students feeling satisfied with CTEC's support systems to increase achievement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	additional support outside of the school day and would benefit from support embedded within the school schedule. Educational Partners also shared that CTEC students performing below grade-level needed individualized support, including early intervention in English-language arts and Mathematics, to succeed in their high school and collegiate level course work. **Scope:** LEA-wide		
2.5	**Action:** Social Emotional Support **Need:** A review and analysis of the above metrics reveals the need to increase the number of low income students feeling capable of establishing positive relationships on campus. Additionally, Low Income student suspension rates were rated Very High on the 2023 Dashboard, having a suspension rate above the all student group. Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. In our experience, these factors	CTEC will partner with All 4 Youth. All 4 Youth is a program specific to Fresno County that provides integrated mental health services, and will provide additional staff to support low income student connectedness and provide supplemental social emotional resources. These supports will include personal counseling, mentoring, connections with a confidential caring adult, and the facilitation of peer-group activities designed to strengthen social-emotional resilience. In addition to these services, a partnership with parents and guardians will be prioritized, taking into consideration the home language and culture. It is the LEA's expectation that these supports will help strengthen low income students' ability to build strong relationships with teachers and peers, learning new skills to replace at-risk behaviors, and be connected to local resources.	Suspension Rates (All students, LI) Local Survey Data: the number of low income students feeling capable of establishing positive relationships on campus Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	contribute to low connectedness and difficulty in establishing positive relationships. A local analysis showed that mental health supports provided by caring adults are needed to address these needs. **Scope:** LEA-wide	This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from these supports, this action is provided on a school-wide basis.	
2.6	**Action:** Community and Industry Outreach **Need:** Educational partner feedback, from parents and students, indicated that our low income students experience limited connections and opportunities to engage with industry partners due to lack of transportation. Students have reported that the emphasis on project-based learning opportunities included as part of field trips and industry enrichment opportunities is an important reason that they feel connected to the school. The families of low-income students report lacking connections to desired industry opportunities for their students and the transportation required to participate in industry activities in the community. **Scope:**	We believe that building strong connections to career content and workforce opportunities will help engage students in their studies, increase school connectedness, and promote regular school attendance. CTEC will provide enrichment activities and field trips specific to exposure to future college and career opportunities. CTEC staff will facilitate connections between low-income students and industry partners. This will include transportation to enrichment opportunities and field trips connected to college and career options, a focus on the development of professional soft skills needed to succeed in the workforce, interaction with industry leaders, and guidance in developing a post-high school plan. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students will benefit from greater exposure to colleges and industry facilities, this action is provided on a school-wide basis.	Attendance (All Students, LI) Sense of School Connectedness, Students Industry Internship Participation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.7	**Action:** Trauma Informed Professional Development **Need:** Educational partner feedback from parents and students indicated that our low-income students have access to fewer mental health resources than other student groups to be able to deal with chronic stressors and anxiety, the effects of which are still lingering from the pandemic. In our experience, these factors contribute to low connectedness and difficulty in establishing positive relationships. While the data shows that our low income students report high rates of establishing positive relationships, CTEC desires to continue this progress. Feedback also showed that some low-income students have been exposed to traumatic experiences impacting their ability to create positive connections with school, thus impacting attendance. **Scope:** LEA-wide	CTEC will offer teachers professional development focused on trauma-informed instructional practices. This training will equip teachers with additional in-class strategies to support low-income students who may have experienced trauma. These strategies include teaching self-regulation skills, providing breaks, offering assignment accommodations, and incorporating mindfulness activities, among others. These techniques are designed to help teachers create an inclusive and supportive learning environment that promotes school connectedness and attendance. This action is designed to meet the needs most associated with low income. However, because we expect that all students will benefit this action is provided on a school-wide basis.	Attendance (All Students, LI) Sense of School Connectedness, Students Students Report feeling capable of establishing positive relationships on campus (All Students, LI)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** Designated ELD Instruction and Professional Development **Need:** While CAASPP data for English Language Arts for English Learners is not reported above to protect the privacy of our students, inequalities exist between their rates of meeting and exceeding proficiency when compared to all students, affecting A-G completion rates for these students. A review and analysis of achievement and feedback of educational partners revealed that English Learners are in need of additional support to perform at the level of all students. Educational partner feedback from parents, and teachers indicate that English Learners come to school with gaps in English language skills and academic vocabulary necessary for accessing rigorous academic content. **Scope:** Limited to Unduplicated Student Group(s)	CTEC will supply instructional staff specifically for ELD instruction. These staff members will undergo professional development focused on designated ELD instruction. The training will be tailored to enhance the English language proficiency of English learners through evidence-based instructional techniques. Designated ELD Instruction will focus on increasing English Learners' academic achievement by building English proficiency through evidence-based strategies such as academic vocabulary development through the use of word maps and context clues, the use of scaffolding techniques to provide access to rigorous academic content, modifying vocabulary, and using cooperative learning strategies to promote language development through practiced discussion and collaboration.	CAASPP ELA (All students, EL) A-G Completion Rates (All students, EL)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

CTEC does not receive these funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3477880	351127	10.096%	0.000%	10.096%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,667,801.00	$95,000.00	$56,774.00	$43,568.00	$3,863,143.00	$3,630,000.00	$233,143.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Articulation with Post Secondary Entities	All	No					$137,263.00	$0.00	$137,263.00	$0.00	$0.00	$0.00	$137,263.00	
1	1.2	Instructional and Professional Development	All	No					$170,837.00	$5,000.00	$170,837.00	$0.00	$5,000.00	$0.00	$175,837.00	
1	1.3	Industry Connections	All	No					$377,999.00	$50,000.00	$377,999.00	$50,000.00	$0.00	$0.00	$427,999.00	
1	1.4	Academic and Dual Enrollment Support	All	No					$697,008.00	$10,000.00	$697,008.00	$0.00	$10,000.00	$0.00	$707,008.00	
1	1.5	Designated ELD Instruction and Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$28,402.00	$0.00	$28,402.00	$0.00	$0.00	$0.00	$28,402.00	0.00%
1	1.6	Targeted Professional Learning Opportunities and Professional Learning Communities	All Students with Disabilities	No					$679,786.00	$0.00	$638,012.00	$0.00	$41,774.00	$0.00	$679,786.00	
1	1.7	Support for Students with Disabilities	Students with Disabilities	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Student Academic and Emotional Well-being	All All Students, Hispanic, White, Socioeconomically disadvantaged	No			All Schools		$302,446.00	$0.00	$302,446.00	$0.00	$0.00	$0.00	$302,446.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	School Facilities	All	No			All Schools		$178,112.00	$100,000.00	$278,112.00	$0.00	$0.00	$0.00	$278,112.00	
2	2.3	Academic and CTE Intervention	Low Income	Yes	LEA-wide	Low Income			$82,659.00	$0.00	$82,659.00				$82,659.00	
2	2.4	IMPACT	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Title I Eligible Students		$69,766.00	$0.00	$26,198.00			$43,568.00	$69,766.00	
2	2.5	Social Emotional Support	Low Income	Yes	LEA-wide	Low Income			$169,753.00	$0.00	$169,753.00				$169,753.00	
2	2.6	Community and Industry Outreach	Low Income	Yes	LEA-wide	Low Income			$74,931.00	$0.00	$74,931.00				$74,931.00	
2	2.7	Trauma Informed Professional Development	Low Income	Yes	LEA-wide	Low Income			$32,933.00	$0.00	$32,933.00				$32,933.00	
3	3.1	Community Outreach	All	No					$254,763.00	$63,143.00	$277,906.00	$40,000.00	$0.00	$0.00	$317,906.00	
3	3.2	Program Communication	All	No					$127,619.00	$0.00	$127,619.00	$0.00	$0.00	$0.00	$127,619.00	
3	3.3	Extended Learning Opportunities	All	No					$245,723.00	$5,000.00	$245,723.00	$5,000.00	$0.00	$0.00	$250,723.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3477880	351127	10.096%	0.000%	10.096%	$414,876.00	0.000%	11.929 %	**Total:**	$414,876.00
								LEA-wide Total:	$386,474.00
								Limited Total:	$28,402.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Designated ELD Instruction and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$28,402.00	0.00%
2	**2.3**	Academic and CTE Intervention	Yes	LEA-wide	Low Income		$82,659.00	
2	**2.4**	IMPACT	Yes	LEA-wide	English Learners Low Income	Title I Eligible Students	$26,198.00	
2	**2.5**	Social Emotional Support	Yes	LEA-wide	Low Income		$169,753.00	
2	**2.6**	Community and Industry Outreach	Yes	LEA-wide	Low Income		$74,931.00	
2	**2.7**	Trauma Informed Professional Development	Yes	LEA-wide	Low Income		$32,933.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,741,986.00	$3,719,605.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Articulation with Post Secondary Entities	No	$124,396.00	133239
1	**1.2**	Instructional and Professional Development	No	$165,348.00	170779
1	**1.3**	Industry Connections	No	$413,534.00	416423
1	**1.4**	Academic and Dual Enrollment Support	No	$619,704.00	686476
1	**1.5**	Designated ELD Instruction	Yes	$16,329.00	27570
1	**1.6**	Targeted Professional Learning Opportunities	No	$49,642.00	56924
1	**1.7**	Support for Students with Disabilities	No	$0.00	0
2	**2.1**	Student Academic and Emotional Well-being	No	$302,446.00	329174
2	**2.2**	School Facilities	No	$178,112.00	188404
3	**3.1**	Community Outreach	No	$303,576.00	314759

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Program Communication	No	$123,311.00	126,355
3	**3.3**	Extended Learning Opportunities	No	$466,538.00	248240
3	**3.4**	Professional Communities	No	$596,258.00	603745
4	**4.1**	Academic and CTE Intervention	Yes	$73,306.00	80251
4	**4.2**	IMPACT	Yes	$72,508.00	67734
4	**4.3**	Social Emotional Support	Yes	$157,128.00	164809
4	**4.4**	Community and Industry Outreach	Yes	$51,254.00	72749
4	**4.5**	Trauma Informed Professional Development	Yes	$28,596.00	31974

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
291893	$399,121.00	$445,087.00	($45,966.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Designated ELD Instruction	Yes	$16,329.00	27570	0.00%	
4	4.1	Academic and CTE Intervention	Yes	73306	80251	0.00%	
4	4.2	IMPACT	Yes	$72,508.00	67734	0.00%	
4	4.3	Social Emotional Support	Yes	$157,128.00	164809	0.00%	
4	4.4	Community and Industry Outreach	Yes	$51,254.00	72749	0.00%	
4	4.5	Trauma Informed Professional Development	Yes	28596	31974	0.00%	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2891175	291893	0.00%	10.096%	$445,087.00	0.000%	15.395%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

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Section 14.8 - CTEC Board of Education

CTEC Board of Education

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2. Vice President	
Diane Lira	FCSS Deputy Superintendent
3. Secretary	
Anthony Ayerza	FCSS Executive Director CTE/ROP
4. Member	
Linzie Daniel	Retired Community Hospital
5. Member	
Diana Gomez	Caltrans District 6 Director
6. Member	
Trina Frazier	FCSS Assistant Superintendent Student Services Division
7. Member	
Jeremy Ward	FUSD/College and Career Readiness

Section 14.9 - Resumes - Administrative Team

Amy Moua

Highly Efficient Specialist

Dynamic professional with organizational skills and a talent for relationship building. Amy connects teams, serving as "the glue" that drives collaboration and successful project outcomes. She transforms ideas into actionable plans while fostering lasting partnerships.

Education

California State Univeristy, Fresno

Masters of Social Work
Pupil Personnel Services Credential: Child Welfare and Attendance; School Social Work

Bachelors of Arts, Social Work - Child Welfare IV-E

Skills

First Aid & CPR Certificate
Health & Safety Course
People skills
Great Communicator
Creative problem-solving

Extracurriculars

Moua United of Fresno
organize events and faciliate social groups. Pareticipate in planning committees.

Contact

559.313.56.07
amymouais@yahoo.com

Experience

Content Specialist **2018- Present**
Fersno County Superintendent of Schools
Career Technical Education Charter

Collaborates with staff and county leadership to build industry partnerships for student internships and mock interviews. Organizes educational events like showcases and orientation nights, ensuring compliance with standards. Liaison between students and families, communication, provide technical support, develop community service opportunities, and provide guidance for CTE pathway .

Chief Operations Officer **2016-2018**
Stone Soup Fresno

Managed program budget and ensured compliance with state regulations, overseeing financial aspects and reporting. Acted as data manager, analyzing program metrics to drive improvements. Built strong relationships with community-based organizations to enhance outreach and collaboration. Engaged in social services advocacy, promoting program goals and resources to better serve the community.

Social Worker Practitioner **2005-2012**
Child Welfare Service
Merced County, Tulare County, Fresno County

Completed assessments for abuse and neglect and facilitated family reunification. Provided family bonding studies, developed case plans, and ensured regulatory compliance while collaborating with multidisciplinary teams to advocate for children and families.



Diane Lara Lira. Ed.D

Email: dianelira@me.com

Dr. Diane Lira continues to fulfill her dream of serving young learners and collaborating as an educational partner with the dedicated staff at Kerman Unified School District since 2005. Dr. Lira is a first-generation college graduate. Her parents were immigrants from Mexico who came to California as farm workers and eventually worked their way up to owning their own trucking company. Her migrant and English Language Learner childhood experience of attending over 20 California schools with her three older brothers inspired her academic journey as she met several phenomenal educators.

Dr. Lira enjoyed the first eight years of her career as an elementary and summer school Kindergarten-twelfth grade home migrant teacher with Kerman Unified School District. Sun Empire Elementary welcomed her in 2005, and she raved about her warm experience working with the outstanding team that helped her grow as an educator. During her teaching career, she served on School Site Council, Parent Faculty Club Executive Board, English Language Advisory Committee, Parent as Teachers Facilitator, Positive Behavior Interventions Support Program Team Lead, Site Tech Team Member, Response to Interventions Collaborative Team Member, and as Grade Level Leader. Her focus was always connecting with her students and parents at every opportunity to promote student success and provide equitable opportunities for students of all backgrounds. During this time, she continued working on her education and obtained her Master's and Doctorate from the California State University of Fresno in Educational Leadership.

In 2013, Dr. Lira started her leadership career as the Assistant Principal at Sun Empire Elementary and, in 2017, became the Principal of Sun Empire Elementary. She continued her leadership role as the Director of Pupil Personnel Services at the district level when COVID-19 disrupted our school system and health. At that time, she worked collaboratively with the Superintendent and Assistant Superintendents to achieve their goal of keeping our students safe and in school learning while accessing free COVID tests. During her leadership role at the District Office, she learned to admire the positive and collaborative leadership of her bosses. She is excited to continue to work closely with them as the Assistant Superintendent of Personnel. She has always acknowledged that it takes a collaborative team of classified staff, certificated staff, and the community to continue providing our students with the best educational opportunities.

Dr. Lira is a proud wife and mother to three children, ages 23 and 7, and an 18-month-old toddler. She enjoys spending time with her family, siblings, and parents, who have been happily married since 1968. As the only daughter, she grew up admiring her male siblings' hobbies of riding street motorcycles and off-road motorcycles. Now, she loves riding her street motorcycle. Additionally, she enjoys researching current educational best practices for our learners and looks forward to continuing to grow… (Source: January 2023, https://www.kermanusd.com/Page/2415)

EDUCATION:

Association of CA School Administrators, Personnel Academy
ACSA, Azusa 2023

Doctorate of Educational Leadership, Administration and Supervision
California State University, Fresno, 2019

Masters of Arts Degree in Education, Administration and Supervision
California State University, Fresno, 2011

Administrative Services Credential
California State University, Fresno, 2013

Multiple Subject Teaching Credential & English Language Development Authorization
California State University, Fresno, 2005

Bachelor of Arts Degree, Liberal Studies
Fresno Pacific University, Fresno, 2003

QUALIFICATIONS & VISION:

Leadership – Assisted in hiring staff, managing budgets, guiding/monitoring student success and developing a vision for the school/district by planning, organizing, and supervising a multi-department program of instructional support services, including needs assessment and development of long and short-range goals and objectives.

Community – Established and organized parent groups. Focusing on continuous improvement in the areas of parent and student involvement in school/community activities.

Management – Over a decade of supervising staff, team building, program management, organizational leadership, and fiscal responsibility experience. Privileged to have taught and led one of the highest-performing schools in the district by collaborating with inspiring educators that never stopped believing.

PROFESSIONAL EXPERIENCES:

Kerman Unified School District 2005 – Present

Assistant Superintendent, Personnel (January 2023– Present)

Manage, Direct, and Lead all Aspects of Personnel Department

- Develop, implement, and evaluate a comprehensive human resources program, including recruitment, selection, and assignment of certificated, classified, confidential, supervisory and management personnel; credential audits, job classification studies, wage and salary administration, employee/employer relations, and evaluation systems.
- Foster a climate of trust and respect through relationships and communication.
- Collaborates and empowers employees in the decision-making process of the District.
- Accountable to high standards by providing leadership and expertise in motivating, assessing performance, and monitoring compliance with the law.
- Provides leadership and expertise for employees to display their leadership skills, improve employee relationships, and inspire them to greater success.
- Presents to the Board of Trustees, Superintendent, district leadership, and staff regarding human resource activities/updates.
- Identify and analyze problems and propose plausible solutions.
- Provide direction to certificated, classified, confidential, supervisory, and management personnel, including discipline, evaluation, work hours, etc.
- District Chief Negotiator for both KUTA & CSEA with responsibility for the overall negotiation of employer/employee contracts under the direction of the Superintendent and Board of Trustees.
- Updates Human Resource policies and procedures and administrative regulations, ensuring compliance with state and federal laws and regulations and collective bargaining agreements.
- Identifies legal requirements and government reporting regulations affecting human resource functions such as Occupational Safety and Health Administration (OSHA), Fair Labor Standards Act (FLSA), and the Americans with Disabilities Act (ADA) monitor exposure of the district with regard to noncompliance, direct the preparation of information requested or required for compliance, and approve all information submitted.
- Support Instructional Services by coordinating and directing professional learning for all certificated and classified employees to support student learning.
- Coordinate and direct professional learning, ensuring compliance with all state and federal laws and regulations (mandated reporting, sexual harassment, bloodborne pathogens, etc.).
- Serve as an advisor to the Superintendent on matters related to Human Resources.
- Provide support to the Superintendent with one-time, long-term, or ongoing special projects as needed.
- Serve as the Superintendent's designee in matters regarding employee-related legal matters, employee complaints, conflict resolution, grievance, and disciplinary actions.
- Develop a sound departmental fiscal management system to ensure resources are aligned with the District's goals and objectives.
- Perform other duties as assigned.

District Director, Pupil Personnel (2021–2022)

Manage, Direct, and Lead all Aspects of Special Education, District Health, Counseling, and Psychological Services

- Under the direct supervision of the Superintendent/designee, adhered to applicable laws, rules, and regulations of the state, county, and school district governing board.
- Complied with all collective bargaining contracts pertinent to the position.
- Responsible for the direction, coordination, guidance, and assessment of all programs in the area of pupil personnel services, including but not limited to those concerning: Special Education, District nursing services, District counseling, and psychological services.

- Directed the placement and scheduling of special education students in the appropriate learning environment in accordance with current laws, regulations, and adopted board policies.
- Monitored and directed the planning and coordinating of all facets of the pupil personnel services programs preparatory to the opening and closing of the school.
- Conducted the hiring, in-servicing, evaluating, and assignment of certificated and classified personnel assigned to the programs.
- Monitored and supervised the regular and supplemental instructional programs within the department.
- Assisted staff in the selection, review, and refinement of methods and materials for meeting individual students' needs for ages 3-22.
- Communicated and interpreted policies, programs, and activities to the staff and the community.
- Prompted and thorough application in administering federal, state, and district regulations and directives.
- Administered the program budgets efficiently and effectively.
- Kept budget records; submitted budget reports; accounted for monies and property; and performed all other obligations mandated by law, board policy, or administrative directives.
- Directed the administration of pupil assessment procedures and interpretation of resulting data.
- Used current data to drive curriculum and instruction practices.
- Updated supplemental curriculum to meet the learning loss demands for TK-12th grade students.
- Assured prompt and effective attention to pupil/parent concerns.
- Worked closely with related agencies, schools, etc., regarding all facets of related student services.
- Collaborated with Fresno County and the California Department of Health to meet all COVID-19 Guidelines.
    - Educated district cabinet, leadership, staff, students, and the community on COVID-19 demands.
    - Opened a district COVID-19 Testing Center to keep students in school learning (limited isolation).
- Performed other job-related duties as assigned on an equitable basis.

Principal, Sun Empire Elementary School (2017–2020)
Assistant Principal, Sun Empire Elementary (2013–2017)
Manage, Direct, and Lead all Aspects of Site

- Led with a collaborative lens to inspire staff and students to be the best version of themselves while enjoying an innovative learning environment.
    - Proud to acknowledge with a humble heart but with high admiration for my team of teachers; we held the highest Smarter Balance scores in the school district.
- Responsible for overseeing the daily activities and operations and ensuring the school environment was safe for students and staff members.
- With an equity lens, promoted and cultivated a school climate that valued student voice and designed authentic student learning experiences.
- Ensured the academic policies/curriculum were followed and helped teachers maximize their teaching potential.
- Assisted in the development, revision, and evaluation of the curriculum as we merged to Common Core.
- Served as an instructional leader for the school and drove teaching and learning designed to meet elementary school student needs in order to create continuous improvement and equitable academic and social-emotional outcomes for all students.
- Supported systems for promoting positive behavior and tiered intervention to meet the academic and social-emotional needs of a diverse student body; maintained high expectations and motivation for all students to engage in continuous learning and development.
- Initiated, facilitated, designed, and implemented programs and scheduling to meet student needs.
- Acted as a liaison between the school and the local community, encouraging the community to participate in the educational process as part of the overall school life.
- Developed a program of public relations in order to further the community's understanding and support of educational programs.
- Planned and facilitated staff orientations for building professional development programs.

- Ensured the necessary maintenance and repairs of the school were properly performed.
- Met and listened to the concerns of students, parents, and staff on a regular basis by being present and available during arrival, dismissal, and school functions.
- Wrote grants for Kaiser and other community partners to bring a healthy program to our learners that entailed creative physical activities, equipment, and education.

Teacher, Sun Empire Elementary School (2005-2012)
Summer Migrant Teacher, Kerman Middle School, and Kerman High School (Summer 2007-2012)

- My teaching duties and leadership during my teaching career were extensive, but the best experience was providing young children with an equitable and rigorous learning environment where they felt they were ahead of their own race at all times. Connecting with their parents and families was a true inspiration that led me to my current journey.

CERTIFICATES/AWARDS:

ACSA Leadership Personnel Academy, 2023

AMAE Mexican Leader Recipient, 2022

Linked Learning Pathways Certified, 2015

CSUF Doctorate GPA President Castro Recognition, 2017

KUSD Teacher of the Year, 2010

Jonathan Delano
Director

Career Technical Education Charter High School
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62 Lyon Ave. Sanger, California 93657
Phone: 559-469-5078 (c)
559-265-4048 (w)
E-Mail: jdelano@fcoe.org



Fresno County Superintendent of Schools- Director of Career Tech High School 2016-present

- Collaborate with assigned supervisor, directors, coordinators, and assistant administrators who plan courses of study to be used in California public and/or charter schools, and/or research connected with the evaluation or efficiency of the instructional program; assure effective communication and operation of the programs; assist in the formulation and development of policies and procedures.
- Develop and oversee budget development and grant funding; evaluate budgetary and financial data and ensure expenditures are in accordance with established limitations; assist with grant coordination and preparation as assigned.
- Direct and oversee accountability systems for improving student achievement and preparing career ready graduates at all grade levels.
- Implement the vision and goals of the FCSS Charter High School governance board.
- Oversee adherence to requirements and updates on program compliance and monitoring activities, including but not limited to the Charter SELPA, LCAP, grants, and Every Student Succeeds Act (ESSA).
- Oversee collaborative partnerships with business and trade unions to foster internships and work-based learning experiences.
- Prepare and maintain a variety of narrative and statistical reports, records, and files related to personnel and assigned activities; create master schedule(s) and organize standardized testing schedule(s).
- Provide leadership and oversight for all aspects of the FCSS, Career Technical Education Charter High School.
- Interview, select, supervise and evaluate the performance of classified and certificated staff; coordinate and direct employee assignments and review work to assure compliance with established plans, strategies, standards, requirements and procedures as needed; work with employees to correct identified deficiencies; review recommended transfers, reassignments, disciplinary actions and/or termination.
- Work in collaboration with assigned program administrators to implement media strategies to publicize CTEC High School programs and services for student recruitment efforts and related functions.
- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations or the public concerning the assigned area.

Sanger High School- Assistant Principal 2014-2016

- Worked on Dual Enrollment Advisory Council to strengthen relationships between community college districts and local education districts.
- Worked with multiple districts on applications for California Career Trust Pathway Grant. Received CCPT grant year 2, funding the implementation of an Education Pathway.
- Establish Agriculture Pathway at Sanger High School, which has an extensive opportunity for students to gain college credit while in High School. Students have the ability to gain an Associates Science Degree by

the completion of their senior year. The Wonderful Academy has an established partnership with Reedley College and Wonderful Company that provides students with college and career skills and the opportunity to apply their skills in the workforce, through job shadows, internships and job opportunities.

- Established PLTW Engineering program at Sanger High School in 2014. In 2016 created partnerships with Fresno State's Engineering program and Reedley college to create dual enrollment courses to the pathway.
- Oversaw Career Technical Education and the implementation of interdisciplinary approach to curriculum. A cohorted model of students and teachers to establish pathway relevance in their core academic classes.
- Developed Career Tech/Dual Enrollment Summer School program and acted as Summer School Principal. Developed budget, hired teachers, created master schedule, bell schedule and established intervention/embedded tutor program to support student learning and academic success.
- Senior/Freshman Assistant Principal in charge of discipline and SARB process.

Sanger High School Guidance and Learning Specialist 2006-2014

- Head Counselor and Personal Learning Community advisor for the counseling department.
- Since 2006, I have worked with the administrative team to provide a comprehensive guidance program that offers students with the resources to plan and execute a successful future. In 2012, our counseling program was recognized by the McDaniel foundation and awarded the prestigious H.B. McDaniel Award for excellence in counseling and guidance.
- I have provided vision for the Sanger High School Guidance Department through implementation of the ASCA National Standards and helped develop collaboration with teachers, through Professional Learning Communities (PLC).
- Over my tenure, I have been able to establish positive and supportive relationships between teachers and administration that have fostered the development of a master schedule services student needs and the demands of the educational setting.
- Worked closely with Valley ROP in developing classes and opportunities for SHS students, which has made SHS the largest servicing school of ROP courses in the county. Identified individuals and career needs to encourage a larger area of service for VROP.
- Created deployment opportunities for the mathematics department to assist students in academic intervention. Liaison between afterschool program, teachers, and administrative team. Developed program to increase attendance of students in tier two interventions both within afterschool program and school's established tutorial time.
- I work in a collaborative relationship with the school psychologist aiding in establishing individualized education programs for students; creating 504 plans and reviewing incoming students documentation to provide the best possible educational setting.
- I have also established an important partnership with the District Office Administration opening communication about future programs and laws that would impact both SHS and SUSD, such as AB 1330, AB 167, UC Doorways (A-G), common core, etc. Worked with Sanger Adult School in establishing them as a recognized school on UC Doorways. Currently working with SHS teachers to encourage an adoption of CTE courses to meet high school graduation requirements (AB1330). Majority of the courses are identified as VROP courses.
- I have represented Sanger High School during several school visitations and conferences, communicating the various programs Sanger High School has implemented successfully. Guided schools in the implementation of programs on their campuses and provided insight to possible areas of concerns in the areas of master schedule, PLCs, Special Education, PBIS, counseling programs, A-G.
- In 2012, spearheaded the development of a Positive Behavioral Interventions and Support (PBIS) program at Sanger High School. Redesigned the discipline procedures at SHS, created universal rules within the

classroom, gym, locker room and MPR (areas identified as hotspots). Establishing a cultural change at SHS, that encourages desired behaviors, rather than focusing on the negative behaviors.

- In 2013 was in charge of bringing career pathways back to the academic setting and creating partnerships between business and post-secondary education. I have been crucial in the planning for the future CTE site for Sanger Unified District and sit on several CTE committees seeking direction and support for our academic/career education at SHS.
- I currently work with Roll Global, Linked Learning and the Irvine Foundation to develop cohort models of academic learning within our CTE pathways to develop academic connections between academic core courses and CTE courses to strengthen academic success.

Fresno Pacific University **2011-2020**

- Taught Laws and Ethics on FPU main campus and Visalia campus.
- Established curriculum and rubrics to encourage student interaction and exploration of ethical issues in the fields of school counseling and school psychology. The class addressed topics of concern within the educational setting, such as FERPA, Confidentiality, Abuse and Neglect, LGBT students, professional relationships, etc.

Education

Administrative Credential (Fresno Pacific University) 2015
Masters Degree in School Counseling (Fresno Pacific University) 2006
Pupil Personnel Services Credential (Fresno Pacific University) 2006
Bachelors of Arts Degree in Psychology (Westmont College) 1998

RACHEL A. GROFT

148 S. Clover Ave. • Fresno, CA 93727 • 559-305-6115
rachelgroft@gmail.com

EDUCATION/ CREDENTIALS

California State University, Fresno — Fresno, CA
MA, Educational Leadership & Administration — June 2024
Preliminary Administrative Services Credential
California State University Scholarship Recipient

California State University, Long Beach — Long Beach, CA
Clear Multiple Subject Teaching Credential, CLAD emphasis — June 2005
Dean's List, Delta Kappa Gamma Society Scholarship recipient (2000), N. Cahn Memorial Scholarship recipient (2000)

University of California, Los Angeles (UCLA) — Los Angeles, CA
BA, Psychology; Minor in Education — March 1999

- Developed and taught academic skills/ leadership development courses at the high school and college levels.
- Teaching Assistant, Upper Division Education Department
- Kappa Delta sorority member, council member (Secretary), recruitment counselor

PROFESSIONAL EXPERIENCE

Fresno County Superintendent of Schools — Fresno, CA
Vice Principal, Career Technical Education Charter High School — 2024-present

- Provide instructional leadership for teaching and para-educator staff by fostering a culture of continuous improvement.
- Develop and execute instructional coaching cycles, training teacher leaders in effective coaching practices.
- Organize and facilitate structured instructional observations to track growth in key instructional areas across the site.
- Develop and strengthen content area curriculum mapping, ensuring vertical alignment of standards and skills.
- Partner with the MTSS and special education teams to support student needs and enhance instructional strategies.
- Foster teamwork, communication, leadership, and accountability within professional learning communities.
- Optimize site-wide structures and systems to enhance accountability and drive student success.

Sanger Unified School District — Sanger, CA
District Instructional Specialist, Curriculum & Instruction — 2019-present

- Coordinated, designed, and led professional development for TK-12 teachers, site leaders, and support staff in alignment with district and site initiatives; areas of specialty included science/ STEM, Universal Design for Learning, curriculum integration, Project-Based Learning, co-teaching, and crisis-prevention/ de-escalation training.
- Collaborated with school leaders to improve school wide achievement through curriculum and assessment review and development, Professional Learning Community work, and research-based instructional strategy coaching.
- Cooperatively planned and orchestrated district-wide events including the Robotics Showcase, Science Fair, teacher training conferences, Equity-Based Grading Showcase, integrated science field trips, Spelling Bee, etc.
- Drove and expanded district science initiatives; facilitated K-12 science curriculum adoption.
- Led and administered Canvas implementation district-wide; launched and orchestrated a TK-12 grade-level and content-specific Canvas course design project.
- Facilitated the development of a District Apple Training Team to enhance instructional technology implementation as a transformational learning tool; lead team through Apple Learning Coach certification process.

Sanger Unified School District — Sanger, CA
7th Grade Language Arts & Social Studies Teacher – Quail Lake Environmental Charter School — 2014-2019
(CA Distinguished School, National School to Watch, National Green Ribbon School)

- Designed & implemented innovative, integrated, and project-based language arts, social studies, & science curriculum.
- Teacher of the Year Finalist, California League of Middle Schools (2015)
- Leadership roles included Universal Design for Learning site lead (2015-present), junior high PLC lead (2016-present), site leadership team member (MTSS 2016-present), district-wide workshop trainer (2016 & 2017).
- PLTW Robotics teacher (2015-2019), Science Olympiad coach (2014-2018)
- Standardized test scores consistently ranked among the highest for grade level/ content area district-wide (90%+ of students at or above grade level).

RACHEL A. GROFT

PROFESSIONAL EXPERIENCE (cont.)

Sanger Unified School District Sanger, CA
Intervention Teacher - Sequoia Elementary School (California Distinguished School) 2013-2014

- Implemented tier 2 literacy intervention and designated ELD instruction; administered various formal and informal assessments, collaboratively evaluated student data to establish and monitor progress of RTI groups.

Kings Canyon Unified School District Reedley, CA
Teacher, Math Specialist – 6th-12th, Mountain View Independent School 2008-2012

- Coordinated instruction for at-risk population of students to close equity gaps; implemented a variety of instructional strategies to help students meet district/state standards; established and administered tier 2 math intervention.
- Consistently earned excellent ratings on student file audits.

Dallas Independent School District Dallas, TX
5th Grade Science Teacher, Lakewood Elementary (National Blue Ribbon School) 2005-2007

- Developed and implemented life/ physical/ earth science standards-based curriculum; utilized 70% of class time to facilitate engaging, small-group lab activities.
- Improved school standardized science test scores by over 15% in 1 year; earned excellent ratings on district and state teacher evaluations.

Options for Youth Charter Schools Burbank, CA
Home-School Education Specialist, K-12 2001-2004

- Monitored at-risk and traditionally home-schooled students' academic progress; interviewed students/ parents monthly; wrote detailed meeting records; advised parents/ students in course enrollment, purchase of textbooks, lesson plans, assessments; maintained student files including monthly database reports/ attendance, meeting records, work samples, semester grade reports, and contractual paperwork.
- Coordinated site-wide state standardized testing; organized school-wide theatrical arts and science field trips & visual arts small group courses.
- Consistently achieved excellent ratings on internal company audits; successfully managed a 25% increase in student caseload.

PROFESSIONAL LEADERSHIP & DEVELOPMENT

Certifications & Leadership

2020 & 2023	Crisis Prevention Institute, Non-Violent Crisis Intervention Instructor Certification
2023	Region VII Literacy Conference Workshop Trainer: UDL & Vocabulary
2022	Apple Learning Coach Certification
2019	Google Administrator Certification
2019	CLMS State Workshop Trainer: UDL Across the ELA Curriculum
2019	Kern COE Equity Conference Workshop Trainer: UDL in Language Arts
2016	CLMS State Workshop Trainer: Integrating ELA and Science in the Classroom

Professional Development

2023	RTI at Work Conference
2022 & 2023	Educating for Careers Conference
2022	CISC Leadership Symposium
2021	PLCs at Work Conference
2020-2023	Impact Cycle Coaching
2020	Positive Prevention Plus, Comprehensive Sexual Health Training
2019	InstructureCon (Canvas)

RACHEL A. GROFT

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PROFESSIONAL REFERENCES

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Program Specialist, Multilingual Services
Sanger Unified School District
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Fresno County Superintendent of Schools
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Nikki Luckin
Content Specialist, Science
Fresno County Superintendent of Schools
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Audrey Mosely
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Quail Lake Environmental Charter School
Sanger Unified School District
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PROFESSIONAL PORTFOLIO

bit.ly/GroftPortfolio

bit.ly/GroftVideoIntro

Section 14.10 - Management Staff Job Descriptions

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CERTIFICATED MANAGEMENT POSITION

JCN: 620
EXEMPT

CONTENT SPECIALIST I – CAREER TECHNICAL EDUCATION CHARTER HIGH SCHOOL

BASIC FUNCTION:
Under the direction of the Director, Career Technical Education Charter (CTEC) High School, plan, develop and implement activities, special projects and events for CTEC High School, to enhance the educational effectiveness and efficiency of the program; provide content specific assistance, coaching and professional learning as assigned.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
- Assist with the planning, development and implementation of professional learning activities as assigned; prepare and deliver oral presentations, prepare, develop and provide related professional learning activities, including coaching, and support materials; assist in coordinating meetings, committees and special events as assigned.
- Attend and participate in a variety of assigned meetings, committees, conferences, in-services and/or special events.
- Collaborate with CTEC High School staff and county office leadership to develop special events; schedule and coordinate with classroom use to support academic programming.
- Collaborate with Legal Services to develop Memorandums of Understanding (MOU's) with industry partners to provide workplace classrooms for students; identify internship placement of students.
- Collaborate with teachers to plan, coordinate and implement special events, including but not limited to, Fall and Spring showcases for each grade level, Senior Project showcase, orientation night, and college registration night.
- Comply with schedules, policies, regulations, procedures, orders, and directives of the County Superintendent.
- Consult with assigned supervisor, directors, and administrators who plan courses of study to be used in California public and/or charter schools, and/or research connected with the evaluation or efficiency of the instructional program; ensure effective communication and operation of the programs.
- Consult with school administrators in planning and developing school activities related to, and an extension of, the instructional and guidance program of the school.
- Coordinate and support advisory boards and committees; provide guidance to Career Technical Education (CTE) Pathways.
- Develop community service opportunities for students within the Fresno County; establish partnerships with non-profits and other organizations to engage students with various activities within the community.
- Develop industry connections for pathway students; work closely with CTEC High School teachers to plan and coordinate guest speakers, industry tours, mentorships, and internship opportunities for students.
- Develop mock interview panels for graduation requirement and class assignments.
- Examine, select and provide in-service training of teachers, principals, or other similar personnel involved in instructional programs.
- Exhibit professionally appropriate interpersonal skills including but not limited to tact, patience, flexibility and courtesy.
- Maintain a safe work environment.

- Operate a variety of office equipment, including but not limited to a computer and assigned software applications.
- Plan, coordinate and implement programs to enhance educational effectiveness and efficiency in schools and/or districts; assist in ensuring that related activities comply with established California state curricular standards and federal initiatives governing the education of all students age 0 to 22 as assigned.
- Plan, coordinate and oversee operations and resources to enhance administrative, faculty and staff understanding of educational practices, curriculum standards, guidelines and requirements related to the specialized content area/programs, functions and instructional areas.
- Prepare and maintain a variety of narrative and statistical records, reports and files related to specialized content area/program, functions, instructional areas, projects, compliance, professional learning, and assigned duties.
- Provide technical information and assistance to the assigned supervisor regarding needs, issues and progress related to assigned program, function or instructional area; assist in the formulation and development of policies, procedures and programs.
- Research, compile, assemble and evaluate a variety of technical information related to specialized content area.
- Serve as a content specialist and provide consultative services and provide detailed and technical information, including but not limited to visiting county office sites to monitor activities and assist personnel; respond to inquiries concerning related functions, curriculum, activities, standards, requirements, time lines, laws, codes, rules, regulations, policies and procedures.
- Serve as a liaison for All 4 Youth Program and other assigned programs; work with All 4 Youth staff, parents and students to support the onboarding of services.
- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations or the public concerning assigned area.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Support staff with new student tours.
- Support students to identify community outreach connections and monitor student volunteer hours towards graduation requirement.
- Support student recruitment and marketing efforts; identify events, secure participation and recruitment materials.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.
- Work with assigned supervisor(s) to develop outreach opportunities; develop workshops to educate parents on various topics; support staff with community outreach events.
- Work with staff to develop itinerary and documentation for field trips to support program and instructional needs.
- Work with the Director, CTEC High School and Guidance Learning Specialist (GLS), to support Restorative Justice Program; identify resources to support students and families with behavioral health; engage students in rehabilitation plans leading to reintegration into the classroom setting.

OTHER DUTIES:

- Ability to work on a flexible schedule to attend evening and weekend meetings/conferences, as assigned and to coincide with department calendared meetings.
- Drive a vehicle to conduct work, using own transportation.
- Perform related duties as assigned.
- Travel within Fresno County, statewide and/or nationwide.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- Current techniques and procedures regarding curriculum and instructional design and delivery systems; program evaluation strategies as they relate to assigned content area.
- Educational Standards and Assessments required by the State of California.
- Organizational skills which assist in planning and organizing work, maintaining schedules and timelines.
- Principals of effective professional learning and coaching.
- Public speaking techniques.
- Research methods, report writing, and record keeping techniques.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:
- Analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.
- Work confidentially and with discretion.
- Work independently with little direction.

EDUCATION AND EXPERIENCE:

EDUCATION:
- Bachelor's degree in Education or related field.
- Master's degree preferred.

EXPERIENCE:
- Three years of increasingly responsible experience working in the specialized content area.
- Teaching experience preferred.

LICENSURE AND OTHER REQUIREMENTS:
- Valid Teaching and/or Service Credential.
- Valid Clear Administrative Services Credential preferred.
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent.

WORKING CONDITIONS:

ENVIRONMENT:
- Drive a vehicle to conduct work, using own transportation.
- Office and/or school facility environment.
- Regular interruptions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.
- Must frequently lift, push, pull or carry up to ten (10) pounds and occasionally lift and/or move up to twenty-five (25) pounds.
- Sitting, standing and/or walking for extended periods of time.
- Use hands to handle and/or feel; reach with hands and arms.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification; however, it is intended to accurately reflect the principle job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED: March 6, 2020
Effective: March 6, 2020

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CERTIFICATED MANAGEMENT POSITION

JCN: 192
EXEMPT

DIRECTOR – CAREER TECHNICAL EDUCATION CHARTER SCHOOL

BASIC FUNCTION:
Under the general direction of the Deputy Superintendent, Instructional Division, provide educational and administrative leadership to the Career Technical Education Charter (CTEC) High School; plan, develop, organize, lead and oversee operations and activities of the CTEC High School; represent the Office of the Fresno County Superintendent of Schools (FCSS) as a facilitator, liaison, and resource, both internally and externally; coordinate communication, personnel and resources to meet the educational needs of students and ensure smooth and efficient school operations; supervise and evaluate the performance of classified and certificated personnel.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Collaborate with assigned supervisor, directors, coordinators, and assistant administrators who plan courses of study to be used in California public and/or charter schools, and/or research connected with the evaluation or efficiency of the instructional program; assure effective communication and operation of the programs; assist in the formulation and development of policies and procedures.
- Conduct focus groups, including but not limited to School Site Council, Parent Leadership Team, management and administrative team meetings.
- Coordinate with school administrators in planning and developing school activities related to, and an extension of, the instructional and guidance program of the school.
- Develop and oversee budget development and grant funding; evaluate budgetary and financial data and ensure expenditures are in accordance with established limitations; assist with grant coordination and preparation as assigned.
- Direct and oversee accountability systems for improving student achievement and preparing career ready graduates at all grade levels.
- Establish current and long-range objectives, plans and policies subject to approval, for the purpose of staying in compliance with current law, regulations, codes, policies and procedures utilizing evidence based and emerging best practices.
- Evaluate CTEC High School programmatic function(s) for effectiveness and operational efficiency.
- Implement the vision and goals of the FCSS Charter High School governance board.
- Implement, monitor, evaluate and provide leadership for the development of the career technical education curriculum and instructional program(s); develop and provide staff development activities for program improvement. Plan, organize, and provide instructional and administrative leadership to the staff and students in the FCSS CTEC Charter High School; implement, sustain and ensure compliance with county office policies, California Department of Education and other mandated requirements.
- Oversee adherence to requirements and updates on program compliance and monitoring activities, including but not limited to the Charter SELPA, LCAP, grants, and Every Student Succeeds Act (ESSA).
- Oversee and provide professional development on behalf of the CTEC High School program to school administration, teachers, personnel and/or other educational entities.

- Oversee collaborative partnerships with business and trade unions to foster internships and work-based learning experiences.
- Participate, coordinate, or conduct a variety of meetings, committees, trainings, workshops and/or conferences in order to present materials and information concerning department programs, services, operations, and activities.
- Plan, organize, control and direct the operations, activities; manage and direct overall program activities including staff supervision, meetings, events and other related activities; monitor activities for compliance with established policies, procedures, rules and regulations.
- Prepare and maintain a variety of narrative and statistical reports, records, and files related to personnel and assigned activities; create master schedule(s) and organize standardized testing schedule(s).
- Provide leadership and oversight for all aspects of the FCSS, Career Technical Education Charter High School.
- Represent the county office at local, regional, state and federal meetings, conferences, in-services, boards, councils, and events as assigned.
- Research, compile, assemble and evaluate a variety of technical information related to CTEC High School; participate in the development, implementation, amendments, and evaluation of program(s) and educational documents; prepare and distribute related correspondence and informational materials.
- Research, prepare and deliver oral presentations; prepare, develop and distribute related training and support materials; assist in coordinating meetings, committees and special events as assigned.
- Review, analyze, evaluate and synthesize publications, data, and other relevant information; develop and prepare reports, summaries and other documents.
- Interview, select, supervise and evaluate the performance of classified and certificated staff; coordinate and direct employee assignments and review work to assure compliance with established plans, strategies, standards, requirements and procedures as needed; work with employees to correct identified deficiencies; review recommended transfers, reassignments, disciplinary actions and/or termination.
- Train and provide work direction and guidance to classified and certificated personnel; assign duties and review work to assure accuracy and completeness; provide input concerning employee interviews and evaluations as requested.
- Work effectively with school districts, community organizations, government agencies, parents, students and/or staff.
- Work in collaboration with assigned program administrator to implement media strategies to publicize CTEC High School programs and services for student recruitment efforts and related functions.
- Examine, select and provide in-service training of teachers, principals, or other similar personnel involved in instructional programs.
- Attend and participate in a variety of assigned meetings, committees, conferences, in-services and/or special events.
- Comply with schedules, policies, regulations, procedures, orders, and directives of the County Superintendent.
- Exhibit professionally appropriate interpersonal skills including but not limited to tact, patience, flexibility and courtesy.
- Maintain a safe work environment.
- Operate a variety of office equipment, including but not limited to a computer and assigned software applications.

- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations or the public concerning assigned area.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.

OTHER DUTIES:
- Drive a vehicle to conduct work using own transportation.
- Perform related duties as assigned.

KNOWLEGDE AND ABILITIES:

KNOWLEDGE OF:
- Administrative and training skills in planning and organizing work, maintaining schedules and timelines.
- Applicable sections of the State Education Code, Local, State and Federal laws, codes, regulations and requirements as related to assigned activities and/or instructional area.
- Budget preparation, control, record keeping techniques and practices.
- Common Core Standards, California State Standards, content standards, performance-based objectives and current standardized assessment methodologies.
- Current educational principles, and practices related to assigned duties.
- Educational programs, curriculum and instructional practices related to assigned duties.
- Planning, organization, coordination and implementation of career technical educational program(s).
- Educational purchasing and governmental contracting processes.
- Principles, procedures and techniques in the development and implementation of professional development, staff development and/or training activities.
- Program building, operations, funding and maintenance.
- Program evaluation strategies.
- Teaching theories and practices.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:
- Assure proper and timely resolution of issues, concerns and conflicts.
- Comply with County Office policies and procedures.
- Direct implementation of instructional programs.
- Establish and maintain cooperative and effective working relationships with others contacted in the course of work.
- Maintain consistent, reasonably regular, punctual attendance, consistent with the Americans with Disability Act (ADA), Family Medical Leave Act (FMLA) and other federal, state and local standards.
- Maintain management information.
- Prepare and administer assigned site budget and manage assigned grants.

- Prepare and present quantitative and qualitative data to the FCSS Charter High School governance board regarding development and progress.
- Prepare comprehensive narrative and statistical reports.
- Plan organize and provide instructional and administrative leadership to the staff and students at assigned alternative education sites.
- Analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.
- Ensure proper and timely resolution of issues, concerns and conflicts.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.
- Supervise, train, guide and evaluate the performance of assigned personnel.
- Work confidentially and with discretion.
- Work independently with minimal direction.

EDUCATION:
- Bachelor's degree.
- Master's degree preferred.

EXPERIENCE:
- Five years increasingly responsible educational experience working in field related to assigned program, function or instructional area.
- Three years school administration or supervision working in field related to assigned program preferred.
- Three years oversight of career technical education classes or program preferred.

LICENSURE AND OTHER REQUIREMENTS:
- Valid Teaching and/or Services Credential.
- Valid California Administrative Credential.
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent.

WORKING CONDITIONS:

ENVIRONMENT:
- Drive a vehicle to conduct work, using own transportation.
- Office and/or school facility environment.
- Regular interruptions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.

- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.
- Sitting, standing and/or walking for extended periods of time.
- Use hands to handle and/or feel; reach with hands and arms.
- Must frequently lift, push, pull or carry up to ten (10) pounds and occasionally lift and/or move up to twenty five (25) pounds.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification; however, it is intended to accurately reflect the principle job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED:
Effective: 04/15/2016
Revised: 03/06/2020; 07/01/2023

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CERTIFICATED MANAGEMENT POSITION

JCN: 690
EXEMPT

VICE PRINCIPAL – CAREER TECHNICIAL EDUCATION CHARTER HIGH SCHOOL

BASIC FUNCTION:

Under the direction of the Director, Career Technical Education Charter (CTEC) High School assist, plan, organize, coordinate and implement the operations and activities of the CTEC High School program; assist Director with administrative duties involving student conduct, curriculum development, and overall functions in support of the instructional area to enhance educational effectiveness and efficiency of CTEC High School as assigned; serve as a technical resource and provide training concerning assigned program; collaborate with administration in developing systems and goals in meeting county office, state and federal requirements to increase student achievement; supervise and evaluate the performance of assigned personnel.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Assist and support assigned supervisor, teachers, and school personnel with organizing, attending, and participating at school functions and committee meetings, such as Back to School Night, Open House, Graduation, Parent Advisory Committee, school site council meetings, English Language Advisory Committee (ELAC), and District English Language Advisory Committee (DELAC) meetings.
- Assist in the development and execution of a guidance program that includes academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide consultation, training and staff development to teachers and parents regarding students' needs; assist in the supervision of a district approved advisory program.
- Assist the instructional staff in making appropriate changes in student schedules when necessitated by just cause; collaborate with administration and school personnel in assisting in making appropriate decisions regarding students.
- Compile, analyze and interpret test data to evaluate the effectiveness of instructional programs and testing processes; direct and participate in the collection, compilation and recording of required data; implement, continue, or expand practices proven to raise student achievement.
- Coordinate the exchange of information and resources with administrators, personnel, school districts and outside agencies in the development and implementation of designated educational programs, functions, goal, objectives and services in support of CTEC High School.
- Monitor and assess the operations and activities of CTEC High School for educational effectiveness and operational efficiency; receive and respond to staff and public input concerning related needs; coordinate and assist in the development and implementation of programs, policies and procedures to enhance educational effectiveness and operational efficiency.
- Monitor program activities, supervise and assist personnel; respond to inquiries and provide detailed and technical information concerning related functions, activities, standards, requirements, timelines, laws, codes, rules, regulations, policies and procedures.
- Participate in assessment teams or partnerships to provide a cohesive approach by involving the social worker, psychologist, child welfare and attendance, and other school staff to provide services for students and families.
- Plan, coordinate and oversee operations and resources to enhance administrative, and staff

understanding of educational practices, curriculum standards, guidelines and requirements related to assigned program, function or instructional area.

- Plan, develop, implement and conduct training sessions and other professional learning activities as assigned; prepare and deliver oral presentations; prepare, develop and distribute related training and support materials; assist in coordinating meetings, committees and special events as assigned.
- Plan, organize, coordinate and implement the operations and activities of an assigned program, function or instructional area to enhance educational effectiveness and efficiency of the county office; assist in ensuring related activities comply with established standards, requirements, laws, codes, rules, regulations, policies and procedures.
- Plan, organize, direct, and participate in disciplinary actions; develop and implement programs and incentives to promote and improve student attendance and conduct.
- Prepare and maintain a variety of narrative and statistical records, such as, student attendance, enrollment, coursework reports and files related to programs, instructional areas, budgets, financial activity, projects, compliance, professional learning and assigned duties.
- Provide administrative oversite and support during Expanded Learning Program (ELP) hours; participate in after-hours activities, on weekdays, and weekends to engage the community in CTEC events.
- Provide technical information and assistance to the assigned supervisor regarding needs, issues and progress related to assigned program, function or instructional area; assist in the formulation and development of policies, procedures and programs.
- Research, compile, assemble and evaluate a variety of technical information related to assigned area or program; participate in the development, implementation and evaluation of program and educational documents; prepare and distribute related correspondence and informational materials.
- Resolve parent concerns, ensure compliance with state and federal mandates; respond directly and/or facilitate staff response(s) to parent inquiries, concerns and/or complaints.
- Work with an individual or groups of students or families to support the needs of all students.
- Interview, select, supervise and evaluate the performance of assigned staff; coordinate and direct employee assignments and review work to ensure compliance with established plans, strategies, standards, requirements and procedures as needed; work with employees to correct identified deficiencies; review recommended transfers, reassignments, disciplinary actions and/or termination.
- Train and provide work direction and guidance to assigned personnel; assign duties and review work to ensure accuracy and completeness; provide input concerning employee interviews and evaluations.
- Collaborate with assigned supervisor, directors, and administrators who plan courses of study to be used in charter schools, and/or research connected with the evaluation or efficiency of the instructional program(s); ensure effective communication and operation of assigned program(s).
- Coordinate with school administrators in planning and developing school activities related to, and an extension of, the instructional and guidance program of the school.
- Examine, select, coordinate and provide professional learning to teachers, principals, or other similar personnel involved in instructional programs.
- Attend and participate in a variety of assigned meetings, committees, conferences, professional learning, and/or special events.
- Comply with schedules, policies, regulations, procedures, orders, and directives of the County Superintendent.
- Exhibit professionally appropriate interpersonal skills including but not limited to tact, patience, flexibility and courtesy.

- Maintain a safe work environment.
- Operate a variety of office equipment, including but not limited to a computer and assigned software applications.
- Serve as a liaison between County Office and administrators, personnel, outside organizations or the public concerning assigned area.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.

OTHER DUTIES:
- Ability to work on a flexible schedule to attend evening and weekend meetings/conferences, as assigned and to coincide with department calendared meetings.
- Drive a vehicle to conduct work using own transportation.
- Perform related duties as assigned.
- Travel within Fresno County, and/or statewide.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- A-G Subject Requirements.
- Basic budget preparation and control.
- Basic knowledge of high school requirements and college entrance process.
- Basic knowledge of standardized testing.
- Curriculum interpretation and application in assigned program or instructional area.
- Dual enrollment and registration process.
- Policies and objectives of assigned programs and activities.
- Practices, procedures and techniques involved in the development and implementation of professional learning activities.
- Principles of training and providing work direction.
- Public speaking techniques.
- Record-keeping techniques.
- Research methods and report writing techniques.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:
- Maintain records and prepare reports.
- Meet schedules and timelines.
- Monitor and assess operations and activities of assigned program, function or instructional area for educational effectiveness and operational efficiency.
- Monitor implementation of 504 plans.
- Plan and organize work.
- Analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.

- Ensure proper and timely resolution of issues, concerns and conflicts.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.
- Supervise, train, guide and evaluate the performance of assigned personnel.
- Work confidentially and with discretion.
- Work independently with minimal direction.

EDUCATION:
- Bachelor's degree.
- Master's degree preferred.

EXPERIENCE:
- Four years increasingly responsible teaching experience that includes instructional and leadership experience.

LICENSES AND OTHER REQUIREMENTS:
- Valid Teaching and/or Services Credential.
- Valid California Pupil Personnel Services Credential with School Counseling Authorization preferred.
- Valid California Administrative Credential.
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent.

WORKING CONDITIONS:

ENVIRONMENT:
- Drive a vehicle to conduct work, using own transportation.
- Office and/or school facility environment.
- Regular interruptions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.
- Sitting, standing and/or walking for extended periods of time.
- Use hands to handle and/or feel; reach with hands and arms.
- Must frequently lift, push, pull or carry up to ten (10) pounds and occasionally lift and/or move up to twenty-five (25) pounds.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

HAZARDS:

- Abusive and potentially harmful outbursts from students, which may pose a threat to staff and/or students.
- Abusive and potentially disruptive behavior from students.
- Possible contact with blood and/or other body fluid(s).

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification. However, it is intended to accurately reflect the principal job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED:
Effective:4/9/2020
Revised: 11/1/2023; 11/15/2023; 04/30/2024

Section 14.11 - Credentialed Staff Job Descriptions

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CERTIFICATED POSITION

JCN: 525
EXEMPT

CAREER TECHNICAL EDUCATION INSTRUCTOR – BUILDING AND CONSTRUCTION TRADES

BASIC FUNCTION:
Under the direction of the assigned supervisor, provide extensive expertise, instructional support and training related to the Building Trades and Construction industry occupation(s) as part of a program of study based on state adopted Career Technical Education (CTE) standards for the Building Trades and Construction industry; work collaboratively with students, parents, support staff, administrators, businesses, agencies and community groups to enhance the training and employment opportunities for students emphasizing academic, social and interpersonal skills related to career direction and vocational training.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
- Assist in student recruitment and promotion.
- Assist in the maintenance of supplies and equipment assigned, including, but not limited to, inventory of supplies and equipment, supervising the use of supplies and equipment, instruction in the proper use of supplies and operation of equipment and the preventative maintenance and repairs of assigned supplies and equipment.
- Collaborate in the planning process for development of, and/or modifications in curriculum as needed.
- Comply with the Certificate of Completion and Student Competencies List policy related to Career Technical Education/Regional Occupational Program (ROP).
- Develop and implement instructional plans which allow students to meet established standards of student achievement focusing on basic workplace and job specific skills in preparation for career placement.
- Develop and maintain positive contacts with potential employers to assist with job placement.
- Develop program goals and objectives and derive appropriate methods for translating these into student performance competencies.
- Establish, maintain, and manage standards of student behavior to achieve a functional environment conducive to learning.
- Evaluate student academic growth; keep appropriate records on the progress of students toward meeting established standards of achievement and performance.
- Meet with personnel from business and agency training sites to determine training potential appropriate to the students' interests and competency levels.
- Participate on an Advisory Committee comprised of persons working in related fields of employment to assist in program development in support of Career Technical Education.
- Prepare and maintain a current work schedule which may include, but not be limited to, lesson plans for substitute teachers.
- Prepare, maintain and submit timely and accurate records, reports, files and documentation as assigned on each student enrolled, including but not limited to, diagnostic and assessment information, student goals and objectives, conference and contact notes from parents and other professionals, student progress records; complete and submit attendance records; prepare county and/or state reports as assigned and/or required.
- Provide assistance that is realistic in terms of current and future work specifications making students competitive in the workforce.
- Provide for set-up of laboratory and work areas for on-going work/projects; provide for emphasis on safety and teach constant awareness of safe work environments.
- Provide group and individual instruction utilizing effective teaching strategies, time

management strategies, aids and equipment to motivate students and make practical and effective use of instructional activities.
- Provide instructional support and vary instructional methods to accommodate student needs, interest, learning styles and ability levels; assist students in understanding concepts.
- Teach a specified Career Technical Education (CTE) class for grades 7-12 in basic interior and exterior residential and commercial construction including but not limited to carpentry, concrete, electrical, plumbing, and roofing which are part of a program of study based on state adopted Career Technical Education Standards for the industry sector/career pathway identified.
- Teach fundamental skills, knowledge, concepts and attitudes in basic building construction processes utilizing approved coursework and other appropriate learning activities which allows students to meet established standards of achievement.
- Attend and participate in a variety of assigned meetings, committees, conferences, in-services and/or special events.
- Maintain a safe work environment.
- Comply with schedules, policies, regulations, procedures, orders, and directives of the County Superintendent.
- Exhibit professionally appropriate interpersonal skills including but not limited to tact, patience, flexibility and courtesy.
- Operate a variety of office equipment, including but not limited to a computer and assigned software applications.
- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations or the public concerning assigned area.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.

OTHER DUTIES:
- Drive a vehicle to conduct work, using own transportation.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- Architectural and Engineering Scale and blueprint reading; basic design software.
- Basic record-keeping and filing techniques.
- Basics of interior and exterior construction including but not limited to carpentry, concrete masonry, drywall, electrical, framing, glazing, insulation, plumbing, and roofing.
- Behavior management strategies.
- Building and construction trade careers including but not limited to carpentry, concrete placing and finishing, construction equipment operation, drafting occupations, electrician, general contracting, glazing, heating, air conditioning and ventilation installation and service (HVAC), millwork and cabinet making, painting, plumbing, roofing, structural and reinforcement ironwork and tile setting.
- Building and Construction Trades
- California Career Technical Education Standards.
- Child guidance principles and practices.
- Classroom procedures and appropriate student conduct.
- Conflict resolution.
- Current techniques to maintain a safe environment and provide support for physically or verbally aggressive and/or self-abusive students in a non-harmful manner.

- Current techniques to prevent or intervene appropriately in order to defuse escalating behavior.
- Industry certification processes and ability to incorporate into student instruction (e.g. OSHA Outreach, Woodwork Career Alliance {WCA}, National Center for Construction Education and Research {NCCER}).
- Instructional methods and techniques.
- Professional certification/licensure and industry work experience related to subject area being taught.
- Safe practices in classroom, laboratory, shop and building and construction activities and working environments.
- Subjects taught in county office schools including arithmetic, reading, writing, grammar and spelling.
- Teaching and behavioral strategies to be utilized when working with students with behavioral challenges and special needs.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:
- Demonstrate the safe use of and operate various building and construction materials and equipment.
- Establish appropriate, positive and healthy relationships among youth.
- Intervene appropriately in order to defuse escalating student behavior.
- Maintain a safe environment and provide support for physically or verbally aggressive and/or self-abusive students in a non-harmful manner.
- Maintain a variety of reports and files related to job assignment and/or assigned program.
- Meet schedules and deadlines.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Observe health and safety regulations.
- Perform a variety of support activities related to behavior management and classroom instruction of students.
- Provide appropriate, effective and motivating learning experiences for students from a wide range of socio-economic levels and cultural backgrounds.
- Provide instruction regarding the major components of design, visual and media arts.
- Provide instructional support and assistance to teachers and students as assigned.
- Reinforce instruction to individual or small groups of students as directed by the teacher.
- Utilize and integrate technology into the curriculum.
- Collect data, analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Operate a variety of office equipment, including but not limited to a computer and assigned software applications.
- Perform non-instructional duties and responsibilities in an efficient and effective manner.

- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.
- Work confidentially and with discretion.
- Work independently with little direction.

EDUCATION AND EXPERIENCE:

EDUCATION:
- High School Diploma, General Education Degree (GED) or State High School Proficiency certificate.
- Bachelor's degree preferred.

EXPERIENCE:
- Three years of work experience directly related to the subject being taught.

LICENSES AND OTHER REQUIREMENTS:
- Valid California Designated Subjects Career Technical Education Credential in Building and Construction Trades, *or* Valid California Single Subject Credential in Industrial and Technology Education; English Learner (EL) Authorization.
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent.
- Valid First Aid and CPR Certificate issued by an authorized agency within one year of date of hire.
- Valid defensive driving certificate issued by an authorized agency within one year of date of hire may be required.
- Valid Non-Violent Crisis Intervention Certificate issued by an authorized agency within one year of date of hire may be required.
- This position requires a pre-placement medical assessment (paid for by FCSS) at a clinic selected by the county office. Any offer of employment is contingent upon successful certification by designated physician that applicant is able to perform essential functions of the job, with or without reasonable accommodations.

WORKING CONDITIONS:

ENVIRONMENT:
- Career education classroom, laboratory, shop and/or working environment.
- Drive a vehicle to conduct work, using own transportation.
- Office and/or school facility environment.
- Operate pneumatic, portable, and/or gas powered tools in shop and/or working environment
- Regular interruptions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.

- Manual dexterity and coordination sufficient to operate office, classroom and/or shop equipment.
- Sitting, standing and/or walking for extended periods of time.
- Use hands to handle and/or feel; reach with hands and arms.
- Must frequently lift, push, pull or carry up to twenty-five (25) pounds and occasionally lift and/or move up to fifty (50) pounds and/or occasionally lift up to 100 pounds with assistance.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

HAZARDS:
- Abusive and potentially harmful outbursts from students.
- Abusive and potentially disruptive behavior from students.
- Possible contact with blood and other body fluid(s).
- Possible exposure to elements, and/or toxic fumes, and/or substances.
- Working at heights and/or in enclosed spaces.
- Working with and around pneumatic tools, portable power tools, gas powered tools and/or other machinery with moving parts.

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification, however it is intended to accurately reflect the principal job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED:
Effective: June 10, 2015
Revised Date: April 12, 2018

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CERTIFICATED POSITION

JCN: 525
EXEMPT

CAREER TECHNICAL EDUCATION INSTRUCTOR – MANUFACTURING

BASIC FUNCTION:
Under the direction of the assigned supervisor, provide extensive expertise, instructional support and training related to the manufacturing occupation as part of a program of study based on state adopted Career Technical Education (CTE) standards for the Manufacturing and Product Development Industry; work collaboratively with students, parents, support staff, administrators, businesses, agencies and community groups to enhance the training and employment opportunities for students emphasizing academic, social and interpersonal skills related to career direction and vocational training.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
- Assist in student recruitment and promotion.
- Assist in the maintenance of supplies and equipment assigned, including, but not limited to, inventory of supplies and equipment, supervising the use of supplies and equipment, instruction in the proper use of supplies and operation of equipment and the preventative maintenance and repairs of assigned supplies and equipment.
- Assist with the operation of the manufacturing technology budget, facilities, and programs.
- Attend regional and state level professional conferences and meetings regarding industry standards, skills, project based learning and dual enrollment.
- Collaborate in the planning process for development of, and/or modifications of curriculum as needed.
- Comply with the Certificate of Completion and Student Competencies List policy related to Career Technical Education and dual enrollment course learning outcomes.
- Develop and implement instructional plans which allow students to meet established standards of student achievement focusing on basic workplace and job specific skills in preparation for career placement.
- Develop and maintain positive contacts with potential employers to assist with job placement.
- Develop program goals and objectives and derive appropriate methods for translating these into student performance competencies.
- Establish, maintain, and manage standards of student behavior to achieve a functional learning environment conducive to learning.
- Evaluate student academic growth; keep appropriate records on the progress of students toward meeting established standards of achievement and performance.
- Identify student needs and collaborate with teachers, paraeducators, assigned supervisor, site administrator, Designated Instructional Service (DIS) staff, nurse, psychologist, parents and community agencies in assessing and helping students solve health, attitude and learning problems.
- Meet with personnel from business and agency training sites to determine training potential appropriate to the students' interests and competency levels.
- Organize and maintain an active advisory committee.
- Participate in departmental co-curricular activities such as clubs and related events.
- Participate on an Advisory Committee comprised of persons working in related fields of employment to assist in program development in support of the career technical education.
- Perform duties related to Perkins grant including dual enrollment objectives.
- Prepare and maintain a current work schedule which may include, but not be limited to,

lesson plans for substitute teachers.
- Prepare, maintain and submit timely and accurate records, report, files and documentation as assigned for each student enrolled, including but not limited to, diagnostic and assessment information, student goals and objectives, conference and contact notes from parents and other professionals, student progress records; complete and submit attendance records; prepare county and/or state reports as assigned and/or required.
- Provide realistic assistance in terms of current and future work specification making students competitive in the workforce.
- Provide for set-up of laboratory and shop areas for on-going work/projects; emphasize safety and teach constant awareness of safe work habits.
- Provide group and individual instruction utilizing effective teaching strategies, aids and equipment.
- Provide instructional support and vary instructional methods to accommodate student needs, interest, learning styles and ability levels; assist students in understanding concepts.
- Teach a specified Career Technical Education (CTE) class for grades 9 – 12 in manufacturing including but not limited to, courses in blue print reading, industrial materials, electricity, hydraulics, motor controls, programmable logic controllers, introductory/intermediate/advanced welding, introductory/intermediate/advanced machine shop, welding and machine shop certification preparation, and internships (community classroom), which are part of a program of study based on state adopted Career Technical Education Standards for the industry sector/career pathway identified.
- Work with local manufacturing companies in the development and placement of on-the-job student internships.
- Attend and participate in a variety of assigned meetings, committees, conferences, in-services and/or special events.
- Comply with schedules, policies, regulations, procedures orders, and directives of the County Superintendent.
- Exhibit professionally appropriate interpersonal skills including but not limited to tact, patience, flexibility and courtesy.
- Maintain a safe work environment.
- Operate a variety of office equipment, including but not limited to a computer and assigned software applications.
- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations or the public concerning assigned area.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.

OTHER DUTIES:
- Drive a vehicle to conduct work, using own transportation.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- Basic record-keeping and filing techniques.
- Behavior management strategies.
- California Career Technical Education Standards.
- Child guidance principles and practices.
- Classroom procedures and appropriate student conduct.
- Conflict resolution.

- Current educational technology and multimedia presentation.
- Development and assessment of student accreditation.
- Fundamentals of manufacturing including but not limited to courses in blue print reading, industrial materials, electricity, hydraulics, motor controls, programmable logic controllers, introductory/intermediate/advanced welding, introductory/intermediate/advanced machine shop, welding and machine shop certification preparation, and cooperative work experience.
- Instructional methods and techniques.
- Problems and concerns of students with behavioral challenges and special needs.
- Professional certification/licensure and industry work experience related to subject area being taught.
- Safe practices in classroom, laboratory, shop and working environments.
- Subjects taught in county office schools including arithmetic, reading, writing, grammar and spelling.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:

- Demonstrate and operate the use of various welding, machine shop, industrial materials and equipment.
- Develop successful instructional strategies for non-traditional or academically at-risk students.
- Establish appropriate, positive and healthy relationships among youth.
- Intervene appropriately in order to defuse escalating student behavior.
- Maintain a safe environment and supportive environment.
- Maintain a variety of reports and files related to job assignment and/or assigned program
- Meet schedules and deadlines.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Observe health and safety regulations.
- Perform a variety of support activities related to behavior management and classroom instruction of students.
- Perform clerical duties related to classroom activities and program requirements.
- Provide appropriate, effective and motivating learning experiences for students from a wide range of socio-economic levels and cultural backgrounds.
- Understand and follow oral and written instructions.
- Understand and relate to children with high risk and special needs.
- Utilize and integrate technology into the curriculum.
- Collect data, analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Perform non-instructional duties and responsibilities in an efficient and effective manner.
- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.

- Work confidentially and with discretion.
- Work independently with little direction.

EDUCATION AND EXPERIENCE:

EDUCATION:
- High School Diploma, General Education Degree (GED) or State High School Proficiency certificate.
- Bachelor's degree preferred.

EXPERIENCE:
- Three years of work experience directly related to the subject being taught.

LICENSES AND OTHER REQUIREMENTS:
- Valid California Designated Subjects Career Technical Education Credential in Manufacturing and Product Development *or* Valid California Single Subject Credential in Industrial and Technology Education; English Learner (EL) Authorization.
- Valid California Welding Certification preferred.
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent.
- Valid First Aid and CPR Certificate issued by an authorized agency within one year of date of hire.
- Valid defensive driving certificate issued by an authorized agency within one year of date of hire may be required.
- Valid Non-Violent Crisis Intervention Certificate issued by an authorized agency within one year of date of hire may be required.
- This position requires a pre-placement medical assessment (paid for by FCSS) at a clinic selected by the county office. Any offer of employment is contingent upon successful certification by designated physician that applicant is able to perform essential functions of the job, with or without reasonable accommodations.

WORKING CONDITIONS:

ENVIRONMENT:
- Career education classroom, laboratory, shop and/or working environment.
- Drive a vehicle to conduct work, using own transportation.
- Office and/or school facility environment.
- Regular interruptions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.
- Sitting, standing and/or walking for extended periods of time.

- Use hands to handle and/or feel; reach with hands and arms.
- Must frequently lift, push, pull or carry up to twenty-five (25) pounds and occasionally lift and/or move up to fifty (50) pounds and/or occasionally lift up to 100 pounds with assistance.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

HAZARDS:
- Exposure to cleaning agents and chemicals.
- Possible contact with blood and/or other body fluid(s).
- Working on ladders.

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification, however it is intended to accurately reflect the principal job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED:
Effective: March 1, 2017
Revise Date: April 12, 2018

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CERTIFICATED POSITION

JCN: 525
EXEMPT

CAREER TECHNICAL EDUCATION INSTRUCTOR – WELDING

BASIC FUNCTION:
Under the direction of the assigned supervisor, provide extensive expertise, instructional support and training related to the welding occupation as part of a program of study based on state adopted Career Technical Education (CTE) standards for the Building Trades and Construction Industry; work collaboratively with students, parents, support staff, administrators, businesses, agencies and community groups to enhance the training and employment opportunities for students emphasizing academic, social and interpersonal skills related to career direction and vocational training.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
- Assist in student recruitment and promotion.
- Assist in the maintenance of supplies and equipment assigned, including, but not limited to, inventory of supplies and equipment, supervising the use of supplies and equipment, instruction in the proper use of supplies and operation of equipment and the preventative maintenance and repairs of assigned supplies and equipment.
- Collaborate in the planning process for development of, and/or modifications of curriculum as needed.
- Comply with the Certificate of Completion and Student Competencies List policy related to Career Technical Education.
- Develop and implement instructional plans which allow students to meet established standards of student achievement focusing on basic workplace and job specific skills in preparation for career placement.
- Develop and maintain positive contacts with potential employers to assist with job placement.
- Develop program goals and objectives and derive appropriate methods for translating these into student performance competencies.
- Establish, maintain, and manage standards of student behavior to achieve a functional learning environment conducive to learning.
- Evaluate student academic growth; keep appropriate records on the progress of students toward meeting established standards of achievement and performance.
- Identify student needs and collaborate with teachers, paraeducators, assigned supervisor, site administrator, Designated Instructional Service (DIS) staff, nurse, psychologist, parents and community agencies in assessing and helping students solve health, attitude and learning problems.
- Meet with personnel from business and agency training sites to determine training potential appropriate to the students' interests and competency levels.
- Participate on an Advisory Committee comprised of persons working in related fields of employment to assist in program development in support of the Career Technical Education.
- Prepare and maintain a current work schedule which may include, but not be limited to, lesson plans for substitute teachers.
- Prepare, maintain and submit timely and accurate records, report, files and documentation as assigned for each student enrolled, including but not limited to, diagnostic and assessment information, student goals and objectives, conference and contact notes from parents and other professionals, student progress records; complete and submit attendance records; prepare county and/or state reports as assigned and/or required.

- Provide assistance that is realistic in terms of current and future work specification making students competitive in the workforce.
- Provide for set-up of laboratory and shop areas for on-going work/projects; provide for emphasis on safety and teach constant awareness of safe work habits.
- Provide group and individual instruction utilizing effective teaching strategies, aids and equipment.
- Provide instructional support and vary instructional methods to accommodate student needs, interest, learning styles and ability levels; assist students in understanding concepts.
- Teach a specified Career Technical Education class for grades 7 – 12 in welding including but not limited to Flux Cored Arc Welding (FCAW), Gas Metal Arc Welding (GMAW), Metal Cored Arc Welding (MCAW), Gas Tungsten Arc Welding (GTAW)/Tungsten Inert Gas (TIG) welding, Metal Inert Gas (MIG) welding and Manual Metal Arc (MMA) welding, which are part of a program of study based on state adopted Career Technical Education Standards for the industry sector/career pathway identified.
- Teach fundamental skills, knowledge, concepts and attitudes in welding processes including but not limited to Flux Cored Arc Welding (FCAW), Gas Metal Arc Welding (GMAW), Metal Cored Arc Welding (MCAW), Gas Tungsten Arc Welding (GTAW)/Tungsten Inert Gas (TIG) welding, Metal Inert Gas (MIG) welding and Manual Metal Arc (MMA) welding, utilizing approved coursework and other appropriate learning activities which allows students to meet established standards of achievement.
- Attend and participate in a variety of assigned meetings, committees, conferences, in-services and/or special events.
- Comply with schedules, policies, regulations, procedures, orders, and directives of the County Superintendent.
- Exhibit professionally appropriate interpersonal skills including but not limited to tact, patience, flexibility and courtesy.
- Maintain a safe work environment.
- Operate a variety of office equipment, including but not limited to a computer and assigned software applications.
- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations or the public concerning assigned area.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.

OTHER DUTIES:
- Drive a vehicle to conduct work, using own transportation.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- Basic record-keeping and filing techniques.
- Behavior management strategies.
- California Career Technical Education Standards.
- Child guidance principles and practices.
- Classroom procedures and appropriate student conduct.
- Conflict resolution.
- Current techniques to maintain a safe environment and provide support for physically or verbally aggressive and/or self-abusive students in a non-harmful manner.

- Current techniques to prevent or intervene appropriately in order to defuse escalating behavior.
- Fundamentals of Welding including but not limited to Flux Cored Arc Welding (FCAW), Gas Metal Arc Welding (GMAW), Metal Cored Arc Welding (MCAW), Gas Tungsten Arc Welding (GTAW)/Tungsten Inert Gas (TIG) welding, Metal Inert Gas (MIG) welding and Manual Metal Arc (MMA) welding.
- Instructional methods and techniques.
- Problems and concerns of students with behavioral challenges and special needs.
- Professional certification/licensure and industry work experience related to subject area being taught.
- Safe practices in classroom, laboratory, shop and working environments.
- Subjects taught in county office schools including arithmetic, reading, writing, grammar and spelling.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:

- Collect data, analyze and evaluate situations accurately and adopt an effective course of action.
- Demonstrate and operate the use of various welding materials and equipment.
- Establish appropriate, positive and healthy relationships among youth.
- Intervene appropriately in order to defuse escalating student behavior.
- Maintain a safe environment and provide support for physically or verbally aggressive and/or self-abusive students in a non-harmful manner.
- Maintain a variety of reports and files related to job assignment and/or assigned program
- Meet schedules and deadlines.
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Observe health and safety regulations.
- Perform a variety of support activities related to behavior management and classroom instruction of students.
- Provide appropriate, effective and motivating learning experiences for students from a wide range of socio-economic levels and cultural backgrounds.
- Provide instructional support and assistance to teachers and students as assigned.
- Reinforce instruction to individual or small groups of students as directed by the teacher.
- Understand and follow oral and written instructions.
- Understand and relate to children with high risk and special needs.
- Utilize and integrate technology into the curriculum.
- Analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Perform non-instructional duties and responsibilities in an efficient and effective manner.
- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.

- Work confidentially and with discretion.
- Work independently with little direction.

EDUCATION AND EXPERIENCE:

EDUCATION:
- High School Diploma, General Education Degree (GED) or State High School Proficiency certificate.
- Bachelor's degree preferred.

EXPERIENCE:
- Three years of work experience directly related to the subject being taught.

LICENSES AND OTHER REQUIREMENTS:
- Valid California Designated Subjects Career Technical Education Credential in Building and Construction or in Manufacturing and Product Development *or* Valid California Single Subject Credential in Industrial and Technology Education with required industry required welding certification; English Learner (EL) Authorization.
- Valid California Welding Certification.
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent..
- Valid defensive driving certificate issued by an authorized agency within one year of date of hire may be required.
- Valid First Aid and CPR Certificate issued by an authorized agency within one year of date of hire.
- Valid Non-Violent Crisis Intervention Certificate issued by an authorized agency within one year of date of hire may be required.
- This position requires a pre-placement medical assessment (paid for by FCSS) at a clinic selected by the county office. Any offer of employment is contingent upon successful certification by designated physician that applicant is able to perform essential functions of the job, with or without reasonable accommodation.

WORKING CONDITIONS:

ENVIRONMENT:
- Career education classroom, laboratory, shop and/or working environment.
- Drive a vehicle to conduct work, using own transportation.
- Office and/or school facility environment.
- Regular interruptions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.

- Sitting, standing and/or walking for extended periods of time.
- Use hands to handle and/or feel; reach with hands and arms.
- Must frequently lift, push, pull or carry up to twenty-five (25) pounds and occasionally lift and/or move up to fifty (50) pounds and/or occasionally lift up to 100 pounds with assistance.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

HAZARDS:
- Abusive and potentially harmful outbursts from students.
- Abusive and potentially disruptive behavior from students.
- Possible contact with blood and/or other body fluid(s).

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification, however it is intended to accurately reflect the principal job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED:
Effective: September 9, 2014
Revised Date: April 12, 2018

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CERTIFICATED POSITION

JCN: 562
EXEMPT

RESOURCE SPECIALIST

BASIC FUNCTION:
Under the direction of the Chief Student Services Officer and/or assigned supervisor, provide an integrated educational program required for educational benefit for students across disability areas to enable successful functioning in the least restrictive environment.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
- Coordinate and plan, in collaboration with the classroom teacher, student work assignments requiring accommodations and modifications.
- Coordinate special education services with general education programs for each individual with exceptional needs enrolled in the resource specialist program.
- Demonstrate working knowledge of lesson objectives and effective use of direct teacher instruction; provide appropriate creative learning experiences based on Individualized Educational Program (IEP), Individual Family Service Plan (IFSP), Individualized Transition Plan (ITP) in the areas of self-help and health, language and communication, social behavior, academic skills, and career/vocational skills; perform academic testing.
- Determine professional goals and objectives through the assessment and evaluation process.
- Emphasize, at the secondary school level, academic achievement, career and vocational development, and preparation for adult life.
- Input and maintain accurate data on SELPA's approved IEP/IFSP software system.
- Maintain professional standards and competence through participation in professional growth opportunities provided by the office of the Fresno County Superintendent of Schools (FCSS) and in self-directed professional growth activities.
- Coordinate and plan the work of instructional staff assigned to the program and provide input into performance evaluation process.
- Monitor student progress on a regular basis; participate in the review and revision of IEP/IFSP/ITP, as appropriate.
- Prepare and maintain a current work schedule.
- Prepare, maintain and submit accurate records, reports, files and documentation as assigned for each student enrolled, including but not limited to, diagnostic information, student goals and objectives, conference information from parents and other professionals; complete and submit attendance records and all other reports; prepare county and/or state reports as assigned and/or required.
- Provide consultation, information, resources, materials, and assistance to individuals with exceptional needs, parents/guardians, administrators, and/or regular staff members.
- Provide information for and conduct conferences with parents, teachers, administrators, and other professionals regarding scheduling, student needs, attendance, IEP's and/or coordination of services from available agencies.
- Provide instruction and services to assigned students whose needs have been identified in an IEP/, IFSP and/or ITP developed by the IEP/IFSP/ITP team and who are assigned to a general education classroom for a majority of the school day.
- Utilize technology to enhance resource services.
- Work closely and cooperatively with all general and special education staff parents/guardians and community agencies to provide a complete program; serve as a liaison to community agencies.

- Attend and participate in a variety of assigned meetings, committees, conferences, in-services and/or special events including, but not limited to, IEP/IFSP/ITP, workshops, seminars, parent- teacher conferences and Student Study Team Meetings.
- Comply with schedules, policies, regulations, procedures, orders, and directives of the County Superintendent.
- Exhibit professionally appropriate interpersonal skills including but not limited to tact, patience, flexibility and courtesy.
- Maintain a safe work environment.
- Operate a variety of office equipment, including but not limited to a computer and assigned software applications.
- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations or the public concerning assigned area.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.

OTHER DUTIES:
- Drive a vehicle to conduct work, using own transportation.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- Behavior management strategies.
- Conflict resolution.
- Current techniques and procedures regarding curriculum and instructional design and delivery systems, and program evaluation strategies as they relate to teaching students with exceptional needs.
- Current techniques to maintain a safe environment and provide support for a physically aggressive and/or self-abusive student in a non-harmful manner.
- Current techniques to prevent or intervene appropriately in order to defuse escalating student behavior.
- Impact of the disability on family interactions and development.
- Planning, organization, coordination and implementation of the operations and activities of an assigned program, function or instructional area to enhance educational effectiveness and efficiency of the county office.
- Principles, procedures and techniques in the development and implementation of staff training activities.
- Research methods, report writing and data collection.
- Standards of training and providing work direction.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:
- Coordinate communications, information, personnel, and resources to assure smooth and efficient activities in job assignment and/or assigned program.
- Develop and implement modifications and intervention strategies to match specific student

needs.
- Direct the maintenance of a variety of reports and files related to job assignment and/or assigned program.
- Formulate and develop appropriate systems, policies, standards and procedures in compliance with a variety of federal, state, and local laws, rules and regulations as they relate to job assignment and/or assigned program.
- Maintain a safe environment and provide support for physically aggressive and/or self-abusive students in a non-harmful manner.
- Monitor and assess operations and activities of assigned program, function or instructional area for educational effectiveness and operational efficiency.
- Plan, organize, coordinate, and implement operations and activities of an assigned program, function or instructional area to enhance educational effectiveness and efficiency of the county office.
- Prevent or intervene appropriately in order to defuse escalating student behavior.
- Provide appropriate, effective and motivating learning experiences for students from a wide range of socio-economic levels and cultural backgrounds.
- Analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Perform non-instructional duties and responsibilities in an efficient and effective manner.
- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.
- Work confidentially and with discretion.
- Work independently with little direction.

EDUCATION AND EXPERIENCE:

EDUCATION:
- Bachelor's degree.
- Master's degree in Special Education preferred.

EXPERIENCE:
- Two years experience working with students with special needs preferred.

LICENSURE AND OTHER REQUIREMENTS:
- Valid California Education Specialist Credential or Specialist Instruction Credential in Special Education with Resource Specialist Added Authorization or Clear Resource Specialist Certificate of Competence, or eligibility for an emergency permit authorizing provision of services to students with mild/moderate disabilities.
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent.
- Valid Defensive Driving Certificate issued by an authorized agency within one year of date of hire.
- Valid First Aid and CPR Certificate issued by an authorized agency within one year of date

of hire may be required.
- Valid Non-Violent Crisis Intervention Certificate issued by an authorized agency within one year of date of hire may be required.
- This position requires a pre-placement medical assessment (paid for by FCSS) at a clinic selected by the county office. Any offer of employment is contingent upon successful certification by designated physician that applicant is able to perform essential functions of the job, with or without reasonable accommodation.

WORKING CONDITIONS:

ENVIRONMENT:
- Driving a vehicle to conduct work, using own transportation.
- Office and/or school facility environment with some outdoor/playground activities.
- Regular Interruptions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.
- Sitting, standing or walking for extended periods of time.
- Use hands to handle and/or feel; reach with hands and arms.
- Must frequently lift, push, pull or carry up to ten (10) pounds and occasionally lift and/or move up to fifty (50) pounds.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

HAZARDS:
- Abusive and potentially harmful outbursts from students which may pose a threat to staff and/or students.
- Possible contact with blood and/or other body fluid(s).

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification, however it is intended to accurately reflect the principal job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED:
Effective: May 14, 2013
Revised Date: April 12, 2018, January 31, 2020

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CERTIFICATED POSITION

JCN: 500
EXEMPT

SCHOOL NURSE

BASIC FUNCTION:
Under the direction of the Director of Health Services, provide advocacy and supplemental health services to students in Fresno County Schools administered by the Fresno County Superintendent of Schools, as assigned.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
- Conduct immunization programs; conduct all federal and state mandated school health services; assess and evaluate the health and development status of pupils; interpret the health and development assessment to parents, teachers, administrators and other professionals directly concerned with the pupil; design and implement individual student health maintenance plans; maintain communication with parents and all involved community practitioners and agencies; interpret medical and nursing findings appropriate to student's Individualized Education Program (IEP) and make recommendations to professional personnel directly involved; consult, conduct, and serve as a resource person for in-service training to teachers, school staff and administrators; develop and implement health education curriculum; act as a participant in implementing a comprehensive health instruction curriculum for students; counsel and assist pupils and parents in health related and school adjustment services; and teach health-related subjects under the supervision of a classroom teacher.
- Train and supervise nursing staff/unlicensed assistive personnel on a variety of specialized healthcare procedures and documentation of these procedures.
- Collect and prioritize comprehensive data based on the health care consumer's immediate condition or anticipated needs in a systematic and ongoing process; use appropriate evidence-based assessment techniques and instruments and tools; document relevant data in a retrievable format.
- Derive the diagnoses or issues through analysis of a broad range of assessment data, including data, from the student, family school staff, and health care providers; document diagnoses or issues in a retrievable format to facilitate the determination of the expected outcomes and plan.
- Involve student, family, health care providers, school staff and others in formulating expected outcomes when possible and appropriate; use standardized language or recognizable terminology to document the outcome in a retrievable form.
- Develop an individualized plan in partnership with the student's characteristics or situation to address each identified diagnoses, including emergency care provisions; establish the plan priorities with the family and others as appropriate and use the plan to provide direction to other members of the health care team; document the plan in a manner that uses standardized language or recognized terminology.
- Partner with the student, family, significant others, and caregivers as appropriate to implement the plan in a safe, realistic and timely manner; use evidence-based interventions and treatments specific to the diagnosis or problem; use community resources and systems to implement the plan; document implementation and any modifications, including changes or omissions of the identified plan in the appropriate health and educational records.
- Provide medically prescribed interventions, including medication administration and medical/nursing treatments, and standard care of ill and injured health care consumers in the school community; respond to health issues by providing counseling and crisis intervention

when required in such areas as teen pregnancy, substance abuse, death of family members, suicide, child neglect, or abuse; assume responsibility for the safe and efficient implementation of the plan.

- Advocate for the delivery of dignified, culturally competent, developmentally appropriate, and humane care by the inter-professional team; educate colleagues regarding implementation of the plan; incorporate the individualized health care plan into the student's educational day and after-school activities; document coordination of the care.
- Provide health education to students and parents on such topics as healthy lifestyles, risk-reducing behaviors, developmental needs, activities of daily living, and preventive self-care; provide general health education through classroom instruction or expert consultation; promote health, wellness, self-care, and safety through education of the school community regarding health issues; promote health principles through the Coordinated School Health Program; serve as a primary resource to school staff (and others, as appropriate) regarding health education.
- Seek consultation with other health professionals; document consultation with other health care providers and other professionals to ensure implementation of the plan; acquire knowledge through participation in formal or informal consultation to address issues in nursing practice.
- Conduct a systematic, ongoing, and criterion-based evaluation of the outcomes prescribed by the plan and indicated timeline; collaborate with the health care consumer and others involved in the care or situation in the evaluation process; document the results of the evaluation.
- Use Code of Ethics for Nurses with Interpretive Statements; Guide to the Code of Ethics for Nurses: Interpretation and Application; Code of Ethics for the School Nurse and other appropriate resources to guide practice; upholds health care consumer confidentiality within legal, regulatory, and ethical parameters of health and education; integrate caring, kindness, and respect into nursing practice.
- Participate in ongoing educational activities related to professional issues; seek formal and independent learning experiences to develop and maintain clinical and professional skills and knowledge; share educational findings, experiences, and ideas with peers; maintain professional records that provide evidence of competency and lifelong learning; maintain national school nurse certification.
- Use current evidence-based nursing knowledge, including research findings, to guide practice; incorporate evidence when initiating changes in school nursing practice; participate in data collection such as surveys, pilot projects, and formal studies.
- Use creativity and innovation to enhance school nursing care; participate in quality improvement activities; identify, collect, analyze data; formulate recommendations and implement activities to improve school nursing practice.
- Convey information to health care consumers in formats that promote understanding; disclose observations or concerns related to hazards, errors in care, or the practice environment to the appropriate level of administration; use communication as a strategy to achieve nursing goals; seek continuous improvement of one's own communication and conflict resolution skills.
- Incorporate the vision and goals of the school organization when planning care, and implementing and measuring progress of the individual student; participate in efforts to influence school health, public health, and general health care policy; participate in appropriate professional organizations in a membership or leadership capacity; participate in committees, councils, or administrative teams in the school or other setting.
- Partner with others to effect change and generate positive outcomes through the sharing of knowledge about the health care consumer and/or situation; function as a case manager in

collaboration with the health care consumer and other professionals and agencies; function as a liaison between the family, school, and community.
- Engage in self-evaluation of practice, identifying areas of strength as well as areas in which professional development would be beneficial; obtain informal feedback regarding one's own practice from clients, peers, professional colleagues, and others; take action to achieve goals identified during the evaluation process; interact with peers and colleagues to enhance one's own professional nursing practice or role performance; take corrective action to rectify a mistake and reduce future errors.
- Identify appropriate resources for assessed health care consumer care needs and desired outcomes; advocate for resources, including technology, that enhance school nursing practice and health care delivery; assist the health care consumer in securing appropriate available services, addressing needs across the health care continuum such as State Child Health Insurance Program.
- Promote a practice environment that reduces environmental health risks of health care consumers, including visitors; participate in strategies that promote emotionally and physically healthy communities.
- Manage school health services as appropriate to the nurse's education and practice environment; implement needed health programs using a program planning process.
- Bill appropriately and correctly to maximize fiscal stability.
- Initiate and maintain student health records.
- Maintain medical supplies and related equipment.
- Organize and participate in health clinics for students as well as coordinate follow-up and case management for treatment and remediation of health problems.
- Prepare and maintain a current work schedule.
- Prepare and maintain reports of health services rendered to students, quarterly.
- Provide computer-generated reports.
- Provide direct health services to identified students, following standardized procedures.
- Attend and participate in a variety of assigned meetings, committees, conferences, in-services and/or special events.
- Comply with schedules, policies and procedures as determined by the Fresno County Superintendent of Schools.
- Exhibit professionally appropriate interpersonal skills including but not limited to tact, patience, flexibility and courtesy.
- Maintain a safe work environment.
- Operate a variety of office equipment, including but not limited to a computer and assigned software applications.
- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations or the public concerning assigned area.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.

OTHER DUTIES:
- Drive a vehicle to conduct work, using own transportation.
- Perform related duties as assigned.
- Work a flexible schedule and able to travel between the city and county's school sites and other locations as indicated.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- CPR methods and procedures.
- Evidence based practice and continuous quality improvement.
- Health services available to students.
- Local, State and Federal standards and requirements governing health programs.
- Medi-Cal and Medicaid Administrative billing.
- Medical procedures associated with special health care needs.
- Modern medical terminology, equipment and techniques.
- Normal health and development as related to pediatric/adolescent/young adults.
- Practices and procedures involved in the administration of health services.
- Primary, secondary and tertiary prevention as related to students with disabilities.
- Problems and concerns of students with special needs.
- Transcultural nursing practices.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:
- Administer CPR/initiate emergency treatment as needed.
- Collaborate with program administration, staff, outside agencies and school districts in administering health services.
- Coordinate communications and resources to ensure program activities run smoothly and effectively.
- Develop and provide health case-management and related services to students with physical and other disabilities.
- Plan, organize, identify and provide health services to students;
- Prepare comprehensive narrative and statistical reports.
- Provide technical expertise, information and assistance to site personnel and parents.
- Recognize child health issues and concerns and coordinate community service programs to reduce potential problems.
- Supervise and evaluate the performance of assigned personnel.
- Analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Perform duties and responsibilities in an efficient and effective manner.
- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.
- Work confidentially and with discretion.
- Work independently with little direction.

EDUCATION AND EXPERIENCE:

EDUCATION:
- Bachelor of Science degree in Nursing or related field.

EXPERIENCE:
- Experience in Clinical, Public Health or School Nursing preferred.

LICENSURE AND OTHER REQUIREMENTS:
- Valid California School Nurse Services Credential.
- Valid California Registered Nurse License.
- Valid Audiometry Certification (or working towards receiving certification).
- Valid CPR/AED Certificate issued by an authorized agency.
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent.
- Valid Defensive Driving Certificate issued by an authorized agency within one year of date of hire.
- This position may require a pre-placement medical assessment (paid for by FCSS) at a clinic selected by the county office. Any offer of employment is contingent upon successful certification by designated physician that applicant is able to perform essential functions of the job, with or without reasonable accommodation.

WORKING CONDITIONS:

ENVIRONMENT:
- Classroom, school campus and playground environment.
- Drive a vehicle to conduct work, using own transportation.
- Health office, and/or school facility environment.
- Regular interruptions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.
- Sitting, standing and/or walking for extended periods of time.
- Use hands to handle and/or feel; reach with hands and arms.
- Must frequently lift, push, pull or carry up to ten (10) pounds and occasionally lift and/or move up to fifty (50) pounds.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

HAZARDS:

- Potential for contact to include but may not be limited to blood borne pathogens, communicable diseases, blood and other bodily fluids.
- Potential for interaction with students that have emotional disturbances and or aggressive behaviors.

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification; however, it is intended to accurately reflect the principle job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED:
Effective: March 1, 2017
Revised Date: April 12, 2018

Section 14.12 - Classified Staff Job Descriptions

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CLASSIFIED POSITION

JCN: 302
RANGE: 123
NON-EXEMPT

BILINGUAL PARAEDUCATOR – CAREER TECHNICIAL EDUCATION

BASIC FUNCTION:
Under the direction of an assigned supervisor, provide instructional support and assistance to teachers and students within the career technical high school; perform a variety of support activities related to behavior management and classroom instruction of students; perform a variety of clerical support duties related to classroom and program activities.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- Assist assigned teacher with the development and implementation of lesson plans for career technical education (CTE) and academic core courses; monitor and ensure order in assigned classroom(s); assist in administering, proctoring and scoring tests and papers; assist in monitoring student progress; modify materials and explain instructions and words as necessary.
- Assist in determining English proficiency of identified students as assigned; explain and interpret results to appropriate parties.
- Assist students in completing classroom assignments, homework and projects; ensure student understanding of classroom rules and procedures; assist students by answering questions and providing proper examples, emotional support, friendly attitude and general guidance.
- Assist team members with the development and implementation of academic and behavioral support plans; reinforce positive behaviors and academic performance; reinforce social and behavioral skills as directed by assigned supervisor.
- Direct group activities of students as needed; assist in monitoring recesses, breaks and other activities; assist in serving breakfasts and lunches; accompany students on field trips as assigned.
- Ensure the health and safety of students by following health and safety practices and procedures; maintain learning environment in a safe, orderly and clean manner.
- Observe and control behavior of students according to approved procedures; report progress regarding student performance and behavior; communicate with parents and administrators regarding student performance and behavior as necessary.
- Perform a variety of clerical duties such as preparing, typing, duplicating and filing a variety of materials; prepare necessary student and program paperwork; maintain student records and files; record student attendance; process various forms and applications.
- Provide instructional support and assistance to teachers and students assigned to CTE program; tutor individual or small groups of students, reinforcing instruction as directed by the teacher; monitor and oversee student drills, practices and assignments in various subjects.
- Provide support to the teacher by setting up work areas, displays and exhibits, operating equipment and distributing and collecting paper, supplies and materials.
- Read books to students and observe their reading abilities as assigned; assist students with letter and word pronunciation and recognition as directed.
- Reinforce instruction to students with learning disabilities, language, communication and behavioral problems as assigned; confer with teachers concerning programs and materials to meet the individual needs of students.

- Attend and participate in a variety of assigned meetings, committees, conferences, in-services and/or special events.
- Comply with schedules, policies, regulations, procedures, orders and directives of County Superintendent.
- Exhibit professionally appropriate interpersonal skills including but not limited to tact, patience, flexibility and courtesy.
- Maintain a safe work environment.
- Operate a variety of office and classroom equipment, including but not limited to assigned software applications.
- Read, speak, translate and/or write in a designated second language.
- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations or the public concerning assigned area.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.

OTHER DUTIES:
- Drive a vehicle to conduct work using own transportation and/or FCSS vehicle.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- Career Technical Education model curriculum standards.
- Child guidance principles and practices.
- Classroom procedures and appropriate student conduct.
- Instructional methods and techniques.
- Problems and concerns of students with behavioral challenges and special needs.
- Subjects taught in county office schools including arithmetic, reading, writing, grammar and spelling.
- Safe practices in classroom and playground activities.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:
- Monitor, observe and report student behavior and progress according to approved policies and procedures.
- Observe health and safety regulations.
- Perform a variety of clerical support duties related to classroom and program activities.
- Perform a variety of support activities related to behavior management and classroom instruction of students.
- Reinforce instruction to individual or small groups of students as directed by the teacher.
- Understand and follow oral and written instructions.
- Understand and relate to children.

- Analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.
- Work confidentially and with discretion.
- Work independently with little direction.

EDUCATION AND EXPERIENCE:

EDUCATION:
- High School Diploma, General Education Degree (GED) or State High School Proficiency certificate.
- Completion of 48 semester units, an Associate's degree or higher or taken and passed the CBEST exam or successful completion of a rigorous, local, Paraeducator Academic Assessment.

EXPERIENCE:
- Sufficient experience working with youth in an educational setting.

LICENSURE AND OTHER REQUIREMENTS:
- Read, speak, translate and/or write in a designated second language**.**
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent.
- Valid First Aid and CPR certificate issued by an authorized agency.
- Valid defensive driving certificate issued by an authorized agency.
- This position requires a pre-placement medical assessment (paid for by FCSS) at a clinic selected by the county office. Any offer of employment is contingent upon successful certification by designated physician that applicant is able to perform essential functions of the job, with or without reasonable accommodations.
- California Food Handler card may be required.

WORKING CONDITIONS:

ENVIRONMENT:
- Office and/or school facility, classroom and playground environment.
- Regular interruptions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.

- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.
- Sitting, standing and/or walking for extended periods of time.
- Use hands to handle and/or feel; reach with hands and arms.
- Must frequently lift, push, pull or carry up to twenty-five (25) pounds and occasionally lift and/or move up to fifty (50) pounds.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

HAZARDS:
- Possible contact with blood and/or other body fluid(s).

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification, however it is intended to accurately reflect the principal job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED:
Effective: 07/27/2018
Revised: 09/01/2020

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CLASSIFIED POSITION

JCN: 350
RANGE: 137
NON-EXEMPT

BILINGUAL PROGRAM ASSISTANT

BASIC FUNCTION:
Under the direction of an assigned supervisor, perform a variety of responsible clerical and secretarial duties, involving frequent public contact requiring an understanding of a process or functional area at an assigned office and/or school environment; organize office activities and coordinate flow of communications and information.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
- Assist assigned program with technology, equipment, furniture and supply needs; coordinate purchasing, repair and maintenance of assets; order office supplies and equipment as needed by program, as approved.
- Assist with maintaining program records and electronic storage of records; assist in updating assigned program's document storage management system.
- Assist with monitoring, developing and maintaining program budgets and related reports as assigned; prepare and process purchase orders, invoices and requisitions; receive and process payments of program invoices with the approval of assigned supervisor; generate and transmit billing invoices for assigned program services and monitor receipt of payment thereof.
- Assist with preparing, reviewing and processing contracts for assigned program.
- Communicate with county office staff, students, parents and outside organizations to coordinate activities, exchange information; assist program and exercise sound judgement in resolving issues or concerns.
- Compile information, prepare and maintain a variety of records, reports and files related to program functions, students, financial activity, correspondence, purchases, staff and assigned duties; process a variety of forms and applications; duplicate and distribute materials as needed.
- Compose correspondence independently or from oral instructions; type letters, forms, reports, memoranda, fliers, agenda items, newsletters, bulletins, lists, fliers, notices, spreadsheets and other materials from straight copy, rough draft or oral instructions; proofread and verify accuracy of various documents.
- Coordinate travel arrangements for assigned personnel and make reservations as assigned; complete and process related reimbursements and other forms.
- Coordinate, schedule and attend a variety of meetings, workshops, in-services and other assigned events; prepare and send out notices of meetings; reserve facilities; collect and compile information for meetings, projects and workshops; take, transcribe and distribute minutes as directed; coordinate, set up and breakdown for meetings, workshops and other events and activities as assigned.
- Input a variety of data into an assigned computer system; maintain various automated records and files; perform work, requiring attention to detail, accuracy and verification of data and information; perform keyboarding, photocopying and other duties as assigned.
- Maintain and utilize calendar and deadline reminder systems; make and/or confirm appointments; schedule appointments and conferences as directed.
- Prepare workshop and training materials including, but not limited to, PowerPoint presentations, in coordination with assigned supervisor.

- Process employee and/or student attendance records and other related forms and documents in assigned area; communicate absences to designated personnel.
- Read, sort and date incoming mail; ensure outgoing mail is delivered in a timely manner; and when necessary, route mail to delivery service and follow-up on timely delivery.
- Receive, collect and process monies as assigned; maintain related records.
- Schedule and arrange interviews, appointments, conferences and other events; maintain confidentiality of sensitive and privileged information.
- Support the delivery of quality service, program goals and optimum work production.
- Attend and participate in a variety of assigned meetings, committees, conferences, in-services and/or special events.
- Comply with schedules, policies, regulations, procedures, orders and directives of the County Superintendent.
- Exhibit professionally appropriate interpersonal skills including, but not limited to, tact, patience, flexibility and courtesy.
- Maintain a safe work environment.
- Keyboarding at an acceptable rate to complete reports and correspondence required by the position.
- Operate a variety of office equipment including, but not limited to, a computer and assigned software applications.
- Read, speak, translate and/or write in a designated second language.
- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations, vendors, parents, students or the public concerning assigned area; initiate and answer telephone calls; take messages; screen and route calls; greet and assist visitors; respond to inquiries and provide information related to assigned program(s), functions, schedules, activities, standards, policies and procedures.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.

OTHER DUTIES:
- Driving a vehicle to conduct work, using own transportation and/or FCSS vehicle.
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- Basic inventory practices and procedures.
- Business letter and report writing techniques.
- Methods of collecting and organizing data and information.
- Modern office practices, procedures and equipment.
- Principles and practices of data processing.
- Record-keeping and report preparation techniques.
- Telephone techniques and etiquette.
- Terminology, practices and procedures of assigned office and/or school environment.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:
- Add, subtract, multiply and divide with speed and accuracy.
- Assist in ensuring smooth and efficient office operations.
- Compile and verify data and prepare reports.
- Compose correspondence and written materials independently or from oral instructions.
- Ensure efficient and timely completion of office projects and activities.
- Establish and maintain cooperative and effective working relationships with others.
- Learn, interpret, apply and explain laws, rules, regulations, policies and procedures.
- Learn policies and objectives of assigned programs and activities.
- Maintain records and prepare reports.
- Meet schedules and timelines.
- Order, receive and maintain inventory of office supplies and equipment.
- Organize office activities and coordinate flow of communications and information.
- Participate in a variety of activities as assigned.
- Perform a variety of responsible clerical and secretarial duties, involving frequent public contacts and requiring an understanding of a process or functional area at an assigned office and/or school environment.
- Understand and follow oral and written directions.
- Understand and resolve issues, complaints or problems.
- Analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Read, speak, translate and/or write in a designated second language.
- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.
- Work confidentially and with discretion.
- Work independently with little direction.

EDUCATION AND EXPERIENCE:

EDUCATION:
- High school diploma, General Education Degree (GED) or State High School Proficiency certificate.

EXPERIENCE:
- Two years of responsible clerical or secretarial experience involving frequent public contact.

LICENSES AND OTHER REQUIREMENTS:
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent.
- Read, speak, translate and/or write in a designated second language.

WORKING CONDITIONS:

ENVIRONMENT:

- Driving a vehicle to conduct work, using own transportation and/or FCSS vehicle.
- Office and/or school environment.
- Regular interruptions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including, but not limited to, fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.
- Sitting, standing and/or walking for extended periods of time.
- Use hands to handle and/or feel; reach with hands and arms.
- Must frequently lift, push, pull or carry up to ten (10) pounds and occasionally lift and/or move up to twenty-five (25) pounds.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification; however, it is intended to accurately reflect the principle job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED:
Effective: July 01, 2019

FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
CLASSIFIED POSITION

JCN: 168
RANGE: 125
NON-EXEMPT

CUSTODIAN

BASIC FUNCTION:
Under the direction of the Director, Facilities and Operations and assigned supervisor, perform routine custodial activities and minor building maintenance duties; perform related work as required.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:
- Clean and disinfect drinking fountains and restroom facilities including sinks, toilets and urinals; fill dispensers with towels, soap, toilet paper and other items; clean mirrors, tile and windows; unclog drains and toilets.
- Landscape site yard as assigned: mow, edge, trim hedges/trees, rake and weed flower beds, spray for weeds, rake leaves; perform general grounds maintenance and gardening work around school plant(s). Maintain irrigation system and timers, fix broken sprinklers; maintain all landscaping equipment; take equipment to be serviced and/or repaired as needed.
- Lock and unlock doors and gates as appropriate; maintain security of assigned areas according to established guidelines; set alarms as appropriate.
- Maintain buildings and adjacent grounds areas in a clean, orderly and secure condition; clean classrooms, cafeterias, lounges, offices, kitchens and other facilities as assigned.
- Monitor inventory levels of custodial supplies and equipment as directed; order supplies and equipment as assigned.
- Monitor students boarding and disembarking buses for safety as assigned.
- Monitor temperature in specified rooms to ensure comfortable working environment for county office employees, students and visitors.
- Move and arrange furniture and equipment; prepare conference rooms for special events or meetings; set-up and assemble chairs, tables and other furniture and equipment for special events and activities; clean up furniture, equipment and debris following these events.
- Operate custodial equipment such as vacuums, mops, strippers, steam cleaners, small hand and power tools, buffer/scrubber machines and other equipment as assigned.
- Perform a variety of routine general maintenance and repairs on equipment and furniture as assigned.
- Perform general grounds clean-up including picking up debris and emptying waste receptacles; dust and polish furniture and woodwork; empty waste receptacles; spot mop spills; remove gum, debris and graffiti as needed; clean whiteboards and empty pencil sharpeners; sweep and power wash concrete surfaces adjacent to buildings.
- Perform routine custodial activities individually or as a part of a crew at an assigned school site or county office facility.
- Pick up and distribute meals from the district central location as assigned.
- Raise and lower flags as required.
- Replace ballasts, light bulbs and/or tubes as needed.
- Report safety, sanitary and fire hazards to appropriate personnel; monitor fire extinguisher expiration dates for replacement; report need for maintenance repairs to appropriate authority; respond to emergency custodial requests as needed; ensure proper evacuation of buildings during fire alarm.
- Sweep, scrub, mop, strip, wax and polish floors; vacuum and shampoo rugs, carpets, and

upholstery in assigned rooms and eating areas.
- Attend and participate in a variety of assigned meetings, committees, conferences, in-services and/or special events.
- Comply with schedules, policies, regulations, procedures, orders, and directives of the County Superintendent.
- Exhibit professionally appropriate interpersonal skills including but not limited to tact, patience, flexibility and courtesy.
- Maintain a safe work environment.
- Operate a variety of office equipment, including but not limited to a computer and assigned software applications.
- Serve as a liaison between County Superintendent and administrators, personnel, outside organizations or the public concerning assigned area.
- Serve as a technical resource concerning assigned program, function or instructional area.
- Work collaboratively and maintain effective working relationships with others in the course of work in assigned area.

OTHER DUTIES:
- Ability to work on a flexible schedule as assigned
- Drive a vehicle to conduct work, using own transportation and/or FCSS vehicle.
- Perform related duties as assigned.
- Travel between work sites.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:
- Appropriate safety precautions and procedures.
- Appropriate student contact.
- Grounds maintenance procedures including mowing, edging, raking and weeding.
- Methods, equipment and materials used in gardening and grounds keeping work.
- Modern cleaning methods including basic methods of cleaning floors, whiteboards, carpets, furniture, walls and fixtures.
- Policies, procedures and regulations for custodial activities.
- Proper lifting techniques.
- Proper methods of storing equipment, materials and supplies.
- Proper methods, techniques, materials, tools and equipment used in modern custodial work.
- Requirements of maintaining buildings in a safe, clean and orderly condition.
- Proper English usage, grammar, spelling, punctuation and vocabulary in all forms of communication.
- State Education Code, local, state and federal laws, codes, regulations and requirements and county office organization, operations, policies and objectives as related to assigned activities and/or instructional area.
- Theoretical and technical aspects of field of specialty.

ABILITY TO:
- Adjust prescribed schedule to meet emergency needs.
- Establish positive and healthy relationships with staff and students.
- Maintain buildings and adjacent grounds areas in a clean, orderly and secure condition.
- Maintain tools and equipment in clean working order.
- Meet schedules and timelines.

- Move and arrange furniture and equipment for meetings and special events.
- Observe and report safety hazards and need for maintenance and repair.
- Observe health and safety regulations.
- Operate a variety of custodial equipment.
- Perform custodial activities individually or as part of a crew at an assigned facility.
- Perform minor non-technical repairs.
- Perform routine and repetitive work to completion.
- Understand and follow oral and written directions.
- Use cleaning materials and equipment in a safe and efficient manner.
- Work in close contact with student population.
- Analyze and evaluate situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- Drive a vehicle to conduct work.
- Interpret, apply, and explain rules, regulations, policies and procedures.
- Maintain consistent, reasonably regular, punctual attendance consistent with federal, state and local standards.
- Safely and successfully perform essential job functions consistent with federal, state and local standards, including meeting qualitative and/or quantitative productivity standards.
- Work confidentially and with discretion.
- Work independently with minimal direction.

EDUCATION AND EXPERIENCE:

EDUCATION:
- High school diploma, General Education Degree (GED) or State High School Proficiency certificate.

EXPERIENCE:
- Sufficient training and experience to demonstrate the knowledge and abilities listed above.

LICENSURE AND OTHER REQUIREMENTS:
- Valid California driver's license; when driving for work, maintain automobile liability insurance in accordance with California Insurance Code section 11580.1 or maintain other statutorily authorized financial responsibility.
- Enrollment in the California Department of Motor Vehicles Government Employer Pull Notice Program at time of hire and throughout employment with the County Superintendent.
- Valid First Aid and CPR Certificate issued by an authorized agency within one year of date of hire may be required.
- This position requires a pre-placement medical assessment (paid for by FCSS) at a clinic selected by the county office. Any offer of employment is contingent upon successful certification by designated physician that applicant is able to perform essential functions of the job, with or without reasonable accommodation.
- California Food Handler Card may be required.

WORKING CONDITIONS:

ENVIRONMENT:
- Driving a vehicle to conduct work, using own transportation and/or FCSS vehicle.
- Indoor and outdoor work environment.

- Office and/or school facility environment.
- Regular exposure to fumes, dust and odors.
- Regular interruptions.
- Seasonal heat and cold or adverse weather conditions.
- Small and large group meetings.

PHYSICAL DEMANDS:
- Bending at the waist, kneeling or crouching; climb or balance.
- Eyesight corrected or uncorrected sufficient to read a variety of materials including but not limited to fine print.
- Hearing with or without use of hearing aid(s) sufficient to hear any conversation with others; understandable voice and speech patterns.
- Manual dexterity and coordination sufficient to operate office and/or classroom equipment.
- Sitting, standing and/or walking for extended periods of time.
- Strength to perform heavy physical labor.
- Use hands to handle and/or feel; reach with hands and arms.
- Must frequently lift, push, pull or carry up to fifty (50) pounds and occasionally lift and/or move up to one hundred (100) pounds with assistance.
- Walk at a pace to promptly and safely perform job duties.

The physical demands and working conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this position, subject to reasonable accommodation.

HAZARDS:
- Exposure to cleaning agents and/or chemicals.
- Possible contact with blood and other body fluids.
- Students may display potentially harmful behavior to self and/or others.
- Working on ladders.

This position description may not be an exhaustive list of all duties, knowledge, or abilities associated with this classification; however, it is intended to accurately reflect the principle job elements. Related duties, knowledge, or abilities to those expressly stated may also be required for successful performance of the position.

APPROVED:
Effective: 07/01/2003
Revised: 05/20/2008; 11/18/2011; 11/14/2017; 09/01/2022

Section 14.13 - Teacher Credentials

Staff Report CTEC Teachers and Credentials as of 10/29/2024

Last Name	First Name	Job Title	Credential 1	Credential 1 Issue Date	Credential 1 Expiration Date	Subject Area 1	Credential 2	Credential 2 Issue Date	Credential 2 Expiration Date	Subject Area 2
ADJEMIAN	MANIK	Teacher - Secondary	Single Subject Teaching Credential (Clear)	10/1/22	11/1/27	Foundational-Level Mathematics (Examination); Science: Physics				
BROWN	MARK	Career Technical Education Instructor	Career Technical Education Teaching Credential (Clear)	8/1/22	9/1/27	Building and Construction Trades				
CABRERA	JAMMILEX	Teacher - Secondary	Single Subject Teaching Credential (Clear)	5/23/22	6/1/27	Mathematics				
CALDERON	KIMBERLY	Teacher - Secondary	Single Subject Teaching Credential (Clear)	8/1/20	8/1/25	Science: Biological Sciences				
CANTU	ADRIAN	Career Technical Education Instructor	Career Technical Education Teaching Credential (Clear)	4/1/20	5/1/25	Engineering and Architecture				
CAPPER	ANNA	Teacher - Secondary	Single Subject Teaching Credential (Clear)	7/1/22	7/1/27	English (Examination)				
CAVAZOS	JACOB	Career Technical Education Instructor	Career Technical Education Teaching Credential (Clear)	3/31/23	4/1/28	Building and Construction Trades; Manufacturing and Product Development				
COLE	PRESTON	Teacher - Secondary	Single Subject Teaching Credential (Clear)	5/31/23	6/1/28	Social Science (Examination)				
DEGOUGH	ERIN	Teacher - Secondary	Single Subject Teaching Credential (Clear)	5/1/24	5/1/29	English (Examination)				
DELAPP	JOHN	Teacher - Secondary	Single Subject Teaching Credential (Clear)	4/1/24	4/1/29	Science: Chemistry (Examination); Foundational-Level General Science				
EMERSON	BRIAN	Career Technical Education Instructor	Career Technical Education Teaching Credential (Clear)	7/1/20	7/1/25	Building and Construction Trades; Engineering and Architecture; Manufacturing and Product Development	Single Subject Teaching Credential (Clear)	7/1/24	7/1/29	Science: Physics (Examination)
FREA	MARIONETTE	Resource Specialist	Education Specialist Instruction Credential (Clear)	12/19/19	1/1/25	Mild/Moderate Disabilities				
FULVIO	CARINA	Teacher - Secondary	Single Subject Teaching Credential (Clear)	6/1/23	6/1/28	English				
HUDLER	GERAD	Career Technical Education Instructor	Career Technical Education Teaching Credential (Preliminary)	1/1/24	2/1/27	Building and Construction Trades				

Staff Report CTEC Teachers and Credentials as of 10/29/2024

Last Name	First Name	Job Title	Credential 1	Credential 1 Issue Date	Credential 1 Expiration Date	Subject Area 1	Credential 2	Credential 2 Issue Date	Credential 2 Expiration Date	Subject Area 2
ADJEMIAN	MANIK	Teacher - Secondary	Single Subject Teaching Credential (Clear)	10/1/22	11/1/27	Foundational-Level Mathematics (Examination); Science: Physics				
BROWN	MARK	Career Technical Education Instructor	Career Technical Education Teaching Credential (Clear)	8/1/22	9/1/27	Building and Construction Trades				
CABRERA	JAMMILEX	Teacher - Secondary	Single Subject Teaching Credential (Clear)	5/23/22	6/1/27	Mathematics				
CALDERON	KIMBERLY	Teacher - Secondary	Single Subject Teaching Credential (Clear)	8/1/20	8/1/25	Science: Biological Sciences				
CANTU	ADRIAN	Career Technical Education Instructor	Career Technical Education Teaching Credential (Clear)	4/1/20	5/1/25	Engineering and Architecture				
CAPPER	ANNA	Teacher - Secondary	Single Subject Teaching Credential (Clear)	7/1/22	7/1/27	English (Examination)				
JONES	EMMA	Teacher - Secondary	Single Subject Teaching Credential (Clear)	5/17/22	6/1/27	Science: Biological Sciences				
LIMDREN	CASIE	Teacher - Secondary	Multiple Subject Teaching Credential (Clear)	8/1/23	8/1/28	General Subjects (Examination); Mathematics	Single Subject Teaching Credential (Clear)	3/1/24	3/1/29	Mathematics
MARTINEZ	RICK	Teacher - Secondary	Single Subject Teaching Credential (Clear)	6/2/22	7/1/27	Physical Education (Examination)				
PAYNE	STEPHANIE	Teacher - Secondary	Single Subject Teaching Credential (Intern)	8/1/24	9/1/26	Social Science (Examination)				
RIOJAS JR	ARNOLD	Career Technical Education Instructor	Career Technical Education Teaching Credential (Preliminary)	7/26/22	8/1/25	Manufacturing and Product Development				
SAAVEDRA	JUAN	Resource Specialist	Education Specialist Instruction Credential (Clear)	5/1/24	5/1/29	Moderate/Severe Disabilities;	Multiple Subject Teaching Credential (Clear)	3/1/20	3/1/25	General Subjects (Examination); BCLAD: Spanish
SHELDON	BRYAN	Teacher - Secondary	Single Subject Teaching Credential (Clear)	3/1/24	3/1/29	Mathematics (Examination)				
VARGAS CHAVEZ	JHOSSELYN	Teacher - Secondary	Single Subject Teaching Credential (Clear)	5/24/22	6/1/27	World Language: Spanish				
VILLARREAL JR	ROLANDO	Teacher - Secondary	Single Subject Teaching Credential (Clear)	6/1/23	6/1/28	English				
VOLKOV	TIMOFEY	Career Technical Education Instructor	Career Technical Education Teaching Credential (Preliminary)	7/2/24	8/1/27	Manufacturing and Product Development; Engineering and Architecture				

Section 14.14 - PLC Structure

PLC SCHEDULE A				
	Team	**ROOM**	**LEAD/S**	**Members**
8:15-10:00	Senior PLC	Rm 202	Sheldon	Emerson (Overall CTE Rep), Payne, Villarreal, Brown (Construction Rep)
10:00-11:45	Freshman PLC	Rm 503	Fulvio/ Vargas	Brown, Cabrera, Calderon, Riojas
11:45-12:15	Lunch			
12:15-2:00	Sophomore PLC	Rm 204	Adjemian/ Capper	Cantu, Cole, Hudler, Jones, Payne
2:00-3:45	Junior PLC	Rm 201	DeLapp	Capper, Cavazos, Cole, Limdren, Villarreal, Volkov
3:45-4:15	CTE PLC	IC Lab	Cavazos	Brown, Cantu, Emerson, Hudler, Riojas, Volkov

PLC SCHEDULE A w/ PLC Lead Meeting	
	Team
8:00-8:30	PLC Lead Meeting
8:30-10:05	Senior PLC
10:05-11:40	Freshman PLC
11:40-12:15	Lunch
12:15-1:50	Sophomore PLC
1:50-3:25	Junior PLC
3:25-4:15	CTE PLC

PLC SCHEDULE B		
	Team	**ROOM**
8:15-9:15	Senior PLC	202
9:15-10:15	Junior PLC	201
10:30-11:30	Freshman PLC	503
11:30-12:30	Sophomore PLC	204
12:30-1:15	Lunch	
1:15-4:15	PD Session/ Department PLC	Various

PLC SCHEDULE B w/ Staff Meeting	
	Team
8:15-9:15	Senior PLC
9:15-10:15	Junior PLC
10:30-11:30	Freshman PLC
11:30-12:30	Sophomore PLC
12:30-1:15	Lunch
1:15-3:15	PD Session/ Department PLC
3:15-4:15	Staff Meeting

	PLC Schedule	PD Topic	PLC Focus
August 12	12th on Campus Schedule	Aeries Gradebook w/ Sheldon (new teachers only) & Keenan Training	Norms, Roles, SMART Goal
August 19	12th on Campus Schedule w/ Staff Meeting	Keenan Training & Parent Night Prep	
August 23 - All Staff Day	Integrated Projects/ Curriculum Maps - See agenda here.		
August 26	PLC Schedule A w/ PLC Lead Meeting	N/A	Intergrated Projects, Curriculum Maps, SMART Goals
September 2 - Labor Day			
September 9	PLC Schedule B w/ Staff Meeting		Vertical PLC
September 16	PLC Schedule A	N/A	RTI
September 23	PLC Schedule B	RTI	Vertical PLC
September 30	PLC Schedule A w/ PLC Lead Meeting	N/A	
October 7	PLC Schedule B w/ Staff Meeting		Vertical PLC
October 11 - All Staff Day	INTEGRATED PROJECT PLANNING - Finish pacing guide, develop instructional tools (ex. rubrics, checklists, launch event handouts, assessments, etc.)		
October 14	PLC Schedule A	N/A	
October 21	PLC Schedule B	AI Flash PD	Vertical PLC
October 28	PLC Schedule A w/ PLC Lead Meeting	N/A	
November 4	PLC Schedule B w/ Staff Meeting		Vertical PLC
November 11 - Veteran's Day			

November 18	PLC Schedule A - Staff Meeting @ 3:45 (no CTE meeting)	N/A
November 25 - Thanksgiving Break		
December 2	PLC Schedule A	N/A
December 9	PLC Schedule A w/	N/A
December 16	PLC Schedule A	N/A

Parent Student Handbook



2024-2025

Parents and Students,

Welcome to CTEC High School! We are so excited for the upcoming school year and the ability to work with you. Every aspect of CTEC was designed to serve your child and create 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.

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 what makes them unique 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 your child's educational needs. Please take advantage of every opportunity to engage with us.

We have an amazing year planned for you! There will be opportunities for you to showcase your skills and knowledge, the ability to engage with technology that is changing the future of our world, to improve the lives of people within our community, and, most of all, to develop lasting friendships with your peers. It is time for you to make your mark!

Sincerely,



Jonathan Delano
Director
Career Technical Education Charter High School

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MISSION AND VISION STATEMENT

Mission

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

Vision

At CTEC, 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.

SCHOOLWIDE LEARNING OUTCOMES

CTEC's school-wide learning outcomes are an accountability measure for the implementation of CTEC's mission and vision statements. Each will address the skills that CTEC expects students at CTEC to demonstrate upon graduation to be successful in their post-secondary education and careers.

- ***Critical Thinking & Problem Solving*:** Students are analyzing, evaluating, interpreting, or synthesizing information and applying creative thought to form an argument, solve a problem, or reach a conclusion;

- ***Collaboration*:** Courses will engage students as mediators of conflict and controversy and as advocates for themselves and others. Students will foster self-discipline and learning through the use of responsible behavior;

- ***WOVEN Communication:*** Students will demonstrate the productive and confident delivery of information through a variety of types of communication such as Written, Oral, Visual, Electronic, and Non-Verbal **(WOVEN)** methods;

- ***Career and College Readiness:*** **CTEC** will develop students who are considered to be equipped with the knowledge and skills deemed essential for success in college programs, as well as who are considered to be equipped with the knowledge and skills deemed to be essential for success in the modern workforce.

CTEC Cultural Pillar Statements

***If a student has internalized the pillars, they should believe and live these statements*

You Matter

I can create change.
I make healthy choices for myself.
I understand that what I hear may be different from what was said.
I can control my thoughts.
I recognize how thoughts about myself are affected by others.
I can see value in myself as an individual even if I make mistakes.
I believe that I have a purpose
I believe I have something valuable to contribute.
I believe that because I matter, others matter also.
I believe that I do not go unnoticed.
I believe that the words I speak to myself have power.



Be Present

I will be present and fully engage in the moment.
I will limit things that could distract myself and others.
I will be connected with my peers, school, community and world.
I will be prepared mentally, physically, and emotionally.
I will take ownership in the opportunities provided me.
I am aware of my environment and what behaviors are appropriate.



Raise the Bar

I believe that my failures do not define me. I want more for myself.
I will look for opportunities to grow.
I believe it is important to always look ahead. I believe it is important to continue to innovate. I will strive to overcome obstacles and resolve issues. I see feedback as an opportunity to improve. I am not satisfied with just completing a task. I believe that anything worth doing is worth doing well. I take initiative.
I understand that failure is okay if I tried my very best, and I am willing to try again.
I will always strive to be my best.
I believe there is always an opportunity to grow.
I believe that failure does not define me.
I believe I have the ability to lead others.
I will follow through.
I will establish realistic goals and work to achieve them.



Create an Impact

I believe my words and actions can impact others both positively and negatively.
I believe what I do and say now will echo in the future. I understand that it is important to recognize the viewpoints of others.
I treat others with mutual respect.
I am welcoming to others and seek to expand my circle of community.
I recognize my shared responsibility to make CTEC as safe space.
I am thoughtful in my interactions with others. I support my peers in their learning and growth.
I will look for ways to serve.
I know what I say may not always be understood.



GRADUATION PROFILE

CTEC STUDENTS

Live by the Code…

You matter

Your inherent value is of upmost importance and gives you the power to take control of your thoughts and choices

Be present

Your presence is the foundation of your ability to successfully engage your goals, school, and community

Raise the bar

You can choose, at every moment, to generate improvement from your circumstances and experiences

Create an impact

Every word you use and every action you take influences those around you, regardless of your intentions

Strive to be…

Learners

Confident in the skills and knowledge they possess and able to apply both with precision and accuracy

Citizens

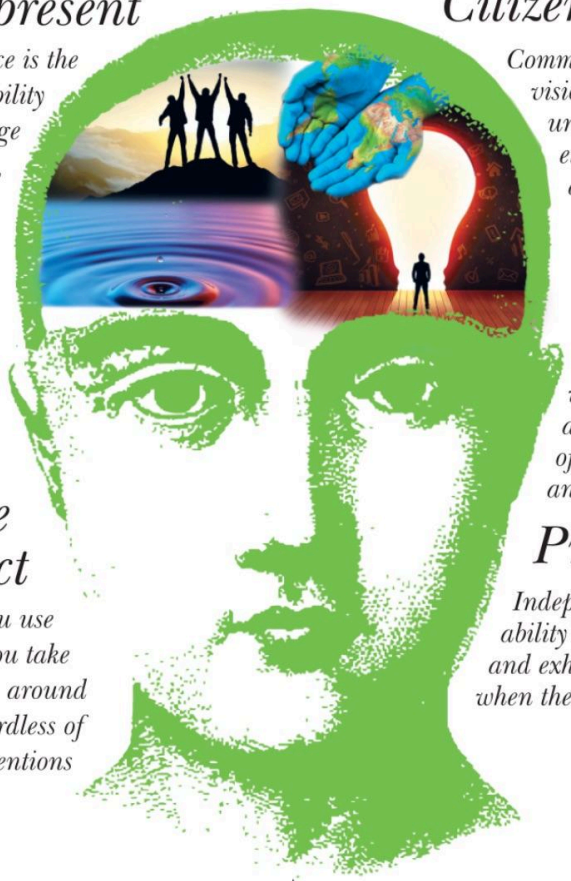
Communicating their vision with clarity and understanding, facilitating ethical implementation, and respected by their superiors

Leaders

Active in the community, conscientious of those within their influence, and mindful of their national and global impact

Professionals

Independent in their ability to take on a task and exhibit perseverance when the path is unclear



FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
Dr. Michele Cantwell-Copker
Superintendent

CTEC 2024-2025 ACADEMIC CALENDAR

August 2024

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

September 2024

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

October 2024

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

November 2024

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

December 2024

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

January 2025

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

February 2025

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
					TTD	*18*

March 2025

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

April 2025

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

May 2025

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

June 2025

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
					TTD	*0*

July 2025

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
					TTD	*0*

Total Instructional Days	176
Duty Days	186

July 29- Aug 2: Teacher Inservice
Aug 5: First Day of School
Aug 23: All Staff Day - No School
Sep 2: Labor Day - No School
Oct 11: All Staff Day - No School
Nov 11: Veterans Day - No School
Nov 25-29: Thanksgiving Break
Dec 19: End of 1st semester
Dec 20: All Staff Day - No School
Dec 23-Jan 10: Winter Break

Jan 13: Teacher Inservice - No School
Jan 14: 2nd semester begins
Jan 20: ML King Jr. Day - No School
Feb 14: Lincoln's Birthday - No School
Feb 17: President's Day - No School
March 21: All Staff Day - No School
April 14-April 21: Spring Break
May 16: FCC Spring Semester Ends (Tentative)
May 15-16: Senior Finals

May 26: Memorial Day - No School
May 28: End of 2nd semester, CTEC Graduation
June 2-June 20: Summer school
June 16-19: Freshman Summer Bridge (tentative)
June 20: Observation of Juneteenth - No School

Days in gray indicate non-school days for students
First and Last Day of School
* End of grading period.
Minimum Day for Students 8:30-11:50
Staff Professional Development/No students on Campus

Events
Aug 1: Freshman Family Orientation
Aug 6-7: Freshman Scout Island Field Trip
Aug 20: 10th-12th Parent Night
Sept 6: Senior Sunrise
Sept 11: Fresno College Night
TBD: Women in Welding Competition
Oct 2: Fresno Fair 4.0 GPA Night
Oct 23: Fresno ROP CTE Expo
Oct 30: Valley Made Manufacturing Summit
Nov 1: 2025-2026 CTEC Enrollment Opens
Nov 16: Fall Fest
Nov 22: Turkey Bowl
Dec 17-18: Fall Showcase
Jan 14: 1st Enrollment Lottery Run
Mar 3: FAFSA Deadline
Mar 17: Internship Mock Interviews
Mar 20: Career Skills Challenge
Mar 29: Prom
Apr 9-11: Design Build Sawdust & Sparks
Apr 19-20: Vintage Days
April 24-27: Skills USA (State Competion)
May 3: Spring Fest
May 12: Internship Interviews
May 14: 9th - 11th Awards Night
May 15: Senior Showcase & Awards Night
May 16: Senior Last Day of Instruction
May 16: Senior Sunset
TBD: FCC Graduation
May 20-21: 9th-11th Spring Showcases
May TBD: Gradnite (Disneyland)
May 28: CTEC Graduation 7:30pm

2024 - 2025 Schedule Information

CTEC BELL SCHEDULE 2024-25

MONDAY 9th/10th Grade	MONDAY 11th Grade	MONDAY 12th Grade	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ELP 7:30-8:30						
Period 7 8:30-10:00	Period 7 8:30-10:25	INTERNSHIP 8hr SHIFT	Period 1 8:30-10:30	Period 2 8:30-10:30	Period 1 8:30-10:30	Period 2 8:30-10:30
BREAK 10:00-10:13	BREAK 10:25-10:35		Period 3 10:37-12:37	Period 4 10:37-12:37	Period 3 10:37-12:37	Period 4 10:37-12:37
Period 8 10:13-11:43	Period 7 10:35-12:30		LUNCH 12:37-1:10	LUNCH 12:37-1:10	LUNCH 12:37-1:10	LUNCH 12:37-1:10
LUNCH 11:43-12:18	Grab & Go Lunch		Advisory 1:15-1:55	RTI 1:15-1:55	RTI 1:15-1:55	Advisory 1:15-1:55
Period 7 12:22-1:52	ELP 1:00-6:05		Period 5 2:00-4:00	Period 6 2:00-4:00	Period 5 2:00-4:00	Period 6 2:00-4:00
BREAK 1:52-2:05			ELP 4:05-6:05			
Period 8 2:05-3:35						
ELP 3:40-6:05						

CTEC MINIMUM DAY

ELP	7:30-8:30
Period 1/2	8:30-9:30
BREAK	9:30-9:45
Period 3/4	9:45-10:45
Period 5/6	10:50-11:50

CTEC ALL PERIOD DAY

ELP	7:30-8:30
Period 1	8:30-9:35
Period 2	9:38-10:43
BREAK	10:43-10:53
Period 3	10:53-11:58
LUNCH	11:58-12:38
Period 4	12:38-1:43
Period 5	1:46-2:51
Period 6	2:53-3:58
ELP	4:05-6:05

CTEC MINIMUM ALL PERIOD DAY

ELP	7:30-8:30
Period 1	8:30-8:59
Period 2	9:03-9:32
Period 3	9:36-10:05
LUNCH	10:05-10:15
Period 4	10:15-10:44
Period 5	10:48-11:17
Period 6	11:21-11:50

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SCHOOL UPDATES AND INFORMATION

Website ..... ctec.fcoe.org

Aeries ..... https://fresnocoe.asp.aeries.net/student

Facebook ..... https://www.facebook.com/careertechnicaleducationcharter/

Instagram ..... https://www.instagram.com/careertechedcharter/

ANNUAL RECOGNITIONS AND GRADUATION HONORS

Annual Recognitions

You Matter Award
Awarded to a student at each grade level who strives to include and welcome others and has a strong view of themselves.

Be Present Award
Awarded to a student at each grade level who is fully engaged wherever they are and whomever they are with.

Raise the Bar Award
Awarded to a student at each grade level who continually strives to go beyond their best, even when it is challenging.

Create an Impact Award
Awarded to a student at each grade level for outstanding community service and for reaching out to those around them in a selfless way.

CTEC Pillars Award
Awarded to two students at each grade level who demonstrate outstanding performance in all pillars.

Manufacturing Award/ Construction Award (Freshman Level)
Awarded to a student that has shown promise in the field of manufacturing or construction. The student shows strong skills in their chosen pathway, peer leadership, and brings passion and curiosity into the industry.

Local Industry Award for Manufacturing/Construction(Sophomore Level)
Sponsored by local industry and given to one student in each pathway who displays mastery in the industrial content, is involved in extracurricular activities beyond the industry, is active as a peer leader on campus, holds true to the CTEC pillars, and works well to include others at every opportunity.

Local Industry Award for Manufacturing/Construction(Junior Level)
Sponsored by local industry and given to one student in each pathway that has been chosen by a panel of industry advisory board members based on overall performance during their internships while maintaining academic responsibilities.

Local Industry Award for Manufacturing/Construction(Senior Level)
Sponsored by local industry and given to one student in each pathway that has been chosen by a panel of industry advisory board members based on overall performance during their internships while maintaining academic responsibilities.

Graduation Honors

Career Tech Honor Cord

To receive a **Career Tech Honor Cord** for graduation, all courses must be completed with GPA of 3.00 or higher, and receive a grade of "C" or higher in each qualifying CTE Course. Student must complete job shadow, 250 Community Classroom (internship) hours, receive positive employer evaluations and obtain at least two industry certification. Pathway completion application and required documentation must be completed by May 15th of the student's graduation year.

Academic Honor Cord

Students who excel in CTEC's academic program are awarded **Academic Honors**. Eligibility for Academic Honors at graduation will be awarded based on seven academic semesters. Students can qualify for Academic Honors by receiving a GPA of 3.33 or higher.

Career and Academic Excellence Medallion

The **Career and Academic Excellence** medallion is given at a culminating event for CTEC, its community partners, students and parents to celebrate the achievements of its senior class. Students who have obtained two industry certifications, completed job shadow 300 hours within the Community Classroom (internship), and completed pathway courses with a GPA of 3.0 - 3.32, will be recognized for the excellence they have achieved at the awards night with the silver Career and Academic Excellence Medallion. Students that have met the above requirements and showcased academic excellence over the 4 years, by obtaining a GPA of 3.33 or higher, will be recognized for their achievement at the event with a gold Career and Academic Excellence Medallion.

Community Service Pin

At CTEC, community service is at the heart of the program. While students will have opportunities to complete some community service hours during the school day, it is expected that they continue this work beyond the school day. Students who complete 250 hours of community service outside of school hours over four years will be awarded the bronze level **Community Service Pin**. In order to earn the silver level pin, students must complete 350 community service hours over four years. Gold level pins are awarded to students who complete 400 hours or more of community service during their four years at CTEC.

CTEC HIGH SCHOOL GRADING PRINCIPLES

What is the purpose of grading at CTEC?

We view the purpose of grading as a key means of providing students the feedback necessary to know where they are now, where they need to be, and what they need to do to get there. We believe in assessment for learning, which means assessment is used to tailor our teaching plans and our style to better help students achieve in our classrooms.

With this in mind, grading allows us to measure student success and communicate progress. Grading is never used punitively, but rather to accurately reflect student progress and to provide feedback to parents, students, and faculty. Our grading practices will be transparent and public; verbal or written progress reports will be shared with students often. This clarity in communicating grades helps students feel they have *earned*, rather than *been given*, the final grade.

What is the role of the teacher in assessment?

When providing feedback, teachers must communicate a fair and accurate evaluation of student performance. It is key to both teacher and student that a clear path for growth be included. This is true for informal day-to-day formative feedback as well as less frequent, larger scale assessments.

What is a course component?

A course component is a description of learning that can be achieved during a particular course or series of courses, and is consistent among teachers who offer the same course during the same year. Ideally, components will also remain similar from year to year.

Course components are the essential content/skills all students must know or be able to demonstrate in a course. Course components can:

- describe subject specific content all students are asked to learn
- describe thinking and reasoning skills
- describe general communication skills

What else gets assessed?

Professionalism, leadership, citizenship, and developing the habits of a life-long learner are key goals for our students and highlight our graduation profile. We will be keeping track of our students' progress in these areas throughout their time at CTEC and providing feedback and instruction designed to support career and educational success after high school. Collaboration, critical thinking, clear presentation of ideas, and creativity form the foundation of all our projects. In that way, these important skills can be focused on consistently in every class. Finally, we don't believe any of these skills can be effectively developed or demonstrated by a student who is lacking a healthy sense of self and others. Our cultural pillars: You Matter, Be Present, Raise the Bar, and Create an Impact are each interwoven throughout CTEC and have provided the framework on which all of it is built.

What does feedback look like?

While there are countless ways to provide feedback, much of the time our teachers will be using rubrics to guide students through the learning process. Rubrics are developed from a unified school-wide understanding of our 0-4 scale (below), but each rubric has a specific course, components, or skill in mind. The rubric language helps student and teacher know where a student is at, where they might like or need to be, and specific details identifying what it takes to get there.

Discussion Board Response		CTEC Descriptors	Task- Specific Descriptors
Writing Skills	4	Response showed **exemplary** understanding of the original post and is able to further the conversations.	❑ I expanded on the original author's ideas and asked follow up questions to further the conversation. ❑ I engaged in a conversation with the original author ❑ I used tier two vocabulary
	3	Response demonstrates **proficient** understanding of the original post and is able to engage the author in further conversation	❑ I expanded on the original author's ideas and asked follow up questions to further the conversation ❑ I used tier two vocabulary
	2	Response meets **minimum** requirements to expand upon the original post.	❑ I summarized and expanded on the original author's ideas. ❑ I used Tier 2 vocabulary and appropriate formatting
	1	Response does not demonstrate proficiency and only summarizes the original post rather than adding new ideas.	❑ I summarized or restated the original author's ideas, but did not add any new insights.

What happens when a student improves in a particular area?

We believe in the power of a growth-mindset and that true learning takes time and dedication on everyone's part. To account for this, many rounds of feedback and revision will be provided before any type of final mark is provided. Our components, skills, and behaviors have also been carefully selected for their ongoing importance and ability to be rewoven back into the curriculum as necessary and reassessed for students taking longer to develop. When determining final grades, teachers look at the growth trends for each component as well as the average achievement levels across the course. In this way students are not held back by initial knowledge and ability in any particular area.

What happens if areas of struggle persist throughout a class?

The components of each class are chosen and developed for their essential nature. We will continually support students in meeting the expectations set by each of them. However, in rare cases, a student reaches the end of a course and, while improving, has not yet been able to meet the minimum requirements for a component or two. These components would receive a grade of NM (no mark), which would extend to the class as a whole. Provided there is evidence of ongoing effort and supporting behavior, a careful and specific plan for continued improvement would be put in place by the teacher and the student would have an extended time frame to address the shortcomings. Assuming success, the NM would be replaced by the appropriate score. Additional supports are explained in more detail in the Academic Supports section.

What is the work policy?

In relation to industry, being on time is an important component to professionalism. Here at CTEC we reward student efforts and want students to understand the importance of being timely. Work turned in on time will receive an additional 0.3 (1.3, 2.3, 3.3) added to a graded mark. Any work that is submitted late will be eligible for a mark no higher than a 3 (1, 2, or 3) and will not receive the additional 0.3 for that assignment.

The acceptance of late work is at the discretion of the class teacher, this includes dual enrollment courses. For more information about late work policy, review the individual teacher's class syllabus and/or communicate directly with the teacher. If a student has an excused absence, they will be allowed the equivalent number of days as absences to complete the assignment; after that time, assignments are considered late. For excused absences due to extenuating circumstances, contact the teacher or dual enrollment instructor. Dual enrollment courses may have different policies.

Students have the opportunity to revise work until the end of the grading period. Late work can also be revised but the student cannot earn original credit for the assignment.

DUAL ENROLLMENT

Through a local partnership with Fresno City College, CTEC students will be provided the opportunity to participate in the Dual Enrollment Program. Students will have the opportunity to earn college credit while attending high school. Students participating in this program will be awarded both college and high school credit for single courses. All participating students will have to complete both the admission application online and Dual Enrollment registration form. In the event that a student is not successful in their dual enrollment courses, the college has the ability to place them on academic probation and disallow them from registering into future college coursework while in high school.

GRADUATION REQUIREMENTS

1. Complete required academic and elective courses.

ENGLISH	40 CREDITS
FOREIGN LANGUAGE	10 CREDITS
MATHEMATICS	30 CREDITS
PHYSICAL EDUCATION	20 CREDITS
PHYSICAL SCIENCE	10 CREDITS
BIOLOGICAL SCIENCE	10 CREDITS
WORLD HISTORY	10 CREDITS
AMERICAN HISTORY	10 CREDITS
GOVERNMENT/ECONOMICS	10 CREDITS
VISUAL ARTS	10 CREDITS
CTE COURSES	30 CREDITS
CAPSTONE COURSE	10 CREDITS
WORK EXPERIENCE	10 CREDITS
ELECTIVE CREDITS	50 CREDITS
TOTAL CREDITS	*260 CREDITS*

2. Minimum GPA of 2.0. Maintain an overall GPA of 2.0 for all classes taken over the four years at CTEC. Students who do not maintain a cumulative GPA of 2.0 will be placed on academic probation.

3. 100 hours of Community Service. Students are required to complete at least 100 hours of community service during their 4 years at CTEC. Community service is any activity that is done outside of school hours that is unpaid. Students will complete and submit a community service form that details the activities completed and is signed by the individual who supervised their work (cannot be a parent/guardian or family member). Volunteer hours must be submitted within the same school year as when the service was completed. Any hours completed prior to August 8, 2022 will need to be submitted by October 3, 2022. Hours not submitted will not be recognized.

4. Pass Student Employment Portfolio and Industry Interview.

Student Employment Portfolio (SEP) consists of a collection of items that show what the student has learned, what they know and what they can do. SEP development is an integral part of the students' career and college readiness and should

be maintained throughout their education at CTEC. The process of developing and updating the portfolio will help students reflect on what they have accomplished and identify the next steps for their future. The SEP should:

- analyze and reflect on accomplishments, training and experiences
- highlight specific skills, accomplishments or experiences
- assist in creating your resume and cover letter
- assist in preparing for an interview
- provide supporting evidence to show an employer during a job interview

The Industry Interview is an opportunity for students to highlight their SEP and demonstrate the knowledge, skills and abilities they have obtained through their industry pathway. The interview evaluates students' attainment of industry's required soft skills and their career and college readiness.

COLLEGE ADMISSION REQUIREMENTS AND HIGHER EDUCATION INFORMATION

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) for students who wish to continue their education after high school.

In order to attend a community college, you need only be a high school graduate or 18 years of age. In order to attend a CSU, you have to take specific high school courses, have the appropriate grades and test scores, and have graduated from high school. Test scores are not required if your GPA is 3.0 or above. In order to attend a UC, you must meet requirements for coursework, GPA, and test scores, or rank in the top four percent at a participating high school, or qualify by examination alone. You may also transfer to a CSU or UC after attending a community college.

Freshman applicants will be required to complete a minimum of 15 yearlong "a-g" courses in grades 9-12. Seven of these courses must be taken in the last two years of high school. Students must complete:

A-G Subject Requirement	Minimum Requirement
a. History/social science	2 courses
b. English (composition/literature in the language of instruction)	4 courses
c. Mathematics (including elementary algebra, geometry and intermediate algebra)	3 courses
d. Laboratory science (from two disciplines)	2 courses
e. Language other than English (foreign language)	2 courses
f. Visual and performing arts	1 course
g. College-preparatory elective*	1 course

**To be chosen from the fields above or another course approved by UC*

For more information on college admission requirements, please refer to the following webpages:

www.cccco.edu – This is the official website of the California Community College system. It offers links to all of the California Community Colleges.

www.assist.org – This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.

www.csumentor.edu – This extensive online site offers assistance to students and their families on the CSU system, including the ability to apply online, and links to all CSU campuses.

www.universityofcalifornia.edu – This massive website offers information regarding admissions, online application, and links to all UC campuses.

Students may also explore career options through career technical education. These are programs and classes offered by a school that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage: www.cde.ca.gov/ds/si/rp.

You may meet with administration to choose courses at your school that will meet college admission requirements or enroll in career technical education courses, or both.

Course Outlines

Freshman

Fall	Spring
Quantitative Mathematics	Quantitative Mathematics
Physics and Its Applications	Physics and Its Applications
English Language Arts 9	English Language Arts 9
Spanish 1	Spanish 1 (Spanish 1**)
Physical Education 9	Physical Education 9
STEM Integrated Manufacturing (EST 53**)	STEM Integrated Manufacturing (EST 50**)
Intro to Construction Technology	Intro to Construction Technology
College and Life Management (COUN 53*)	Computer Applications (AT 10*)

**Indicates dual enrollment with Fresno City College

Sophomore

Manufacturing	
Fall	Spring
Applied Mathematics	Applied Mathematics
Integrated Environmental Biology	Integrated Environmental Biology (Bio 14**)
English Language Arts 10	English Language Arts 10
Modern World History	Modern World History
Engineering Design and Solidworks (CADD 14**)	Engineering Design and Solidworks (CADD 16**)
Community Applied Manufacturing (AT 21*)	Community Applied Manufacturing (CAM 5**)
Physical Education 10 (PE 6*)	Physical Education 10 (PE 27*)
Health 1 (Health 1*)	

Construction	
Fall	Spring
Applied Mathematics	Applied Mathematics
Integrated Environmental Biology	Integrated Environmental Biology (Bio 14**)
English Language Arts 10	English Language Arts 10
Modern World History	Modern World History
Architecture and Design (CADD 14**)	Architecture and Design (ARCH 14**)
Construction Technology II (Cons 50A**)	Construction Technology II (Cons 50B**)
Physical Education 10 (PE 6*)	Physical Education 10 (PE 27*)
Health 1 (Health 1*)	

**Indicates dual enrollment with Fresno City College

Junior

Manufacturing	
Fall	Spring
Advanced Applied Algebra OR Industry Applied Intermediate Algebra	Advanced Applied Algebra (Math 3A**) OR Industry Applied Intermediate Algebra (Math 103**)
English Language Arts 11	English Language Arts 11
Chemistry and Earth Systems	Chemistry and Earth Systems
US History	US History (Hist 12**)
Modern Welding Technology and Applications	Modern Welding Technology and Applications (Weld 1**)
Manufacturing Automation and Control	Manufacturing Automation and Control
Graphics Production Technology	Graphics Production Technology
Group Communication (COMM 8**)	Employment Preparations and Connections

Construction	
Fall	Spring
Advanced Applied Algebra OR Industry Applied Intermediate Algebra	Advanced Applied Algebra (Math 3A**) OR Industry Applied Intermediate Algebra (Math 103**)
English Language Arts 11	English Language Arts 11
Chemistry and Earth Systems	Chemistry and Earth Systems
US History (COMM 8*)	US History (Hist 12**)
Modern Welding Technology and Applications	Modern Welding Technology and Applications (Weld 1**)
Construction Management and Planning	Construction Management and Planning
Facilities Systems and Safety (AT 21*)	Facilities Systems and Safety
Group Communication (COMM 8**)	Employment Preparations and Connections

**Indicates dual enrollment with Fresno City College

Senior

Manufacturing		Construction	
Fall	Spring	Fall	Spring
MATH 45* or 4A*	MATH 3A or 5A*	MATH 45* or 4A*	MATH 3A or 5A*
English Language Arts 12	English Language Arts 12 (ENG 1A*)	English Language Arts 12	English Language Arts 12 (ENG 1A*)
American Government (POLSCI 2*)	Economics	American Government (POLSCI 2*)	Economics
Advanced Product Development	Advanced Product Development	Advanced Construction Technology	Advanced Construction Technology
Internship (AT 19*)	Internship (AT 19*)	Internship (AT 19*)	Internship (AT 19*)
Introduction to Engineering (Optional Course)	Introduction to Engineering (Optional Course, ENGR 10*)	Introduction to Engineering (Optional Course)	Introduction to Engineering (Optional Course, ENGR 10*)
Advanced Welding (Optional Course)	Advanced Welding (Optional Course)	Advanced Welding (Optional Course)	Advanced Welding (Optional Course)

**Indicates dual enrollment with Fresno City College

EXPANDED LEARNING PROGRAM

CTEC provides students with options to continue their involvement beyond the regular school day, Mondays through Fridays. The Expanded Learning Program includes opportunities for students to receive additional support for their course work or to explore activities that are not directly related to their academics.

SCHOOL COUNSELING PROGRAM

CTEC provides a comprehensive school counseling program that aims to address the student from all dimensions to ensure their success in school and in their future. Our program provides individual, small group, and whole school programs that are designed to help the student develop their academic and personal-social capabilities and goals. Students will meet with the administration on a regular basis throughout their time at CTEC, but can also request to be seen at any time by filling out the form that is available online. Students can also be referred by a teacher, parent, or other student (referral forms are available online). For more information, please visit the counseling page on our website.

Services Provided by the Site Administration:

- Advisory curriculum development and implementation
- Career and college exploration
- Individual academic or personal/social counseling
- Peer mediation or small group counseling
- Coordinate SST and 504 Meetings
- Participation in IEP Meetings
- Consultation and collaboration with students and families
- Referral services for students and their families

- Crisis response

STUDENT ACADEMIC SUPPORT- IMPACT

Students who are receiving more than two No Marks (below a C) at progress report periods will be required to participate in academic intervention with designated instructors. If a student was a part of Impact at the end of the previous academic year, they will continue on in Impact when the Expanded Learning Program day starts the following academic year. Our Impact Intervention program is in addition to any academic support a student receives in class. Students will be provided an Intervention Log that they will be expected to fill out and requires a parent/guardian signature. Students will participate in this academic support until they have improved their No Mark to a C or better in which they will exit. Once a student has exited the program, their grades will be progress monitored for the next grading period, at minimum. In the event that the student is still struggling academically, an Student Success Team (SST) meeting will be held to develop goals for student success.

Students will also have the opportunity to receive academic support after school during our Expanded Learning Program that will be starting the 2022-2023 academic year.

DRESS CODE(S)

CTEC has developed the dress code below to ensure a productive and safe learning environment for our students. The following expectations apply for all on-campus environments and at off-campus school activities. The expectations for tool/equipment/machinery use has been developed with the Occupational Safety and Health Administration (OSHA) regulations in mind and are meant to ensure the safety of all students. ***If a student does not have shop appropriate clothing, they will be unable to participate in class and will have to call home for a change of clothing.***

Dress Expectations for Classroom Environment

1. Clothes shall be sufficient to conceal undergarments at all times.
2. Pants, skirts and shorts that reveal skin higher than mid-thigh are prohibited. Bike shorts, spandex gym shorts are prohibited.
3. Shoulder straps on tank tops and other clothing must be a minimum of two inches (2”) wide.
4. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, and bare midriffs are prohibited.
5. Shoes must be worn at all times. Shoes or sandals without heel straps that do not present a safety concern may be worn, except during physical education classes, in the science laboratories, or around tools/machinery/shop equipment. Slippers are prohibited.
6. Clothing, jewelry, personal items (hats/beanies, backpacks, fanny packs, gym bags, water bottles etc.), and visible tattoos shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
7. Hair or facial hair styles which disrupt the learning environment are prohibited.
8. Extreme fashion that distracts from the learning environment is prohibited.
9. No pajama bottoms or sweatpants.

Dress Expectations for Tool/Equipment/Machinery Use

- **Slacks, Pants and Jeans**
    1. Slacks or pants that are similar to Dockers, Dickies and other makers of cotton or synthetic material pants, jeans are acceptable.

2. Inappropriate slacks or pants include sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, capris, leggings, any spandex or other form-fitting pants, or excessively baggy pants. As a general rule, shorts or pants that expose any skin are not acceptable.

3. **Clothing that is torn or frayed is not acceptable.**

- **Shirts, Tops, Blouses, and Jackets**
  1. Sweatshirt hoods may not be worn while working with tools, machinery, or equipment.

- **Shoes and Footwear**

  1. General guideline: Closed-toe and closed-heel shoes are required for safety reasons in the manufacturing facility. Loafers, boots, dress heels below two inches high, and athletic shoes are acceptable.

  2. Inappropriate attire includes Thongs, flip-flops, clogs, slippers, sandals, and any shoes with an open-toe or open-heel. Shoes that enclose only part of the heel or toe are not acceptable in the manufacturing facility. For safety reasons, heels over two inches high are not acceptable in the manufacturing facility.

  3. Closed-toe shoes must also be worn in the science labs.

- **Grooming**
  - Bangs or other hairstyles must not obstruct or interfere with vision. For those courses where long hair may pose a safety risk, such as where mechanical equipment with moving parts are used or where there is an open flame, long hair must be in a protective head covering, such as a hair net or cap, or hair must be securely bound behind the head, consistent with rules established by the instructor.
  - Hanging jewelry (earrings and necklaces) need to be removed prior to using tools, machinery, or equipment.

Dress Expectations for Physical Education

- During 9th and 10th grade, students will participate in their PE courses. Students should wear clothing that allows them to participate in an athletic environment. Students should bring or come dressed in:
  - Athletic type shoes (closed-toe and back)
  - Athletic pants and tops that allow for easy movement (no denim).

Dress Expectations for Presentations/Interviews

- Throughout their time at CTEC, students will participate in multiple presentations, showcases, and interviews. In these instances, students should wear:
  - Slacks, khakis, Dockers, any other non-denim pants, skirt or dress (of appropriate length).
  - Button down shirt with a collar or blouse.
  - Vest, sport coat, suit jacket, or sweater.
  - Dress shoes (if available).
  - Hair should be neatly groomed.
- If your family needs support to purchase these items, please contact the front office.

STUDENT ATTENDANCE EXPECTATIONS AND REQUIREMENTS

"Regular school attendance is a necessary part of the learning process and the means to graduation with a good education. Students who are frequently absent may be putting their futures in jeopardy. Chronic absenteeism, especially truancy, is a behavior that is highly associated with dropping out of school. Regular attendance is essential for success in school" (School Attendance Improvement Handbook, Safe Schools & Violence Prevention Office, CA Department of

Education).

The attendance policy is established to support students' conscientious efforts to make regular school attendance a priority. As students of CTEC attend class, their academic success continues to improve. Regular and punctual attendance is expected, encouraged, and as a necessity, enforced. Successful school attendance is a cooperative partnership between the student, parent and school. Moreover, based upon input from industry employer advisors, CTEC's attendance policy reflects general employer expectations of future workplace attendance, which prepares students for participation in the workforce after graduation.

Further, the educational program of CTEC is specifically focused on educational experiences that may only be obtained through campus attendance and classroom-based skill building. The skills students learn in the CTEC program build upon each other and are taught via intensive hands-on classroom learning. The instructional program of CTEC makes it difficult for absent students to make up skills-based tasks, and, accordingly, as outlined below, students with excessive unexcused period absences may be dismissed from CTEC.

(A) UNEXCUSED ABSENCES. Any absence or tardy more than 30 minutes that is not excused per Education Code 48205 is an unexcused absence. Work missed can be made up at the discretion of the teacher. This would include but not limited to: family trips, needed at home for family business, car trouble.

(B) TRUANT/CUT. Work missed can be made up only at the discretion of the teacher. Examples of truancy/cut absences are: (1) A student is absent for any part of the school day of his/her own accord without checking out of school before leaving campus; or (2) a student does not arrive at school and parent assumes student is in attendance.

(C) SCHOOL ACTIVITIES. Excused absences may be granted due to school activities or passes requiring a student's presence in the front office.

(D) UNCLEARED ABSENCES. A phone call or note from a parent is mandatory within 3 days of an absence.

(E) EXTENDED ABSENCES. Necessary extended absences for personal necessity require an independent study contract. Student must contact administration two weeks prior to an extended absence to arrange for contract and make-up work. Make-up work must be returned to the main office on the return date or the contract will become void. Extended absences in excess of ten consecutive school days may result in the student being dismissed from CTEC at the Director's discretion.

(F) OFF-CAMPUS PASSES. When leaving campus for any reason, student will be required to secure an off-campus pass. In order to do so, a student will need to report to the administrative office. If a student becomes ill during the school day, they are to report to the Nurse's office. A parent contact will be made for permission to go home, and an off-campus pass will be issued.

(G) ABSENCES FOR PERSONAL REASONS WITH PARENTAL CONSENT. A pupil shall be excused from school for justifiable personal reasons, such as appearance in court, observation of a holiday or ceremony of his/her religion, religious retreats not to exceed four hours per semester, an employment interview or conference, or to attend funeral services (for other than the immediate family), when the pupil's absence has been requested in writing by the parent/guardian and approved by the Director or designated representative. A student excused for personal reasons shall be allowed to complete all assignments and tests missed during the absence with a reasonable time as established by the teacher. Upon satisfactory completion of the assignment, full credit shall be issued.

(H) ABSENCES FOR RELIGIOUS PURPOSES. Pupils, with written consent of their parents/guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious

instruction at their respective place of worship or at other suitable places or places away from school property designated by the religious group, church, or denomination.

(I) ABSENCES FOR JUSTIFIABLE REASONS. A student shall be excused from school for justifiable personal reasons, including, but not limited to: illness, quarantine, medical appointments, an appearance in court or jury duty, attendance at a funeral service (1 day in state and 3 days out of state), or an employment conference, when the pupil's absence has been requested in writing by the parent or guardian. A pupil shall also be excused from school when he or she is the custodial parent of a child who is ill or has a medical appointment during school hours. No student may have his or her grade reduced or lose academic credit for absences excused under section 48205, when missed assignments and tests can reasonably be provided and are satisfactorily completed within a reasonable period of time.

(J) EXTENDED HOME HOSPITAL INSTRUCTION. The purpose of home hospital instruction is to help students maintain continuity of instruction during a period of temporary disability. Any student with a temporary disability that makes attendance in regular classes or another education program impossible or inadvisable must receive individual instruction provided by the student's school district.

"Temporary disability" means a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program and after which a student can reasonably be expected to return to regular day classes or an alternative educational program without special interventions. "Individual instruction" means instruction provided to a student in a hospital or other residential health facility (excluding instruction in state hospitals), in the student's home, or under other circumstances prescribed by the State Board of Education.

It is the primary responsibility of the parent or guardian of a student to provide medical documentation of a temporary disability and request for home hospital instruction. Within five working days following the notification from the parent or guardian, CTEC will determine whether the student will be able to receive individualized instruction. Once positive determination has been made, instruction shall start no later than five working days from determination.

(K) SCHOOL ATTENDANCE ENFORCEMENT. CTEC's School Attendance Policy shall be administered by the Director.

Attendance Policy

<u>Attendance Level 1: 3 days or 9 period absences</u>

- Warning Letter Sent
- Administration assessment and referral to appropriate services.

<u>Attendance Level 2: 5 days or 15 period absences</u>

- Letter sent to parent
- Parent/student meeting or home visit
- Referral to appropriate services
- Attendance contract

<u>Attendance Level 3: 6 or more days or 18 or more period absences</u>

- Letter sent to parent
- Students who have more than 18 period absences will likely not be able to build the classroom-based skills

necessary to successfully complete the CTEC educational program. Accordingly, students who have more than 18 period absences will be recommended for an SST meeting involving all teachers, administration parent and student.

Attendance Level 4: 9 or more days or 27 or more period absences

- Students who have 27 or more period absences will be recommended to attend CTEC's attendance review board composed of the director, vice principal and the guidance and learning specialist. The student may be dismissed from CTEC, unless the review board finds dismissal to be inappropriate under the circumstances. In making that determination, the board shall consider the student's current classroom performance and ability to demonstrate skill proficiency, the student's grades, and the student's likelihood of successfully completing the CTEC educational program. The dismissal decision of the board shall be final.

MISCONDUCT/DISCIPLINE

Positive Behavioral Intervention and Supports (PBIS)

Misconduct is behavior that disrupts or interferes with the learning environment. CTEC is dedicated to the PBIS framework for improving academic and behavioral outcomes for all students. PBIS takes a proactive approach to addressing students demonstrating behavioral difficulties by providing clear expectations of behavior and consequences, while encouraging and rewarding behaviors that contribute to a positive learning environment. CTEC's character expectations are visually displayed throughout the campus to encourage the development of individuals who are ready for career and college. Upon the commencement of school, all students are taught the character expectations, rules, and discipline procedures to prevent initial occurrences of undesired behaviors. Throughout the discipline process, restoration of the student and their ability to contribute to the learning environment is the goal. Restorative justice creates the opportunity at CTEC for students to restore relationships and their academic focus by participating in activities to correct behavior. CTEC recognizes a responsibility to develop character, conjointly with Apprentices in preparation of career and college readiness. Students' actions should exemplify CTEC's cultural pillars, while on CTEC's campus, at industry sites, in our neighborhood, and within our community.

The behavior matrix below is under review.

CTEC High School

Behavior Flowchart

Classroom Managed Behavior

1st Offense:
Verbal warning and review rules

2nd Offense:
Warning with note in Aeries- explain to student

3rd Offense:
One-on-one conference with student and note in Aeries

4th Offense:
Phone call home and note in Aeries

Additional Offenses: See Below

- Referral to office (Google Form) and student not removed from class (note in Aeries).
- Referral to office (google form) and immediate removal of student (note in Aeries).

Teacher Responsible Vs. Office Responsible

Tardy (1-3)	Tardy (4+)
Disruptive Behavior	Truancy
Defiance	Disruptive Behavior
Disrespect	Defiance
Inappropriate Language	Disrespect
Academic Dishonesty (always document)	Inappropriate Language
Dress Code Violation	Academic Dishonesty
Misuse of Technology	Theft
	Property Violation
	Gang Violation
	Physical/Verbal Assault
	Possession of Contraband
	Misuse of Technology

Office Managed Behavior

Ensure Class Safety

- Referral to office (Google Form) and student not removed from class (note in Aeries).
- Referral to office (google form) and immediate removal of student (note in Aeries).

- Administrator determines appropriate action and follows through on consequences.
- Action taken is documented and sent to teacher, guidance, and parent/guardian.
- Student reintroduction plan is created and carried out.

For repeated behaviors:
*Start with a verbal warning and review of rules.
*If problem behavior continues, start the process where you left off previously.

When misconduct reaches a frequency or severity, continued violations of school rules, and/or policies/procedures provision relating to student misconduct may result in a student receiving some or all of the following disciplinary interventions. All of these interventions need not be offered or tried prior to proceeding to other interventions:

(A) Informal Interventions: A student may receive informal behavioral interventions such as: a teacher counseling, an informal conference with a teacher or other school/program administrator, or a counseling with a school resource officer or academic support team staff, or time out, allowing a student a short period of time in an alternative, supervised location;

(B) Formal Conference: A student may be required to participate in a conference between school staff, the student, and/or the student's parent/guardian;

(C) Detention: Detention may be given to a student for up to one hour after the close of a maximum school day;

(D) Weekend Classes: Weekend classes may be held at which a student may elect to serve his/her detention rather than after school;

(E) Restriction of Break or Lunch Break: A student's break time may be limited for disciplinary purposes and this includes lunch detailing;

(F) Referral: A student may receive a referral to the psychologist, social worker, child welfare attendance personnel, or their school support service personnel for case management and/or counseling;

(G) Student Study Team: A student may be required to participate in a student study teams (SST), academic support teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his/her parents/guardians;

(H) Counseling/Instruction: A student may be enrolled in programs teaching prosocial behavior and/or anger management;

(I) Restorative Justice Program: A student may be enrolled in a restorative justice program;

1. Possible Restorative Justice Activities (this is not an exhaustive list):
    a. Letter of Apology
    b. Awareness Classes
    c. Student Mediation or Counseling

(J) Exclusion from Extracurricular Activities: A student may be restricted or disqualified from participating in extracurricular activities;

(K) Community Service: As part of or instead of disciplinary action, a student may be required to perform community service during non-school hours, on school grounds (e.g. school outdoor beautification, campus betterment, teacher, peer, or youth assistance programs, etc.);

(L) Expanded Learning Program: A student may be enrolled in the expanded learning program that address specific behavioral issues or expose students to positive activities and behaviors;

(M) Suspension by Teacher from Class: A teacher may suspend a student for any of the reasons set forth in the section entitled "Suspension and Expulsion Offenses" from class for the day of the suspension and the

following day by sending the student to the Director, Coordinator II, or Guidance and Learning Specialist for appropriate action;

(N) Parent/Guardian Attendance: A teacher may require a parent/guardian of a student suspended from class by a teacher to attend a portion of the school day in the class from which the student was suspended. Parents/guardians shall be notified of this policy prior to its implementation;

(O) Suspension by Site Administrator from School: A student may be suspended from school for any of the reasons set forth in the section entitled "Suspension and Expulsion Offenses" for no more than five (5) consecutive school days;

(P) Supervised Suspension: The term of a student's suspension may be served in a supervised suspension classroom;

(Q) Expulsion: A student may be expelled for any of the reasons set forth in the section entitled "Suspension and Expulsion Offenses" as set forth below, except that no student shall be expelled solely for simple disruption or simple willful defiance. Expulsion means the removal of a student from (1) the immediate supervision and control, or (2) the general supervision, of school personnel.

A student identified as an individual with disabilities or for whom CTEC has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. CTEC follows all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom CTEC has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any CTEC site, or another school district or county office of education site, regardless of when it occurs, including, but not limited to, the following: (1) while on school grounds; (2) while going to or coming from school; (3) during the lunch period, whether on or off the school campus; and (4) during, going to, or coming from a school-sponsored activity.

GROUNDS FOR SUSPENSION/EXPULSION AND PROCEDURES

Suspension and Expulsion Offenses

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

(A) Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury.

(B) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

(C) Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

(D) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.

(E) Committed or attempted to commit robbery or extortion.

(F) Caused or attempted to cause damage to school property or private property.

(G) Stole or attempted to steal school property or private property.

(H) Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products.

(I) Committed an obscene act or engaged in habitual profanity or vulgarity.

(J) Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

(K) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. No student may be expelled solely for committing the acts in this paragraph.

(L) Knowingly received stolen school property or private property.

(M) Possessed an imitation firearm. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(N) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4.

(O) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

(P) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(Q) Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events.

(R) Engaged in an act of bullying. Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or

more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4.

Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.

(S) Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31.

(T) Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

(U) Committed sexual harassment as defined in Education Code 212.5. Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2).

(V) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3). Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55).

(W) Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4).

(X) Committed an unsafe act. Due to the unique educational program at CTEC, students will be exposed to activities and training that necessarily will involve equipment and techniques that may give rise to a higher level of physical danger for students, staff and visitors, and a higher risk of damage to school property, than a traditional educational setting. Accordingly, any student that commits an unsafe act in the instructional setting may be suspended or expelled from CTEC. An “unsafe act” for purposes of

suspension or expulsion means any severe or pervasive act or conduct in the educational setting that has, or can be reasonably predicted to have, the effect of either placing any person, including the student, in danger of physical harm or of placing school property in danger of damage, by means of the equipment, skills, and techniques that are part of the educational program at CTEC.

Mandatory Suspension and Mandatory Expulsion Acts.

Students must be suspended and recommended for expulsion by the Director, and the Administrative Panel must expel, if it is found the student committed any of the following acts: (1) Possessing a firearm (not including an imitation firearm) which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Director or designee's concurrence; (2) selling or otherwise furnishing a firearm; (3) brandishing a knife at another person; (4) unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058; (5) committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4; (6) possessing an explosive as defined in 18 USC.

For purposes of suspension and expulsion, “knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Mandatory Expulsion Recommendation Acts

Except as otherwise provided by CTEC policy, students must be recommended for expulsion by the Director if it is found the student committed any of the following acts at school or at a school activity off school grounds, unless the Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) causing serious physical injury to another person, except in self-defense;

(B) possession of any knife or other dangerous object of no reasonable use to the pupil;

(C) unlawful possession of any controlled substance of Division 10 of the Health and Safety Code, except for either of the following:

(i) the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis, or

(ii) the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician;

(D) robbery or extortion; (5) assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee; and

(E) an unsafe act, as defined by CTEC Policy.

Suspension Procedures

Suspensions are initiated according to the following procedures:

(A) CONFERENCE. Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted

if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

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

(C) SUSPENSION TIME LIMITS/RECOMMENDATION FOR EXPULSION. Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension.

Upon a recommendation of expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Administrative Panel; Authority to Expel

A student may be expelled by CTEC following a hearing before an Administrative Panel. An Administrative Panel may be formed by the Director as needed, in keeping with CTEC Board direction. The Administrative Panel shall consist of three members who are certificated and either a teacher of the pupil or a Board member of CTEC's Board. The Administrative Panel may expel any student found to have committed an expellable offense. The decision of the Administrative Panel shall be final.

For any offense other than those listed in the section entitled "Mandatory Suspension and Mandatory Expulsion Acts," to expel the student the Administrative Panel must find both that the student committed an named offense subject to expulsion, and either or both of the following**: *(1) that other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (2) that due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.***

Expulsion Procedures

(A) HEARING. Students recommended for expulsion are entitled to a hearing before an Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the Director or designee determines that the pupil has committed an expellable offense.

The Administrative Panel hearing shall not be held in public.

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

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of CTEC's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at CTEC to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor at the hearing;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

(B) SPECIAL HEARING PROCEDURES -- SEXUAL ASSAULT, BATTERY OFFENSES, AND OTHER SENSITIVE MATTERS. CTEC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by CTEC or the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, and (b) have up to two adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel.

2. CTEC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel from removing a support person whom the Administrative Panel finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, CTEC must present evidence that the witness' presence is both desired by the witness and will be helpful to CTEC. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Administrative Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel from exercising its discretion to remove a person from the hearing whom it believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.

9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Administrative Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

(D) PRESENTATION OF EVIDENCE. While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written final determination regarding the expulsion. Unless the expulsion is for an offense listed in the section entitled "Mandatory Suspension and Mandatory Expulsion Acts," the written decision of the Administrative Panel must also include a finding of either or both of the following: (1) that other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or (2) that due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others. The final decision by the Administrative Panel shall be made within 10 school days following the conclusion of the hearing. The decision of the Administrative Panel is final and there is no right of appeal to any body.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

(E) WRITTEN NOTICE TO EXPEL. The Director or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student;

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with CTEC.

The Director or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following:

1. The student's name;

2. The specific expellable offense committed by the student.

(F) DISCIPLINARY RECORDS. CTEC shall maintain records of all student suspensions and expulsions at CTEC. Such records shall be made available to the County upon request.

(G) EXPELLED PUPILS/ALTERNATIVE EDUCATION. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

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

(I) READMISSION. The decision to readmit a pupil or to admit a previously expelled pupil from another school district or CTEC shall be in the sole discretion of the Administrative Panel following a meeting with the Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Administrative Panel following the meeting regarding his or her determination. The pupil's readmission is also contingent upon CTEC's capacity at the time the student seeks readmission.

Students with Disabilities

A pupil identified as an individual with disabilities or for whom CTEC has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. CTEC follows the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom CTEC has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

(A) NOTIFICATION. CTEC shall immediately notify SELPA and coordinate the procedures in this policy with SELPA the discipline of any student with a disability or student who CTEC or SELPA would be deemed to have knowledge that the student had a disability.

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

(C) PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION. Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, CTEC, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that CTEC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

3. Return the child to the placement from which the child was removed, unless the parent and CTEC agree to a change of placement as part of the modification of the behavioral intervention plan.

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

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or CTEC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and CTEC agree otherwise.

(E) SPECIAL CIRCUMSTANCES. CTEC personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

1. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

3. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

(F) INTERIM ALTERNATIVE EDUCATIONAL SETTING. The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

(G) PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES. A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated CTEC'S disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if CTEC had knowledge that the student was disabled before the behavior occurred.

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

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CTEC supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services;

2. The parent has requested an evaluation of the child;

3. The child's teacher, or other CTEC personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CTEC supervisory personnel.

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

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

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

FRESNO COUNTY
OFFICE OF EDUCATION

PARENT/GUARDIAN-STUDENT HANDBOOK / ANNUAL NOTIFICATIONS 2024-2025

The Fresno County Office of Education is required to annually notify pupils, parents, and guardians of their rights and responsibilities, pursuant to California Education Code ("EC") Section ("§") 48980.

The attached acknowledgement of receipt of this notice must be signed by the parent/guardian and returned to the school as required by EC § 48982.

Acceptable Use of Technology

Uso Aceptable de Tecnología

One of the adopted goals of the Fresno County Superintendent of Schools/Fresno County Office of Education ("FCOE") is to assist in advancing the use of technology to enhance student learning. Access to FCOE technology is a privilege, not a right, and students enrolled in FCOE programs or activities must follow FCOE guidelines and procedures regarding acceptable use of technology. All students enrolled in FCOE programs or activities and their parents or guardians shall sign the Acceptable Use of Technology Agreement prior to using FCOE technological resources. FCOE shall make a diligent effort to filter the inappropriate or harmful matter accessible through the Internet, and pupils shall also take responsibility not to initiate access to inappropriate or harmful matter while using FCOE technology. Violation of this policy may result in disciplinary action and the loss of the privilege to use the technology and/or civil or criminal liability.

Una de las metas aprobadas del superintendente del condado de Fresno/La oficina de la educación del condado de Fresno ("FCOE") es asistir en el fomento del uso de tecnología para aumentar la enseñanza estudiantil. Acceso a la

tecnología del Distrito es un privilegio, no es un derecho, y los estudiantes inscritos en los programas y actividades del Distrito deben obedecer los reglamentos y procedimientos del Distrito referente al uso aceptable de tecnología. Todos los estudiantes y sus padres/tutores del Distrito firmarán un Contrato de Uso Aceptable de Tecnología antes del uso de los recursos tecnológicos del Distrito. El Distrito hará un esfuerzo diligente por trascender contenido inoportuno o pernicioso que está accesible a través del Internet, y los estudiantes también tomarán responsabilidad en no iniciar acceso a contenido inoportuno o pernicioso mientras que usen tecnología del Distrito. Violación de esta norma resultará en acción disciplinaria y la pérdida del privilegio de usar la tecnología y/o obligación civil o criminal.

Advanced Placement & International Baccalaureate Exam Fees – EC 48980(k)

El Costo para el Examen de Cursos Avanzados y del Bachillerato Internacional – CE 48980(k)

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees or the International Baccalaureate examination fees, or both. Please contact Marisa Gamboa, at 559-600-4950 for more information.

Los alumnos elegibles de la *preparatoria podrán recibir ayuda económica para cubrir el costo de los exámenes de cursos avanzados o del Bachillerato Internacional, o ambos. Por favor comuníquese con director(a), Marisa Gamboa, por teléfono 559-600-4990 para más información.*

Asbestos Management Plan – 40 CFR 763.93

Plan de Manejo de Asbestos – 40 CRF 763.93

FCOE maintains and annually updates its management plan for asbestos-containing material in school buildings. For a copy of the asbestos management plan, please contact Director of Facilities & Operations, Jeff Becker at 559-497-3705.

FCOE mantiene información que anualmente pone al día sobre el plan de mantenimiento de los edificios escolares que contienen asbestos. Para una copia del plan de manejo de asbestos, por favor comuníquese con el Director de Facilities & Operations, Jeff Becker al numero de telefono 559-497-3705.

Attendance Options/Permits – EC 35160.5(b), 48200, 46600, 48980(g)

Opciones de Asistencia/Permisos – CE 35160.5(b), 48200, 46600, 48980(g)

Compulsory Education: Compulsory Education law states that students must enroll in school in the school district in which the residence of either the parent or legal guardian is located. If a parent is seeking a change in a public district outside of the resident district, then an interdistrict permit is required. Exceptions are for charter school, home school or other private school enrollments, and other online charter school options.

Residency: A pupil may alternatively comply with the residency requirements for school attendance in a school district, if he or she is any of the following: placed in a foster home or licensed children's institution within the boundaries of the school district pursuant to a commitment of placement under the Welfare and Institutions Code; a pupil who is a placed in foster care remains in his or her school of origin; an emancipated pupil who resides within the boundaries of the school district; a pupil who lives in the home of a caregiving adult that is located within the boundaries of the school district; a pupil residing in a state hospital located within the boundaries of the school district; or a pupil whose parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. Students in military and migrant families may remain in their school of origin and shall have waived residency restrictions due to the frequency of movement of their families. Connect with the enrollment office for more information on the protections afforded these students per California laws.

Interdistrict: An interdistrict agreement is signed by both the releasing and accepting districts. When denied, there are appeal processes according to the local district policies. The education rights holder may appeal to their County Office of Education for an appeal process within 30 days of a final denial from either district.

The parent or legal guardian of a pupil may seek release from the school district of residence to attend a school in any other school district. School districts may enter into agreements for the interdistrict transfer of one or more pupils for a period of up to five years. The agreement must specify the terms and conditions for granting or denying transfers, and may contain standards of reapplication and specify the terms and conditions under which a permit

may be revoked. Unless otherwise specified in the agreement, a pupil will not have to reapply for an interdistrict transfer, and the school board of the district of enrollment must allow the pupil to continue to attend the school in which he/she is enrolled. A student who has completed grade 10 by June 30, may remain enrolled within the district of enrollment through grades 11 and 12 without any revocation from the desired district, and must be treated the same as any other resident student.

Regardless of whether an agreement exists or a permit is issued, the school district of residence cannot prohibit the transfer of a pupil who is a child of an active military duty parent to a school district of proposed enrollment if that district approves the application for transfer. Nor may a district prohibit an interdistrict permit release when no intradistrict permit options are available to a victim of bullying. A "victim of an act of bullying" means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed by any pupil in the school district of residence, and the parent of the pupil has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency. "Bullying" means any severe or pervasive physical or verbal communication made in writing or by means of an electronic act directed toward one or more pupils that results in placing a reasonable person in fear of harm of self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message, text, sound, video, or image in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

A student who is appealing a decision for an interdistrict permit approval through the County Office of Education may be eligible for provisional admission to the desired district in grades TK through 12, while continuing through the process of appeal, if space is made available by the desired district, not to exceed two months.

A pupil who has been determined by personnel of either the school district of residence or the district of proposed enrollment to have been the victim of an act of bullying, as defined in EC 48900(r), shall, at the request of the parent or legal guardian, be given priority for interdistrict attendance under any existing agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement.

Interdistrict permits shall not be denied for release from district of residence, but may require the same entrance requirements from desired districts. For active military families, pending transfer orders, may have ten days to produce documents after the family has relocated. Once orders are in writing, they may be forwarded to the intended resident district or charter to start the enrollment process and avoid delays. Coursework and graduation requirements are exempted for children of active military.

Each school district shall post their interdistrict policy agreements and local district caps on their district and/or school websites. Reasons for approval and denial of interdistrict transfer requests must be updated on the district website according to board policies. The County appeals process will be offered with the final denial in writing by the school district. The County appeal process may take up to a maximum of two months. If you have any questions about the interdistrict process, please call the district office.

Intradistrict: Residents of the school district may apply to other schools that serve the same grade levels within the district. No pupil who currently resides in the attendance area of a school can be displaced by pupils transferring from outside the attendance area. Students who are a victim of bullying shall be allowed an intradistrict permit to transfer if space is available at the same grade level. If there is no "intra-district" space to attend, the student may seek an "inter-district" permit to another district without any delay in release from the home district, but it does not guarantee entrance to an outside district. The process to enter another school district will be according to the desired district's transfer policies. A "victim of an act of bullying" means a pupil that has been determined to have been a victim of bullying by an investigation pursuant to the complaint process described in Section 234.1 and the bullying was committed by any pupil in the school district of residence, and the parent of the pupil has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency. "Bullying" means any severe or pervasive physical or verbal communication made in writing or by means of

an electronic act directed toward one or more pupils that results in placing a reasonable person in fear of harm of self or property. It may cause a substantially detrimental effect on physical or mental health, interfere with academic performance or the ability to participate in or benefit from the services, activities, or privileges provided by a school, and may be done in person or online. Bullying may be exhibited in the creation or transmission of bullying online, on or off the school site, by telephone or other device in a message, text, sound, video, or image in a post on a social network internet website or burn page that creates a credible impersonation of another student knowingly and without consent for the purpose of bullying. Sharing or forwarding messages contributes to the act of bullying.

Educación Obligatoria: La ley de educación obligatoria establece que los estudiantes deben inscribirse en la escuela en el distrito escolar en el que se encuentra la residencia del padre o tutor legal. Si un padre está buscando un cambio en un distrito público fuera del distrito de residencia, entonces se requiere un permiso interdistrital. Las excepciones son para las inscripciones en escuelas autónomas, escuelas en el hogar u otras escuelas privadas, y otras opciones de escuelas autónomas en línea.

Un acuerdo entre distritos es firmado por los distritos liberadores y aceptantes. Cuando se niega, hay procesos de apelación de acuerdo con las políticas del distrito local. El titular de los derechos educativos puede apelar a la Oficina de Educación de su condado para un proceso de apelación dentro de los 30 días posteriores a la denegación final de cualquiera de los distritos.

Residencia: Un alumno puede cumplir alternativamente con los requisitos de residencia para asistencia escolar en un distrito escolar, si él o ella es cualquiera de los siguientes: ubicado en un hogar adoptivo o institución licenciada de niños dentro de los límites del distrito escolar de acuerdo con un compromiso de ubicación bajo el Código de Bienestar e Instituciones; un alumno que es un hijo de crianza que permanece es su escuela de origen; un alumno emancipado que reside dentro de los límites del distrito escolar; un alumno que vive en el domicilio de un adulto que proporcione el cuidado que esté localizado dentro de los límites del distrito escolar; o un alumno que reside en un hospital estatal localizado dentro de los límites del distrito.; o un alumno cuyo padre es transferido o está pendiente de transferir a una instalación militar dentro del estado mientras está en servicio militar activo de conformidad con una orden militar oficial. Los estudiantes de familias militares y migrantes pueden permanecer en su escuela de origen y deben haber renunciado a las restricciones de residencia debido a la frecuencia del movimiento de sus familias. Comuníquese con la oficina de inscripción para obtener más información sobre las protecciones que ofrecen estos estudiantes según las leyes de California.

Interdistrital: El padre o tutor legal de un alumno puede solicitar un permiso de salida de su distrito escolar de residencia para asistir a una escuela en cualquier otro distrito escolar. Los distritos escolares pueden firmar un contrato para el traslado interdistrital de uno o más alumnos por un período de hasta cinco años. El contrato debe especificar los términos y las condiciones para aprobar o denegar traslados, y puede contener normas para volver a solicitar y especificar los términos y las condiciones bajo las cuales puede revocarse un permiso. A menos que se especifique lo contrario en el contrato, un alumno no tendrá que volver a solicitar un traslado interdistrital y la mesa directiva del distrito escolar de inscripción debe permitir al alumno a seguir asistiendo a la escuela en la que está inscrita.

El estudiante que haya completado el décimo grado a partir del 30 de junio, puede inscribirse dentro del distrito de inscripción durante los grados once y doce sin revocación del distrito deseado, y debe ser tratado como cualquier otro estudiante residente.

Independientemente de si existe un acuerdo o se emitió un permiso, el distrito escolar de residencia no puede prohibir la transferencia de un alumno que es hijo de un padre de servicio militar activo a un distrito escolar de inscripción propuesta si ese distrito aprueba la solicitud de transferencia. Tampoco puede un distrito prohibir la liberación de un permiso entre distritos (interdistrital) cuando no hay opciones de permisos dentro del distrito (intradistrital) disponibles para una víctima de acoso escolar.

Una "víctima de un acto de intimidación" significa un alumno que se ha determinado que ha sido víctima de intimidación mediante una investigación de conformidad con el proceso de quejas descrito en la Sección 234.1 y la intimidación fue cometida por cualquier alumno en el distrito escolar de residencia, y el padre del alumno ha

presentado una queja por escrito con respecto a la intimidación ante la escuela, el personal del distrito escolar o una agencia local de aplicación de la ley. A los estudiantes que sean víctimas de acoso escolar se les permitirá un permiso dentro del distrito (intradistrital) para transferirse si hay espacio disponible en el mismo nivel de grado dentro del mismo distrito escolar "Acoso escolar" significa cualquier comunicación física o verbal severa o generalizada hecha por escrito o por medio de un acto electrónico dirigido a uno o más alumnos que resulta en colocar a una persona razonable por temor a daño propio o de propiedad. Puede causar un efecto sustancialmente perjudicial en la salud física o mental, interferir con el rendimiento académico o la capacidad de participar o beneficiarse de los servicios, actividades o privilegios proporcionados por una escuela, y puede hacerse en persona o en línea. La intimidación se puede exhibir en la creación o transmisión de la intimidación en línea, dentro o fuera del sitio escolar, por teléfono u otro dispositivo en un mensaje, texto, sonido, video o imagen en una publicación en un sitio web de Internet de una red social o una página de grabación que crea una suplantación creíble de otro estudiante a sabiendas y sin consentimiento con el propósito de intimidación. Compartir o reenviar mensajes contribuye al acto de intimidación.

Un estudiante que está apelando la decisión de aprobación de un permiso interdistrital a través de la Oficina de Educación del Condado puede ser elegible para matriculación provisional al distrito deseado en los grados kindergarten transitorio hasta el doce, mientras continua el proceso de apelación, y si es que el espacio está disponible dentro del distrito deseado, no debe exceder más de dos meses.

Un alumno que ha sido determinado por el personal del distrito escolar de residencia o de inscripción propuesta haber sido víctima de un acto de acoso, como se define en CE 48900(r), deberá, a petición del padre o el tutor legal, darse prioridad para asistencia interdistrital bajo cualquier acuerdo que existe o, en ausencia de un acuerdo, consideración adicional para la creación de un acuerdo de asistencia interdistrital.

Los permisos interdistritales no se negarán para dar de baja a un estudiante de su distrito de residencia, pero pueden requerir los mismos requisitos de entrada de los distritos deseados. Para familias militares activas, órdenes de transferencia pendientes, pueden tener diez días para presentar documentos después de que la familia se haya reubicado. Una vez que los pedidos están por escrito, pueden enviarse al distrito de residencia previsto o a la escuela autónoma para iniciar el proceso de inscripción y evitar retrasos. Los requisitos de trabajo de curso y graduación están exentos para los hijos de militares activos.

Cada distrito escolar debe publicar sus acuerdos de póliza interdistrital y límites locales de distrito en su página web del distrito y / o escuela. Las razones para la aprobación y denegación de solicitudes de transferencia interdistrital deben actualizarse en la página web del distrito de acuerdo con las políticas de la mesa directiva. El proceso de apelaciones del Condado se ofrecerá con la denegación final hecho por escrito por el distrito escolar. El proceso de apelación del Condado puede llevar acabo hasta un máximo de dos meses. Si tiene alguna pregunta sobre el proceso interdistrital, llame a la oficina del distrito.

Intradistrital: Los residentes del distrito escolar pueden aplicar a otras escuelas que sirven los mismos niveles de grado dentro del distrito. Ningún alumno que corrientemente reside en el área de asistencia de una escuela puede ser desplazado por alumnos que se trasladan desde fuera del área de asistencia. A los estudiantes que sean víctimas de acoso escolar se les permitirá un permiso dentro del distrito (intradistrital) para transferirse si hay espacio disponible en el mismo nivel de grado dentro del mismo distrito escolar. Si no hay espacio "dentro del distrito" para asistir, el estudiante puede solicitar un permiso "entre distritos" a otro distrito sin demora en la liberación del distrito de origen, pero no garantiza la entrada a un distrito externo. El proceso para ingresar a otro distrito escolar se realizará de acuerdo con las políticas de transferencia del distrito deseado.

Una "víctima de un acto de intimidación" significa un alumno que se ha determinado que ha sido víctima de intimidación mediante una investigación de conformidad con el proceso de quejas descrito en la Sección 234.1 y la intimidación fue cometida por cualquier alumno en el distrito escolar de residencia, y el padre del alumno ha presentado una queja por escrito con respecto a la intimidación ante la escuela, el personal del distrito escolar o una agencia local de aplicación de la ley. "Acoso escolar" significa cualquier comunicación física o verbal severa o generalizada hecha por escrito o por medio de un acto electrónico dirigido a uno o más alumnos que resulta en colocar a una persona razonable por temor a daño propio o de propiedad. Puede causar un efecto sustancialmente perjudicial en la salud física o mental, interferir con el rendimiento académico o la capacidad de participar o beneficiarse de los servicios, actividades o privilegios proporcionados por una escuela, y puede hacerse en persona o

en línea. La intimidación se puede exhibir en la creación o transmisión de la intimidación en línea, dentro o fuera del sitio escolar, por teléfono u otro dispositivo en un mensaje, texto, sonido, video o imagen en una publicación en un sitio web de Internet de una red social o una página de grabación que crea una suplantación creíble de otro estudiante a sabiendas y sin consentimiento con el propósito de intimidación. Compartir o reenviar mensajes contribuye al acto de intimidación.

Availability of Prospectus – EC 49063 and 49091.14

Disponibilidad de Prospecto – CE 49063 y 49091.14

Each school must annually compile a prospectus of the curriculum to include titles, descriptions and instructional goals for every course offered by the school. Please contact the school site administrator for a copy of the prospectus.

Cada escuela debe compilar anualmente un prospecto del plan de estudios incluyendo títulos, descripciones y propósitos de enseñanza para cada curso ofrecido por la escuela. Por favor comuníquese con el/la director(a) de la escuela para una copia del prospecto.

Avoiding Absences, Written Excuses

Evitando Ausencias, Excusas Escritas

FCOE urges parents to make sure their children attend school regularly and to schedule medical, dental, counseling and other appointments after school, on the weekend if possible or during school holidays. FCOE also asks that travel or other absences be avoided during the time that school is in session. The higher FCOE's daily attendance rate, the more a student will learn and the greater the amount of funding that FCOE will receive from the state for classroom instruction and academic programs. The school calendar is designed to minimize problems for families which plan vacations around traditional holiday periods, and thereby minimize student absences.

Following an absence, a student is required to bring a written excuse from home when returning to school. Illnesses, and doctor and dental appointments are considered excused absences. Absences without a written excuse are recorded as unexcused.

FCOE insta a los padres a asegurarse de que sus hijos asistan a la escuela con regularidad y programar citas médicas, dentales, de consejería y otras citas después de la escuela, los fines de semana si es posible o durante las vacaciones escolares. FCOE también pide que se eviten viajes u otras ausencias durante el tiempo que la escuela está en sesión. La más alta el porcentaje de la asistencia diaria del FCOE, lo más aprenderá un estudiante y FCOE escolar recibirá más fondos del estado para la enseñanza en el salón y programas académicos. El calendario escolar está concebido para reducir problemas para familias que planean viajes alrededor de vacaciones tradicionales, y de ese modo reducir las ausencias de los estudiantes.

Siguiendo una ausencia, un estudiante está requerido traer una excusa escrita de la casa cuando regrese a la escuela. Enfermedades, y citas médicas y con el dentista se consideran ausencias justificadas. Las ausencias sin una excusa escrita serán documentadas como ausencias sin justificación.

<u>Tardiness</u>

Children should be encouraged to be prompt as part of developing good habits. They are expected to be at school on time. If a child is late, the child should bring an excuse from home to the school office. A student will be classified as truant if they are tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year.

<u>La Tardanza</u>

Los niños/as deben ser alentados a ser puntuales como parte del desarrollo de buenos hábitos. Se espera que lleguen a la escuela a tiempo. Si un niño/a llega tarde, el niño/a debe traer una escrita de su hogar a la oficina escolar. Un estudiante será clasificado como ausente si llega tarde o está ausente por más de un periodo de 30-minutos durante el día escolar sin una excusa valida en tres ocasiones en un año escolar.

<u>Truancy Definitions</u> – EC 48260, 48262 and 48263.6

A student is considered truant after three absences or three tardies of more than 30 minutes each time or any combination thereof and the absences or tardies are unexcused. After a student has been reported as a truant three or more times in a school year and FCOE has made a conscientious effort to meet with the family, the student is considered a habitual truant. A student who is absent from school without a valid excuse for 10% or more of the schooldays in one school year, from the date of enrollment to the current date, is considered a chronic truant. Unexcused absences are all absences that do not fall within EC 48205.

Definición de un Estudiante que Falta a la Escuela sin Justificación – CE 48260, 48262 y 48363.6
Se considera que un estudiante ha faltado a la escuela sin justificación (conocido en inglés como "truant") después de tres ausencias o tres tardanzas por más de 30 minutos cada vez o cualquier combinación de los mismos y las ausencias o tardanzas no son justificadas. Después de que un estudiante ha sido reportado como "truant" tres o más veces en un año escolar y FCOE ha hecho un esfuerzo consciente para reunirse con la familia, el estudiante se considera un "truant" habitual. Un estudiante que está ausente de la escuela sin justificación válida por 10% o más de los días de un año escolar, desde la fecha de inscripción a la fecha actual, se considera un "truant" crónico. Ausencias sin justificación son ausencias que no caen dentro del CE 48205.

Arrest of Truants/School Attendance Review Boards – EC 48263 and 48264
The school attendance supervisor, administrator or designee, a peace officer, or probation officer may arrest or assume temporary custody during school hours, of any minor who is found away from his/her home and who is absent from school without valid excuse within the county, city or school district. A student who is a habitual truant may be referred to a School Attendance and Review Board (SARB).

Detención de "Truants"/Consejo de Revisión de Asistencia Escolar – CE 48263 y 48264
El supervisor de asistencia escolar, administrador o designado escolar, un oficial de paz o un oficial de libertad condicional puede detener o asumir la custodia temporal durante el horario escolar de cualquier menor de edad que se encuentra fuera de su casa y que está ausente de la escuela sin justificación válida dentro del condado, ciudad o distrito escolar. Un estudiante que es un "truant" habitual podrá ser referido al Consejo de Revisión de Asistencia Escolar (conocido en inglés como "Student Attendance Review Board - SARB")

Truant Consequences – EC 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3,653.5, 654, and 651.5
Any student who is identified as "Truant" may be assigned as a ward of the court, if the available community resources do not resolve the students' continued problem of truancy, by a Probation Officer or Deputy District Attorney.

Consecuencias de absentismo escolar– CE 60901 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3,653.5, 654, and 651.5
Cualquier estudiante que sea identificado como "ausente sin permiso" puede ser asignado como tutela judicial/tutela de los tribunales, si los recursos comunitarios disponibles no resuelven problema continuo de absentismo escolar, por un agente de libertad condicional o un asistente del fiscal del FCOE.

Chronic Absenteeism – EC 60901
A student is considered a chronic absentee when he/she is absent on 10% or more of the school days in one school year, from the date of enrollment to the current date. Chronic absenteeism includes all absences – excused, unexcused and suspensions – and is an important measure because excessive absences negatively impact academic achievement and student engagement.

Ausentismo Crónico – CE 60901
A un estudiante se le considera como un ausente crónico cuando él/ella está ausente el 10% o más de los días escolares en un año escolar, desde la fecha de matriculación a la fecha actual. El ausentismo crónico incluye todas las ausencias – excusados, no excusados y suspensiones – y es una medida importante porque las ausencias excesivas afectan negativamente el rendimiento y compromiso académico del estudiante.

Behavioral Interventions – EC § 56521.1

Non-violent crisis intervention techniques are used by FCOE to maintain safety, minimize acting out behaviors, and promote respectful interactions. Non-violent crisis intervention may also be used when a pupil is in danger or hurting him/herself, hurting others or damaging property.

Emergency interventions, such as physical restraint, may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the pupil, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for the systematic behavior intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the FCOE principal or a law enforcement agency, as applicable to the situation. Emergency interventions may not include those items detailed in EC Section 56521.1(d).

The parent, guardian, and residential care provider, if appropriate, shall be notified within one school day if an emergency intervention is used or serious property damage occurs. A behavior emergency report ("BER") shall immediately be completed and maintained in the pupil's records and shall include: the name and age of the pupil; the setting and location of the incident; the name of the staff or other persons involved; a description of the incident and the emergency intervention used, and whether the pupil is currently engaged in any systematic behavior intervention plan; details of any injuries sustained by the pupil, or others, including staff, as a result of the incident. All BERs shall also be immediately forwarded to, and reviewed by, a designated responsible administrator at FCOE.

If a BER is written regarding a pupil who does not have a behavior intervention plan in his/her IEP, the designated responsible administrators from FCOE shall, within two days, schedule an IEP team meeting to review the BER, to determine the necessity for a functional behavior assessment, and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the functional behavior assessment, not developing an interim plan, or both.

If a BER is written regarding a pupil who has a positive behavior intervention plan in his/her IEP, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavior intervention plan.

FCOE utiliza técnicas de intervención de crisis no violentas para mantener la seguridad, minimizar los comportamientos exagerados y promover interacciones respetuosas. La intervención de crisis no violenta también se puede usar cuando un alumno está en peligro o se lastima a sí mismo, lastima a otros o daña la propiedad.

Las intervenciones de emergencia, como la restricción física, solo se pueden usar para controlar un comportamiento espontáneo e impredecible que representa un peligro claro y presente de daño físico grave para el alumno u otros, y que no se puede prevenir de inmediato con una respuesta menos restrictiva que la aplicación temporal. de una técnica utilizada para contener el comportamiento. Las intervenciones de emergencia no se utilizarán como sustituto del plan sistemático de intervención del comportamiento que está diseñado para cambiar, reemplazar, modificar o eliminar un comportamiento objetivo. No se empleará ninguna intervención de emergencia por más tiempo del necesario para contener el comportamiento. Una situación que requiera el uso prolongado de una intervención de emergencia requerirá que el personal busque ayuda del director de la FCOE o de una agencia del orden público, según corresponda a la situación. Las intervenciones de emergencia pueden no incluir los artículos detallados en la Sección 56521.1(d) de EC.

El padre, tutor y proveedor de cuidado residencial, si corresponde, serán notificados dentro de un día escolar si se usa una intervención de emergencia o si ocurre un daño grave a la propiedad. Un informe de emergencia de comportamiento ("BER") se completará y mantendrá inmediatamente en los registros del alumno y deberá incluir: el nombre y la edad del alumno; el escenario y la ubicación del incidente; el nombre del personal u otras personas involucradas; una descripción del incidente y la intervención de emergencia utilizada, y si el alumno participa actualmente en algún plan sistemático de intervención conductual; detalles de cualquier lesión sufrida por el alumno

u otras personas, incluido el personal, como resultado del incidente. Todos los BER también se enviarán de inmediato y serán revisados por un administrador responsable designado en FCOE.

Si se escribe un BER con respecto a un alumno que no tiene un plan de intervención conductual en su IEP, los administradores responsables designados de FCOE programarán, dentro de dos días, una reunión del equipo del IEP para revisar el BER y determinar la necesidad de un evaluación del comportamiento funcional y para determinar la necesidad de un plan provisional. El equipo del IEP deberá documentar los motivos por los que no se realizó la evaluación del comportamiento funcional, no se desarrolló un plan provisional o ambos.

Si se escribe un BER con respecto a un alumno que tiene un plan de intervención de comportamiento positivo en su IEP, un incidente que involucre un problema de comportamiento grave no visto anteriormente, o donde una intervención diseñada previamente no es efectiva, se remitirá al equipo del IEP para revisar y determinar si el incidente constituye una necesidad de modificar el plan de intervención de comportamiento positivo.

California College Guidance Initiative – EC 60900.5

Iniciativa de Orientación Universitaria de California – CE 60900.5

The California College Guidance Initiative (CCGI) is part of California's efforts to close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI provides a set of college and career planning tools designed to help students plan for and apply to California public colleges and universities. To support these efforts, CCGI receives enrollment data for all public-school students enrolled in grades six through twelve through California Pupil Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. The shared data will be used to provide students and families with direct access to online tools and resources and will enable the student to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for the purpose of admissions and academic placement.
2. The Student Aid Commission for purposes of admissions and academic placement.

La Iniciativa de Orientación Universitaria de California (CCGI) es parte de los esfuerzos de California para cerrar las brechas entre los sistemas y garantizar que todos los estudiantes de California, especialmente aquellos que han estado subrepresentados en la educación superior, puedan pasar sin problemas del K-12 a la universidad y la carrera profesional. CCGI proporciona un conjunto de herramientas de planificación universitaria y profesional diseñadas para ayudar a los estudiantes a planificar y postularse a colegios y universidades públicas de California. Para apoyar estos esfuerzos, CCGI recibe datos de inscripción de todos los estudiantes de escuelas públicas matriculados en los grados del sexto al doce a través del Sistema de Datos de Rendimiento de los Alumnos de California (CALPADS). CALPADS es un sistema de datos longitudinal que se utiliza para mantener datos a nivel individual, incluidos datos demográficos de los estudiantes, datos de cursos, disciplina, evaluaciones, asignaciones del personal y otros datos para informes estatales y federales. Los datos compartidos se utilizarán para proporcionar a los estudiantes y las familias acceso directo a herramientas y recursos en línea y permitirán al estudiante transmitir información compartida con el CCGI a los siguientes:

1. Instituciones de educación postsecundaria con propósito de admisiones y colocación académica.
2. La Comisión de Ayuda Estudiantil para efectos de admisiones y colocación académica.

Cal Grant Program – EC 69432.9

Programa de Cal Grant – CE 69432.9

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University or California Community College. Some independent and career colleges or technical schools in California also take Cal Grants.

In order to assist students apply for financial aid, all students in grade 12 are automatically considered a Cal Grant applicant and each grade 12 student's GPA will be submitted by the October 1 deadline to the California Student Aid Commission (CASC) electronically by a school or school district official. A student, or the parent or guardian of a student under 18 years of age, may complete a form to indicate that he or she does not wish for the school to

electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt out the student. Once a student turns 18 years of age, only the student may opt himself or herself out, and can opt in if the parent or guardian had previously decided to opt out the student. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1 of the students' 11th grade year.

Las becas Cal Grant es dinero para la Universidad que no tiene que ser devuelto. Para calificar, el estudiante tiene que cumplir con los requisitos financieros y de elegibilidad como también con el requisito de promedio mínimo (GPA). Las becas Cal Grant pueden ser utilizadas en cualquier Universidad de California, la Universidad Estatal de California o Colegio Comunitario de California. Algunas universidades independientes o escuelas técnicas en California también aceptan las becas Cal Grant.

Con el fin de ayudar a los estudiantes a aplicar para ayuda financiera, todos los estudiantes en el grado 12 automáticamente se consideran como un solicitante Cal Grant y el GPA de cada estudiante en el grado 12 será sometido antes del 1 de octubre a la Comisión de Ayuda Estudiantil de California (CASC) electrónicamente por un funcionario del FCOE escolar o la escuela. Un estudiante o el padre o tutor legal de un estudiante menor de 18 años de edad, pueden completar un formulario para indicar que él o ella no desea que su GPA sea enviado al CASC. Una vez que el estudiante cumpla los 18 años de edad, solo el estudiante puede optar a sí mismo/a, y puede optar si el padre o tutor legal había decidido previamente de optar por el estudiante. La notificación con respecto a CASC y la oportunidad de optar por no ser automáticamente considerada un solicitante Cal Grant se proporcionará a todos los estudiantes y sus padres o tutores antes del 1 de enero del grado 11 de los estudiantes.

California Healthy Youth Act – EC 51930-51939

Ley de Juventud Sana de California – CE 51930-51939

The California Healthy Youth Act requires public schools to provide pupils with integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention education at least once in middle school and once in high school. It is intended to ensure that pupils in grades 7-12 are provided with the knowledge and skills necessary to: 1) protect their sexual and reproductive health from HIV, other sexually transmitted infections, and unintended pregnancy; 2) develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family; and 3) have healthy, positive, and safe relationships and behaviors. It also promotes understanding of sexuality as a normal part of human development.

Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners. Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.

Parents or legal guardians have the right to:

1. Inspect the written and audiovisual educational materials used in the comprehensive sexual health and HIV prevention education.
2. Request in writing that their child be opted out of the comprehensive sexual health, HIV prevention education, and assessments related to that education as provided for in EC Section 51938.
3. Request a copy of Education Codes 51930 through 51939, the California Healthy Youth Act.
4. Be informed whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants.
5. Receive notice by mail or another commonly used method of notification no fewer than 14 days before the instruction is delivered if arrangements for the instruction are made after the beginning of the school year.
6. When the district chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV prevention education, be informed of:
    a. The date of the instruction
    b. The name of the organization or affiliation of each guest speaker

FCOE may administer to pupils in grades 7 through 12 anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behavior and risks, including tests, questionnaires, and surveys, containing age-appropriate questions about their attitudes or practices relating to sex. Parents or legal guardians

will be notified in writing about the administration of, the right to review, and the right to excuse their child from any test, questionnaire, or survey.

The California Healthy Youth Act requirement above do not apply to description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education as defined in the Act. The requirements also do not apply to instruction, materials, presentations, or programming that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions.

La Ley de Juventud Sana de California requiere que los distritos escolares proveen alumnos una educación sobre la salud sexual y prevención de VIH que sea integrada, comprensiva, correcta e imparcial por lo menos una vez en la preparatoria, y una vez en la secundaria. La intención de esta ley es asegurar que los alumnos en grados 7-12 reciban los conocimientos y habilidades necesarios para: 1) proteger su salud sexual y reproductiva del HIV, otras infecciones de transmisión sexual, y embarazos no intencionados; 2) desarrollar actitudes saludables sobre el crecimiento y desarrollo del adolescente, imagen corporal, género, orientación sexual, relaciones, matrimonio y familia; y 3) tender comportamientos y relaciones saludables, positivas y seguras. Esto también promueve comprensión de la sexualidad como una parte normal del desarrollo humano.

Los padres o tutores tienen derecho a:

1. *Examinar los materiales educacionales escritos y audiovisuales usados en la educación de salud sexual integral y prevención de VIH.*
2. *Solicitar por escrito que su hijo no reciba la educación de salud sexual integral y prevención de VIH.*
3. *Pedir una copia de los Códigos de Educación 51930 hasta 51939, La Ley de Juventud Sana de California.*
4. *Ponerse al corriente si la educación de salud sexual integral y prevención de VIH serán enseñados por personal del distrito o consultores independientes.*
5. *Recibir notificación por correo u otro método de notificación comúnmente usado no menos de 14 días antes de que inicie la instrucción si los arreglos para la instrucción toman lugar después del comienzo del año escolar.*
6. *Cuando el distrito elige usar consultores independientes o realizar una reunión general con oradores invitados para enseñar la educación de salud sexual integral y prevención de VIH, ponerse al corriente de:*
    a. *La fecha de la enseñanza*
    b. *El nombre de la organización o afiliación de cada orador invitado*

FCOE puede administrar a los alumnos en grados 7 a 12 estudios e instrumentos de evaluación anónimos, voluntarios, y confidenciales para medir el comportamiento y los riesgos de la salud de los alumnos, incluyendo pruebas, cuestionarios y encuestas, con preguntas apropiadas de acuerdo a la edad del estudiante sobre sus actitudes o prácticas relacionadas al sexo. Los padres o tutores legales serán notificados por escrito de la administración, el derecho a revisar, y el derecho a excusar a su hijo/a de cualquier prueba, cuestionario o encuesta.

El requisito anterior de la Ley de Juventud Saludable de California no se aplica a la descripción o ilustración de los órganos reproductivos humanos que pueden aparecer en un libro de texto, adoptado de conformidad con la ley, si el libro de texto no incluye otros elementos de educación integral sobre salud sexual o educación sobre la prevención del VIH como se define en el acto. Los requisitos tampoco se aplican a la instrucción, los materiales, las presentaciones o la programación que aborden el género, la identidad de género, la expresión de género, la orientación sexual, la discriminación, el acoso, la intimidación, las relaciones o la familia y no aborden los órganos reproductivos humanos y sus funciones.

California High School Proficiency Exam – 5 CCR 11523

Examen de Suficiencia de la Escuela Preparatoria de California – 5 CRC 11523

The California High School Proficiency Exam (CHSPE) is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible pupils who pass the CHSPE are awarded a Certificate of Proficiency by the State Board of Education. A pupil who receives a Certificate of Proficiency may, with verified approval from the parent or legal guardian, leave high school early. The Certificate of Proficiency is equivalent to a high school diploma; however, it is not equivalent to completing all course work required for regular graduation from high school and does not exit a pupil from special education in the same manner a high school diploma would.

Pupils planning to continue his or her studies in a college or university should contact the admissions office of the institution to find out if the Certificate of Proficiency will meet admission requirements.

A pupil is eligible to take the CHSPE only if he or she meets one of the following requirements on the test date: 1) is at least 16 years old; 2) has been enrolled in the tenth grade for one academic year or longer; or 3) will complete one academic year of enrollment in the tenth grade at the end of the semester during which the CHSPE regular administration will be conducted. A fee for each examination application shall not be charged to a homeless or foster youth under the age of 25. For more information, including administration dates and registration deadlines, visit the following website: http://www.chspe.net/.

El Examen de Suficiencia de la Escuela Preparatoria de California (conocida en inglés como CHSPE) es un examen voluntario que evalúa la competencia en las habilidades básicas en lectura, escritura, y matemáticas enseñadas en las escuelas públicas. A los estudiantes elegibles quienes aprueben el CHSPE se les otorgará un Certificado de Suficiencia expedido por la Mesa Directiva Estatal de la Educación. Un alumno quien reciba un Certificado de Suficiencia puede, con aprobación verificada del padre o tutor legal, dejar de asistir la preparatoria tempranamente. El Certificado de Suficiencia es equivalente a un diploma de escuela preparatoria; sin embargo, no es equivalente a completar todos los cursos requeridos para graduación regular de la preparatoria. Los alumnos que planean continuar sus estudios en una universidad deben ponerse en contacto con la oficina de admisiones de la institución para averiguar si el Certificado de Suficiencia cumplirá con los requisitos de admisión.

Un alumno es elegible para tomar el CHSPE solamente si él o ella cumple uno de los siguientes requisitos en la fecha del examen: 1) tiene al menos 16 años de edad; 2) ha sido matriculado en el décimo grado por un año académico o más; o 3) completará un año académico de inscripción en el décimo grado al final del semestre durante el cual se llevará a cabo la administración regular del CHSPE. No se cobrará un cargo por cada solicitud de examen a un joven sin hogar o en crianza temporal menor de 25 años. Para más información, incluyendo las fechas de administración e inscripción, visite al sitio Web: http://www.chspe.net/espanol/.

Career Counseling & Course Selection – EC 221.5(d)
Consejo de Profesión y Selección de Curso – CE 221.5(d)

Commencing grade 7, school personnel shall assist pupils with course selection or career counseling, exploring the possibility of careers, or courses leading to careers based on the interest and ability of the pupil and not on the pupil's gender. Parents or legal guardians are notified so that they may participate in such counseling sessions and decisions.

Empezando desde el grado 7, personal de la escuela asistirá a los alumnos con la selección de curso o el consejo de profesión, investigando la posibilidad de carreras, o cursos que llevan a carreras basados en el interés y la habilidad del alumno y no en el sexo del alumno. Los padres y tutores legales serán notificados para que puedan participar en tales sesiones de consejo y decisiones.

Charter School Complain Notice – EC 47605(d)(4)
Consejo de Profesión y Selección de Curso – CE 47605(d)(4))

Charter Schools may NOT discourage enrollment for any of these reasons: low academic achievement, economic disadvantaged, English non-proficient, Ethnicity, Foster Youth, Homelessness, Nationality, Neglect or Delinquent, Race, Sexual orientation, Disabilities. Charter Schools shall NOT: request records or require records to be submitted prior to enrollment, encourage disenrollment for any reason (other than suspension or expulsion). In order to submit a complaint, complete the Charter School Complaint Form, submit to the charter school authorizer, the Fresno County Superintendent of Schools, by mail or electronically.

Las Escuelas Autónomas NO pueden desalentar la inscripción por ninguno de estos motivos: bajo rendimiento académico, desventaja económica, inglés no competente, origen étnico, jóvenes de acogida, personas sin hogar, nacionalidad, negligencia o delincuencia, raza, orientación sexual, discapacidades. Las Escuelas Autónomas NO deberán: solicitar registros o requerir que se presenten antes de la inscripción, alentar la cancelación de la inscripción por cualquier motivo (que no sea suspensión o expulsión). Para presentar una queja, complete el Formulario de queja de la escuela autónoma, envíelo al autorizador de la escuela autónoma por correo o electrónicamente.

Child Abuse and Neglect Reporting – PC 11164 *et seq.*
El Denunciar del Abuso y Descuido de Menores – CP 11164 et seq.

All FCOE staff are considered mandated reports, required by law to report cases of child abuse and neglect whenever staff have a reasonable suspicion that abuse or neglect has occurred. FCOE staff may not investigate to confirm the suspicion. Both the staff name and the report itself are confidential and cannot be disclosed except to authorized agencies.

Parents and guardians of pupils also have a right to file a complaint against a school employee or other person they suspect has engaged in abuse of a pupil at a school site. Complaints may be filed with the local law enforcement agency and/or parents and guardians may contact FCOE administration.

Se requieren por la ley al personal del FCOE denunciar los casos de abuso y descuido de menores cuando tienen una sospecha razonable. El personal no podrá investigar para confirmar la sospecha. El nombre del personal y el informe serán confidenciales y no podrán ser divulgados salvo a las agencias autorizadas.

Los padres y tutores de los alumnos también tienen derecho a presentar una denuncia contra un empleado de la escuela u otra persona que sospechen que ha abusado de un alumno en una escuela. Las quejas pueden presentarse ante la agencia local de aplicación de la ley y/o los padres y tutores pueden comunicarse con la administración de FCOE.

Child Find - EC 56300, 56301
***Encontrar Niños – CE* 56300, 56301**

FCOE has a duty to identify, locate and assess children with disabilities who are in need of special education and related services. If you believe that your child is in need of special education and related services, you may initiate a referral for assessment by contacting the school or program administrator.

FCOE tiene el deber de identificar, localizar y evaluar a los niños con discapacidad que necesitan educación especial y servicios relacionados. Si usted cree que su hijo necesita la educación especial y servicios relacionados, puede iniciar una referencia para la evaluación comunicándose con la escuela o el administrador del programa.

Concussion and Head Injuries – EC 49475
Conmoción Cerebral y Lesiones a la Cabeza – CE 49475

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. A school district that elects to offer athletic programs must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete's initiating practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Una conmoción cerebral es una lesión cerebral que puede ser causada por un golpe ligero, un golpe fuerte o un movimiento repentino de la cabeza, o por un golpe a otra parte del cuerpo con fuerza que se transmite a la cabeza. Aunque la mayoría de las conmociones cerebrales son de poca seriedad, todas las conmociones cerebrales son potencialmente graves y pueden provocar complicaciones incluyendo daño cerebral prolongado y la muerte si no son reconocidos y administrado correctamente. Un distrito escolar que elige ofrecer programas atléticos debe sacar inmediatamente de una actividad atlética patrocinada por la escuela para el resto del día un deportista que se sospecha de haber sufrido una conmoción cerebral o lesión en la cabeza durante esa actividad. El atleta no podrá volver a esa actividad hasta que él o ella sea evaluada por y reciba autorización escrita de un proveedor de atención médica con licencia. Cada año, una hoja de información sobre conmoción cerebral y lesiones a la cabeza debe ser firmada y devuelta por el atleta y el padre o tutor del atleta antes de que inicie práctica o competencia. Este

requisito no se aplica a un atleta que participa en una actividad atlética durante el día escolar o como parte de un curso de educación física.

College & Career Technical Education – EC 51229 (9-12) and
Educación Técnica Universitaria y Profesional: CE 51229 (9-12) y EC 48980 (l) EC 48980(l)

Career Technical Education (CTE) courses are offered to count toward graduation. The CTE courses that are offered at our schools do not satisfy the a-g for CSU/UC requirements for admission. For more information, please contact our academic advisors/counselors.

Los cursos de Educación de Carreras Técnicas (ECT) se ofrecen para contar para la graduación Los cursos CTE que se ofrecen en nuestras escuelas no satisfacen los requisitos de admisión a-g para CSU / UC. Para obtener más información, comuníquese con nuestros asesores/consejeros académicos.

Confidential Medical Services – EC 46010.1
Servicios Médicos Confidenciales – CE 46010.1

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

Las autoridades escolares pueden excusar cualquier alumno en grados 7-12 de la escuela para recibir servicios médicos confidenciales sin el consentimiento del padre o tutor del alumno.

Confidentiality of Medical Information Act – CC 56.10
Servicios Médicos Confidenciales – CC 56.10

School linked service coordinators may have access to health care information which complies with federal health insurance requirements. The coordinator must be credentialed and serve with confidentiality requirements per licensed school nurses, marriage and family therapists, educational psychologists, and clinical counselors.

Los coordinadores de servicios vinculados a la escuela tendrán acceso a información de atención médica que cumpla con los requisitos federales de seguro médico. El coordinador debe estar acreditado y cumplir con los requisitos de confidencialidad por enfermeras escolares acreditadas, terapeutas matrimoniales y familiares, psicólogos educativos y consejeros clínicos.

Coursework and graduation requirements – EC 51225.1 and 51225.2
Trabajo de curso y requisitos de graduación - CE 51225.1 y 51225.2

A pupil in foster care, or who is a homeless child or youth, or who is a former juvenile court pupil, or who is a child of a military family, or who is a migratory child, or who transfers between schools any time after completion of the pupil's second year of high school, or who is a pupil participating in a newcomer program and is in his or her third of fourth year of high school may qualify to be exempted from local graduation coursework requirements that are beyond the California state requirements, or to be provided with additional fifth-year options. Please make an appointment with the school counselor to review options related to graduation. All coursework that was completed at another school outside of FCOE will be issued full or partial credit.

Un alumno en cuidado de crianza, o que es un niño o joven sin hogar, o que es un ex alumno de la corte juvenil, o que es un hijo de una familia militar, o que es un niño migrante, o que se transfiere entre escuelas en cualquier momento después de completar del segundo año de la escuela secundaria del alumno, o que es un alumno que participa en un programa para recién llegados y está en su tercer o cuarto año de la escuela secundaria puede calificar para estar exento de los requisitos locales de cursos de graduación que están más allá de los requisitos del estado de California, o recibir opciones adicionales de quinto año. Haga una cita con el consejero escolar para revisar las opciones relacionadas con la graduación. Todos los cursos que se completaron en otra escuela fuera de FCOE recibirán crédito total o parcial.

Custody Issues
Asuntos de Custodia

Custody disputes must be handled by the courts. The school has no legal jurisdiction to refuse a biological parent access to his/her child and/or school records. The only exception is when signed restraining orders or proper divorce

papers, specifically stating visitation limitations, are on file in the school office. Any student release situation which leaves the student's welfare in question will be handled at the discretion of the site administrator or designee. Should any such situation become a disruption to the school, law enforcement will be contacted and an officer requested to intervene. Parents are asked to make every attempt not to involve school sites in custody matters. The school will make every attempt to reach the custodial parent when a parent or any other person not listed on the emergency card attempts to pick up a child.

Disputas de custodia tendrán que ser atendidas por medio de las cortes. La escuela no tiene ninguna jurisdicción legal de negar a un padre biológico acceso a su niño y/o registros escolares. La única excepción es cuando existen órdenes de restricción o documentos de divorcio, específicamente indicando limitaciones de visitas, que estén archivadas en la oficina escolar. Cualquier situación de cesión que ponga en peligro el bienestar del estudiante será atendida al criterio del administrador o su designado. Si cualquier cuya situación altera la escuela, se solicitará la intervención de la policía. Les piden a los padres que hagan todo lo posible a no involucrar la escuela en asuntos de custodia. La escuela hará todo lo posible para comunicarse con el padre que tiene custodia cuando un padre o cualquier otra persona que no está listada en la carta de emergencia trate de recoger un niño.

Directory Information – EC 49073

Directorio de Información – CE 49073

"Directory Information" includes one or more of the following items: student's name, address, telephone number, e-mail address, date of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent public or private school attended by the student. No information may be released to private profit making entity other than employers, prospective employers and representatives of the news media, including, but not limited to, newspapers, magazines, and radio and television stations. Directory information may be disclosed without prior consent from the parent or legal guardian unless the parent or legal guardian submits a written notice to the school to deny access to his/her pupil's directory information. Directory information regarding a pupil identified as experiencing homelessness shall not be released unless a parent, or eligible pupil, has provided written consent that directory information may be released.

"Directorio de Información" incluye uno o más de los siguientes: nombre del estudiante, domicilio, número de teléfono,dirección de correo electrónico, fecha de nacimiento, campo principal de estudio, participación en actividades y deportes oficialmente reconocidos, peso y estatura de los miembros de equipos atléticos, fechas de asistencia, títulos y reconocimientos recibidos, y la escuela pública o privada a la que más recientemente asistió el estudiante. Ninguna información podrá ser divulgada a entidad privada lucrativa aparte de empleadores, posibles empleadores y representantes de los medios de comunicación, incluyendo, pero no limitado a, periódicos, revistas, y emisoras de radio y televisión. El directorio de información puede ser divulgado sin previo consentimiento del padre o tutor legal a menos que el padre o tutor legal presente un aviso escrito a la escuela para denegar acceso al directorio de información de su estudiante. El directorio de información con relación a un estudiante identificado como un niño o un joven sin un hogar no podrá ser divulgado a menos que el padre, o un estudiante elegible, haya proporcionado un consentimiento por escrito para que el directorio de información pueda ser divulgado.

Disruption in a Public School or Public School Meeting – EC 32210

Interrupción en una Escuela Pública o en una Junta de la Escuela Pública – CE 32210

Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars ($500).

Cualquier persona que interrumpa intencionalmente una escuela pública o una junta escolar pública es culpable de un delito menor, y puede ser castigada con una multa no más de quinientos dólares ($500).

Dress Code/Uniforms – EC 35183

Código de Vestimenta/uniformes - CE 35183

FCOE schools/programs may adopt a dress code policy that requires pupils to wear a school-wide uniform or prohibits pupils from wearing gang-related apparel. Six months' prior notice must be given to parents/guardians before implementing a policy that requires pupils to wear a school-wide uniform. Policy to address the availability of resources to assist economically disadvantaged pupils and to provide that no pupil will be penalized academically

or otherwise discriminated against nor denied attendance to school if the pupil's parents chose not to have the pupil comply with the uniform policy.

Escuelas/programas de FCOE pueden adoptar un código de vestimenta que exige a los alumnos a usar un uniforme en toda la escuela o prohibe a los alumnos llevar ropa relacionada con pandillas. Se tiene que proveer una noticia a los padres/tutores por lo menos seis meses antes de implementar una política que exige a los alumnos a usar un uniforme en toda la escuela . Políticas concerniente la disponibilidad de recursos para ayudar a los alumnos en desventaja económica y para establecer que ningún alumno será penalizado académicamente o discriminado por cualquier manera, o negado la asistencia a la escuela si los padres/tutores de los estudiantes optaron por no tener el alumno cumple con la política de uniformes.

Education of Foster Youth – EC 48204, 48853, 48853.5, 51215.1, 51225.2

La Educación de los Jóvenes Bajo Cuidado Adoptivo Temporal (Foster Youth) - CE 48204, 48853, 48853.5, 51215.1, 51225.2

California law gives specific protections and rights to foster youth. An explanation of those rights is contained in the "Foster Youth Education Rights" summary, attached to this notification.

In addition to parental notification requirements for an involuntary transfer to a continuation school, suspension, or expulsion, notification must be made to the foster child's attorney and social worker, and, for the child's tribal social worker, if applicable, and county social worker. The attorney and social worker have the same rights as parents during these processes, such as requests for meetings and the ability to inspect all documents.

La ley de California da a los jóvenes bajo cuidado adoptivo temporal algunos(as) protecciones y derechos especificos. Una explicación de estos derechos se encuentra en el documento titulado "Derechos de los Jovenes Bajo Cuidado Adoptivo Temporal (Foster Youth)" adjunto a la presente notificación.

Además de notificación requerida para los padres sobre una transferencia involuntaria a una escuela de recuperación, suspensión o expulsión, se deben hacer notificaciones al abogado y trabajador social del niño de crianza o al trabajador social tribal, si es aplicable, y al trabajador social del condado del niño. El abogado y el trabajador social tienen los mismos derechos que los padres durante estos procesos, tales como solicitudes de reuniones y la capacidad de inspeccionar todos los documentos.

Education of Homeless Youth – 42 USC 11432

La Educación de la Juventud Sin Hogar - 42 USC 11432

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. Every school district must appoint a liaison to assist these students.

A homeless student is defined as a person between the ages of birth (Early Head Start and Head Start Programs) and twenty-two (special education students) who lacks a fixed, regular, and adequate nighttime residence and may temporarily:

1. Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
2. Live "doubled-up" with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction, or natural disaster);
3. Live in a hotel or motel;
4. Live in a trailer park or campsite with their family;
5. Have been abandoned at a hospital;
6. Be awaiting foster placement in limited circumstances;
7. Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
8. Be abandoned, runaway, or pushed out youth or migrant youth that qualifies as homeless because he/she is living in circumstances described above.

A homeless student has the right to attend either the school of origin, defined as the school that the student was last enrolled or attended when last housed or any school attended in the past fifteen (15) months; or the current school of residence. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school's decision by contacting the district's homeless liaison and following the district's dispute resolution policy.

The law requires the immediate enrollment of homeless students, which is defined as "attending class and participating fully in school activities". Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records or other documentation usually required for enrollment. It is the responsibility of the district homeless liaison to refer parents to all programs and services for which the student is eligible. Referrals may include, but is not limited to: free nutrition, special education services, tutoring, English Language Learners programs, Gifted and Talented Education program, preschool, before and after school services or any other program offered by the school or district. The district shall ensure that transportation is provided, at the request of the parent/guardian/unaccompanied homeless youth, to and from the school of origin, if feasible.

Unaccompanied youth; such as teen parents not living with their parent or guardian or students that have runaway or have been pushed out of their homes, have access to these same rights.

A homeless student that transfers schools after the second year of high school, and is greatly deficient in credits may be able to graduate within four years with reduced state requirements. School districts are required to issue and accept partial credit for courses that have been satisfactorily completed.

La Ley de Asistencia para "Personas sin un Hogar" de McKinney-Vento para Niños y Jóvenes sin un hogar da derecho a todos los niños de edad escolar sin un hogar a la misma educación pública gratuita y apropiada que se proporciona a los estudiantes con un hogar. Cada distrito escolar tiene que nombrar un coordinador para las personas sin un hogar para ayudar a estos estudiantes.
Un estudiante sin un hogar se define como una persona entre las edades de nacimiento (programas de Early Head Start y Head Start) a veintidós años de edad (para estudiantes de educación especial), que carecen de una residencia nocturna regular, adecuada, fija y podría temporalmente:

1. *Vivir en un refugio de emergencia o de transición; edificio abandonado, coche estacionado, u otra instalación que no está diseñada como lugar regular para dormir para los seres humanos;*
2. *Vivir "junto" con otra familia, debido a la pérdida de vivienda derivada de problemas financieros (por ejemplo, pérdida de trabajo, desalojo o desastre natural);*
3. *Vivir en un hotel o motel;*
4. *Vivir en un parque de casas rodantes o en un campamento con su familia;*
5. *Haber sido abandonado/a en un hospital;*
6. *Estar en espera de un refugio adoptivo en circunstancias limitadas;*
7. *Vivir en un hogar para madres solteras o futuras madres, de edad escolar, si no hay otra vivienda disponible; o*
8. *Estar abandonado/a, haber huido del hogar o ser expulsado o ser un joven migrante que califica como sin hogar porque él/ella está viviendo en circunstancias descritas anteriormente.*

Un estudiante sin un hogar tiene el derecho de asistir a la escuela, ya sea de origen, se define como la última escuela de inscripción o la última a la que asistió cuando tenía un hogar o cualquier otra escuela que haya asistido en los últimos quince (15) meses; o la escuela actual de residencia. Si surge una disputa sobre la selección o la inscripción escolar, el padre/tutor legal tiene el derecho de disputar la decisión de la escuela contactando al coordinador del distrito para las personas sin un hogar y de acuerdo con la política disolución de disputas del distrito.

La ley exige la inscripción inmediata de los estudiantes sin un hogar, que se define como "asistir a clase y participar plenamente en las actividades escolares". Las escuelas no pueden demorar o impedir la inscripción de un estudiante debido a la falta de registros de la escuela o de inmunización o cualquier otro documento usualmente requerido para la inscripción. Es responsabilidad del coordinador del distrito para las personas sin un hogar de referir a los padres a todos los programas y servicios para los cuales el estudiante califica. Las referencias pueden incluir, pero no se limitan a: la nutrición gratuita, servicios de educación especial, tutoría, programas para el aprendizaje del inglés, el programa de Educación para Dotados y Talentosos, preescolar, servicios para antes y después de la escuela o cualquier otro programa ofrecido por la escuela o el

distrito. El distrito debe asegurar la transportación, a petición de los padres/tutores legales/joven solo sin un hogar, hacia y desde la escuela de origen, si es posible.

Los jóvenes no acompañados, tales como los padres adolescentes que no viven con sus padres o tutores legales o los estudiantes que han huido del hogar o los han expulsado fuera de sus hogares, tendrán acceso a los mismos derechos.

Education of Homeless Youth: Right to Apply for Financial Aid - EC 69432.7, 69519, 69731, 69956, 70032, 78220, and 88931
Educación de jóvenes sin hogar: derecho a solicitar ayuda financiera - CE 69432.7, 69519, 69731, 69956, 70032, 78220 y 88931

Students experiencing homelessness have a right to apply for financial aid to seek education beyond high school. Every district and charter school must appoint a homeless liaison to assist students and families. Please contact: Pam Hancock at 559-265-4003 for more information of services and policies related to homeless education rights.

Los estudiantes sin hogar tienen derecho a solicitar ayuda financiera para buscar educación más allá de la escuela secundaria. Cada distrito y escuela autónoma debe designar un enlace para personas sin hogar para ayudar a los estudiantes y las familias. Comuníquese con Pam Hancock al numero de telefono 559-265-4003 *para obtener más información sobre los servicios y las políticas relacionadas con los derechos educativos para personas sin hogar.*

Educational Equity: Immigration and Citizenship Status - EC 200, 220, and 234.1 adding Article 5.7 to EC 234.7, EC 66251, 66260.6, 66270, and 66270.3
Equidad Educacional: Estado de inmigración y ciudadanía CE 200, 220, and 234.1 adding Article 5.7 to EC 234.7, CE 66251, 66260.6, 66270, and 66270.3

The Equity in Higher Education Act states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status have equal educational rights and opportunities including financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status.

La Ley de Equidad en la Educación Superior establece que todas las personas, independientemente de su discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnia, religión, orientación sexual o condición migratoria, tienen iguales derechos y oportunidades educativas, incluida la ayuda financiera para la educación superior. También será equitativo y no se podrá negar una solicitud a un estudiante basándose en su estatus migratorio.

Electronic Listening or Recording Device – EC 51512 and 56341.1(g)
***Aparato Electrónico de Escuchar o Grabación – CE 51512 y* 56341.1(g)**

The use by any person, including a pupil, of any electronic listening or recording device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. Any person, other than the pupil, willfully in violation shall be guilty of a misdemeanor. Any pupil in violation shall be subject to appropriate disciplinary action.

Notwithstanding the above and PC Section 632, the parent or guardian, or FCOE shall have the right to audio record the proceedings an IEP team meeting. The parent or guardian or FCOE shall notify the members of the IEP team of his, her, or its intent to audio record an IEP team meeting at least 24 hours prior to the meeting. If FCOE initiates the notice of intent to audio record an IEP team meeting and parent or guardian objects or refuses to attend the meeting because it will be audio recorded, the meeting shall not be audio recorded.

El uso por cualquier persona, incluyendo un alumno, de cualquier aparato electrónico para escuchar o grabar en cualquier salón de clase sin el previo consentimiento del maestro y el director es prohibido ya que interrumpe y afecta el proceso de enseñanza y disciplina en las escuelas. Cualquier persona, que no sea el alumno, intencionalmente en violación será culpable de un delito menor. Cualquier alumno en violación estará sujeto a una acción disciplinaria apropiada.

No obstante lo anterior y la Sección 632 del PC, el padre o tutor, o FCOE tendrá derecho a grabar en audio los procedimientos de una reunión del equipo del IEP. El padre o tutor o FCOE deberá notificar a los miembros del equipo del IEP sobre su intención de grabar en audio una reunión del equipo del IEP al menos 24 horas antes de la reunión.

Si FCOE inicia el aviso de intención de grabar en audio una reunión del equipo del IEP y el padre o tutor se opone o se niega a asistir a la reunión porque se grabará en audio, la reunión no se grabará en audio.

Electronic Signaling Device – EC 48901.5

Aparato electrónico que señala - CE 48901.5

The use by any person, including a pupil, of any electronic signaling device in any classroom without the prior consent of the teacher and the principal is prohibited as it disrupts and impairs the teaching process and discipline in the schools. The only allowable use would be acceptable if it is determined by a licensed physician that the pupil must use for the health and safety of a pupil. Any pupil in violation shall be subject to appropriate disciplinary action.

Smartphone use may be prohibited by districts, charter schools, and county schools while a student is at a schoolsite and under supervision and control of staff. There are health and special education limits or usage that may differ from the general student population, but must be in writing and kept on file in student records for confidential record keeping and reasons.

El uso por cualquier persona, incluso un alumno, de cualquier aparato de señalización electrónica en cualquier salón sin el consentimiento previo del maestro y el director es prohibido ya que interrumpe y afecta el proceso de aprendizaje y la disciplina en las escuelas. El único uso permitido sería aceptable si lo determina un médico con licencia que el alumno debe usar para la salud y la seguridad de un alumno. Cualquier alumno en violación estará sujeto a la acción disciplinaria apropiada.

Los distritos, las escuelas autónomas y las escuelas del condado pueden prohibir el uso de teléfonos inteligentes mientras un estudiante se encuentra en una escuela y bajo la supervisión y control del personal. Existen límites o usos de salud y educación especial que pueden diferir de la población general de estudiantes, pero deben estar por escrito y archivados en los registros de los estudiantes por razones y mantenimiento de registros confidenciales.

Educational Equity: Immigration Status: EC 66251, 66260.6, 66270, and 66270.3

Equidad Educacional: Estatus Migratorio – CE 66251, 66260.6, 66270, y 66270.3

The Equity in Higher Education Act, states that all persons, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other specified characteristic such as hairstyles, equal rights and opportunities and adds this opportunity to apply for financial aid for higher education to also be equitable, and an application may not be denied of a student based on their immigration status. This does not guarantee any final eligibility, but simply an ability to apply for financial aid just like any other student, without discrimination.

La equidad en la educación superior declara que todas las personas, independientemente de su discapacidad, género, genero de identidad, genero de expresión, nacionalidad, raza o etnicidad, religión, orientación sexual, o cualquier otra característica específica como peinados, tienen los mismos derechos y oportunidades y agrega la oportunidad de poder aplicar para ayuda financiera para la educación superior que sea equitativa y ninguna aplicación puede ser negada basada en el estado migratorio del estudiante. Esto no garantiza elegibilidad final, sino simplemente que tiene la oportunidad de aplicar para ayuda financiera, como cualquier otro estudiante, sin ser discriminado.

Emergency Treatment for Anaphylaxis – EC 49414

Pupil Health: emergency medical care: epinephrine auto-injectors - EC 48985.5

Tratamiento de Emergencia para Anafilaxia – CE 49414

Salud del alumno: atención médica de emergencia: autoinyectores de epinefrina - CE 48985.5

EC 49414 requires school districts to provide epinephrine auto-injectors to school nurses and trained personnel and authorizes them to use epinephrine auto-injectors for any student who may be experiencing anaphylaxis, regardless of known history. Emergency epinephrine auto-injectors must be stored in an accessible location along with a copy of written training material upon need for emergency use. Notice of location must be publicly posted.

Anaphylaxis is a severe and potentially life-threatening allergic reaction that can occur after encountering an allergic trigger, such as food, medicine, an insect bite, latex, or exercise. Symptoms may include narrowing of the airways, rashes or hives, nausea, or vomiting. a weak pulse and dizziness. It is estimated that approximately 25% of the anaphylactic reactions occur during school hours in students who had not previously been diagnosed with a food or other allergy. Without immediate administration of epinephrine followed by calling emergency medical services, death can occur. Being able to recognize and treat it quickly can save lives.

El CE 49414 requiere que los distritos escolares provean autoinyectores de epinefrina a las enfermeras de las escuelas y al personal capacitado, y les autoriza a utilizar autoinyectores de epinefrina para cualquier alumno que pueda estar experimentando anafilaxia, independientemente de los antecedentes médicos conocidos. Los autoinyectores de epinefrina de emergencia deben guardarse en un lugar accesible junto con una copia del material de capacitación escrito en caso de necesidad para uso de emergencia. El aviso de ubicación debe estar a disposición del público..

La anafilaxia es una severa y potencialmente mortal reacción alérgica grave y potencialmente mortal que puede ocurrir después de haber sido expuesto a un elemento que provoca alergias tal como la comida, medicina, picadura de insecto, látex o el ejercicio. Los síntomas incluyen el estrechamiento de las vías respiratorias, salpullido o urticaria, nausea o vómito, pulso débil y mareo. Se calcula que aproximadamente 25% de las reacciones anafilácticas ocurren durante las horas escolares a estudiantes que previamente no han sido diagnosticados con alergias alimentarias o de otro tipo. Sin la administración inmediata de epinefrina seguida por una llamada a los servicios médicos de emergencia, puede resultar en la muerte del estudiante. El poder reconocerla y tratarla de inmediato puede salvar vidas.

English Learners Identification Notice - EC 313.2, 5 CCR 11310
Aviso de Identificación de Estudiantes de Inglés - CE 313.2, 5 CRC 11310

State law requires that parents of English learners are to be notified annually if they are identified as one of the following: Long-term English Learner or English learner at risk of becoming a Long-term English Learner. FCOE will be sending these notices each school year. This notice will include a description of the language acquisition program offered by FCOE, and a description of the process for parents and guardians to request a language acquisition program.

La ley estatal requiere que los padres de los aprendices de inglés sean notificados anualmente si se identifican como uno de los siguientes: aprendices de inglés a largo plazo o aprendices de inglés en riesgo de convertirse en aprendices de inglés a largo plazo. FCOE enviará estos avisos cada año escolar. Este aviso incluirá una descripción del programa de adquisición de idiomas ofrecido por FCOE y una descripción del proceso para que los padres y tutores soliciten un programa de adquisición de idiomas.

Entrance Health Screening – HSC 124085, 124100, and 124105
Evaluación de Salud de Ingreso – HSC 124085, 124100 y 124105

State law requires that the parent or legal guardian of each pupil provide the school documentary proof that the pupil has received a health screening examination by a doctor within 90 days after entrance to first grade. Pupils may be excluded up to 5 days from school for failing to comply or not providing a waiver. Free health screening is available through the local health department.

La ley estatal requiere que el padre o tutor legal de cada alumno provee a la escuela documentación que pruebe que el alumno ha recibido un reconocimiento de salud por parte de un médico dentro de 90 días después de la matriculación al primer grado. Los alumnos pueden ser excluidos de la escuela hasta un máximo de 5 días por dejando de cumplir o por no haber proveído una exención. El reconocimiento de salud gratis está disponible a través del departamento de salud local.

Excused Absences – EC 46014 and 48205
Ausencias Justificadas – CE 46014 y 48205

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral or religious instruction.

No pupil shall have his or her grade reduced or lose academic credit for any excused absence or absences, if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

(a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
  (1) Due to his or her illness, including an absence for the benefit of the pupil's mental or behavioral health.
  (2) Due to quarantine under the direction of a county or city health officer.
  (3) For the purpose of having medical, dental, optometric, or chiropractic services rendered.

(4) For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five days per incident.

(5) For the purpose of jury duty in the manner provided for by law.

(6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.

(7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.

(8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

(9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in EC § 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.

(10) For the purpose of attending the pupil's naturalization ceremony to become a United States Citizen.

(11) For the purpose of participating in a cultural ceremony or event.

(12) (A) For the purpose of a middle school or high school pupil engaging in a civic or political event, as provided in subparagraph (B), provided that the pupil notifies the school ahead of the absence.

(B) (i) A middle school or high school pupil who is absent pursuant to subparagraph (A) is required to be excused for only one school day-long absence per school year.

(ii) A middle school or high school pupil who is absent pursuant to subparagraph (A) may be permitted additional excused absences in the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(13) (A) For any of the purposes described in clauses (i) to (iii), inclusive, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died, so long as the absence is not more than three days per incident.

(i) To access services from a victim services organization or agency.

(ii) To access grief support services.

(iii) To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

(B) Any absences beyond three days for the reasons described in subparagraph (A) shall be subject to the discretion of the school administrator, or their designee, pursuant to Section 48260.

(14) Authorized at the discretion of a school administrator, as described in subdivision (c) of Section 48260.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed one schoolday per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Alumnos, con consentimiento por escrito de sus padres o tutores legales, podrán ser dispensados de la escuela para participar en ejercicios de la religión o para recibir enseñanza moral o religiosa.

(a) No obstante a la Sección 48200, un alumno deberá ser dispensado de la escuela cuando la ausencia sea:

(1) Debido a la enfermedad del alumno.

(2) Debido a cuarentena bajo la dirección de un oficial de salud del condado o la ciudad.

(3) Con el fin de que se presten servicios médicos, dentales, optométricos o quiroprácticos.

(4) Con el fin de asistir a los servicios funerarios o lamentar la muerte de un miembro de la familia inmediata del alumno o de una persona que se determina por el padre o tutor del alumno a estar en una asociación tan estrecha con el alumno como para ser considerado como la familia inmediata del alumno, siempre y cuando la ausencia no supere más de cinco días por incidente.

(5) A los fines del servicio de jurado en la forma prevista por la ley.

(6) Debido a la enfermedad o cita médica durante el horario escolar de un niño del cual el alumno es el padre con custodia, incluidas las ausencias para cuidar a un niño enfermo para el cual la escuela no requerirá una nota de un médico.

(7) Por razones personales justificables, que incluyen, entre otras, una comparecencia en la corte, asistencia a un servicio funerario, celebración de un día festivo o ceremonia de la religión del alumno, asistencia a retiros religiosos, asistencia a una conferencia de empleo o asistencia en una conferencia educativa sobre el proceso legislativo o judicial ofrecido por una organización sin fines de lucro cuando el padre o tutor solicita la ausencia del alumno por escrito y el director o un representante designado lo aprueba de conformidad con las normas uniformes establecidas por la junta directiva.

(8) Con el propósito de servir como miembro de una junta electoral para una elección de conformidad con la Sección 12302 del Código de Elecciones.

(9) Con el propósito de pasar tiempo con un miembro de la familia inmediata del alumno que es un miembro en servicio activo de los servicios uniformados, según se define en la Sección 49701, y que ha sido llamado al servicio para, está en licencia o ha sido inmediatamente regresó de, despliegue a una zona de combate o posición de apoyo de combate. Las ausencias otorgadas de conformidad con este párrafo se otorgarán por un período de tiempo que se determinará a discreción del superintendente del distrito escolar.

(10) Con el fin de asistir a la ceremonia de naturalización del alumno para convertirse en ciudadano de los Estados Unidos.

(11) Con el propósito de participar en una ceremonia o evento cultural.

(12) (A) Con el propósito de que un alumno de escuela intermedia o secundaria participe en un evento cívico o político, según lo dispuesto en el subpárrafo (B), siempre que el alumno notifique a la escuela antes de la ausencia.

(B) (i) Se requiere que un alumno de escuela intermedia o secundaria que esté ausente de conformidad con el subpárrafo (A) sea justificado por una sola ausencia de un día escolar por año escolar.

(ii) A un alumno de escuela intermedia o secundaria que está ausente de conformidad con el subpárrafo (A) se le pueden permitir ausencias justificadas adicionales a discreción de un administrador escolar, como se describe en la subdivisión (c) de la Sección 48260.

(13) (A) Para cualquiera de los propósitos descritos en las cláusulas (i) a (iii), inclusive, si un miembro de la familia inmediato del alumno, o una persona que se determina por el padre o tutor del alumno a estar en una asociación tan estrecha con el alumno como para ser considerado la familia inmediata del alumno, ha fallecido, siempre y cuando la ausencia no sea más de tres días por incidente.

(i) Para obtener servicios de una organización o agencia de servicios a víctimas.

(i) To access services from a victim services organization or agency.

(ii) Para obtener servicios de apoyo al duelo.

(iii) Participar en la planificación de seguridad o tomar otras acciones para aumentar la seguridad del alumno o de un familiar inmediato del alumno, o de una persona que el padre o tutor del alumno determine que tiene una asociación tan estrecha con el alumno. para ser considerado la familia inmediata del alumno, incluyendo, entre otros, la reubicación temporal o permanente.

(B) Cualquier ausencia de más de tres días por las razones descritas en el subpárrafo (A) estará sujeta a la discreción del administrador de la escuela, o su designado, de conformidad con la Sección 48260.

(14) Autorizado a discreción de un administrador escolar, como se describe en la subdivisión (c) de la Sección 48260.

(b) A un alumno ausente de la escuela según esta sección se le permitirá completar todas las tareas y exámenes perdidos durante la ausencia que puedan proporcionarse razonablemente y, al completarlos satisfactoriamente dentro de un período de tiempo razonable, se le dará crédito completo por ello. El maestro de la clase a la que el alumno está ausente determinará qué pruebas y tareas serán razonablemente equivalentes, pero no necesariamente idénticas, a las pruebas y tareas que el alumno perdió durante la ausencia.

(c) Para propósitos de esta sección, la asistencia a retiros religiosos no excederá un día escolar por semestre.

(d) Las ausencias conforme a esta sección se consideran ausencias al calcular la asistencia diaria promedio y no generarán pagos prorrateados estatales.

(e) "Familia inmediata", como se usa en esta sección, significa el padre o tutor, hermano o hermana, abuelo o cualquier otro pariente que viva en el hogar del alumno.

Extended School Year – Migrant Education – EC 41601.6

Año Escolar Extendido – CE 41601.6

Students who are identified as a "migrant child" in grades TK-6 may be allowed to enroll in two public schools during summer, winter, or other intersessions – both the school in which they last attended and the next intended school to be entered upon the migration with parents from one agricultural work site to another.

A los estudiantes identificados como "niños migrantes" se les puede permitir inscribirse en escuelas públicas durante el verano, el invierno u otros períodos intermedios, tanto la escuela a la que asistieron por última vez como la próxima escuela a la que ingresarán en la migración con los padres de un lugar de trabajo agrícola a otro.

Foster and Homeless Youth Educational Placement – EC 48850 *et seq.*

Matrícula Escolar de los Estudiantes de Familias de Acogida y Sin Hogares - CE 48850 et seq.

Requires that pupils in foster care and homeless pupils receive stable school placements, be placed in least restrictive educational programs, have access to academic resources, services, and extracurricular and enrichment activities available to all pupils. Educational and school placement decisions shall be based on the best interests of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress. This information will be disseminated through family information sessions during a pupil's 11th grade year.

Requiere que los alumnos de familias de acogida y los alumnos sin hogares reciben asignaciones a la escuela estables, que se colocará en los programas educativos menos restrictivos, que tendrán acceso a recursos académicos, servicios y actividades extracurriculares y de enriquecimiento a disposición de todos los alumnos. Las decisiones de colocación educativo y escolares se basarán en los mejores intereses del niño y deberá considerar, entre otros factores, la estabilidad educativa y la oportunidad de ser educados en el ambiente educativo menos restrictivo necesario para lograr el progreso académico.

Federal Student Aid – EC 51225.8

Ayuda Federal Estudiantil –CE 51225.8

Under state law, school districts are to ensure that students prior to entering 12th grade are entitled to information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application at least once. This information should be available in a timely manner as financial aid is awarded in order of submission according to deadlines, on a first-come, first served basis. All family and student personal information will be protected according to state and federal privacy laws and regulations.

A paper copy of the FAFSA or the California Dream Act Application shall be provided to each pupil upon request by that pupil or upon request of a parent or guardian of that pupil.

Bajo la ley estatal, los distritos escolares deben aseguararse que los estudiantes antes de entrar al doceavo grado tienen el derecho a información de cómo completar apropiadamente, en su totalidad y entregar la Aplicación para Ayuda Federal Estudiantil Gratuita o la Aplicación de Dream Act de California, por lo menos una vez. Esta información debe estar disponible de manera oportuna debido a que la ayuda financiera es otorga por orden de entrega según los plazos, por orden en base de cual llega primero, es el primero en ser servido. Toda la información de las familias y personal de los estudiantes estará protegida de acuerdo con las leyes y regulaciones estatales y federales de la privacidad.

Una copia en papel de la FAFSA o la Solicitud de la Ley del Sueño de California se proporcionará a cada alumno a petición de ese alumno oa petición de un padre o tutor de ese alumno.

Free and Reduced-price Meals – EC 49510, 49391 and 49392
Comidas Gratuitas y Precios Reducidos – CE 49510, 49391, y 49392

Commencing in SY 2022–23, Education Code (EC) 49501.5 requires public school districts, county offices of education, and charter schools serving students in grades TK–12 to provide two meals free of charge (breakfast and lunch) during each school day to students requesting a meal, regardless of their free or reduced-price meal eligibility. Charter Schools and Districts will still require elibible parents to submit an application in order to remain in compliance for accounting purposes only. Schools serving grades 1-6 will serve breakfast or a morning snack to non-school-aged children with a guardian present.

A partir del año escolar 2022-23, el Código de Educación (EC) 49501.5 requiere que los distritos escolares públicos, las oficinas de educación del condado y las escuelas chárter que atienden a estudiantes en los grados TK-12 proporcionen dos comidas sin cargo (desayuno y almuerzo) durante cada día escolar para estudiantes que solicitan una comida, independientemente de su elegibilidad de comida gratis o de precio reducido. Las Escuelas Chárter y los Distritos aún requerirán que los padres entreguen una solicitud para seguir cumpliendo solo con fines contables. Las escuelas que atienden a los grados 1-6 servirán el desayuno o un refrigerio matutino a los niños que no están en edad escolar con la presencia de un tutor.

Harm or Destruction of Animals – EC 32255 *et seq.*
Uso Dañino o Destructivo de los Animales – CE 32255 et. Seq.

Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil's parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question.

Cualquier alumno con objeción moral para desmembrar o de otra manera dañar o destruir un animal, o cualquier parte del mismo, deberá notificar a su maestro de la objeción. Las objeciones deben ser confirmadas por una nota escrita por el padre o tutor del estudiante.

Un alumno que decide no participar en un proyecto educacional que consiste en el uso dañino o destructivo de un animal puede recibir un proyecto educacional alternativo, si el maestro cree que hay un proyecto alternativo que es aceptable. El maestro trabajará con el alumno para desarrollar y llegar a un acuerdo sobre un proyecto alternativo educacional para que el alumno pueda recibir el conocimiento, información o experiencia requerida por los estudios en cuestión.

Health Insurance Coverage for Athletes – EC 32221.5
Cobertura de Seguro Médico para Atletas – CE 32221.5

Under state law, school districts are required to ensure that all members of school athletic teams have accidental injury insurance that covers medical and hospital expenses. This insurance requirement can be met by the school district offering insurance or other health benefits that cover medical and hospital expenses.
Some pupils may qualify to enroll in no-cost or low-cost local, state, or federally sponsored health insurance programs. Information about these programs may be obtained through the Fresno County Department of Human Services at (559) 600-1377 and/or Healthy Families Program at 1-800-880-5305.

Debajo la ley estatal, los distritos escolares están requeridos asegurar que todos los miembros de los equipos deportivos escolares tengan seguro contra lesiones casuales que cubra gastos médicos y de hospital. Este requisito de seguro puede ser realizado si el distrito escolar ofrece seguro u otros subsidios de enfermedad que cubra los gastos médicos o del hospital.

Algunos alumnos pueden calificar para inscribirse en programas de seguro médico de no-costo o bajo-costo patrocinado por agencia local, estatal o federal. Para obtener más información sobre estos programas, debe contactar Fresno County Department of Human Services at (559) 600-1377 and/or Healthy Families Program at 1-800-880-5305.

Immunizations – EC 49403 and 48216, HSC 120325, 120335, 120338, 120370, and 120375
Inmunizaciones – CE 49403 y 48216, CSS 120325, 120335, 120338, 120370, y 120375

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. FCOE shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. FCOE may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing.

Beginning January 1, 2016, parents of students in any school, will no longer be allowed to submit a personal beliefs exemption to a currently required vaccine. A personal beliefs exemption on file at school prior to January 1, 2016 will continue to be valid until the student enters the next grade span at kindergarten (including transitional kindergarten) or 7th grade.

Students are not required to have immunizations if they attend a home-based private school or an independent study program and do not receive classroom-based instruction. However, parents must continue to provide immunizations records for these students to their schools. The immunization requirements do not prohibit students from accessing special education and related services required by their individualized education programs.

A student not fully immunized may be temporarily excluded from a school or other institution when that child has been exposed to a specified disease and whose documentary proof of immunization status does not show proof of immunization against one of the communicable diseases described above.

State law requires the following immunizations before a child may attend school:
(a) All new students, in transitional kindergarten through grade 12, to FCOE must provide proof of polio, diphtheria, pertussis, tetanus, measles, and mumps, rubella, and varicella immunizations.
(b) All transitional kindergarten and kindergarten students must also provide proof of vaccination against hepatitis B.
(c) All seventh grade students must also provide proof of a second measles-containing vaccine, and a pertussis booster vaccine.

Free- or low-cost immunizations for children are available. Please call FCOE for information.

Information about a medical exemption or personal beliefs exemption from immunizations for your student is available at CAIR ME. For more information on medical exemptions, please visit the following website: https://cair.cdph.ca.gov/exemptions/home.

Los estudiantes deben ser inmunizados contra ciertas enfermedades transmisibles. Se les prohíbe a los estudiantes asistir a la escuela a menos que se cumplan los requisitos de vacunación para la edad y el grado. FCOE deberá cooperar con las autoridades de salud locales en las medidas necesarias para la prevención y control de enfermedades transmisibles en los niños de edad escolar. FCOE puede usar cualquier fondo, propiedad o personal y puede permitir a cualquier persona con licencia de un médico o una enfermera registrada para administrar un agente de inmunización a cualquier estudiante cuyos padres hayan dado su consentimiento por escrito. A partir del 1 de enero de 2016, a los padres de los estudiantes de cualquier escuela, ya no se les permitirá presentar una exención por creencias personales a una vacuna que actualmente se exige. Una exención por creencias personales en los archivos de la escuela antes del 1 de enero de 2016 seguirá siendo válida hasta que el estudiante entre al siguiente grado en kindergarten (incluyendo el kindergarten de transición) o 7º grado.

Los estudiantes no están obligados a tener las vacunas si asisten a una escuela privada en el hogar o un programa de estudios independientes y no reciben instrucción en el aula. Sin embargo, los padres deben seguir proporcionando registros de inmunizaciones para estos estudiantes a sus escuelas. Los requisitos de inmunización no prohíben a los

estudiantes el acceso a la educación especial y servicios relacionados requeridos por sus programas educativos individualizados.

Un estudiante que no tenga todas las vacunas puede ser excluido temporalmente de una escuela u otra institución cuando el niño/a haya sido expuesto a una enfermedad específica y cuyos documentos no prueben muestra de vacunación contra una de las enfermedades transmisibles descritas anteriormente.
La ley estatal requiere las siguientes inmunizaciones antes de que un niño pueda asistir a la escuela:

(a) Todos los nuevos estudiantes, de kínder transicional al grado 12, en FCOE deben proveer prueba de las inmunizaciones contra la poliomielitis, difteria, tos ferina, tétanos, sarampión, paperas, rubéola y varicela.
(b) Todos los estudiantes en el kínder transicional o kínder también deben proveer prueba de las vacunas contra la hepatitis B.
(c) Todos los estudiantes en el séptimo grado también deben proveer prueba de la segunda vacuna que contiene sarampión y una vacuna de refuerzo de tosferina.

Se pueden conseguir inmunizaciones gratuitas o económicas para los niños. Por favor llame FCOE para más información.

Información sobre exención de la inmunización por motivos médicos o religiosos para su estudiante está disponible CAIR ME. Para obtener más información sobre las exenciones médicas, visite el siguiente sitio web: https://cair.cdph.ca.gov/exemptions/home.

Immunizations: HPV: Cancer Prevention - EC 48980.4, 1367.66, HSC 120390, 120336, 120390.6, IC 10123.8
Inmunizaciones : VPH: Prevención del Cáncer - CE 48980.4, 1367.66, CSS 120390, 120336, 120390.6, IC 10123.8

Pupils in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school. Per HSC 120336, "HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks."

Se recomienda a los alumnos del estado que se adhieran a las directrices actuales de vacunaciones, según lo recomendado por el Comité Asesor sobre Prácticas de Inmunización (ACIP) de los Centros federales para el Control y la Prevención de Enfermedades (CDC), la Academia Estadounidense de Pediatría y la Academia Estadounidense de Médicos de Familia, con respecto a la vacunación completa contra el virus del papiloma humano (VPH) antes de la admisión o avance al octavo grado de cualquier escuela primaria o secundaria pública o privada. Según HSC 120336, "la vacuna contra el VPH puede prevenir más del 90 por ciento de los cánceres causados por el VPH. Las vacunas contra el VPH son muy seguras y la investigación científica muestra que los beneficios de la vacuna contra el VPH superan con creces los riesgos potenciales."

Independent Study – EC 51744, 51745, 51745.5, 51746, and 56026
Estudio Independiente – CE 51744, 51745, 51745.5, 51746, y 56026

Independent Study (IS) is by choice and may not be mandated. Each district and charter school that chooses to offer IS must have policies for independent study courses or curriculum equivalent time to complete work expectations equal to what is offered in person. In addition, the short-term (less than 15 school days) and long-term (15 or more school days) will require the IS engagement defined per the policies adopted by the local governing board. The IS agreement must be signed within 10 days of the start of short-term IS or prior to beginning long-term IS. IS agreements must be updated to include equitable access to students with disabilities based upon individual student needs. Please contact the site/program administrator for further information.

El estudio independiente (IS) es por elección y no puede ser obligatorio. Cada distrito y escuela autónoma que elija ofrecer IS debe tener políticas para cursos de estudio independiente o plan de estudios equivalentes al tiempo para completar las expectativas de trabajo, igual a lo que se ofrece en persona. Además, se requerirá la participación de IS definida por las políticas adoptadas por la junta directiva local a corto plazo (menos de 15 días escolares) y a largo

plazo (15 o más días escolares). El acuerdo de IS debe firmarse dentro de los 10 días siguientes al inicio del IS de corto plazo o antes del inicio del IS de largo plazo. Los acuerdos de IS deben actualizarse para incluir el acceso equitativo a los estudiantes con discapacidades según las necesidades individuales de los estudiantes.Por favor comuníquese con el/la directora(a) de la escuela o del programapara más información.

Instruction for Pupils with Temporary Disabilities – EC 48206.3, 48207 and 48208

Instrucción para los Alumnos con Discapacidades Temporales – CE 48206.3, 48207 y 48208

A pupil with a temporary disability which makes attendance in the regular day classes or the alternative educational program in which the pupil is enrolled impossible or inadvisable may receive individualized instruction provided in the pupil's home for one hour a day. Please contact the site/program administrator for further information.

A pupil with a temporary disability, who is in a hospital or other residential health facility, excluding a state hospital, may be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located.

It is the responsibility of the parent or guardian to notify the school district in which the hospital or other residential health facility is located of the presence of a pupil with a temporary disability. Upon receipt of the notification, the district will within five working days determine whether the pupil will be able to receive individualized instruction pursuant to EC 48206.3 and, if so, provide the instruction within five working days or less.

A pupil with a temporary disability may remain enrolled in the district of residence or charter school and may attend regular classes when not confined to the hospital setting, the total days of instruction may not exceed the maximum of five days with both school settings and attendance may not be duplicated. If necessary, the district of residence may provide instruction in the home for the days not receiving instruction in the hospital setting, depending upon the temporary doctor orders. The supervisor of attendance shall ensure that absences from the regular school program are excused until the pupil is able to return to the regular school program.

An honorary high school diploma which is clearly distinguishable from the regular diploma of graduation may be awarded to a pupil who is terminally ill, from the resident governing school board, a county office of education or a charter school.

Un alumno con una discapacidad temporal que hace que su asistencia a las clases regulares del día o al programa de educación alternativa en el cual el alumno está inscrito sea imposible o poco aconsejable deberá recibir enseñanza individualizada proporcionada en la casa del alumno por una hora al día. Por favor comuníquese con el/la directora(a) de la escuela o del programa para más información.

Un alumno con discapacidades temporales, el cual está en un hospital u otro internado de salud, excluyendo un hospital estatal, se considerará haber cumplido con los requisitos de residencia para asistencia escolar en el distrito escolar en que está localizado el hospital.

Es la responsabilidad del padre o tutor notificar al distrito escolar en cual hospital u otro internado de salud esté localizado de la presencia del alumno con una discapacidad temporal. Al recibir la notificación, el distrito determinará dentro de cinco días hábiles si el alumno podrá recibir enseñanza individualizada de conformidad con el CE 48206.3 y, si la decisión es positiva, proveer la enseñanza dentro de cinco días hábiles.

El alumno con discapacidades temporales puede mantenerse inscrito y asistir a clases en el distrito de residencia o escuela autónoma, siempre y cuando no este confinado a un entorno hospitalario. El total de días de instrucción no pude exceder el máximo de 5 días, entre los dos entornos escolares ni duplicar la asistencia. Si es necesario, el distrito de residencia puede proveer instrucción en casa los días en los cuales no recibe instrucción en el entorno hospitalario, dependiendo las órdenes temporarias del médico. El supervisor de asistencia debe asegurarse que las ausencias del programa escolar regular sean escusadas hasta que el estudiante pueda regresar al programa escolar regular.

Un diploma de secundaria honorario, que claramente se distingue del diploma de graduación, puede ser otorgado a un estudiante quien tiene una enfermedad terminal por el consejo escolar gobernante de residencia, la oficina educativa del condado o una escuela autónoma.

Medical or Hospital Service – EC 49472

Servicios Médicos y de Hospital – CE 49472

FCOE may provide or make available medical or hospital service through nonprofit membership corporations, defraying the cost of medical or hospital service, or through group, blanket or individual policies of accident insurance or through policies of liability insurance for injuries to pupils arising out of accidents related to school activity or attendance. No pupil is required to accept such service without the consent of his/her parent or legal guardian.

FCOE puede proveer o poner a disposición los servicios médicos o de hospital por medio de miembros de corporaciones no lucrativos, sufragando el costo de servicios médicos o de hospital, o por pólizas de grupo, exhaustivos o individuos de seguro contra accidentes o por pólizas de seguro de responsabilidad civil para lesiones a alumnos sugiriendo de accidentes relacionados con actividad o asistencia escolar. Ningún alumno es requerido aceptar tal servicio sin el consentimiento de su padre o tutor legal.

Medical Records Sharing – HSC § 120440

Intercambio de Registros Medicos – CSS § 120440

FCOE may share information regarding a pupil's immunizations with local health departments and the California Department of Public Health. The local health department is the Fresno County Department of Public Health, which is located at 1221 Fulton Street, Fresno, California 93721. The California Department of Public Health's address is PO Box 997377, MS 0500, Sacramento, CA 95899-7377.

Information that is shared will be treated as confidential and will only be used to share with each other, and, upon request, with health care providers, schools, childcare facilities, family childcare homes, Women Infants and Children ("WIC") service providers, county welfare departments, foster care agencies, and health care plans. The providers, agencies, and institutions will, in turn, treat the shared information as confidential, and shall use it only as specified.

The pupil or parent or guardian has the right to examine any immunization-related information shared in this manner and to correct any errors in it.

The pupil or parent or guardian may refuse to allow this information to be shared in the manner described, or to receive immunization reminder notifications at any time, or both. After refusal, a physician may maintain access to this information for the purposes of patient care or protecting the public health. After refusal, the local health department and the California Department of Public Health may maintain access to this information for the purpose of protecting the public health.

FCOE puede compartir información sobre las vacunas de un alumno con los departamentos de salud locales y el Departamento de Salud Pública de California. El departamento de salud local es el Departamento de Salud Pública del Condado de Fresno, ubicado en 1221 Fulton Street, Fresno, California 93721. La dirección del Departamento de Salud Pública de California es PO Box 997377, MS 0500, Sacramento, CA 95899-7377.

La información que se comparte se tratará como confidencial y solo se utilizará para compartir entre sí y, previa solicitud, con proveedores de atención médica, escuelas, guarderías, hogares de cuidado infantil familiar, proveedores de servicios para mujeres, bebés y niños ("WIC"). , departamentos de bienestar del condado, agencias de cuidado de crianza y planes de atención médica. Los proveedores, agencias e instituciones, a su vez, tratarán la información compartida como confidencial y la utilizarán solo como se especifica.

El alumno o padre o tutor tiene el derecho de examinar cualquier información relacionada con la inmunización compartida de esta manera y corregir cualquier error en ella.

El alumno, padre o tutor puede negarse a permitir que esta información se comparta de la manera descrita, oa recibir notificaciones de recordatorio de vacunación en cualquier momento, o ambas cosas. Después de la negativa, un médico puede mantener el acceso a esta información para fines de atención al paciente o para proteger la salud pública. Después de la negativa, el departamento de salud local y el Departamento de Salud Pública de California pueden mantener el acceso a esta información con el fin de proteger la salud pública.

Medication Regimen – EC 49423 & 49480

Régimen de Medicamento – CE 49423 & 49480

The parent or legal guardian of any pupil taking medication on a regular basis must inform the school nurse or site administratorof the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the medication on the pupil.

Any pupil who is required to take, during the regular schoolday, medication prescribed by a physician may be assisted by the school nurse or other designated school personnel if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken requesting the school nurse to assist the pupil with prescribed medication as set forth in the physician statement. Student may carry and self-administer auto-injectable epinephrine or inhaled asthma medication if the school district receives both a written statement of instructions from the physician detailing the method, amount and time schedules by which such medication is to be taken and a written statement from the parent or guardian requesting that the student self-administer. All requests are to be approved by school nurse prior to use.

El padre o tutor legal de cualquier alumno tomando medicamentos en forma regular debe informar a la enfermera escolar o director(a) de la escuela del medicamento tomado, la dosis corriente, y el nombre del médico que lo está supervisando. Con el consentimiento del padre o tutor legal, la enfermera escolar puede comunicarse con el médico y puede aconsejar al personal escolar de los posibles efectos que la medicina puede causar al alumno.

Cualquier alumno que deba o debe tomar, durante el día escolar regular, los medicamentos recetados por un médico pueden ser asistidos por la enfermera de la escuela u otro personal escolar designado si el distrito escolar recibe una declaración escrita de instrucciones del médico que detalla el método, la cantidad y horarios por los cuales se tomará dicha medicación solicitando a la enfermera de la escuela que ayude al alumno con la medicación prescrita como se establece en la declaración del médico. El estudiante puede llevar y auto administrarse epinefrina auto inyectable o medicamentos para el asma inhalados si el distrito escolar recibe tanto una declaración escrita de instrucciones del médico que detalla el método, la cantidad y los horarios en los que se tomará dicho medicamento como una declaración escrita del padre o tutor solicita que el alumno se auto administra. Todas las solicitudes deben ser aprobadas por la enfermera de la escuela antes de su uso.

Megan's Law – PC 290 *et seq.*

Ley de Megan – CP 290 et seq.

Information about registered sex offenders in California can be found on the California Department of Justice's website, http://meganslaw.ca.gov/. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California.

Se puede encontrar información acerca de los registros de ofensores sexuales en California en el sitio web del Departamento de Justicia de California, http://meganslaw.ca.gov/. *El sito web también proporciona información a cómo proteger a si mismo y a su familia, hechos acerca de los ofensores sexuales, fichero de preguntas frecuentes, y los requisitos de registración del ofensor sexual en California.*

Migrant and Newly Arrived Immigrant Pupils: Graduation Requirements and Continued Education Options – EC 48204.7, 51225.1, 51225.2 and 54444.2

Alumnos Migrantes e Inmigrantes Llegados: Requisitos de Graduación y Opciones de Educación Continua – CE 48204.7, 51225.1, 51225.2 y 54444.2

A student identified as a migratory youth who transfers between schools any time after the completion of the pupil's second year of high school or as a newcomer student and is enrolled in what should have been his or her third or fourth year of high school may be eligible to graduate under the state reduced graduation requirements if certain criteria are met. Qualifying students may be able to graduate with their four-year cohort with the state reduced graduation requirements of 130 credits or have the option to remain for a fifth year in order to graduate with the state or the full LEA graduation requirements. A student who graduates with the reduced requirements will have limited access to higher education and other post-secondary opportunities. A student who graduates under the local LEA graduation requirements may expand their post-secondary opportunities and be eligible to submit applications to the UC or CSU systems. Contact our counseling office to determine eligibility. Students and parents of migratory children shall not request a transfer solely to qualify for this exemption.

In addition, as a public school that receives migrant education funds, our school is actively looking for parent involvement in the planning, operation, and evaluation of our programs. The parents have the authority to decide who may participate on the oversight council. If you are interested, or if you know other parents of migratory students who are interested in this council, please call the school office.

Un estudiante identificado como un joven migrante que se cambie de escuelas en cualquier momento tras la finalización del segundo año de secundaria del alumno o como estudiante recién llegado/a, o que participa en un programa para recién llegados y está inscrito en lo que debería haber sido su tercer o cuarto año de escuela secundaria puede ser elegible para graduarse bajo los requisitos de graduación reducidos del estado si se cumplen ciertos criterios. Los estudiantes que califiquen pueden graduarse con su cohorte de cuatro años con los requisitos de graduación reducidos del estado de 130 créditos o tener la opción de permanecer por un quinto año para graduarse con el requisito de graduación estatal o LEA completo. Un estudiante que se gradúe con los requisitos reducidos tendrá acceso limitado a la educación superior y otras oportunidades postsecundarias. Un estudiante que se gradúe bajo los requisitos de graduación de la LEA local puede ampliar sus oportunidades postsecundarias y ser elegible para presentar solicitudes a los sistemas UC o CSU. Comuníquese con nuestra oficina de consejería para determinar la elegibilidad. Los estudiantes y padres de niños migratorios no podrán solicitar un traslado únicamente para calificar para esta exención.

Además, como escuela pública que recibe fondos para la educación de inmigrantes, nuestra escuela busca activamente la participación de los padres en la planificación, operación y evaluación de nuestros programas. Los padres tienen la autoridad para decidir quién puede participar en el consejo de supervisión. Si está interesado, o si conoce a otros padres de estudiantes migratorios que estén interesados en este consejo, llame a la oficina escolar.

Minimum & Pupil-free Staff Development Days – EC 48980(c)

Días Mínimos y de las Capacitaciones del Personal Libres para el Alumno – CE 48980(c)

A school calendar for the current school year setting forth the minimum days and pupil-free staff development days is being provided with this document.

Se provee con este documento un calendario del año escolar actual mostrando los dias minimos y los dias de las capacitactiones del personal libres para los alumnos.

Nondiscrimination Statement

Declaración No Discriminatoria

FCOE is committed to equal opportunity for all individuals in education. FCOE programs and activities shall be free from discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. FCOE assures that lack of English language skills will not be a barrier to admission or participation in FCOE programs. Complaints of unlawful discrimination are investigated through the Uniform Complaint Process. Such complaints must be filed no later than six months after knowledge of the alleged discrimination was first obtained. For a complaint form, or additional information, contact the site/progam administrator or Uniform Complaint Procedure Compliance Officer Dr. Diane Lira, Deputy Superintendent (559) 265-3090.

FCOE se compromete a igualdad de oportunidad para todos los individuos en la educación. Los programas y actividades de FCOE no discriminarán sobre la discapacidad, género, identidad de género, expresión de género,

nacionalidad, raza o etnicidad, religión, orientación sexual, o asociación con una persona o un grupo con una o más de estas características actuales o percibidas. FCOE asegura que por falta de habilidades en inglés no habrá barrera de admisión o participación en programas de FCOE. Quejas de discriminación ilegal serán investigadas a través del Proceso Uniforme para presentar Quejas. Tales quejas se deben presentar no más tarde de seis meses después de que el conocimiento de la discriminación supuesta fue obtenido por la primera vez. Para obtener un forma de quejas o más información, por favor comuníquese con el/la director(a) de la escuela/del programa o con el FCOE Oficio de Conformidad con Los Procedimientos Uniformes para Presentar Quejas Dr. Diane Lira (559) 265-3090.

Menstrual Products – EC 35292.6 (applicable grades 3-12)
Productos Menstruales – CE 35292.6

FCOE supports period equity and now provides free and accessible menstrual products, in all women's restrooms and all-gender restrooms, and in at least one men's restroom at schools serving grades 3 to 12. Notice of this service is required to be posted in a prominent and conspicuous location in every restroom where menstrual products, available and accessible, free of cost, are required to be stocked. The posted notice will contain the name, email and phone of the person responsible for maintaining this supply at this school site.

FCOE apoya la equidad menstrual y ahora ofrece productos menstruales gratuitos y accesibles, en todos los baños de mujeres y baños para todos los géneros, y en al menos un baño de hombres en las escuelas que atienden a los grados 3 a 12. El aviso de este servicio debe colocarse en un lugar destacado y visible en todos los baños en los que deban almacenarse productos menstruales, disponibles y accesibles, sin coste alguno. El aviso publicado contendrá el nombre, correo electrónico y teléfono de la persona responsable de mantener el suministro en este sitio escolar.

Mental Health - EC 49428
Salud Mental – CE 49428

In order to initiate access to available pupil mental health services, please call the school office.

Para iniciar el acceso a servicios de salud mental disponibles para el estudiante llame a la oficina escolar.

Minimum & Pupil-free Staff Development Days – EC 48980(c)
Días de Desarrollo del Personal Mínimos y Sin Alumnos - CE 48980 (c)

The school calendars are included with this annual notification. If minimum or pupil-free staff development days are scheduled after the start of the school year, the school will notify parents and guardians of affected pupils as early as possible, with at least one-month advanced notice.

Los calendarios escolares se incluyen con esta notificación anual. Si se programan días de desarrollo del personal mínimos o sin alumnos después del comienzo del año escolar, la escuela notificará a los padres y tutores de los alumnos afectados lo antes posible, con al menos un mes de anticipación.

Notice of Alternative Schools – EC 58501
Aviso de Escuelas Alternativas – CE 58501

"Notice of Alternative Schools"

California state law authorizes all school districts to provide for alternative schools. Education Code 58500 defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

(a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
(b) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
(c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may be conceived by him/her totally and independently or may result in whole or in part from a presentation by his/her teachers of choices of learning projects.
(d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
(e) Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including, but not limited to, the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district.

"Aviso de Escuelas Alternativas"

La ley estatal de California autoriza a todos los distritos escolares proveer escuelas alternativas. El Código de Educación 58500 define una escuela alternativa como una escuela o grupo de clases separadas dentro de una escuela la cual opera de manera designada para:

(a) Maximizar la oportunidad de que los estudiantes desarrollen sus valores positivos independientes, iniciativa, amabilidad, espontaneidad, ingenio, valor, creatividad, responsabilidad, y alegría.

(b) Reconocer que el mejor aprendizaje ocurre cuando el alumno aprende por su deseo de aprender.

(c) Mantener una situación al máximo de aprendizaje de automotivación y apoyando al estudiante a que siga sus intereses y a su tiempo. Estos intereses tal vez sean concebidos por él/ella totalmente e independientemente o puede resultar en todo o en parte de una presentación de proyectos de aprendizajes seleccionados por sus maestros.

(d) Maximizar la oportunidad para que los maestros, padres, y estudiantes desarrollen cooperativamente el proceso de aprendizaje y la materia de la que se trata. Esta oportunidad será un proceso continuo y permanente.

(e) Maximizar la oportunidad para que los estudiantes, maestros, y padres reaccionen continuamente al mundo cambiante, incluyendo, pero no limitado a, la comunidad en la cual está localizada la escuela.

En caso de que algún padre, alumno o maestro esté interesado en más información sobre las escuelas alternativas, el superintendente de las escuelas, la oficina administrativa de este distrito, y la oficina del director de su área de asistencia, tienen copias de la ley disponible para su información. Esta ley particularmente autoriza a las personas interesadas en solicitar a la junta gobernante del distrito establecer programas de escuelas alternativas en cada distrito.

Oral Health Assessment – EC 49452.8

Evaluación de la Salud Oral – CE 49452.8

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31st of the pupil's first school year.

Documento de una evaluación dental realizada por parte de una dentista profesional se requiere de todos en el kindergarten y el primer grado asistiendo a la escuela pública por la primera vez. Las evaluaciones dentales deben ser realizadas dentro de los 12 meses antes del ingreso o antes del 31 de mayo del primer año escolar del alumno.

Parent Engagement- School Accountability – EC 11500, 11501, 11502, 11503

Compromiso de Padres- Rendición Escolar – CE 11500, 11501, 11502, 11503

To participate in the district offerings of parent education and to provide parental input to the local training programs for parents, please call the school office for more information on how you may contribute.

Para participar en ofrecimientos educacionales del distrito para padres o para proveer aportación paternal a los programas de entrenamiento locales para padres, favor llame a la oficina escolar para más información acerca de cómo usted puede contribuir.

Pesticide Products – EC 17612 and 48980.3

Productos Pesticidas – CE 17612 y 48980.3

At the beginning of each school year, FCOE will provide to the parents or guardians of FCOE students written notification of the names of all pesticide products expected to be used during the school year on its school sites. The notice will identify the active ingredient(s) in each pesticide product and an internet address on pesticide use and reduction. The notice will also inform parents or guardians that they may register with FCOE to receive prior

notification of individual pesticide applications at least 72 hours in advance of each application. If you have questions regarding the application of pesticide products at FCOE sites, please contact Director of Facilities & Operations, Jeff Becker at 559-497-3705.

Al principio de cada aňo escolar, FCOE proveerá una notificación escrita a los padres o tutores de los estudiantes de FCOE informándolos de los nombres de todos los productos pesticidas y el uso esperado durante el aňo escolar en las escuelas. La notificación identificará los ingredientes activos y la dirección del Internet sobre el uso y reducción de pesticida. La notificación también informará a los padres o tutores que ellos puede registrar con FCOE para recibir notificaciones antes de cada individua aplicación de pesticidas por lo menos 72 horas antes de cada aplicación. Si tiene preguntas concerniente la aplicación de productos pesticidas en FCOE, por favor comuníquese con el Director de Facilities & Operations, Jeff Becker al numero de telefono 559-497-3705.

Physical Examination – EC 49451

Examen Físico – CE 49451

A parent or guardian may file annually with the school principal a written statement, signed by the parent or legal guardian, withholding consent to a physical examination of the pupil. However, whenever there is good reason to believe that the pupil is suffering from a recognized contagious or infectious disease, the pupil shall be sent home and shall not be permitted to return until school authorities are satisfied that the contagious or infectious disease no longer exists.

Un padre o tutor puede presentar una declaración anualmente por escrito al director de la escuela, firmado por el padre o tutor legal, que no consentirá a exámenes físicos del alumno. Sin embargo, cuando exista una buena razón para creer que el alumno sufre de una enfermedad reconocida como contagiosa o infecciosa, se le deberá mandar a casa y no se le permitirá regresar hasta que las autoridades de la escuela estén convencidas de que no existe ninguna enfermedad contagiosa o infecciosa.

Pregnant and Parenting Pupils – EC 221.51, 222.5, 46015, 48205, and 48980

Estudiantes Embarazadas y de Crianza – CE 221.51, 222.5, 46015, 48205, and 48980

FCOE will treat both the pregnant teen mother and the teen father with the same accommodations, regardless of sex. The teen parents may not be excluded from any class or extracurricular activities, solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or post-partum recovery. Physical and emotional ability to continue may only be determined by physician or nurse practioner. Pregnant or parenting pupils may not be required to participate in pregnant minor programs or alternative programs, with the exception of personal choice.

Parental rights will be an option available in annual notifications or at semester term periods, welcome packets, orientation, online or in print, or in independent study packets as provided to all regular students from school districts or charter schools.

Parental leave for eight weeks for preparation of birth of infant, post-partum for mental and physical health needs of the teen parents and to bond with infants, or any additional medically approved time to protect the infant or parents is allowed. Additional leave may occur if deemed medically necessary, as prescribed by a physician or nurse practitioner. Pregnant and parenting teens are not required to take all or part of the leave to which they are entitled. Leave will be approved by the district or charter school supervisor of attendance, as excused absence, with a unique code similar to independent study. However, no work is required during the leave. Upon return, the parenting teens are entitled to return to the school courses that were in enrolled before taking leave. Make up plans and re-enrollment will be worked out with the school counselor or administrator to achieve an opportunity to fully participate in all activities, as before leave. If needed, a parenting teen may enroll for a fifth year of instruction if on course for graduation requirements. If parenting teens were enrolled in an alternative school setting, a return to that environment is to be available as needed to achieve graduation. A pupil shall not incur any academic penalties due to using these available accommodations.

An illness for sick child does not require a doctor note for the custodial parenting teens; the mother or father will be excused by the attendance supervisor.

FCOE tratará a la madre adolescente embarazada y al padre adolescente con las mismas comodidades, sin importar el sexo. Los padres adolescentes no pueden ser excluidos de ninguna clase o actividades extracurriculares, únicamente basado en el embarazo, el parto, el embarazo falso, la interrupción del embarazo o la recuperación postparto. La capacidad física y emocional para continuar solo puede ser determinada por el médico o la enfermera. Las estudiantes embarazadas o padres de crianza no pueden ser obligados a participar en programas de menores embarazadas o programas alternativos, al menos que sea de elección personal.

Los derechos de los padres será una opción disponible en las notificaciones anuales o en períodos de semestre, paquetes de bienvenida, orientación, en línea o impresos, o en paquetes de estudio independientes según sean proporcionados a todos los estudiantes regulares de distritos escolares o escuelas autónomas.

Permiso parental de los padres durante ocho semanas para la preparación del nacimiento del bebé, posparto para las necesidades de salud mental y física de los padres adolescentes y para establecer vínculos con los bebés, o cualquier tiempo adicional aprobado médicamente para proteger al bebé o a los padres. El tiempo adicional de permiso parental puede ocurrir si es considerado médicamente necesario, según lo recetado por el médico o la enfermera. Los padres adolescentes embarazados y con hijos no están obligados a tomar todo o parte de la licencia médica a la que tienen derecho de tomar. La licencia médica será aprobada por el supervisor de asistencia del distrito o de la escuela autónoma, como ausencia justificada, con un código único similar al estudio independiente. Sin embargo, no se requiere ningún trabajo escolar durante la licencia médica. A su regreso, los padres adolescentes tienen derecho a regresar a los cursos escolares en que estaban inscritos antes de tomar su licencia médica. Los planes de recuperación y la reinscripción se elaborarán con el consejero o administrador de la escuela para lograr la oportunidad de participar plenamente en todas las actividades, como antes de tomar su licencia médica. Si es necesario, el padre adolescente puede inscribirse para un quinto año de instrucción si está en el curso para los requisitos de graduación. Si los padres adolescentes se inscribieron en un entorno escolar alternativo, habrá que volver a ese entorno según sea necesario para lograr la graduación. Un estudiante no incurrirá alguna multa académica debido al uso de estos alojamientos disponibles.

Una enfermedad para un niño enfermo no requiere una nota del doctor para los padres adolescentes con custodia; la madre o el padre serán excusados por el supervisor de asistencia.

Property Damage – EC 48904
Daño a la Propiedad – CE 48904

Parents or guardians may be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid.

Los padres o tutores pueden ser responsables financieramente si su hijo daña cualquier propiedad de la escuela o si falla en regresar propiedad prestada a su hijo. La escuela reserva el derecho de no otorgar calificaciones, diplomas y/o prueba de calificaciones hasta que el cargo sea pagado.

Pupil Records – EC 49063 and 49069, 34 CFR 99.7, 20 USC 1232g
Registros de los Alumnos – CE 49063 y 49069, 34 CRF 99.7, 20 CEEUU 1232g

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil's development and educational progress. FCOE will protect the privacy of such records. Parents/guardians have the right to 1) inspect and review the student's educational record maintained by the school, 2) request that a school correct records which they believe to be inaccurate or misleading, and 3) have some control over the disclosure of information from educational records. School officials with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, FCOE shall disclose educational records without parental consent.

Parents' request to access their student's educational records must be submitted in a written form to the site/program administrator and the school will have five (5) business days from the day of receipt of the request to provide access to the records.

Any challenge to school records must be submitted in writing to the site/program administrator. A parent challenging school records must show that the records are 1) inaccurate, 2) an unsubstantiated personal conclusion or inference, 3) a conclusion or inference outside the observer's area of competence, 4) not based on the personal observation of a named person with the time and place of the observation noted, 5) misleading, or 6) in violation of the privacy or other rights of the student. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by FCOE to comply with the provisions of the United States Family Educational Rights and Privacy Act (FERPA) by writing to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.

Un registro cumulativo, sea documentado por escritura, texto impreso, cinta, film, microfilm u otras maneras, debe mantenerse con la historia del desarrollo del alumno y el progreso educacional. FCOE protegerá la privacidad de tales registros. Los padres/tutores legales tienen el derecho de 1) examinar y revisar el registro educacional del estudiante mantenido por la escuela, 2) solicitar que la escuela corrija los registros que creen que son inexactos o engañosos, y 3) tener algo de control sobre la revelación de información de los registros educacionales. Los oficiales escolares con interés legítimo educativo podrán conseguir acceso a los registros del estudiante sin el consentimiento del padre siempre que el oficial necesite revisar los registros para desempeñar su responsabilidad profesional. A la solicitud de oficiales de otro distrito escolar, en cual un estudiante busca o intenta matricularse, FCOE divulgará los registros educacionales sin el consentimiento del padre.

La solicitud del padre para conseguir acceso a los registros educacionales de su estudiante debe ser presentado en una forma escrita a el/la directora(a) de la escuela o del programa y la escuela tendrá cinco días hábiles del día al recibo de la solicitud para proporcionar acceso a los registros.

Cualquier recusación a los registros escolares debe ser presentado por escrito a el/la directora(a) de la escuela o del programa. Un padre recusando los registros escolares debe mostrar que los registros son 1) inexactos, 2) una conclusión o inferencia personal no comprobada, 3) una conclusión o inferencia fuera de la competencia del observador, 4) no basados en la observación de una persona nombrada con la hora y lugar de la observación notada, 5) engañosos, o 6) en violación de la privacidad u otros derechos del estudiante. Los padres tienen el derecho de presentar una queja con el Departamento de Educación de los Estados Unidos con respeto a una falta supuesta por FCOE por no cumplir con las estipulaciones de la Ley de Derechos Educativos de la Familia y la Confidencialidad (conocida en inglés como FERPA), escribiendo a: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, D.C. 20202-4605.\

Pupil Safety: Parental Notification: Synthetic Drugs - EC 48985.5

Seguridad de los Alumnos: Notificación a los Padres: Drogas Sintéticas - CE 48985.5

Our school is committed to the safety of all our students. Although the long-term effects of many synthetic drugs on physical and mental health are not yet known, immediate effects on a student's education, family, and life could be long-lasting. A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but with a slightly altered chemical structure created to evade existing restrictions against illegal substances. These drugs may include synthetic cannabinoids, methamphetamines, bath salts, and fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive and has been found in heroin, methamphetamine, counterfeit pills, cocaine and other drugs. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Unless tested, it is difficult to tell if drugs have been laced with fentanyl because it cannot be seen, smelled, or tasted. Additional information regarding fentanyl is available from the CDPH's Substance and Addiction Prevention Branch.

Nuestra escuela está comprometida con la seguridad de todos nuestros estudiantes. Aunque aún no se conocen los efectos a largo plazo de muchas drogas sintéticas en la salud física y mental, los efectos inmediatos en la educación, la familia y la vida de un estudiante podrían ser duraderos. Una droga sintética es una droga con propiedades y efectos similares a un alucinógeno o narcótico conocido pero con una estructura química ligeramente alterada, creada para evadir las restricciones existentes contra sustancias ilegales. Estas drogas pueden incluir cannabinoides sintéticos, metanfetaminas, sales de baño y fentanilo. El fentanilo ilícito se puede agregar a otras drogas para hacerlas más baratas, mas poderosas y más adictivas, y se ha encontrado en la heroína, la metanfetamina, pastillas falsificadas y cocaína y otras drogas. El fentanilo mezclado con cualquier droga aumenta la probabilidad de una

sobredosis fatal. A menos que se realicen pruebas, es difícil saber si las drogas contienen fentanilo porque no se puede ver, oler ni saborear. Información adicional sobre el fentanilo está disponible de la División de Prevención de Adicciones y Sustancias del CDPH.

Pupil Swimming Safety– EC 35179.6

Seguridad Escolar: Nadando– CE 35179.6

FCOE is committed to safety for all our students at our planned events, including around swimming pools. There is already a requirement for pool sport coaches to be fully-trained in CPR in case of accidental drowning in the pool. If there is any event on-campus or hosted at a swimming pool facility, at least one adult with a valid certification of CPR training will be present throughout the duration of the event.

FCOE está comprometida con la seguridad de todos nuestros estudiantes en nuestros eventos planificados, incluso alrededor de las piscinas. Ya existe el requisito de que los entrenadores de deportes de piscina estén completamente capacitados en RCP en caso de ahogamiento accidental en la piscina. Si hay algún evento en el campus o alojado en una piscina, al menos un adulto con una certificación válida de entrenamiento en RCP estará presente durante la duración del evento.

Retroactive Grant of High School Diplomas: Departed and Deported Pupils - EC 51430

Subvención retroactiva de diplomas de escuela secundaria: alumnos abandonados y deportados – CE 51430

FCOE may award a diploma to any student who may have been deported outside the US, if in good standing after completing the second year of high school. Any transfer credits from outside the US will be considered as completion through online or foreign classes.

FCOE puede otorgar un diploma a cualquier estudiante que haya sido deportado fuera de los EU, si es que está en buen estado después de completar el segundo año de la escuela secundaria. Cualquier transferencia de crédito fuera de los EU se considerará como completado a través de clases en línea o en el extranjero.

Requirement of Parent/Guardian School Attendance – EC 48900.1

Requisito para la Asistencia Escolar del Padre/Tutor – CE 48900.1

Teachers may require the parent or guardian of a student who has been suspended by a teacher to attend a portion of that school day in his or her student's classroom. The attendance of the parent or guardian will be limited to the class from which the student was suspended. A written notice will be sent to the parent or guardian regarding implementation of this requirement. Employers are not allowed to apply sanctions against the parent or guardian for this requirement if the parent or guardian has given reasonable notice to his/her employer.

Los maestros pueden requerir que el padre o tutor del estudiante quien fue suspendido por un maestro asista a una porción de ese día escolar en el salón de su estudiante. La asistencia del padre o tutor será limitado a la clase de lo cual fue suspendido el estudiante. Una notificación por escrito será mandado al padre o tutor con respecto a la aplicación de este requisito. A los empresarios no se les permiten aplicar sanciones contra el padre o tutor para este requisito si el padre o tutor ha dado aviso razonable a su empresario.

Safe Place to Learn Act – EC 234 and 234.1

Ley de Lugar Seguro Aprender – CE 234 y 234.1

FCOE is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of FCOE may be subject to disciplinary action up to and including expulsion. To report an incidence and/or to receive a copy of FCOE's antidiscrimination, antiharassment, anti-intimidation, and antibullying policies, please contact the site/program administrator or Uniform Complaint Procedure Compliance Officer Dr. Diane Lira, Deputy Superintendent (559) 265-3090.

FCOE está dedicado a mantener un ambiente de aprendizaje libre de discriminación, hostigamiento, violencia, intimidación, y acoso basado en características actuales o percibidas enunciadas en la Sección 455.55 del Código Penal y CE 220, y discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnicidad, religión, orientación sexual, o asociación con una persona o un grupo con una o más de estas características actuales o percibidas. Cualquier personal escolar que sea testigo de un acto de discriminación, hostigamiento, intimidación o acoso debe tomar medidas inmediatas para intervenir cuando sea seguro hacerlo. Cualquier estudiante que participe en actos de discriminación, hostigamiento, intimidación o acoso relacionados con la actividad escolar o asistencia escolar ocurriendo dentro de una escuela de FCOE escolar estará sujeto a acción disciplinaria hasta e incluyendo expulsión. Para informar sobre un incidente y/o recibir una copia de las normas del distrito sobre antidiscriminación, antihostigamiento, anti-intimidación o antiacoso, por favor comuníquese con el/la director(a) de la escuela/del programa o con el FCOE Oficio de Conformidad con Los Procedimientos Uniformes para Presentar Quejas Dr. Diane Lira (559) 265-3090.

School Safety: Bullying – EC 234.4 and 32283.5

Seguridad Escolar: Bullying – CE 234.4 AND 32283.5

FCOE is committed to the prohibition of discrimination, harassment, intimidation, and bullying including cyberbullying on social media. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: https://www.cde.ca.gov/ls/ss/se/bullyres.asp If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact the site/program administrator or Uniform Complaint Procedure Compliance Officer Dr. Diane Lira, Deputy Superintendent (559) 265-3090.

FCOE esta comprometido a la prohibición de discriminación, hostigamiento, intimidación y el acoso, incluido el acoso cibernético en las redes sociales. Se proveerá entrenamiento anual a todo personal que trabajé con estudiantes para prevenir bullying y bullying cibernético. Usted podrá encontrar una lista de paginas de web educativas describiendo el entrenamiento que se le brinda a todo personal que trabaja con estudiantes en: https://www.cde.ca.gov/ls/ss/se/bullyres.asp. Si usted o su hijo/a experimentan cualquier tipo de bullying dentro de la escuela, en los eventos escolares o en el camino hacia o de la escuela,por favor comuníquese con el/la director(a) de la escuela/del programa o con el FCOE Oficio de Conformidad con Los Procedimientos Uniformes para Presentar Quejas Dr. Diane Lira (559) 265-3090.

Schoolbus Safety – EC 39831.5

Seguridad en el Autobús Escolar – CE 39831.5

All pupils in pre-kindergarten, kindergarten and grades 1 to 6, shall receive written information on school bus safety (*i.e.,* a list of schoolbus stops near each pupil's home, general rules of conduct at schoolbus loading zones, red light crossing instructions, schoolbus danger zone, and walking to and from schoolbus stops). Prior to departure on a school activity trip, all pupils riding on a school bus or school activity bus shall receive safety instruction that includes, but is not limited to, location of emergency exits, and location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Todos los alumnos preescolar, kindergarten y de los grados 1 a 6, recibirán información escrita referente a la seguridad en el autobús escolar (esto es una lista de paradas del autobús escolar cerca de la casa de cada alumno, reglas generales de conducta en las zonas en las cuales se aborda el autobús escolar, instrucciones para cruzar con semáforo en rojo, zona de peligro para el autobús escolar, y el caminar hacia y desde las paradas del autobús escolar). Antes de salir en una excursión escolar, todos los alumnos viajando en un autobús escolar o un autobús para la actividad escolar recibirán instrucciones de seguridad que incluye, pero no se limita a, la localización de las salidas de emergencia, y la localización y uso de las herramientas de emergencia. La instrucción también podrá incluir las responsabilidades de los pasajeros que estén sentados al lado de una salida de emergencia.

Section 504 – 29 USC 794, 34 CFR 104.32

Seccion 504 – 29 CEU § 794; 34 CRF Parte 104

Section 504 of the Rehabilitation Act of 1973 is a federal law which prohibits discrimination against persons with a disability. FCOE provides a free and appropriate public education to all pupils regardless of the nature or severity of their disability. FCOE has a responsibility to identify, evaluate, and if eligible, provide pupils with disabilities the same opportunity to benefit from education programs, services, or activities as provided to their non-disabled

peers. To qualify for Section 504 protections, the pupil must have a mental or physical impairment which substantially limits one or more major life activity. For additional information about the rights of parents of eligible pupils, or questions regarding the identification, evaluation, and eligibility of Section 504 protections, please contact Dr. Diane Lira, Deputy Superintendent (559) 265-3090.

La sección 504 de la Ley de Rehabilitación de 1973 es una ley federal que prohíbe la discriminación contra las personas con una discapacidad. FCOE provee una educación pública gratuita y apropiada a todos los alumnos independientemente de la naturaleza o gravedad de su discapacidad. FCOE tiene la responsabilidad de identificar, evaluar, y si es elegible, proveer a los alumnos con discapacidades la misma oportunidad de beneficiarse de los programas, servicios o actividades de educación que se proporcionan a sus compañeros no discapacitados. Para calificar para las protecciones de la Sección 504, el alumno debe tener un impedimento mental o físico que limita sustancialmente una o más actividades importantes de la vida. Para obtener información adicional sobre los derechos de los padres de alumnos elegibles o sobre la identificación, evaluación y elegibilidad de las protecciones de la Sección 504, comuníquese con Dr. Diane Lira (559) 265-3090.

Sexual Harassment – EC 231.5, 231.7 and 48980(f)
Acoso Sexual – CE 231.5, 231.7 and 48980(f)

FCOE is committed to maintaining a learning and working environment that is free from sexual harassment. Any student who engages in sexual harassment of anyone in or from FCOE may be subject to disciplinary action up to and including expulsion. Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of FCOE's sexual harassment policy or to report incidences of sexual harassment, please contact the site/program administrator or Uniform Complaint Procedure Compliance Officer Dr. Diane Lira, Deputy Superintendent (559) 265-3090.

FCOE está dedicado a mantener un ambiente de aprendizaje y de trabajo libre de acoso sexual. Cualquier estudiante que participe en hostigamiento sexual contra alguien en o de FCOE estará sujeto a una acción disciplinaria hasta e incluyendo expulsión. Cualquier empleado que permita, participe en, o deje de informar incidentes de hostigamiento sexual estará sujeto a una acción disciplinaria hasta e incluyendo el despido. Para una copia de la norma de FCOE sobre acoso sexual o para informar sobre incidentes de hostigamiento sexual, por favor comuníquese con el/la director(a) de la escuela/del programa o con el FCOE Oficio de Conformidad con Los Procedimientos Uniformes para Presentar Quejas Dr. Diane Lira (559) 265-3090.

Special Education – Use of Assistive Technology – EC 56040.3
Educación Especial - Uso de Tecnología de Asistencia - CE 56040.3

Upon exiting FCOE, students may continue to use the assistive technology devices provided by the school as determined by the IEP team offer for a maximum of two months until an replacement or comparable device is obtained.

Al salir FCOE, los estudiantes pueden continuar usando los dispositivos de tecnología de asistencia proporcionados por la escuela según lo determinado por la oferta del equipo del Plan Educativo Individualizado por un máximo de dos meses hasta que se obtenga un dispositivo de reemplazo o comparable.

Student Conduct/Discipline – EC 35291 & 48900 *et seq.*
Conducta del Estudiante y Disciplina – CE 35291 & 48900 et seq.

Discipline, Rules and Procedures

FCOE gives notice of its policies, rules and regulations affecting students and student conduct/discipline with this Parent/Guardian-Student Handbook. Also, each FCOE program/site may develop additional rules and regulations regarding student conduct/discipline specific to the program/site.

La disciplina, las normas y procedimientos

FCOE da una notificación de sus políticas, normas y reglamentos que afectan a los estudiantes y la conducta del estudiante/disciplina con este Manual de Padres/Guardianes y Estudiantes. Además, cada programa/sitio de FCOE

puede desarrollar reglas y regulaciones adicionales con respecto a la conducta del estudiante/disciplina específica al programa/sitio.

Sudden Cardiac Arrest – EC 33479 et seq.

Paro Cardíaco Repentino – CE 33479 et seq.

Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. When this happens, blood stops flowing to the brain and other vital organs. SCA is not a heart attack; it is a malfunction in the heart's electrical system, causing the victim to collapse. The malfunction is caused by a congenital or genetic defect in the heart's structure. SCA is more likely to occur during exercise or sports activity, so athletes are at greater risk. These symptoms can be unclear and confusing in athletes. Often, people confuse these warning signs with physical exhaustion. If not properly treated within minutes, SCA is fatal in 92 percent of cases. In a school district, charter school, or private school that elects to conduct athletic activities, the athletic director, coach, athletic trainer, or authorized person must remove from participation a pupil who passes out or faints, or who is known to have passed out or fainted, while participating in or immediately following an athletic activity. A pupil who exhibits any of the other symptoms of SCA during an athletic activity may be removed from participation if the athletic trainer or authorized person reasonably believes that the symptoms are cardiac related. A pupil who is removed from play may not return to that activity until he or she is evaluated by, and receives written clearance from, a physician or surgeon. On a yearly basis, an acknowledgement of receipt and review of information regarding SCA must be signed and returned by the pupil and the pupil's parent or guardian before a pupil participates in specific types of athletic activities which generally does not apply to those conducted during the regular schoolday or as part of a physical education course.

El paro cardíaco repentino (PCR) sucede cuando el corazón súbita e inesperadamente deja de latir. Cuando esto sucede, se detiene el flujo sanguíneo hacia el cerebro y otros órganos vitales. El PCR no es un ataque cardíaco; es una falla en el sistema eléctrico del corazón que hace que la víctima se colapse. Un defecto congénito o genético en la estructura del corazón es la causa de la falla. Es más probable que suceda un PCR al hacer ejercicio o deportes, así que los atletas corren más riesgo. Estos síntomas pueden ser poco claros y confusos en los atletas. A menudo, las personas confunden estas señales de advertencia con el agotamiento físico. Si no se trata bien en minutos, el PCR es mortal en el 92% de los casos. En un distrito escolar, una escuela chárter, o una escuela privada que elige realizar actividades atléticas, el director atlético, entrenador, entrenador atlético o persona autorizada debe retirar de la participación a un alumno que se desmaya, o que se sabe que se ha desmayado, mientras participando en o inmediatamente después de una actividad atlética. Un alumno que exhibe cualquiera de los otros síntomas de PCR durante una actividad atlética puede ser removido de la participación si el entrenador atlético o persona autorizada razonablemente cree que los síntomas son relacionados con el corazón. Un alumno que es retirado del juego no puede volver a esa actividad hasta que sea evaluado por, y reciba autorización escrita de, un médico o cirujano. Cada año, un reconocimiento de recibo y revisión de información acerca de PCR debe ser firmado y devuelto por el alumno y el padre o tutor del alumno antes de que el alumno participe en actividades atléticas específicas que generalmente no se aplican a las actividades atléticas realizadas durante el día escolar o como parte de un curso de educación física.

Suicide Prevention Policies: EC 215

Políticas de prevención del suicidio: CE 215

Student suicide rates are of concern to all members of the school community. One child, ages 12 and older, dies by suicide every five days in California. Local Districts were required by California law to provide suicide prevention education, according to age-appropriate and sensitive local policies, for grades 7 to 12. Legislators have determined that training in mental health and coordination around improved services is extended to our elementary students. A shared goal by all staff educators is to keep a safe place to learn, free from harm to any of our students.

El indice de suicidio estudiantil preocupa a todos los miembros de la comunidad escolar. Un niño, de 12 años de edad o más, muere por suicidio cada cinco días en California. La ley de California exigía a los distritos locales que proporcionaran educación de prevención del suicidio, de acuerdo con las políticas locales apropiadas y apropiadas para la edad, para los grados de 7 al 12. Los legisladores han determinado que la capacitación en salud mental y coordinación en torno a servicios mejorados se extiende a nuestros estudiantes de primaria. Una meta compartida por todo el personal capacitado de la escuela es mantener un lugar seguro para estudiar sin dañar a ninguno de nuestros estudiantes.

Surveys – EC 51513 and 51514

Encuestas – CE 51513 y 51514

Anonymous, voluntary and confidential research and evaluation tools to measure student's health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes and practices relating to sex, family life, morality, and religion may be administered to students if the parent is notified in writing that 1) this test, questionnaire, or survey is to be administered, 2) the student's parent is given the opportunity to review the test, questionnaire, or survey, and 3) the parent consents in writing. Questions pertaining to the sexual orientation and gender identity of a student shall not be removed from a survey that already includes them.

Los estudios e instrumentos de evaluación anónimos, voluntarios y confidenciales para medir los hábitos y riesgos de salud del estudiante, incluyendo pruebas, cuestionarios, y encuestas con preguntas apropiadas de acuerdo a la edad sobre las actitudes y prácticas del estudiante relacionadas a sexo, vida doméstica, moralidad, y religión se pueden administrar a los estudiantes si el padre está notificado por escrito que 1) esta prueba, cuestionario, o encuesta será administrada, 2) el padre del estudiante tiene la oportunidad de revisar la prueba, cuestionario, o encuesta, y 3) el padre consiente por escrito. Preguntas relacionadas a la orientación sexual y la identidad de género de un estudiante no se eliminarán de una encuesta que ya los incluya.

Teacher Qualifications – 20 USC §§ 6312(c)(6), (e)(1)(A)

***Calificaciones del maestro* – 20 USC §§ 6312(c)(6), (e)(1)(A)**

At the beginning of each school year, the parent or guardian of a pupil attending an FCOE school may request information regarding the professional qualifications of the pupil's classroom teacher(s), including, at a minimum, the following:

1. Whether the pupil's teacher:
a. Has met California qualification and licensing criteria for the grade levels and subject areas in which the teacher provides the pupil instruction;
b. Is teaching under emergency or other provisional status through which California qualification or licensing criteria have been waived; and,
c. Is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

FCOE will respond to the parent or guardian's request in a timely manner.

FCOE will provide written notification to parents and guardians of any pupils who have been assigned, or have been taught for four or more consecutive weeks by, a teacher who does not meet the applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Al comienzo de cada año escolar, el padre o tutor de un alumno que asiste a una escuela FCOE puede solicitar información sobre las calificaciones profesionales de los maestros del aula del alumno, incluidos, como mínimo, los siguientes:

1. Si el maestro del alumno:
a. Ha cumplido con los criterios de calificación y licencia de California para los niveles de grado y las materias en las que el maestro brinda instrucción al alumno;
b. Está enseñando bajo estado de emergencia u otro estado provisional a través del cual se han renunciado a los criterios de calificación o licencia de California; y,
c. Es la docencia en el campo de la disciplina de la certificación del maestro.
2. Si el niño recibe servicios de paraprofesionales y, de ser así, sus calificaciones.

FCOE responderá a la solicitud del padre o tutor de manera oportuna.

FCOE proporcionará una notificación por escrito a los padres y tutores de cualquier alumno que haya sido asignado o haya recibido instrucción durante cuatro o más semanas consecutivas por un maestro que no cumple con los

requisitos de certificación o licencia estatal aplicables en el nivel de grado y la materia en que el profesor ha sido asignado.

Title IX – EC 221.61

Título IX – CE 221.61

Title IX of the Education Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in educational programs and activities that receive federal funding. Specifically, Title IX protects male and female pupils and employees, as well as transgender pupils and pupils who do not conform to sex stereotypes, against discrimination based on sex, including sexual harassment. California law also prohibits discrimination based on gender, gender expression, gender identity, and sexual orientation. Under Title IX, pupils may not be discriminated against based on their parental, family, or marital status, and pregnant and parenting pupils may not be excluded from participating in any educational program, including extracurricular activities, for which they qualify. For more information about Title IX, or how to file a complaint of noncompliance with Title IX please contact Laurie Gabriel, Chief Human Resources Officer, 1111 Van Ness Ave., Fresno CA 93721 lgabriel@fcoe.org, 559-265-3000 or visit www.fcoe.org.

El Título IX de las Enmiendas a la Educación de 1972 es una de varias leyes federales y estatales contra la discriminación que garantizan la igualdad en los programas y actividades educativos que reciben fondos federales. Específicamente, el título IX protege a los alumnos y los empleados de sexo masculino y femenino, así como a los alumnos transgéneros y alumnos que no se conforman a los estereotipos sexuales, contra la discriminación por motivos de sexo, incluyendo el acoso sexual. La ley de California también prohíbe la discriminación basada en género, expresión de género, identidad de género y orientación sexual. Bajo Título IX, los alumnos no pueden ser discriminados a base de su estado paternal, familiar o matrimonial, y las alumnas embarazadas y los padres que son adolescentes no pueden ser excluidos de participar en ningún programa educativo, incluyendo actividades extracurriculares, para los que califican. Para obtener más información sobre el Título IX, o como presentar una queja por incumplimiento con el Título IX, visite www.fcoe.org. Por favor contacte a Laurie Gabriel, Directora de Recursos Humanos, 1111 Van Ness Ave., Fresno CA 93721 lgabriel-fcoe.org, 559-265-3000 o visite www.fcoe.org.

Tobacco-Free Campus – Health & Safety Code 104420 & 104495

Campus Libre de Tabaco – Código de Salud y Seguridad 104420 y 104495

The use of tobacco products is prohibited at any time in FCOE owned or leased buildings, on FCOE property, and in FCOE vehicles. Prohibited tobacco/nicotine products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for the use or possession of prescription nicotine products.

Health and Safety Code Section 104495 prohibits smoking a cigarette, cigar, or other tobacco-related product and disposal of cigarette butts, cigar butts, or any other tobacco-related waste within 25 feet of any playground or tot lot sandbox area. Any person who violates this section is guilty of an infraction and shall be punished by a fine of two hundred fifty dollars ($250) for each violation of this section. The prohibitions do not apply to private property or a public sidewalk located within 25 feet of a playground or a tot lot sandbox area.

Se prohíbe el uso de productos de tabaco, en cualquier momento en los edificios o propiedades de FCOE, en los edificios o propiedades alquilado por FCOE, y en los vehículos de FCOE. Productos de tabaco/nicotina prohibidos incluyen cualquier producto que contenga tabaco o nicotina, incluyendo, pero no limitado a, cigarrillos, cigarros, cigarros miniatura, tabaco sin humo, tabaco, mastique, cigarrillos de clavo, betel , y los dispositivos de suministro de nicotina, como los cigarrillos electrónicos. Se pueden hacer excepciones para el uso o posesión de productos de nicotina con receta.

Código de Salud y Seguridad Sección 104495 prohíbe fumar un cigarrillo, cigarro, o cualquier otro producto relacionado con el tabaco y la eliminación de colillas de cigarrillos, colillas de cigarro, o cualquier otro residuo relacionada con el tabaco dentro de 25 pies de cualquier parque o área de juegos infantiles arenero. Cualquier persona que viole esta sección es culpable de una infracción y será sancionado con una multa de doscientos cincuenta dólares ($ 250) por cada violación de esta sección. Las prohibiciones no se aplican a la propiedad privada o de una acera pública ubicada a 25 pies de un patio o una zona de recinto de seguridad de juegos infantiles.

Uniform Complaint Policy and Procedure – 5 CCR 4622, EC 234.1, 32289, and 49013
Norma y Procedimiento Uniforme para Presentar Quejas – 5 CRC 4622, CE 234.1, 32289 y 49013

Uniform Complaint Procedures (UCP) Annual Notice

The Fresno County Board of Education ("County Board") and Fresno County Superintendent of Schools ("County Superintendent") (the County Board and County Superintendent, collectively "FCOE") annually notify students, employees, parents or guardians, advisory committee, school and County Superintendent advisory committees, appropriate private school officials, and other interested parties of our Uniform Complaint Procedures (UCP) process.
The UCP Annual Notice is available on our website.

The County Board and County Superintendent are primarily responsible for compliance with federal and state laws and regulations, including those related to prohibition of unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP
· Accommodations for Pregnant and Parenting Pupils
· Adult Education
· After School Education and Safety
· Agricultural Career Technical Education
· Career Technical and Technical Education and Career Technical and Technical Training Programs
· Child Care and Development Programs
· Compensatory Education
· Consolidated Categorical Aid Programs
· Course Periods without Educational Content
· Any complaint alleging the occurrence of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any student, employee, or other person participating in County Superintendent or County Board programs and activities, including, but not limited to, those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics. (5 CCR 4610.)
· Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district
· Every Student Succeeds Act
· Local Control and Accountability Plans (LCAP)
· Migrant Education
· Physical Education Instructional Minutes
· Pupil Fees
· Reasonable Accommodations to a Lactating Pupil
· Regional Occupational Centers and Programs
· School Plans for Student Achievement
· School Safety Plans
· Schoolsite Councils
· State Preschool
· Health and Safety Issues in State Preschools Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate.

There are no State Preschool sites exempt from licensing operated by the County Board or the County Superintendent. Any complaint alleging health and safety violations relating to a licensed State Preschool site or child development program shall be referred to Department of Social Services. (5 CCR 4611)

Filing a UCP Complaint

A UCP complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed no later than six months from the date of the alleged conduct or the date the complainant first obtained knowledge of the facts of the alleged conduct. All other UCP complaints must be filed no later than one year from the date the alleged violation occurred.

A student enrolled in any of the County Board/County Superintendent public schools shall not be required to pay a student fee for participation in an educational activity that constitutes an integral fundamental part of the educational program, including curricular and extracurricular activities.

A pupil fee complaint may be filed with the principal of a school or with the County Superintendent or designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Investigation

Complaints will be investigated in accordance with the County Board and County Superintendent's UCP and a written decision will be sent to the complainant within 60 days from the receipt of the complaint, unless this time period is extended by written agreement of the complainant.

Appeal

Complainants have the right to appeal the County Superintendent's investigation report for complaints regarding programs within the scope of the UCP to the California Department of Education (CDE) within 30 calendar days of receiving the decision.

We advise complainants of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of the County Board and County Superintendent UCP procedures shall be available free of charge.

Educational Rights of Foster Youth, Homeless Students, Former Juvenile Court School Students, Students from Military Families, Migrant Students, and Immigrant Students

The County Superintendent shall post a standardized notice, in addition to this notice, of the educational rights of foster youth, homeless students, former juvenile court school students now enrolled in County Superintendent/County Board schools, children of military families, migrant students, and immigrant students enrolled in a newcomer program.

For UCP Complaints Regarding Health and Safety Issues in License- Exempt State Preschools Pursuant to California Health and Safety Code Section 1596.7925

No license-exempt California State Preschool Program (CSPP) is operated by the County Superintendent or County Board. Therefore, the following requirements do not apply to the County Superintendent or County Board.

In order to identify appropriate subjects of license-exempt CSPP health and safety issues pursuant to Health and Safety Code 1596.7925, a notice shall be posted in each license-exempt CSPP classroom operated by the County

Superintendent or County Board notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 of the California Code of Regulations that apply to license-exempt CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Dr. Diane Lira
Deputy Superintendent
1111 Van Ness Avenue
Fresno, California 93721-2000
(559) 265-3090

The above contact is knowledgeable about the laws and programs that they are assigned to investigate.

Aviso Anual de Procedimientos Uniformes de Queja (UCP)

La Junta de Educación del Condado de Fresno ("Junta del Condado") y el Superintendente de Escuelas del Condado de Fresno ("Superintendente del Condado") (la Junta del Condado y el Superintendente del Condado, colectivamente "FCOE") notifican anualmente a los estudiantes, empleados, padres o tutores, comité asesor, comités asesores de la escuela y del superintendente del condado, funcionarios de escuelas privadas correspondientes y otras partes interesadas en nuestro proceso de Procedimientos uniformes de quejas (UCP).
El Aviso Anual de UCP está disponible en nuestro sitio web.

La Junta del Condado y el Superintendente del Condado son los principales responsables del cumplimiento de las leyes y reglamentos federales y estatales, incluidos los relacionados con la prohibición de la discriminación, el acoso, la intimidación o el acoso ilegales contra cualquier grupo protegido, y todos los programas y actividades que están sujetos a la UCP.
Programas y Actividades Sujetas a las UCP
- *Adaptaciones para alumnas embarazadas y con hijos*
- *Educación de adultos*
- *Educación y seguridad después de la escuela*
- *Educación Técnica de Carrera Agrícola*
- *Programas de Educación Técnica y de Carrera Técnica y de Capacitación Técnica y de Carrera Técnica*
- *Programas de Cuidado y Desarrollo Infantil*
- *Educación Compensatoria*
- *Programas de Ayuda Categórica Consolidados*
- *Períodos de cursos sin contenido educativo*
- *Cualquier queja que alegue la ocurrencia de discriminación ilegal (como acoso discriminatorio, intimidación o acoso) contra cualquier estudiante, empleado u otra persona que participe en los programas y actividades del Superintendente del condado o de la Junta del condado, incluidos, entre otros, esos programas o actividades financiadas directamente por o que reciben o se benefician de cualquier asistencia financiera estatal, en función de las características reales o percibidas de la persona de raza o etnia, color, ascendencia, nacionalidad, origen nacional, estado migratorio, identificación de grupo étnico, edad, religión, estado civil , embarazo, estado parental, discapacidad física o mental, condición médica, sexo, orientación sexual, género, identidad de género, expresión de género o información genética, o cualquier otra característica identificada en el Código de Educación 200 o 220, el Código de Gobierno 11135 o el Código Penal 422.55, o en base a su asociación con una persona o grupo con una o más de estas características reales o percibidas terísticos (5CCR 4610.)*
- *Requisitos educativos y de graduación para alumnos en crianza temporal, alumnos sin hogar, alumnos de familias militares y alumnos que anteriormente estaban en el Tribunal de Menores y ahora están inscritos en un distrito escolar*

• Ley de éxito de todos los estudiantes
• Planes Locales de Control y Rendición de Cuentas (LCAP)
• Educación Migrante
• Minutos de Instrucción de Educación Física
• Cuotas de alumnos
• Adaptaciones razonables para una alumna lactante
• Centros y Programas Ocupacionales Regionales
• Planes escolares para el rendimiento estudiantil
• Planes de Seguridad Escolar
• Consejos Escolares
• Preescolar Estatal
• Cuestiones de salud y seguridad en las escuelas preescolares estatales exentas de licencias

Y cualquier otro programa educativo estatal o federal que el Superintendente de Instrucción Pública del Estado o su designado considere apropiado.

No hay sitios preescolares estatales exentos de licencias operados por la Junta del Condado o el Superintendente del Condado. Cualquier queja que alegue violaciones de salud y seguridad relacionadas con un sitio preescolar estatal con licencia o un programa de desarrollo infantil se remitirá al Departamento de Servicios Sociales. (5CCR 4611)

Presentar una queja UCP

Una queja de UCP que alegue discriminación ilegal, acoso, intimidación o acoso debe presentarse a más tardar seis meses a partir de la fecha de la supuesta conducta o la fecha en que el denunciante obtuvo conocimiento por primera vez de los hechos de la supuesta conducta. Todas las demás quejas de UCP deben presentarse a más tardar un año a partir de la fecha en que ocurrió la supuesta violación.

Un estudiante inscrito en cualquiera de las escuelas públicas de la Junta del Condado/Superintendente del Condado no deberá pagar una tarifa de estudiante por participar en una actividad educativa que constituya una parte fundamental integral del programa educativo, incluidas las actividades curriculares y extracurriculares.

Se puede presentar una queja de cuota de alumno con el director de una escuela o con el superintendente del condado o su designado.

Una cuota de estudiante o una queja LCAP se puede presentar de forma anónima, es decir, sin una firma de identificación, si el denunciante proporciona evidencia o información que conduzca a evidencia para respaldar una acusación de incumplimiento.

Investigación

Las quejas se investigarán de acuerdo con el UCP de la Junta del Condado y el Superintendente del Condado y se enviará una decisión por escrito al denunciante dentro de los 60 días posteriores a la recepción de la denuncia, a menos que este período de tiempo se extienda por acuerdo escrito del denunciante.

Apelación

Los denunciantes tienen derecho a apelar el informe de investigación del superintendente del condado por quejas sobre programas dentro del alcance de la UCP ante el Departamento de Educación de California (CDE) dentro de los 30 días calendario posteriores a la recepción de la decisión.

Asesoramos a los denunciantes sobre los remedios de la ley civil, incluidos, entre otros, interdictos, órdenes de restricción u otros remedios u órdenes que pueden estar disponibles según las leyes estatales o federales contra la discriminación, el acoso, la intimidación o el acoso, si corresponde.

Las copias de los procedimientos UCP de la Junta del Condado y del Superintendente del Condado estarán disponibles sin cargo.

Derechos educativos de los jóvenes de crianza, estudiantes sin hogar, ex estudiantes de la escuela del tribunal de menores, estudiantes de familias militares, estudiantes migrantes y estudiantes inmigrantes

El superintendente del condado publicará un aviso estandarizado, además de este aviso, de los derechos educativos de los jóvenes de crianza temporal, los estudiantes sin hogar, los ex estudiantes de la escuela del tribunal de menores que ahora están inscritos en las escuelas del Superintendente del condado/la Junta del condado, los hijos de familias militares, los estudiantes migrantes y estudiantes inmigrantes matriculados en un programa para recién llegados.

Para quejas de UCP relacionadas con problemas de salud y seguridad en escuelas preescolares estatales exentas de licencia de conformidad con la sección 1596.7925 del Código de Salud y Seguridad de California

El superintendente del condado o la junta del condado no administra ningún Programa Preescolar del Estado de California (CSPP, por sus siglas en inglés) exento de licencia. Por lo tanto, los siguientes requisitos no se aplican al Superintendente del Condado ni a la Junta del Condado.

Con el fin de identificar los temas apropiados de los problemas de salud y seguridad del CSPP exentos de licencia de conformidad con el Código de Salud y Seguridad 1596.7925, se colocará un aviso en cada salón de clases CSPP exento de licencia operado por el Superintendente del Condado o la Junta del Condado notificando a los padres/tutores, estudiantes, y maestros de los requisitos de salud y seguridad del Título 5 del Código de Regulaciones de California que se aplican a los programas CSPP exentos de licencia de conformidad con el Código de Salud y Seguridad 1596.7925 y el lugar en el que se puede obtener un formulario para presentar cualquier queja que alegue el incumplimiento de esos requisitos .

Información del contacto

Las denuncias en el ámbito de la UCP se presentarán ante el responsable de la tramitación de denuncias:

Dr. Diane Lira
Superintendente Adjunto
Avenida Van Ness 1111
Fresno, California 93721-2000
(559) 265-3090

El contacto anterior tiene conocimiento sobre las leyes y los programas que se le asignan para investigar.

Victim of a Violent Crime – 20 USC 7912
Víctima de un Crimen Violente – 20 CEEUU 7912

A pupil who becomes a victim of a violent crime while in or on the school grounds must be offered the opportunity to transfer to a safe public school within the school district, including a public charter school, within ten calendar days. If there is not another school within the area served by the district, the district is encouraged, but not required, to explore other appropriate options such as an agreement with a neighboring school district to accept pupils through an interdistrict transfer. Primary examples of violent criminal offenses in the Penal Code include attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, and hate crimes. For more information, please contact the site/program administrator.

Un alumno que llega a ser víctima de un crimen violento mientras se encuentre dentro o en el plantel escolar debe tener la oportunidad de trasladarse a una escuela pública segura dentro del distrito escolar, incluyendo una escuela charter pública, dentro de los diez días calendarios. Si no hay otra escuela dentro del área servida por el distrito, se recomienda, pero no se requiere, que el distrito explore otras opciones apropiadas tales como un acuerdo con un distrito escolar vecino para aceptar a los alumnos mediante una transferencia interdistrital. Los ejemplos primarios

de delitos violentos en el Código Penal incluyen la tentativa de asesinato, el asalto con un arma mortal, la violación, la violencia sexual, el robo, la extorsión y los crímenes de odio. Para más información, por favor comuníquese con el/la director(a) de la escuela/del programa.

Williams Complaint Policy & Procedure – EC 35186

Norma y Procedimiento de Williams para Presentar Quejas – CE 35186

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home or after school. School facilities must be clean, safe, and maintained in good repair. There should be no teacher vacancies or misassignments. If a school is found to have deficiencies in these areas, and the school does not take corrective action, then a complaint form may be obtained from the site/program administrator or Deputy Superintendent, Dr. Diane Lira at 559-265-3090. Parents, students, teachers or any member of the public may submit a complaint regarding these issues. However, it is highly encouraged that individuals express their concerns to the school principal before completing the complaint forms to allow the school to respond to these concerns.

Cada escuela debe proporcionar suficientes textos y materiales educativos. Cada estudiante, incluyendo los aprendices de inglés, deberá tener textos o materiales educativos, o los dos, para usarlos en la casa o para usarlos después de la escuela. Las instalaciones de la escuela deberán estar limpias, seguras y mantenidas en buenas condiciones. No deben de haber posiciones vacantes o maestros enseñando fuera de sus áreas autorizadas. Si una escuela es encontrada con deficiencias en cualquiera de estas áreas, y la escuela no toma acción correctiva, entonces un formulario de queja deberá ser obtenida de el/la director(a) de la escuela/del programa o de la superintendente adjunta, Dr. Diane Lira al numero de teléfono 559-265-3090. Padres, estudiantes, maestros o cualquier miembro del público pueden entregar una queja sobre cualquiera de estos asuntos. Sin embargo, está muy recomendado que los individuos expresen sus preocupaciones al director de la escuela antes de completar los formularios de queja para que la escuela pueda tomar acción a estas preocupaciones.

CALIFORNIA EDUCATION CODE SUSPENSION AND EXPULSION LAWS
California Education Codes (EC) 48900 *et seq.*

EC 48900—Grounds for Suspension and Expulsion

A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of the pupil's own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
(3) Except as provided in Section 48910, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
(4) Except as provided in Section 48910, commencing July 1, 2024, a pupil enrolled in any of grades 9 to 12, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2029.
(5) (A) A certificated or classified employee may refer a pupil to school administrators for appropriate and timely in-school interventions or supports from the list of other means of correction specified in subdivision (b) of Section 48900.5 for any of the acts enumerated in paragraph (1).
(B) A school administrator shall, within five business days, document the actions taken pursuant to subparagraph (A) and place that documentation in the pupil's record to be available for access, to the extent permissible under state and federal law, pursuant to Section 49069.7. The school administrator shall, by the end of the fifth business day, also inform the referring certificated or classified employee, verbally or in writing, what actions were taken and, if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.
(2) (A) "Electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
(i) A message, text, sound, video, or image.
(ii) A post on a social network internet website, including, but not limited to:
(I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii) (I) An act of cyber sexual bullying.
(II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
(3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of that age with the pupil's exceptional needs.
(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:
(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school-sponsored activity.
(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.
(w) (1) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

CE 48900—Razones para la Suspensión y Expulsión

Un alumno no podrá ser suspendido de la escuela o recomendado para la expulsión, a menos que el superintendente o el director de la escuela en la cual el alumno está matriculado determine que el alumno ha cometido un acto tal como se define conforme a cualquier de las subdivisiones (a) a (r), inclusivo:
(a) (1) Causó, intentó causar, o amenazó causar daño físico a otra persona; (2) Usó fuerza premeditada o violencia a una persona, excepto en defensa propia.
(b) Poseyó, vendió, o de otra manera equipó un arma de fuego, cuchillo, explosivo, u otro objeto peligroso, a menos que, en el caso de posesión de un objeto de este tipo, el alumno haya obtenido permiso por escrito de poseer el artículo de parte de un empleado escolar certificado, con lo cual haya concordado el director o el designado del director.
(c) Poseyó ilegalmente, usó, vendió, o de otra manera equipó, o estaba drogado con, una sustancia controlada indicada en el Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica, o un embriagante de cualquier tipo.
(d) Ofreció ilegalmente, arregló, o negoció vender una sustancia controlada indicada en Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica, o un embriagante de cualquier tipo, y después vendió, entregó, o de otra manera proporcionó a una persona otro liquido, sustancia, o materia y representó el líquido, sustancia, o materia como una sustancia controlada, una bebida alcohólica, o un embriagante.
(e) Cometió o intentó cometer robo o extorsión.

(f) Causó o intentó causar daño a propiedad escolar o propiedad privada.
(g) Robó o intentó robar propiedad escolar o propiedad privada.
(h) Poseyó o usó tabaco, o productos que contiene productos de tabaco o nicotina, incluyendo, pero no limitándose a, cigarros, puros, cigarrillos miniatura, cigarros de clavo, cigarro sin humo, rapé, paquetes masticables, y betel. Sin embargo, esta sección no prohíbe al alumno del uso o posesión de sus propios productos médicos de receta.
(i) Cometió un acto obsceno o se involucró en actos habituales de profanidad o vulgaridad.
(j) Poseyó ilegalmente u ofreció ilegalmente, arregló, o negocio vender bienes parafernales, como se define en la Sección 11014.5 del Código de Salud y Seguridad.
(k) (1) Interrumpió las actividades escolares o de otra manera desafió tercamente la autoridad válida de supervisores, maestros, administradores, oficiales escolares, u otro personal escolar envuelto en el desempeño de sus responsabilidades.
(2) Salvo lo dispuesto en la Sección 48910, un alumno matriculado en kinder o en cualquiera de los grados 1 a 5, inclusive, no será suspendido por cualquiera de los actos especificados en el párrafo (1), y esos actos no constituirán motivo para que un alumno matriculado en kinder o en cualquiera de los grados 1 a 12, inclusive, sea recomendado para expulsión.
(3) Salvo lo dispuesto en la Sección 48910, un alumno matriculado en cualquiera de los grados 6 a 8, inclusive, no será suspendido por cualquiera de los actos especificados en el párrafo (1). Este párrafo queda inoperante el 1 de julio de 2029.
(4) Salvo lo dispuesto en la Sección 48910, a partir del 1 de julio de 2024, un alumno matriculado en cualquiera de los grados 9 a 12, inclusive, no será suspendido por cualquiera de los actos especificados en el párrafo (1). Este párrafo queda inoperante el 1 de julio de 2029.
(5) (A) Un empleado certificado o clasificado puede referir a un alumno a los administradores escolares para intervenciones o apoyos apropiados y oportunos en la escuela de la lista de otros medios de corrección especificados en la subdivisión (b) de la Sección 48900.5 para cualquiera de los actos enumerados en el párrafo (1).
(B) Un administrador escolar deberá, dentro de cinco días hábiles, documentar las medidas tomadas de conformidad con el subpárrafo (A) y colocar esa documentación en el expediente del alumno para que esté disponible para su acceso, en la medida permitida por las leyes estatales y federales, de conformidad con la Sección 49069.7. El administrador de la escuela, al final del quinto día hábil, también informará al empleado certificado o clasificado que hace la referencia, verbalmente o por escrito, qué medidas se tomaron y, si no hubo ninguna, la justificación para no proporcionar intervenciones o apoyos apropiados y oportunos en la escuela.
(l) Recibió a sabiendas propiedad escolar o propiedad privada que era robada.
(m) Poseyó un arma de fuego de imitación. Como se utiliza en esta sección, "arma de fuego de imitación" significa la réplica de un arma de fuego que es tan similar substancialmente en propiedades físicas a un arma de fuego real que da a pensar a una persona razonable que la réplica es un arma de fuego.
(n) Cometió o intentó cometer un asalto sexual como se define en la Sección 261, 266c, 286, 288, 288a, o 289 del Código Penal o cometió una agresión sexual como se define en la Sección 243.4 del Código Penal.
(o) Acosó, amenazó, o intimidó a un alumno quien es un testigo denunciante o un testigo en un proceso disciplinario escolar con el fin de o prevenir que el alumno sea testigo o tomar represalias contra ese alumno por ser un testigo, o ambos.
(p) Ofreció ilegalmente, arregló vender, negoció vender, o vendió la droga prescrita Soma.
(q) Tomó parte en, o intentó tomar parte en novatadas. Para el propósito de esta subdivisión, "novatada" significa un método de iniciación o preiniciación en una organización o grupo estudiantil, sea reconocido o no sea reconocido oficialmente la organización o grupo por una institución educativa, lo que es probable que cause daño grave corporal o degradación personal o deshonra que resulta en daño físico o mental a un alumno antiguo, de ahora, o futuro. Para el propósito de esta subdivisión, "novatada" no incluye eventos atléticos o eventos autorizados por la escuela.
(r) Tomó parte en un acto de acoso. Por el propósito de esta subdivisión, los términos siguientes tienen los significados siguientes:
(1) "Acoso" significa cualquier acto o conducta físico o verbal grave o dominante, incluyendo comunicaciones hechas por escrito o por medio de un acto electrónico, e incluyendo uno o más actos cometidos por un alumno o un grupo de alumnos según lo definido en la Sección 48900.2, 48900.3, o 48900.4, dirigido hacia uno o más alumnos que tiene o se puede razonablemente predecir el efecto de uno o más de lo siguiente:
(A) Poniendo a un alumno o alumnos razonable(s) en miedo de daño a la persona o la propiedad de ese alumno o esos alumnos.
(B) Causar un alumno razonable a sufrir un efecto substancialmente prejudicial sobre su salud física o mental.
(C) Causar un alumno razonable a sufrir interferencia substancial con su rendimiento académico.
(D) Causar un alumno razonable a sufrir interferencia substancial con su capacidad de participar en o beneficiar de los servicios, las actividades, o los privilegios proporcionados por una escuela.
(2) (A) "Acto Electrónico" significa la creación o transmisión que se originó dentro o fuera del plantel escolar, por medio de un aparato electrónico, incluyendo, pero no limitado a, un teléfono, un teléfono inalámbrico o comunicación por otro dispositivo inalámbrico, computadora, o buscapersona, de una comunicación, incluyendo, pero no limitado a, cualquiera de los siguientes:
(i) Un mensaje, texto, sonido, video, o imagen.
(ii) Un envío en una red social del sitio web, incluyendo, pero no limitado a:

(I) Publicando o creando una página de insultos. Una "página de insultos" significa un sitio en el Internet creado con el propósito de tener uno o más de los efectos enumerados en el párrafo (1).
(II) Creando una personificación creíble de otro estudiante actual con el propósito de tener uno o más de los efectos enumerados en el párrafo (1). "Personificación Creíble" significa hacerse pasar por un alumno adrede y sin consentimiento con el propósito de acosar al alumno y del tal manera que otro alumno razonablemente crea, o haya creído razonablemente, que el alumno fue o es el alumno que fue personificado.
(III) Creando un perfil falso con el propósito de tener uno o más de los efectos enumerados en el párrafo (1). "Perfil falso" significa un perfil de un alumno ficticio o un perfil utilizando la semejanza o atributos de un alumno actual que no es el alumno quién creó el perfil falso.
(iii) Un acto de intimidación sexual cibernética.
(I) Para los propósitos de esta cláusula, "intimidación sexual cibernética" significa la diseminación de, o la solicitación o incitación a difundir, una fotografía u otra grabación visual por parte de un alumno a otro alumno o al personal de la escuela mediante un acto electrónico que tiene o se puede predecir razonablemente que tendrá uno o más de los efectos descritos en los párrafos (A) a (D), inclusivo, del párrafo (1). Una fotografía u otra grabación visual, como se describió anteriormente, incluirá la representación de una fotografía desnuda, semi-desnuda o sexualmente explícita u otra grabación visual de un menor, donde el menor es identificable a partir de la fotografía, grabación visual u otro acto electrónico.
(II) Para propósitos de esta cláusula, "intimidación sexual cibernética" no incluye una representación, representación o imagen que tenga algún valor literario, artístico, educativo, político o científico serio o que implique eventos atléticos o actividades sancionadas por la escuela.
(B) No obstante al párrafo (1) y al subpárrafo (A), un acto electrónico no constituirá conducta penetrante únicamente basada en que se ha sido transmitido a través de Internet o corrientemente está publicada en el Internet.
(3) "Alumno razonable" significa un alumno, incluyendo, pero no limitado, a un alumno con necesidades excepcionales, que ejercita el cuidado, la habilidad, y el juicio medio en la conducta para una persona de su edad o para una persona de su edad con necesidades excepcionales.
(s) Un alumno no podrá ser suspendido ni expulsado por ninguno de los actos enumerados en esta sección, a menos que el acto esté relacionado a la actividad escolar o asistencia escolar que ocurra dentro una escuela bajo la jurisdicción del superintendente del distrito escolar o director o que ocurra dentro de cualquier otro distrito escolar. Un alumno podrá ser suspendido o expulsado por actos que son enumerados en esta sección y que están relacionados a la actividad o asistencia escolar que ocurra en cualquier momento, incluyendo, pero no limitándose a, cualquiera de los siguientes:
(1) Mientras esté en la propiedad escolar.
(2) Al ir y venir de la escuela.
(3) Durante el período de almuerzo sea dentro o sea fuera del plantel.
(4) Durante, o al ir o venir de, una actividad auspiciada por la escuela.
(t) Un alumno quien ayuda o instiga, como se define en la Sección 31 del Código Penal, el infligir o intentó el infligir de daño físico a otra persona podría ser sujeto a la suspensión, pero no una expulsión, conforme a esta sección, salvo que un alumno quien ha sido adjudicado por una corte de menores que ha cometido, como un ayudador o instigador, un crimen de violencia física en cual la víctima sufrió mucho daño físico o daño grave corporal será sujeto a disciplina conforme a la subdivisión (a).
(u) Tal como se utiliza en esta sección, "propiedad escolar" incluye, pero no limitándose a, expedientes electrónicos y base de datos.
(v) Para un alumno sujeto a disciplina bajo esta sección, el superintendente del distrito escolar o director puede usar su discreción para proveer alternativas a la suspensión o expulsión que son apropiadas para la edad del estudiante y diseñadas para atender y corregir el mal comportamiento del estudiante como se especifica en la Sección 48900.5.
(w) (1) Es la intención de la Legislatura que se impongan alternativas a la suspensión o expulsión contra un alumno que está ausente, llega tarde o está ausente de las actividades escolares.
(2) Además, la intención de la Legislatura es que el Sistema de Apoyo de Múltiples Niveles, que incluye prácticas de justicia restaurativa, prácticas informadas sobre traumas, aprendizaje social y emocional, e intervenciones y apoyo de comportamiento positivo en toda la escuela, se puede utilizar para ayudar a los alumnos adquirir habilidades sociales y emocionales críticas, recibir apoyo para ayudar a transformar las respuestas relacionadas con el trauma, comprender el impacto de sus acciones y desarrollar métodos significativos para reparar el daño a la comunidad escolar.

EC 48900.2—Sexual Harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

CE 48900.2—Acoso Sexual

Además de las razones descritas en la Sección 48900, un alumno podría ser suspendido de la escuela o recomendado para la expulsión si el superintendente o el director de la escuela en la cual el alumno está matriculado determina que el alumno ha cometido el acoso sexual como se define en Sección 212.5.

Para el propósito de este capítulo, la conducta descrita en la Sección 212.5 debe ser considerada por una persona razonable del sexo igual que la víctima lo suficientemente grave o dominante como tener un impacto negativo en el desempeño académico del individuo o para crear un ambiente educativo intimidante, hostil, u ofensivo.

EC 48900.3—Hate Violence

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

CE 48900.3—Violencia por Odio

Además de las razones descritas en las Secciones 48900 y 48900.2, un alumno en cualquier de los grados 4 a 12, inclusivo, podría ser suspendido de la escuela o recomendando para la expulsión si el superintendente o el director de la escuela en la cual el alumno está matriculada determina que el alumno ha causado, o intentado a causar, amenazado a causar, o participado en un acto de, violencia por odio, como se define en la subdivisión (e) de la Sección 233.

EC 48900.4—Harassment, Threats or Intimidation

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

CE 489004—Acoso, Amenazas o Intimidación

Además de las razones descritas en las Secciones 48900 y 48900.2, un alumno matriculado en cualquier de los grados 4 a 12, inclusivo, podría ser suspendido de la escuela o recomendado para la expulsión si el superintendente o el director de la escuela en la cual el alumno está matriculado determina que el alumno ha tomado parte adrede en el acoso, amenazas o intimidación, dirigido hacia personal o alumnos del distrito escolar, lo que es suficientemente grave o dominante como tener el efecto razonablemente esperado de interrumpir sustancialmente el trabajo de la clase, crear desorden considerable, y usurpar los derechos o del personal escolar o de los alumnos al crear un ambiente educativo intimidante u hostil.

EC 48900.5—Limitations on Imposing Suspension

Suspension, including supervised suspension as described in Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. A school district may document the other means of correction used and place that documentation in the pupil's record, which may be accessed pursuant to Section 49069. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons.

CE 48900.5—Limitaciones al Impuesto de la Suspensión

La suspensión, incluyendo suspensión supervisada como se describe en la Sección 48911.1, será impuesta solamente cuando otros medios de corrección fallan producir la conducta apropiada. Un distrito escolar puede documentar los otros medios de corrección usados y colocar la documentación en los archivos escolares del alumno, cuáles pueden ser accedidos en conformidad con la Sección 49069. Sin embargo, un alumno, incluyendo un individuo con necesidades excepcionales, como se define en Sección 56026, podría ser suspendido, sujeto a la Sección 1415 del Título 20 del Código de los Estados Unidos, por cualquiera de las razones enumeradas en la Sección 48900 tras la primera ofensa, si el director o superintendente de las escuelas determina que el alumno violó subdivisión (a), (b), (c), (d), o (e) de la Sección 48900 o que la presencia del alumno causa un peligro a las personas.

EC 48900.7—Terroristic Threats

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

CE 48900.7—Amenazas Terroristas

(a) Además de las razones descritas en las Secciones 48900, 48900.2, 48900.3, y 48900.4, un alumno podría ser suspendido de la escuela o recomendado para la expulsión si el superintendente o el director de la escuela en la cual el alumno está matriculado determina que el alumno ha hecho amenazas terroristas contra los oficiales escolares o la propiedad escolar, o ambos.

(b) Para el propósito de esta sección, "amenaza terrorista" incluirá cualquier declaración, sea escrita o sea oral, por una persona quien amenaza tercamente cometer un crimen que resultará en muerte, daño grave corporal a otra persona, o daño a la propiedad por una cifra superior a los mil dólares ($1,000), con la intención especifica que la declaración será tomada como una amenaza, aunque no hay la intención de realizarla, la cual, en su superficie y dadas las circunstancias en cual fue hecho, sea tan inequívoco, incondicional, inmediata, y específica que comunica a la persona amenazada, una gravedad del propósito y una posibilidad inmediata del ejecución de la amenaza, y de ese modo provoca que la persona razonablemente esté atemorizada constantemente por su propia seguridad o por la seguridad de su familia más cercana, o por la protección de la propiedad del distrito escolar, o la propiedad personal de la persona amenazada o de su familia más cercana.

EC 48915—Circumstances for Recommending Expulsion

(a) ***(1)*** Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

(A) Causing serious physical injury to another person, except in self-defense.

(B) Possession of any knife or other dangerous object of no reasonable use to the pupil.

(C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:

(i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

(ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.

(D) Robbery or extortion.

(E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(2) If the principal or the superintendent of schools makes a determination as described in paragraph (1), he or she is encouraged to do so as quickly as possible to ensure that the pupil does not lose instructional time.

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil committed an act listed in paragraph (1) of subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section 48900. A decision to expel shall be based on a finding of one or both of the following:

(1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed..

(2) Brandishing a knife at another person.

(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

(5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.

(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.

(3) Is not housed at the schoolsite attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section 48900, or Section 48900.2, 48900.3, or 48900.4, and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school.

(g) As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3½ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

(h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

EC 48915—Circunstancias para Recomendar la Expulsión

(a) (1)Excepto como proporcionado en las subdivisiones (c) y (e), el director o el superintendente de escuelas recomendará la expulsión de un alumno por cualesquiera de los siguientes actos cometidos en la escuela o en una

actividad escolar fuera del plantel escolar, a menos que el director o el superintendente determina que la expulsión no debería ser recomendada bajo las circunstancias o que un medio alternativo de corrección atendería la conducta:

(A) Causar herida física grave a otra persona, excepto en defensa propia.

(B) Posesión de cualquier cuchillo u otro objeto peligroso que no sirve razonablemente para nada al estudiante.

(C) Posesión ilegal de cualquier sustancia controlada descrita en el Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad, excepto cualquiera de los siguientes:

(i) *La primera ofensa por la posesión de no más de una onza avoirdupois de marihuana, aparte de que sea cannabis concentrado*.

(ii) *La posesión de medicamentos de venta libre para uso del alumno con fines médicos o medicamentos prescritos para el alumno por un médico***.**

(D) Robo o extorsión.

(E) Asalto o agresión, como se define en las Secciones 240 y 242 del Código Penal, contra cualquier empleado de la escuela.

(2) Si el director o el superintendente de las escuelas hace una determinación como se describe en el párrafo (1), él o ella es animado a que lo haga lo más pronto posible para asegurase de que el alumno no pierda tiempo de instrucción.

(b) Al recomendación por el director, superintendente de escuelas, o por un oficial de audiencia o jurado administrativo nombrado conforme a subdivisión (d) de la Sección 48918, la mesa directiva gobernante puede ordenar la expulsión de un alumno al encontrar que el alumno cometió un acto descrita en párrafo (1) de la subdivisión (a) o en subdivisión (a), (b), (c), (d), o (e) de la Sección 48900. Una decisión para expulsar estará basada en un descubrimiento de un o ambos de lo siguiente:

(1) Otros modos de corrección no son factibles o no han dado resultados repetidamente para producir la conducta apropiada.

(2) Debido a la naturaleza de la acción, la presencia del estudiante causa un peligro irresoluto a la seguridad física del estudiante u otros.

(c) El director o superintendente de escuelas suspenderá inmediatamente, conforme a la Sección 48911, y recomendará la expulsión del alumno que él o ella determine que ha cometido cualquier de los siguientes actos en la escuela o en una actividad escolar fuera del plantel escolar:

(1) Poseer, vender, o de otra manera equipar un arma de fuego. Esta subdivisión no aplica a un acto de poseer un arma de fuego si el alumno ha obtenido permiso previo por escrito de un empleado certificado de la escuela para poseer el arma de fuego, lo cual ha sido acordado por el director o la persona designado por el director. Esta subdivisión aplica a un acto de poseer un arma de fuego solamente si posesión de una arma de fuego de imitación, tal como se define en la subdivisión (m) de la Sección 48900, no es un delito por cual la suspensión o la expulsión es obligatoria en conformidad a esta subdivisión y subdivisión (d), pero se trata de un delito por el que la suspensión o expulsión conforme a la subdivisión (e), podrá ser impuesta.

(2) Blandear un cuchillo a otra persona.

(3) Vender ilegalmente una sustancia controlada descrita en Capítulo 2 (comenzando con la Sección 11053) de la División 10 del Código de Salud y Seguridad.

(4) Cometer o intentar cometer un asalto sexual como se define en la subdivisión (n) de la Sección 48900 o cometer una agresión sexual como se define en la subdivisión (n) de la Sección 48900.

(5) Posesión de un explosivo.

(d) La mesa directiva gobernante ordenará la expulsión de un alumno al encontrar que el alumno cometió un acto descrita en subdivisión (c), y mandará ese alumno a un programa de estudio que cumple con las siguientes condiciones:

(1) Está preparado adecuadamente para acomodar alumnos que muestran problemas disciplinarios.

(2) No está proveído en una escuela de enseñanza intermedia, secundaria, o preparatoria, o en cualquiera escuela primaria.

(3) No está albergado en la escuela a la que asistió el alumno en el momento de suspensión.

(e) Al recomendación por el director, superintendente de escuelas, o por un oficial de audiencia o jurado administrativo nombrado conforme a subdivisión (d) de la Sección 48918, la mesa directiva gobernante puede ordenar la expulsión de un alumno al encontrar que el alumno, en la escuela o en una actividad escolar fuera del plantel escolar violó la subdivisión (f), (g), (h), (i), (j), (k), (l), o (m) de la Sección 48900, o Sección 48900.2, 48900.3, o 48900.4, y uno u otro de los siguientes::

(1) Otros modos de corrección no son factibles o no han dado resultados repetidamente para provocar conducta apropiada.

(2) Debido a la naturaleza de la acción, la presencia del estudiante causa un peligro irresoluto a la seguridad física del estudiante u otros.

(f) La mesa directiva gobernante mandará un alumno que ha sido expulsado conforme a la subdivisión (b) o (e) a un programa de estudio que cumple con todas las condiciones especificadas en subdivisión (d). A pesar de esta subdivisión, con respecto al alumno expulsado conforme a la subdivisión (e), si el superintendente de escuelas del condado certifica que un programa de estudio alternativo no está disponible en un sitio lejos de una escuela de enseñanza intermedia, secundaria, o preparatoria, o una escuela primaria, y que la única opción para el emplazamiento es en otra escuela de enseñanza intermedia, secundaria, o preparatoria, o una escuela primaria, le mandará el alumno a un programa de estudio que está proveído en una escuela de enseñanza intermedia, secundaria, o preparatoria, o una escuela primaria.

(g) Tal como se utiliza en esta sección, "cuchillo" significa cualquier puñal, daga, o otro arma con un filo inamovible, afilado para estar capacitado ante todo para apuñalar, un arma capacitado ante todo para apuñalar, un arma que tiene un filo más de 3½ pulgadas, un cuchillo plegable con un filo que traba en lugar, o una navaja con un filo sin protección.

(h) Tal como se utiliza en esta sección, el término "explosivo" significa "artefacto destructivo" como descrito en la Sección 921 del Título 18 del Código de los Estados Unidos.

Section 14.16 - CTEC Internship Program



CTEC Internship Program

Preparing the Next Generation of Industry Leaders

As a distinguished public charter institution in Fresno County, CTEC High School is renowned for its specialized focus on Commercial Construction and Advanced Manufacturing. Our innovative educational approach combines rigorous theoretical learning with immersive, hands-on experiences, ensuring students are exceptionally well-prepared for successful careers in these dynamic industries. By partnering with us in our work experience placement initiative, you play a vital role in shaping the future of the workforce, helping to cultivate the next generation of industry leaders and skilled professionals.



Become a CTEC Industry Partner

CTEC provides dynamic opportunities for industry collaboration, including guest speaking, mentorship, site tours, and our flagship internship program. Through this initiative, esteemed industry partners gain exclusive, on-site access to interview and engage with top-tier intern candidates, ensuring a seamless match for your company's workforce needs. By partnering with us, you play a pivotal role in shaping the next generation of skilled professionals, vital to the ongoing success of the manufacturing and construction sectors.

For more information, contact Amy Moua at amy.moua@fcoe.org. Take the first step in securing your company's future workforce today.



Section 14.17 - Master Schedule

Freshman				1st	2nd	3rd	4th	5th	6th	Advisory Grade Level	
1	Brown, Mark	CTE Construction	601B	ADV CONS	Intro to Const-3 (Jaramillo)	Into to Const-4 (Jaramillo)	Intro to Const-2 (Jaramillo)	Intro to Const-1		9	
2	Cabrera, Jammilex	Math Teacher	203	Quant Math-1 (Frea)	Quant Math-2 (Perez)	Prep	Quant Math-3 (Perez)	Instructional Prep w/ Perez	Quant Math-4 (Perez)	9	
3	Calderon, Kim	Science Teacher	303		Physics and App-1 (Villa)	Physics and App-3	Physics and App-4	Physics and App-2	STEAM Innov	9	Fresh-man
4	Fulvio, Carina	English Teacher	504	English 9-2		English 9-1 (Frea)		English 9-4	English 9-3	9	Soph-omore
5	Riojas, Arnold	Manufacturing Teacher	601A	STEM Int Manu-3 (Jaramillo)	STEM Int Manu-4 (Jaramillo)	Instructional Prep w/ Jaramillo	STEM Int Manu-1 (Jaramillo)	Internship	STEM Int Manu-2 (Jaramillo)	9	Juniors
6	Vargas, Jhosselyn	Spanish Teacher	503	Span 1-4 (Perez)		Span 1-2 (Perez)		Span 1-3 (Perez)	Span 1-1 (Villa)	9	Seniors
Seniors											
1	Brown, Mark	CTE Construction	601B	ADV CONS	Intro to Const-3 (Jaramillo)	Into to Const-4 (Jaramillo)	Intro to Const-2 (Jaramillo)	Intro to Const-1		9	
2	Calderon, Kim	Science Teacher	303		Physics and App-1 (Villa)	Physics and App-3	Physics and App-4	Physics and App-2	STEAM Innov	9	
3	Cantu, Adrian	CTE Manufacturing	702		EngnrDesSldWrks-Manu 1	EngnrDesSldWrks-Manu 2	Adv CAD	Archt & Design-Cons 1 (NES)	Archt & Design-Cons 2	10	
4	Cavazos, Jacob	Welding Teacher	603A	Welding-CONS 2	Welding-Manu 1 (Saavedra)	Welding-CONS 1 (Villa)		Adv Welding	Welding-Manu 2	11	
5	Emerson, Brian	Manufacturing Teacher	602	APD	APD			Engineering	INTERNSHIP	Robotics	
6	Hudler, Gerad	Construction	603B	Construct Manage-CONS 1 (Geesey)	Const Tech II-Cons 2 (Geesey)	Instructional Prep w/ Geesey	Const Tech II-Cons 1 (NES) (Geesey)	Construct Manage-CONS 2 (Geesey)	INTERNSHIP (Geesey)	10	
7	Martinez, Rick	Intervention	401	Study Hall		Study Hall			Study Hall/ PE Team Prep 3:00-4:00		
8	Payne, Stephanie	Social Studies	403	Mod World Hist-Manu 1		Govt/Econ	Govt/Econ	Mod World Hist-CONS 2	Mod World Hist-CONS 1	10	

9	Riojas, Arnold	Manufacturing Teacher	601A	STEM Int Manu-3 (Jaramillo)	STEM Int Manu-4 (Jaramillo)	Instructional Prep w/ Jaramillo	STEM Int Manu-1 (Jaramillo)	Internship	STEM Int Manu-2 (Jaramillo)	9	
10	Sheldon, Bryan	Mathematics Teacher	202		MATH 4A/5A Math Analysis Math 4A/3A Adv Math	Math 45			MATH 45	12	
11	Villarreal, Rolando	English Teacher	501		English 12 DuE	English 11-Manu 2	English 12 DuE	English 11-Manu 1 (Villa)	English 11-CONS 2	12	
12	Volkov, Timofey	CTE Manufacturing	704	Adv Machining	Applied Manufact-Manu 2	Manu 1/Automation	Automation-Manu 2	Applied Man-Manu 1		11	
Juniors											
1	Capper, Anna	English Teacher	502	English 10-Manu 2 (Villa)	English 10-Const 1	English 10-Manu 1	English 10-Const 2	English 11-CONS 1 (FCC tutor, Diego 3-4)		10	
2	Cavazos, Jacob	Welding Teacher	603A	Welding-CONS 2	Welding-Manu 1 (Saavedra)	Welding-CONS 1 (Villa)		Adv Welding	Welding-Manu 2	11	
3	Cole, Preston	Social Studies	402	US History-Manu 1 9 (Saavedra)	US History-Manu 2	US History-CONS 2	US History-CONS 1 (Villa)		Mod World Hist-Manu 2	StudentGovt	
4	DeLapp, John	Science Teacher	302		Chem-Const 2		Chem-Manu 1 (Saavedra)	Chem-Manu 2	Chem-Const 1	11	
5	Hudler, Gerad	Construction	603B	Construct Manage-CONS 1 (Geesey)	Const Tech II-Cons 2 (Geesey)	Instructional Prep w/ Geesey	Const Tech II-Cons 1 (NES) (Geesey)	Construct Manage-CONS 2 (Geesey)	INTERNSHIP (Geesey)	10	
6	Limdren, Casie	Mathematics Teacher	202	Alg 2-Manu 2	Alg 2-CON 1	Prep	Alg 2-CON 2		Alg 2-Manu 1 (Saavedra)	Yearbook	
7	Villareal, Rolando	English Teacher	501		English 12 DuE	English 11-Manu 2	English 12 DuE	English 11-Manu 1 (Villa)	English 11-CONS 2	12	
8	Volkov, Timofey	CTE Manufacturing	703	Adv Machining	Applied Manufact-Manu 2	Manu 1/Automation	Automation-Manu 2	Applied Man-Manu 1		11	
Sophomores											
1	Adjemian, Manik	Mathematics Teacher	204	Applied Math-CONS 2	Prep	Applied Math-CONS 1	Applied Math-Manu 2 (Frea)		Applied Math-Manu 1	10	
2	Cantu, Adrian	CTE Manufacturing	702		EngnrDesSldWrks-Manu 1	EngnrDesSldWrks-Manu 2	Adv CAD	Archt & Design-Cons 1 (NES)	Archt & Design-Cons 2	10	

3	Capper, Anna	English Teacher	502	English 10-Manu 2 (Villa)	English 10-Const 1	English 10-Manu 1	English 10-Const 2	English 11-Manu 1 (FCC Tutor, Diego 3-4)		10	
4	Cole, Preston	Social Studies	402	US History-Manu 1 9 (Saavedra)	US History-Manu 2	US History-CONS 2	US History-CONS 1 (Villa)		Mod World Hist-Manu 2	StudentGovt	
5	Hudler, Gerad	Construction	603B	Construct Manage-CONS 1 (Geesey)	Const Tech II-Cons 2 (Geesey)	Instructional Prep w/ Geesey	Const Tech II-Cons 1 (NES) (Geesey)	Construct Manage-CONS 2 (Geesey)	INTERNSHIP (Geesey)	10	
6	Jones, Emma	Science Teacher	301	BIO-Cons 1		BIO-CONS 2	Bio-Manu 1	Bio-Manu 2		10	
7	Payne, Stephanie	Social Studies	403	Mod World Hist-Manu 1		Govt/Econ	Govt/Econ	Mod World Hist-CONS 2	Mod World Hist-CONS 1	10	
8	Volkov, Timofey	CTE Manufacturing	703	Adv Machining	Applied Manufact-Manu 2	Manu 1/Automation	Automation-Manu 2	Applied Man-Manu 1		11	

Section 14.18 - WASC

CTEC
HIGH SCHOOL

Career Technical Education Charter High School SELF-STUDY REPORT

1320 North Mariposa Street
Fresno, CA 93703

Fresno County Superintendent of Schools

September 2021

ACS WASC/CDE Focus on Learning Accreditation Manual,
2019 Edited Edition (2020-2021/2021-2022 SY Visits)

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Preface

Explain the school self-study process used to accomplish the outcomes of the self-study, i.e., timeline, stakeholder involvement, any modifications from the model self-study process. By addressing these outcomes of the self-study, the school will have accomplished:

1. **The involvement and collaboration of all staff and other stakeholders to equitably support high-quality student achievement**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards**
3. **The analysis of the California Dashboard indicators and additional data about students and student achievement**
4. **The assessment of the entire school program and its impact on learning for all students in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.**

All staff and stakeholders began meeting virtually for the self study in October 2020. The meetings were comprised of both certificated and classified staff members who were divided into the focus groups. Over the course of the school year, the focus groups met one time a month to collect and discuss data then more frequently in the spring. Parent input was received through School Site Council, parent surveys and parent meetings throughout the year. Student input was received through class surveys and our student government.

The intial data that was reviewed by our staff were the school wide learner outcomes from our charter petition along with academic and CTE standards. California Dashboard indicators have not been updated for our site as we have just recently added our senior class and as a result of COVID 19.

After a thorough review of our school program in this self study, we found several strengths as well as specific areas for improvement. In addition to our SPSA and LCAP, stakeholder input and the self study have allowed us to develop the school wide action plan found in Chapter V of this study.

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Chapter I: Progress Report

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**
- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**
- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.**
- **Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.**

- **Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**

COVID took the driver's seat last academic year, forcing us (and all schools) to reconfigure instruction delivery since March 2020. As such, we moved to distance learning only which proved to be a challenge as our focus is hands on. This is where teacher innovation and creativity came into play: Microsoft Teams became the platform for delivering instruction in partnership with Google Classroom. Supply pickups became the norm as teachers sent home items for students to complete hands-on activities in all subject areas. Students learned to do group work through breakout rooms in Teams. As health and safety guidelines allowed, students needing intervention, special population students and freshmen were identified to come back to campus during designated dates and times to have in person instruction and to complete skills tests in their CTE classes as well as develop specific industry skills such as welding and others that were not attainable at home. The current CDC, state and local guidelines have allowed us to safely open with all students returning. As of August 2021, part of the guidelines everyone on campus must wear a mask while indoors. The guidance we follow as a school site comes from the Fresno County Superintendent of Schools and can be found in our Return to Work Toolkit found here. In the event that we have students quarantined, or ill, they are able to Teams into instruction if their health allows.

The closure allowed our administration team to roll out the Student Advisory Board during the 2020-2021 academic year. The purpose of the advisory board is to obtain student feedback on CTEC's program. The student membership will be rotated on an annual basis and consists of all grade levels. The board is facilitated by the Guidance Learning Specialist. Students were invited to join the board for the duration of the school year. The board meets monthly to discuss topics relevant to the school and to provide feedback and input on CTEC programs and our LCAP goals and actions. Teachers are able to submit items on which to receive feedback and, after each meeting, the notes are

disseminated to CTEC staff for review. It is effective because student feedback is transmitted to teachers on a monthly basis, which helps the staff make adjustments based on the information. Some adjustments that were made:

- Positive feedback for supply pickups so they were scheduled more regularly
- While all of our classes have integrated projects, our students had a lot of positive feedback about the collaboration between PE and core classes and they want this to continue.
- Ice breaker activities once students returned to campus so they can get to know each other. PE teachers offered several, optional, after school games for all students to participate.
- Grading- student input was solicited on the grading system of rubric marks 1, 2, 3, 4 and preferred letter grades that were easier to understand and easier for teachers to explain. Letter grades (with input from all stakeholders) will go into effect fall 2021.
- Students requested teacher versus student games and the last week of school we hosted a staff v. student volleyball tournament.
- Students requested more activities and clubs for them to participate in while on campus.

Meetings that would normally have been held in person moved to Zoom (parent meetings) which led to an increase in attendance from previous years at parent directed informationals.

Due to the closure, community outreach was not as present as it had been in the past with projects such as the Chaffee Zoo Galapagos habitat. However, guest speakers were still able to come to campus "virtually" and present to our students.

It was our first year of official state testing and the bulk of it was able to be done in person as restrictions had started lifting in the spring of 2021. We tested all subject areas despite state waiver options to gain our benchmark scores in the areas of math, English and science.

A response to intervention program was created in the spring of 2020 to connect with students during quarantine who were not present online. Our PE teachers took on the task of individually messaging students who were not logging in to classrooms. They also connected with the families and students online to discuss the importance of attending classes, even virtually. It was found that some students were not logging in due to unreliable internet service or caring for siblings who also needed to be online. For the internet service, we purchased hotspots and these were checked out to several families. Over the course of the 2020-2021 academic year, the program grew as a multi-tiered system of support program for academic intervention, called Impact, which is explained in detail later in this study.

CTEC was in receipt of the K12 Strong Workforce Program 2020-21 grant for "Up-Skilling: The Education and Industry Overlap." According to the California Community Colleges website, "the California legislature introduced the K12 Strong Workforce Program (K12 SWP) as an ongoing statewide funding opportunity. It is designed to support K–12 local education agencies (LEAs) in creating, improving, and expanding career technical education (CTE) courses, course sequences, programs of study, and pathways for students transitioning from secondary education to postsecondary education to living-wage employment." The grant will help to develop an intentional pipeline to employment that starts with secondary schools and progresses through postsecondary education to secure employment within the construction and manufacturing industries. A goal of the grant is to intentionally bring stakeholders together from secondary, postsecondary and industry to address an overlap of skills, needs and resources to address the employment gap that exists or is emerging within Advanced Manufacturing and Construction Trades. Through deliberate engagement/collaboration stakeholders will have the opportunity to develop leaders, create a unified curriculum, and develop industry connections/internships for future workforce. By developing more skilled leaders within industry, industry is able to aid education in the development of the next generation of leaders.

In addition to the Strong Workforce Grant, we also received a Career Technical Education Incentive Grant (CTEIG). This grant will allow us to build infrastructure and ensure that we have industry equipment and trainers to support student skill development. We are required to evaluate our CTE program through CTEIG and given the opportunity to increase our capacity. Per California Department of Education website, this "[p]rogram established as a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade twelve with the knowledge and skills necessary to transition to employment and postsecondary education."

Lastly, a survey was sent out to staff, students and families to obtain their feedback on our standards based marking system of 1 through 4. Stakeholders were asked to respond to questions using a 1 to 5 scale with 1 disagreeing and 5 agreeing. The feedback from the survey showed that the majority of stakeholders preferred letter grades to the standards based grading system. It was then determined that beginning with the 2021-2022 academic year, students will receive letter grades and this change will be made retroactive starting with the class of 2022.

- **Comment on the process for implementing and monitoring the schoolwide action plan/SPSA aligned with LCAP goals.**

The plans are monitored by administration by collecting data from assessments, surveys, teaching meetings, student feedback and parent input. As input is received on these goals, they are modified and updated as necessary. The previous year's goals are

reflected upon for growth and updates are made accordingly with approval from stakeholders.

In 2021-2022, the SPSA is embedded into the LCAP to ensure alignment.

- **Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.**

One of our goals was to develop a support structure that would aid our students in their rigorous academic program. Prior to school closure, this started to be addressed through after school tutorial. During the closure, we utilized our PE teachers to check in on students who were not participating in classes. Our intervention for targeted support developed over next school year 2020-2021 and is now called Impact which is discussed in more detail later in this report. For the 2021-2022 school year, we will return to after school tutorial and intervention for those students who are part of Impact and require the intervention and for those students who just need the extra help intermittently.

We also have worked to increase CTE engagement not only by hiring highly qualified CTE teachers but by bringing in guest speakers, in person prior to covid then virtually during. The speakers for the pathways we offer represented the variety of backgrounds we have here at CTEC to effectively connect with our student population.

Working with Fresno City College & their Applied Technology Division to establish a collaborative relationship ensures that our CTE teachers are qualified to teach courses for college credit. For example: our contact at Fresno City College has been diligent in communicating with CTEC regarding the required credentials needed from our Welding teacher in order for him to teach the dual enrolled course as the teacher of record for the 2021-2022 academic year.

We continue to build our culture here at CTEC by consistently seeing that our students know that they matter. We develop this through teacher / student connections not only in the classroom, but outside of it as well. During lunch breaks our teachers can often be found joining in a physical activity with students or asking students about their weekend. We also have students who need social emotional support and this support is more successful when we have built these relationships not just with students, but with families as well.

Culture, social emotional connection continues to be built. We start out each school year (except for the start of the August 2020-21 year) by taking our students to Scout Island in Fresno. While at Scout Island, students have environmental education opportunities, team building activities and community service opportunities during a day long field trip. The first week of school students and staff also focus on team building school wide by involvement in ice breakers, physical activities, additional tours around

campus, a focus on pillars and what it means to be a student at CTEC. Students and staff also use Imago, a company who provides an online learning platform with a focus on social emotional learning. These lessons are embedded into the curriculum by grade level. An example can be found here.

LCAP 21-22 Embedded SPSA Goals

The upcoming academic year will mark a shift from the stand alone SPSA (still in-line with LCAP but as its own document), during 2020-20 21 school year into the 2021-22 LCAP. We will also be transitioning from targeted to schoolwide Within the 2021-22 SPSA, students will be identified for specified supports to ensure they all have access to instruction through multi-tiered systems of support. Data from marking periods, benchmarks, teacher input, parent input and student input will be utilized to provide these supports. Supports will be both academic and behavioral (social emotional). Our teachers will also be provided with trauma informed professional development to help them meet the needs of our students.

SPSA 20-21 Goals

Target student engagement- Since March of 2020, supply pickups have been held monthly for students to obtain supplies in order for them to complete work and hands on assignments at home. As we transitioned to differentiate between On Campus Learning and Distance Learning, the supply pickups continued through April for those students who chose to remain in Distance Learning only.

In the fall of 2020, in accordance with the county office of health and Fresno County Superintendent of Schools, CTEC started safely adding groups of students. This began in the early fall when our CTE teachers sent out sign ups to have students on campus for hands-on time in the Innovation Center. We also brought in students who were on IEPs, 504s, English Learners and/or who were struggling in the classes. Towards the end of fall, we laid out our plan to bring more students back in January 2021 which led to us adjusting some of our classes to move CTE & dual enrollment courses to the last classes of the day (5^{th} & 6^{th} periods.). This allowed students to come on campus to participate, in person, in those classes related to CTE.

A complete response to intervention program focuses not just on academics, but social emotional well-being, too. COVID allowed us to create and develop our Impact program as a response to intervention as part of our Multi-tiered Systems of Support for academic progress. In its infancy, Impact started out targeting students who were not engaging online during quarantine. From March 2020, through April 2021, our Impact program evolved from bringing students who were 2s & s (see below) to campus for partial days, to requiring them to stay after classes for one on one help, and to them attending Mondays only for help when most other students remained home.

CTEC's Multi Tiered Systems of Support for academics is as follows: the program has evolved to target students who fall into two of our four academic categories with markers that range from a 4/green being achieving benchmark to a 1/red being intensive. The red and orange categories are targeted not just by our Impact teachers, but the campus as a whole:

4 (identified as green) benchmark	Students who have marks of B or better
3 (identified as yellow) strategic	Students who have one to three C-'s, no No Marks(Ds or Fs)
2 (identified as orange) intensive 1	Students who have four or more C-'s, even if mixed with Bs, plus one D or F
1 (identified as red) intensive 2	Students who have two or more No Marks (Ds or Fs) regardless of other marks.

Student marks are reviewed by administration every six week progress period and they are coded accordingly on a master sheet that is shared with staff and staff discuss this data during PLCs. While the process continues to be refined, during the 2020-21 academic year, strategic students are invited to stay after school an extra hour to work on their Ds & Fs to bring to passing, students who are orange and red are to attend Impact and an SST is also scheduled for the students that include the teaching team, the student, the parents and a member of the administrative team. These students also have learning goals meetings with the guidance learning specialist.

The Impact program consisted of three teachers, each assigned to a specific grade level for the 2020-2021 academic year. This current academic year, we will start out with the same three teachers who will work with students from the end of the previous school year. After the first progress report, an additional staff member will be added to support the freshman group.

The Impact teacher is an additional layer of support who consistently works with the students' teachers, families & students to help them raise the bar and achieve mastery in the courses. The Impact teacher connects with the classroom teacher and piggybacks on supports and conversations the classroom teacher has had with students and families. The Impact teacher pushes into the classrooms in order to be able to assist their assigned students with assignments and projects. Our Impact teachers help the grade level teachers with the intervention scheduling during the times when Impact students are on campus for additional support. As the student shows

progress in Impact, they are exited the program at the next marking period and progress monitored over the next six weeks.

SPSA 19-20 goals

CTEC had been able to connect our students directly to our industries through field trips but this was modified this past year. Instead, the industries virtually joined our classes through guest speaking. Our freshmen complete their industry exploration through an assignment in both their Construction and Manufacturing courses in which they research through ONET and present the pros/ cons of the industry. These research projects also work to help students choose their pathway.

Several of our juniors connected with industry partners in the spring of 2021 and a few received an internship with Advanced Metalworks and 4Cs Construction and more are planned for the 2021-2022 academic year as organized by Amy Moua.

In addition, over the past few years, we have continued to develop partnerships within the community such as:

- The Tiny Library Project with Reading Heart and Every Neighborhood
- The Heirloom Project with Heirloom restaurant where a group of students developed a serving tray for bussers.
- The Galapagos habitat and Tiger Feeders for the Kingdom of Asia exhibit at the Chaffee Zoo
- Industry Awards given out at our awards' night for individuals- Legacy Construction, PNM CNC, Johnson Industrial, Precision Civil Engineering, Advanced Metal Works

Another goal was to have an extended day that provided an opportunity for students to sharpen their learning with staff. This goal was modified due to COVID and embedded into each period with additional minutes added to each class in the spring of 2021. It was also during this time that teachers with dedicated Impact students pushed into the classrooms for support. Extended day will implement the following targeted interventions in fall 2021: tutorial time, Impact time, social/emotional support, industry skill development and credit recovery (for students who were not able to participate during summer school 2021.) At the end of the 2021 school year, our GLS led the drive to implement our Peer Tutoring Program this school year. Bernard worked with one of our math teachers, Miss Cabrera to lead the program. The Peer Tutoring Program has started this school year with fifteen peer tutors.

Tier I PBIS has been implemented with best practices used in the classroom that includes school-wide Titan Ticket distribution that is tied to our CTEC pillars (You Matter, Be Present, Raise the Bar, Create an Impact). Restorative Justice Practice remains to be in progress as staff members were offered training during the summer of 2021 and none were available to participate; therefore, a continued goal will be to find restorative practices training that can come to us or that we can send teachers to. Feedback was received from staff and they felt positively

about PBIS and would like to have the pillars and expectations printed and posted around the campus in common areas.

Self identified, specific areas of improvement within each category from the initial site visit were as follows:

Category A

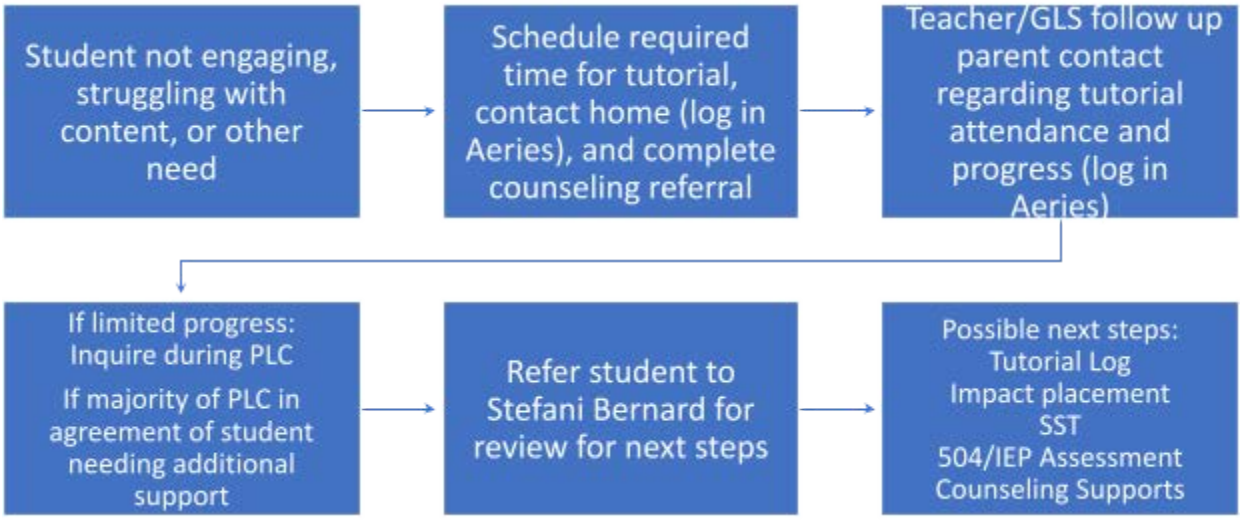
More specific timeline or calendar to ensure items for approval are prepared. This was implemented during the 2020-2021 academic year in relation to the development of Site Council in which meeting dates were set and templates were used to develop meeting agendas, etc. At the end of the 2020-2021 school year, a site calendar was developed by our administrative team (Delano, Watterson, Moua, Bernard) as a draft then pushed out internally and/or externally on our CTEC website.

PLC/ Professional Development continues to take place as PLC time was provided on Thursdays after school and on Monday afternoons for teachers during the 2020-2021 school year. Professional development is ongoing and is brought about by the time of year items to be addressed, teacher request and need as seen by administration. The meeting time will be adjusted during the 2021-2022 academic year to account for the change in scheduling return to all in person. Special consideration is being given to staff who serve more than one grade level so that they are able to attend each PLC and time being embedded for CTE teachers to meet together. Mondays are set aside for PLC times this school year.

Specific documented process for analyzing student achievement data Data analysis is used for student performance on the CAASPP IABs in both English & Math. We are currently in the process of subscribing to NWEA (Northwest Evaluation Association) "a research-based, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction." Their services will be used as further benchmarking data for our students in not only ELA and Math, but Science as well. Onboarding is scheduled for October 2021. During the 2020-2021 school year, Math , English and Science teachers administered SBAC IABs at all levels. The decision to use NWEA was made with input from our Math, English and Science teachers through a presentation from an NWEA representative. The teachers submitted a list of clarifying questions they had post-presentation that were answered by the rep to their satisfaction.

Each marking period, the achievement of each student is gathered and analyzed to identify those needing academic intervention support. Along with intervention, students are also targeted who have one to three classes in which they need an extra push to be proficient (Impact).

Impact Referral Process



Creating opportunities for parent volunteers was impacted by COVID's social distancing requirements. We have, however, had parent volunteers as part of our site council and active parent involvement in informational meetings we have had throughout the year. Parents also rose to the occasion to organize and facilitate events for Teacher Appreciation week in May 2021. Over the next school year, we will reach out to parents and families to come to campus for volunteer opportunities for various events such as our fall and spring showcases and graduation. Before Covid, our director, Jon Delano, met with a group of parents to start identifying areas for them to be active in the classrooms and to develop and design activities for students and to develop and design activities for parents. The CTEC Parent Facebook page grew out of this.

Consistent and calendared opportunities for industry partners are being forged with the receipt of our SWP grant. Amy Moua, our content specialist, is the contact person for our industry partners. She also works closely with Brian Emerson, our lead CTE teacher, to connect with industry partners.

New teacher support New teachers are supported by administration and administration works with them to help them identify CSTP focus standards through the year. Timely feedback is given to teachers through drop ins and observations and administration also connects the new teacher with an on campus mentor. Administration supports the new teacher as they work to obtain/clear their credential through FCSS as well as connecting with their program coordinator for credential as needed. In progress is a New Teacher Handbook (new to CTEC and/or teaching). Our CTE teachers are supported by CTE Teach and provided with a mentor who guides them through a quarterly focus on TPEs and a final project at the end of year one and year two. PAC (Peer Assistance & Coaching) is also offered for those in need of additional support.

Category B

Areas for improvement in this category included refining the content of integrated Project Based Learning with staff so that it is meaningful to all subject areas. Student reflection is also taken into consideration as this planning continues to be done. An overview of Project Based Learning will be reviewed during professional development time this academic year. The processes we use can be found here.

An area of improvement that will remain constant is the development of academic supports for students. This is evaluated on a six week basis using data such as, but not limited to: grades, attendance, benchmarks and standardized testing. Intervention is not only embedded into the curriculum but it is addressed during after school tutorial and it will be addressed again with Impact. Feedback about our Impact program comes directly from our Impact teachers. Weekly meetings are held to discuss successes, what's working well, what needs improvement.

Category C

This area for improvement focused on student understanding of Standards Based Grading. After surveying stakeholders, our site will be transitioning to letter grades starting with the 2021-2022 academic year.

Category D

Areas for improvement in this category focused on family communication such as access to our Student Information System and understanding of standards based grading. A video was created walking parents through use of the grade book. The video was sent out electronically to all of our families and is posted on our school website in the Counselor's Corner. CTEC families were also given a survey regarding grades in the Spring of 2021 to determine if we would continue with scoring of 1-4 or change to letter grades. The feedback we received for communication came from our School Site Council, verbal and electronic communication (emails & surveys) and as stated previously, we transition to letter grades at the start of the 2021-2022 school year.

Category E

Areas of improvement in this category continue to be expanding parent involvement. Parents have actively participated throughout the course of the 20-21 academic year by attending meetings with focuses on health and safety, student achievement, career pathways and School Site Council. Safety is also an area of improvement, student safety with ongoing construction on site and will continue to be an area of improvement as we now house freshmen through seniors. Communication through Aeries's Signal Kit has been utilized at least weekly with a family newsletter and will be transitioning to Parent Square at the start of the 2021-2022 academic year. Parent Square will streamline the way our site communicates

with families as it has the option for parents to download an app and teachers can communicate in a more direct manner with classes, students and families.

- **Comment on the original critical areas for follow-up (*growth areas for continuous improvement*) not in the current schoolwide action plan/SPSA.**

  The major areas of growth for CTEC from our initial self-study visit were as follows: To grow our student population to become self-sufficient. As of April 2021, our class of 2022 consists of 55 students, 2023 has 87 students, 2024 has 70 and our incoming 2025 class has 62 students to date. We accept first time freshmen when the application period opens each fall and are open to sophomores as well.

  In the Fall of 2020, we partnered with an advertising agency to assist with targeting potential families and students as we have saturated all other avenues via social media, word of mouth, television commercials and yard signs.

  Here at CTEC, we continue to aim to hire highly qualified teachers who have the credentials and certifications to teach our students in the CTE setting as well as to teach our students in the dual enrollment setting. We work closely with our teachers to support their obtaining such credentials and certifications. In the past academic year, we added a second RSP teacher as well as other growth positions.

  Construction continues at CTEC with the largest project being the multipurpose room. While covid did push back our facilities updates, we continue to move along steadily with a target completion date for the multipurpose room being late fall 2021. Since the initial report, our computer lab was updated as well as our print lab. Demolition of buildings on site have taken place as our server room was redesignated to a new building and the space for the multipurpose room was cleared with construction in progress. In addition, our classrooms have been updated and outfitted with whiteboards, large screen televisions and tracking cameras. Future updates that follow will be creating more classroom space as we grow as well as office spaces.

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Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- **The history and background of the school**
- **A description of the school programs**
- ***California School Dashboard Performance Overview* and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
-
- **Provide a brief summary that includes:**
    - **Implications of the data**
    - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
    - **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

History and Background of the School with description of school programs

General Background and History

In 2015, the Fresno Business Council, State Center Community College District, the Fresno County Superintendent of Schools (FCSS), along with leaders from Central Unified, Clovis Unified, Fresno Unified and Valley ROP joined together in an effort to facilitate the development of a Fresno/Madera regional Career Technical Education (CTE) Strategic Plan. Representatives from local business, education institutions, and the community were identified and assembled to form strategic planning committees and task force groups to explore industry sectors. The goal of this business, community, and educational collaborative was to gather information, identify gaps between industry needs and education, and develop a plan to close those gaps.

The San Joaquin Valley Manufacturing Alliance, formerly the Advanced Manufacturing Taskforce, identified its industry as an area with high demand due to a lack of educational opportunities that lead to trained individuals ready to be employed by industry. Within Fresno County, the Advanced Manufacturing Cluster, now referred to as the San Joaquin Valley Manufacturing Alliance, which includes 400 industry leaders and over 1360 members, employing over 105,000 employees, identified several jobs within manufacturing that will be in great demand. Skills identified with such occupations include electronics, plumbing, welding technology, mechanical power drive systems, pneumatic and hydraulic systems, programmable logic controllers, motor control, blueprint reading, and CAD. The taskforce documented that employers within these industries indicated a “great difficulty” (59%) in finding qualified applicants to fill positions.

There was not a taskforce designated to the construction and building trades sector, yet many of the jobs found in the manufacturing industry overlap with it, including electricians,

welders, and mechatronics. The Bureau of Labor Statistics identified 790,400 jobs to be added to the construction trades by 2024.

The data clearly identified a need within Fresno County to develop an educational program that would address the needs of local industry and prepare students to be the next generation of leaders. Career Technical Education Charter High School was the answer to the county's manufacturing and commercial construction industries, and the lack of secondary educational programs that address advanced manufacturing and commercial construction. CTEC is specifically designed to provide industry skills through an expanded course offering to address the identified skills within the Career Technical Strategic Plan for Fresno/Madera County.

FCSS understood the importance of including industry into the development of CTEC's facilities and instructional program, as well as creating a space for instructional leaders to develop industry skills and knowledge to appropriately integrate manufacturing and construction into core academics. During the 2017/2018 school year, CTEC staff, which consisted of 3 core instructional leaders, 1 CTE instructor, the Guidance and Learning Specialist and Director of CTEC, worked collaboratively with the 2016 approved CTEC petition to develop a shared vision on educational pedagogy and the support systems to implement a complex comprehensive dual enrollment and wall to wall CTE pathway program.

CTEC is located in an urban area of central Fresno at the Kermit Koontz Education Complex. Our campus is situated about two miles east from Fresno City College about seven miles south from California State University, Fresno; it is also very close to the 41 and 180 freeways. The site initially housed alternative education, but it relocated and CTEC took over the site. Our site is the first dependent charter school for the Fresno County Superintendent of Schools. During the fall of 2017, the CTEC team wrote three grants; two for the CTE facilities grant and one for the Specialized Secondary Program grant and we were awarded all three. The Specialized Secondary Program grant aided our CTE staff with the development and implementation of our first two courses in manufacturing with $245,000.

With $4 million from the CTE facilities grant, the opening of our Innovation Center was made possible to welcome our class of 2022. The state-of-the-art Innovation Center or IC has 10,000 square feet of workspace, 2,000 square feet of classroom space, 1000 square feet of collaborative work area for students and 8,000 square feet outside for work and storage areas. All other classrooms have been outfitted with modular furniture for flexible seating and whiteboards run that length of the classroom to allow teachers to create various learning environments for their students. When students register, they are issued a laptop for their studies. Classrooms include a motion following camera with several television screens that allow the teacher and students to share their laptop screens and to stream the lesson for students who participated in distance learning.

During that inaugural year, our staff developed what would become the foundation to its program and an assurance to outputting students ready for industry. The culture established among students, teachers, administration, and the community would be CTEC's greatest asset. Our

cultural pillars live in the classroom, throughout the campus, inside the Innovation Center and within the community. Our planning team believed that student's academic success depended upon the values we set as a school and how they would live within our program. Taking guidance from industries and the demand for individuals who displayed the soft skills to ensure success, CTEC pillars embody values that build self-worth, meaningful collaboration, excellence, and a lasting impact on those encountered.

When we opened our doors to the first freshman class our students began the next steps of their educational journey as both a CTEC High School student and a Fresno City College student. The class of 2022 began to set the bar high for future CTEC classes and the impact they would leave on their community. The class of 2022 have a this point a combined 1300 hours of community service. 95% gained college credit and 89% were on track for their associates degree. CTEC students quickly learned the impact they could have by taking on the responsibility of partnering with their community elementary school, Webster, in the school paver project. CTEC students not only addressed a need for Webster Elementary, but they taught Webster students the process of making pavers for their school.

It didn't take long for CTEC's program, and the accomplishments of our students began to be recognized by the media. Educational and industry leaders throughout the county were wanting to see the Manufacturing and Commercial Construction school that integrated industry into their core academics, gave students the opportunity to obtain their associate's degree at the completion of their four years and was dedicated to developing the soft skills crucial for employment. By the summer of 2019, CTEC had developed a valuable partnership with the San Joaquin Valley Manufacturing Alliance that would create avenues into the industry for students to experience industry tours, industry panels, guest speakers, mentorships, and future internship opportunities. Along with the connections for students, CTEC staff had access to externships and training for CTE and core academic teachers to develop industry connections and skills to share with CTEC students.

Our class of 2023 also partnered with Webster Elementary School but this time, students made teachers of Webster their clients and sought opportunities to aid teachers with furnishings to support learning within their classrooms. Our students constructed and manufactured bookshelves, headphone and tablet racks, reading center tables, and interactive games and activities. The class of 2022 partnered with Reading Heart and Every Neighborhood to address the literacy issues within Fresno County. CTEC's construction pathway worked with Every Neighborhood to identify areas within Fresno County to place Tiny Libraries designed and built by students. Within the Manufacturing pathway, our students addressed the need of Reading Heart by developing book carts to support their distribution of books to kids all over the county. Students designed, pitched, and built a prototype cart that would serve them as a storage and distribution table for students to select their own books. In the spring, our students began stepping up their community projects. The class of 2023 identified the opportunity to work with Scout Island and the FCSS Instructional leads to develop science kits to bring interactive science projects to students throughout Fresno

County. The class of 2022 took on an innovative project alongside Fresno Chaffee Zoo that required the construction pathway to demo and build the new Galapagos Tortoise exhibit and the manufacturing students to design tiger feeder boxes for the new Kingdoms of Asia exhibit. Unfortunately, the pandemic and school closure ended those projects in the middle of the build and it was completed by the zoo independently.

CTEC students have always found ways to showcase their skills and creativity and the extended day program has offered that with robotics, coding, yearbook, art club, music club, etc. In just the second year of participation, CTEC's robotics team qualified for the state competition. Along with competing, robotics wanted to share their love of robotics with children at Valley Children's Hospital. Three of CTEC's robotics teammates took on the responsibility of being the first students to apply for the FCSS Teacher Innovation grant under their Manufacturing teacher's guidance. The students completed the grant application completely on their own and were awarded the grant to fund their project, which due to school closure and Hospital restrictions, has been moved to the 2021/22 school year.

With the abrupt shift to distance learning in spring 2020, CTE instructors were quick on their feet to identify digital learning that would give students the ability to build industry skills at home. In the spring, CTEC staff and students were asked to address a growing concern for our local hospitals. The lack of PPE's, specifically face shields, was a problem for medical workers. With the ability to use school equipment to address the need, our students partnered and staff began to design and build face shields for our community hospital, which led to Fresno City College and community members with 3D printers to join us. At the end of the project, CTEC had provided face shields to every hospital in Fresno and Madera County, had supported over 40 different medical offices and urgent cares, aided school nutrition staff, church communities and families seeking face shields to continue their work. CTEC's efforts were recognized nationally, and over 5000 face shields were shared out to Fresno County.

In August of 2020, CTEC opened school with no students on campus. CTEC seamlessly transitioned to distance learning and began engaging with students via platforms such as Google Classroom and Microsoft Teams. Students were engaging via distance learning and all staff were taking on a new aspect of engaging students in learning. CTEC's focus on hands-on-learning, collaboration, and CTE was a component that staff was insistent on keeping a part of their instructional day. We worked with industry partners to create toolkits to be given out to every student to ensure CTE instruction would continue at home.

As things return to normal this next school year, we are excited to move forward with all in person learning in 2021-2022. 91% of CTEC seniors that walked through the gates our inaugural year are on track to obtain their Associates Degree from Fresno City College. 100% of them have had meaningful industry engagement within every CTE course they have taken and have impacted their community with the skills they have developed. They are preparing to engage in the workforce through industry internships. On May 20th, CTEC students will walk across the stage

and receive their associate's degree from Fresno City College and on June 1st, CTEC will graduate its first class of students.

Enrollment at CTEC

At CTEC we accept up to 120 students each school year for 9th grade and have a maximum enrollment of 460 students.

Enrollment by Grade Level				
	2018-2019	2019-2020	2020-2021	2021-2022
9th	66	92	76	64
10th		61	94	63
11th			59	73
12th				54

In the Spring of 2021, CTEC had a total of 213 students, 162 male and 51 female. CTEC's spring 2021 ethnic distribution reveals a large Hispanic or Latino student population (60.56%). The next largest student population is White (Non-Hispanic) with 24.41% followed by our African-American population of 6.10%.

Our current population of special education students is 18 which makes up 8% of our student body. We have 20 students currently on a 504 plan, seven EL students, 28 RFEP students. CTEC's staff is comprised of: 1 Director, 1 Vice Principal, 1 Guidance and Learning Specialist, 1 Content Specialist 1 part-time School Psychologist, 2 RSP teachers, 24 general education teachers, 2 custodians, a paraeducator, a program assistant and a registrar.

Students enrolled in CTEC are provided with the opportunity to pursue their high school diploma while focusing on their studies in Commercial Construction or Advanced Manufacturing. In addition, in connection with Fresno City College through dual enrollment, students are provided with the opportunity to obtain their Associate's Degree in Industrial Technology with an emphasis on manufacturing or construction upon graduation.

In the Fall of 2020, CTEC was awarded the K-12 Strong Workforce grant that will help to strengthen relationships with our industry partners, partnerships with industry valued and crucial to our programs. The academic program at CTEC allows for a unique educational experience through the use of integrated project-based learning and a closed cohort system. and is just starting an all-inclusive job shadowing/internship program for its juniors and seniors. As mentioned above,

enrollment at CTEC is based on a lottery system that is mainly exclusive for incoming freshmen. While CTEC does accept sophomore transfers, admission closes after the first semester of the sophomore year, due to the students' inability to obtain pre-requisite courses required by the school in order for them to successfully complete the junior and senior level courses.

The freshman application period opens on November 1st of each school year and the first lottery drawing is held in mid-January the following year. Our cap is at 120 students per graduation class. No special skills nor GPA minimum are required to apply. If there is still room for students, the application remains open and another drawing is held if necessary.

Our freshmen take a rigorous course of study that includes core classes one would find in traditional high schools, but they also take Introduction to Commercial Construction and Introduction to Manufacturing. Through these courses, they are introduced to the basics of each pathway and complete a research presentation for each pathway in early spring. Guest speakers also visit the classrooms to provide students with a general, yet thorough overview, of the pathways. In March of each school year, the freshmen participate in an interview with pathway teachers and make the choice to commit to either Commercial Construction or Manufacturing that will start their sophomore year.

Course Offerings by Grade Level

CTEC has a specific set of courses laid out for students at each grade level. A general pathway of courses is provided below.

Freshman

Fall	Spring
Quantitative Mathematics	Quantitative Mathematics
Physics and Its Applications	Physics and Its Applications
English Language Arts 9	English Language Arts 9
Spanish 1	Spanish 1 (Spanish 1**)
Physical Education 9	Physical Education 9
STEM Integrated Manufacturing (EST 53**)	STEM Integrated Manufacturing (EST 50**)
Intro to Construction Technology	Intro to Construction Technology
College and Life Management (COUN 53*)	Computer Applications (AT 10*)

****Indicates dual enrollment with Fresno City College**

Sophomore

Manufacturing	
Fall	**Spring**
Applied Mathematics	Applied Mathematics
Chemistry and Earth Systems	Chemistry and Earth Systems
English Language Arts 10	English Language Arts 10
Modern World History	Modern World History
Engineering Design and Solidworks (DRAFT 12**)	Engineering Design and Solidworks (CADD 16**)
Community Applied Manufacturing	Community Applied Manufacturing
Physical Education 10 (PE 6*)	Physical Education 10 (PE 27*)
Health 1 (Health 1*)	COMM 8*

Construction	
Fall	**Spring**
Applied Mathematics	Applied Mathematics
Chemistry and Earth Systems	Chemistry and Earth Systems
English Language Arts 10	English Language Arts 10
Modern World History	Modern World History
Architecture and Design (DRAFT 12**)	Architecture and Design (ARCH 14**)
Construction Technology II (Cons 50A**)	Construction Technology II (Cons 50B**)
Physical Education 10	Physical Education 10
Health 1 (Health 1*)	COMM 8*

**Indicates dual enrollment with Fresno City College

Junior

Manufacturing	
Fall	**Spring**
Advanced Applied Algebra OR Industry Applied Intermediate Algebra	Advanced Applied Algebra (Math 103**) OR Industry Applied Intermediate Algebra (Math 103**)
English Language Arts 11	English Language Arts 11
Integrated Environmental Biology	Integrated Environmental Biology (Bio 14**)
US History	US History (Hist 12**)
Modern Welding Technology and Applications	Modern Welding Technology and Applications (Weld 1**)
Manufacturing Automation and Control	Manufacturing Automation and Control
Graphics Production Technology	Graphics Production Technology
Employment Preparations and Connections	Employment Preparations and Connections

Construction	
Fall	**Spring**
Advanced Applied Algebra OR Industry Applied Intermediate Algebra	Advanced Applied Algebra (Math 103**) OR Industry Applied Intermediate Algebra (Math 103**)
English Language Arts 11	English Language Arts 11
Integrated Environmental Biology	Integrated Environmental Biology (Bio 14**)
US History	US History (Hist 12**)
Modern Welding Technology and Applications	Modern Welding Technology and Applications (Weld 1**)
Construction Management and Planning (Arch 21**)	Construction Management and Planning
Facilities Systems and Safety	Facilities Systems and Safety
Employment Preparations and Connections	Employment Preparations and Connections

**Indicates dual enrollment with Fresno City College

Senior

Manufacturing	
Fall	**Spring**
MATH 103* or MATH 4A*	MATH 4B*
English Language Arts 12 (COMM 8*)	English Language Arts 12 (ENG 1A*)
American Government (POLSCI 2*)	Economics
Advanced Product Development	Advanced Product Development
Internship (AT 19*)	Internship (AT 19*)
Introduction to Engineering (Optional Course)	Introduction to Engineering (Optional Course, ENGR 10*)
Advanced Welding (Optional Course)	Advanced Welding (Optional Course)

Construction	
Fall	**Spring**
MATH 103* or MATH 4A*	MATH 4B*
English Language Arts 12 (COMM 8*)	English Language Arts 12 (ENG 1A*)
American Government (POLSCI 2*)	Economics
Advanced Construction Technology	Advanced Construction Technology
Internship (AT 19*)	Internship (AT 19*)
Introduction to Engineering (Optional Course)	Introduction to Engineering (Optional Course, ENGR 10*)
Advanced Welding (Optional Course)	Advanced Welding (Optional Course)

****Indicates dual enrollment with Fresno City College**

For students exiting CTEC / For students graduating from CTEC

The administration team determined that information needs to be collected when students exit CTEC prior to graduating as part of reflection and analysis of our site response to intervention. In addition, we are in the process of developing an exit interview/survey that we will deliver to our seniors this graduating year in the spring of 2022.

Start of school Fall 2020

Our fall 2020 semester started out with 100% distance learning and as safety guidelines from the Centers for Disease Control and the local health department became less restrictive, we added targeted groups of students to campus. This started on a rotating basis with our class of 2024 coming to campus on designated days to participate in hands-on activities in the Innovation Center. The needs of our CTE courses and instructional support needs of our students were taken into consideration.

In November, our families are given a survey to choose the instructional commitment for their student when we were able to open and the options were either On Campus or Distance Learning. Between that survey and the time we fully opened, a few families changed their selection. The following resulted:

Class of 2024	59 On Campus	10 Distance Learning
Class of 2023	66 On Campus	21 Distance Learning
Class of 2022	42 On Campus	13 Distance Learning

- ***California School Dashboard Performance Overview*** **and other local measures**

Interim SBAC

The following Interim Assessments Blocks (IAB) and Focused Interim Assessment Blocks (FIAB) were administered during the 2020-2021 academic year to students grades 9 through 11 in a standardized setting (completed individually) and the tests were administered as an assessment OF Learning.

The interim assessments are fixed-form tests, which means that each student has access to the same test questions and the tests do not adapt according to student responses. Because each student responds to the same test items, teachers may more easily interpret their students' performance on a common set of items.

Teachers are able to access their students' academic performance information through the CAASPP testing systems to look at individual students scores, specific class scores and their grade level scores to help identify what students know and can do and where they might need additional support to master the content. When viewing the reports, teachers can access instructional resources through the system and even access Smarter Balanced Tools for Teachers at https://smartertoolsforteachers.org/.

The data is also utilized by administration to inform on areas where there is opportunity for growth.

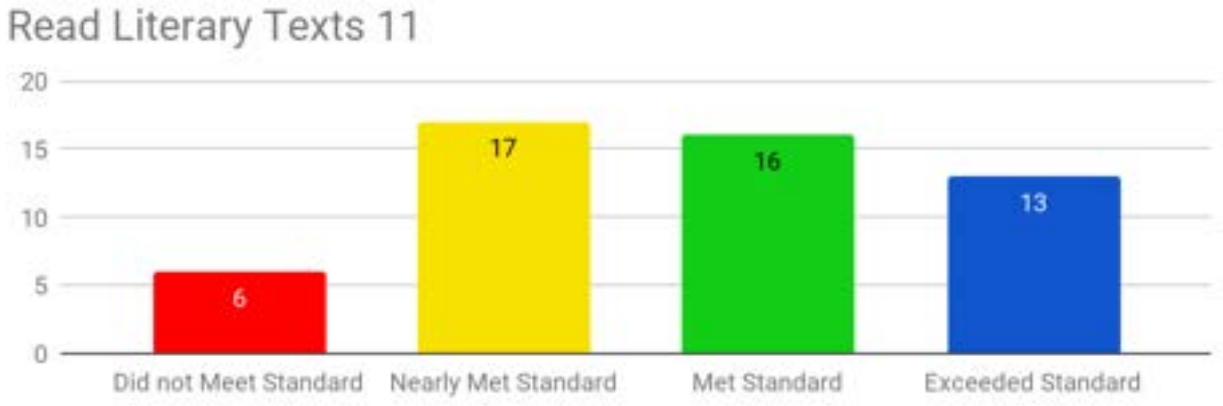
Source: https://portal.smarterbalanced.org/library/en/reporting-system-interpretive-guide.pdf



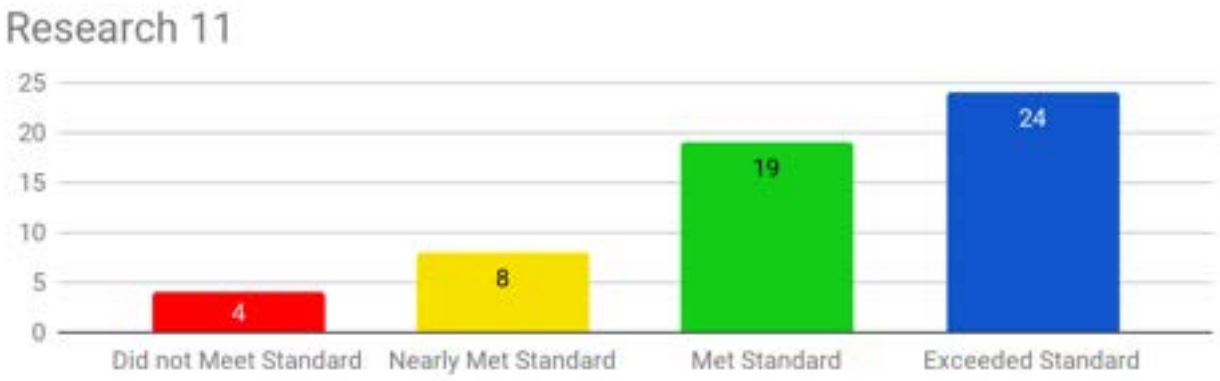
56 11th graders took the Listen/Interpret IAB. 64% of the students were assessed as Meeting or Exceeding the standard.



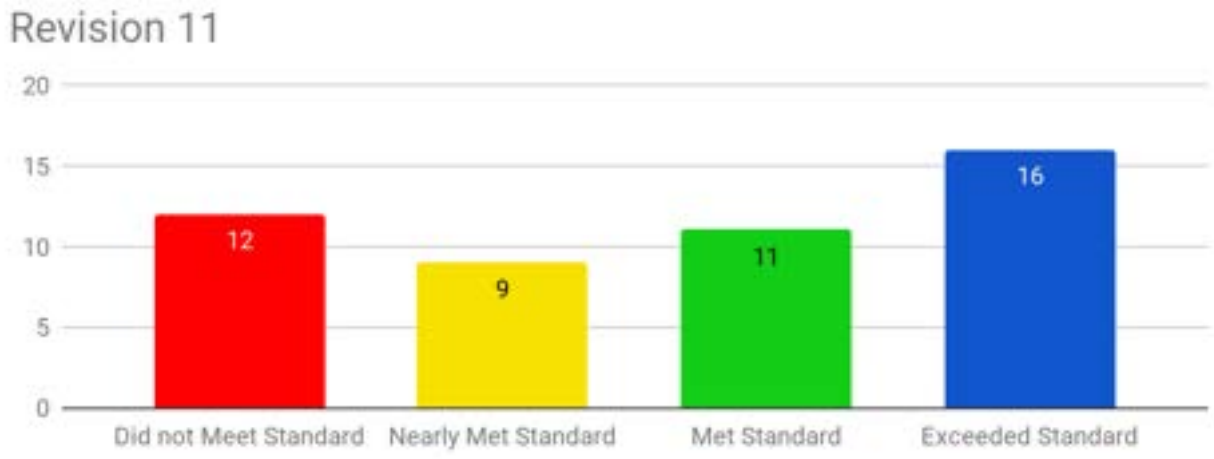
52 11th graders took the Editing IAB. 54% of the students were assessed as meeting or exceeding the standard.



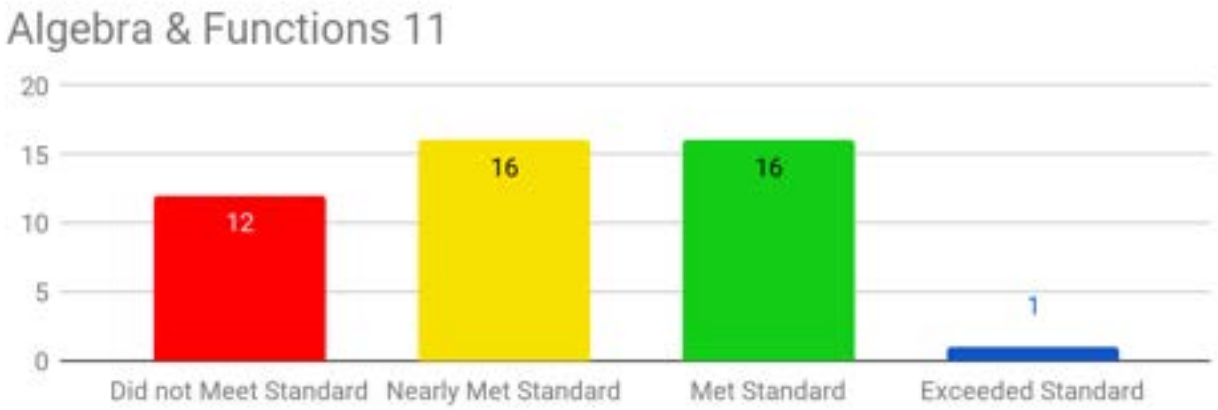
52 11th graders took the Read Literary Texts IAB. 56% of the students were assessed as meeting or exceeding the standard.



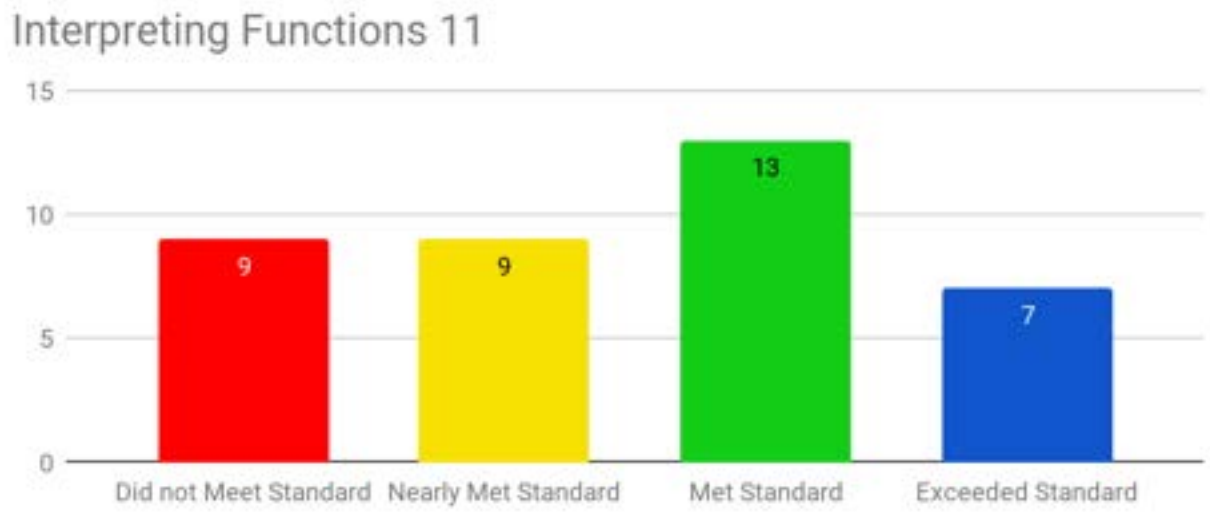
55 11th graders took the Research IAB. 78% of the students were assessed as meeting or exceeding the standard.



48 11th graders took the Revision IAB. 56% of the students were assessed as meeting or exceeding the standard.



45 11th graders took the Algebra & Functions IAB. 38% of the students assessed met or exceeded the standard.

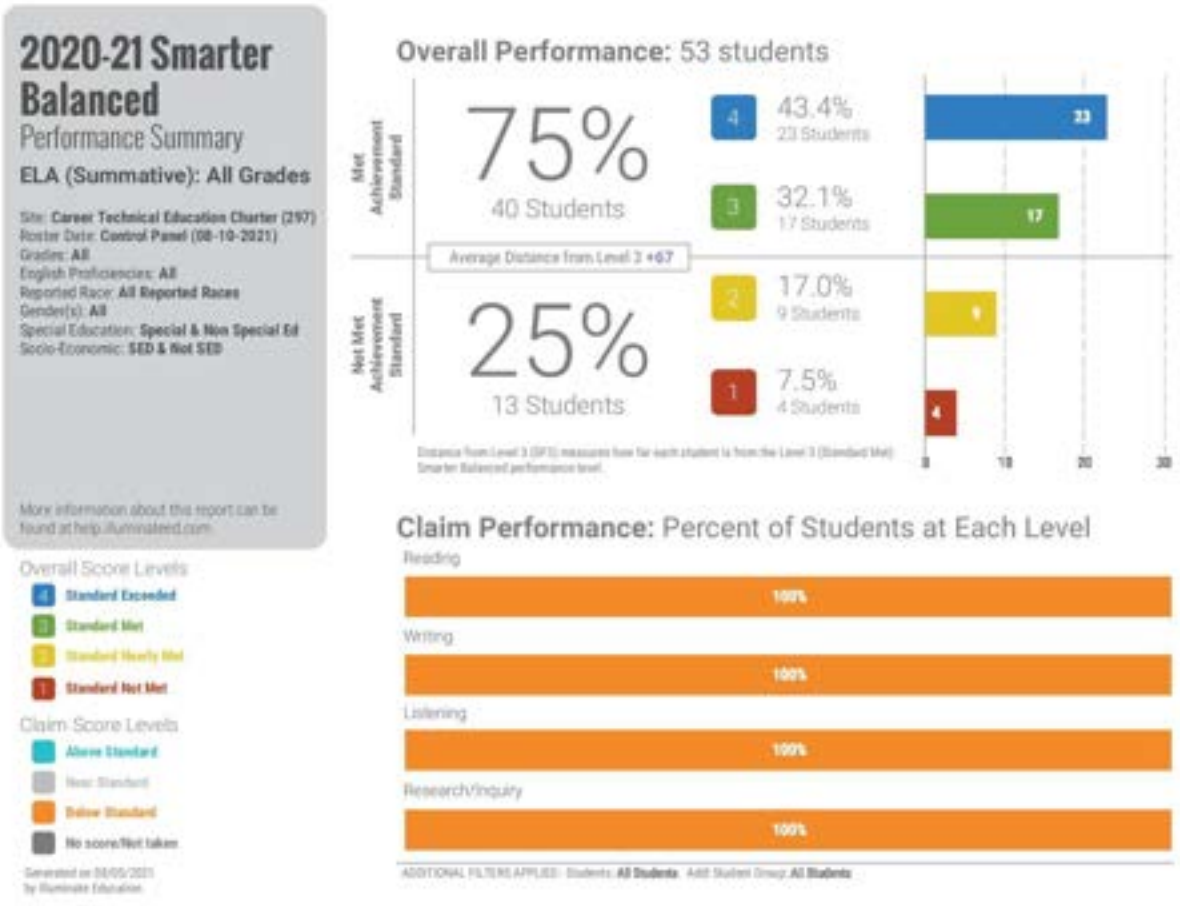


38 11th graders took the Interpreting Functions IAB. 53% of the students assessed met or exceeded the standard.

SBAC

Our juniors took their first state test the spring of 2021 and the scores are as follows:

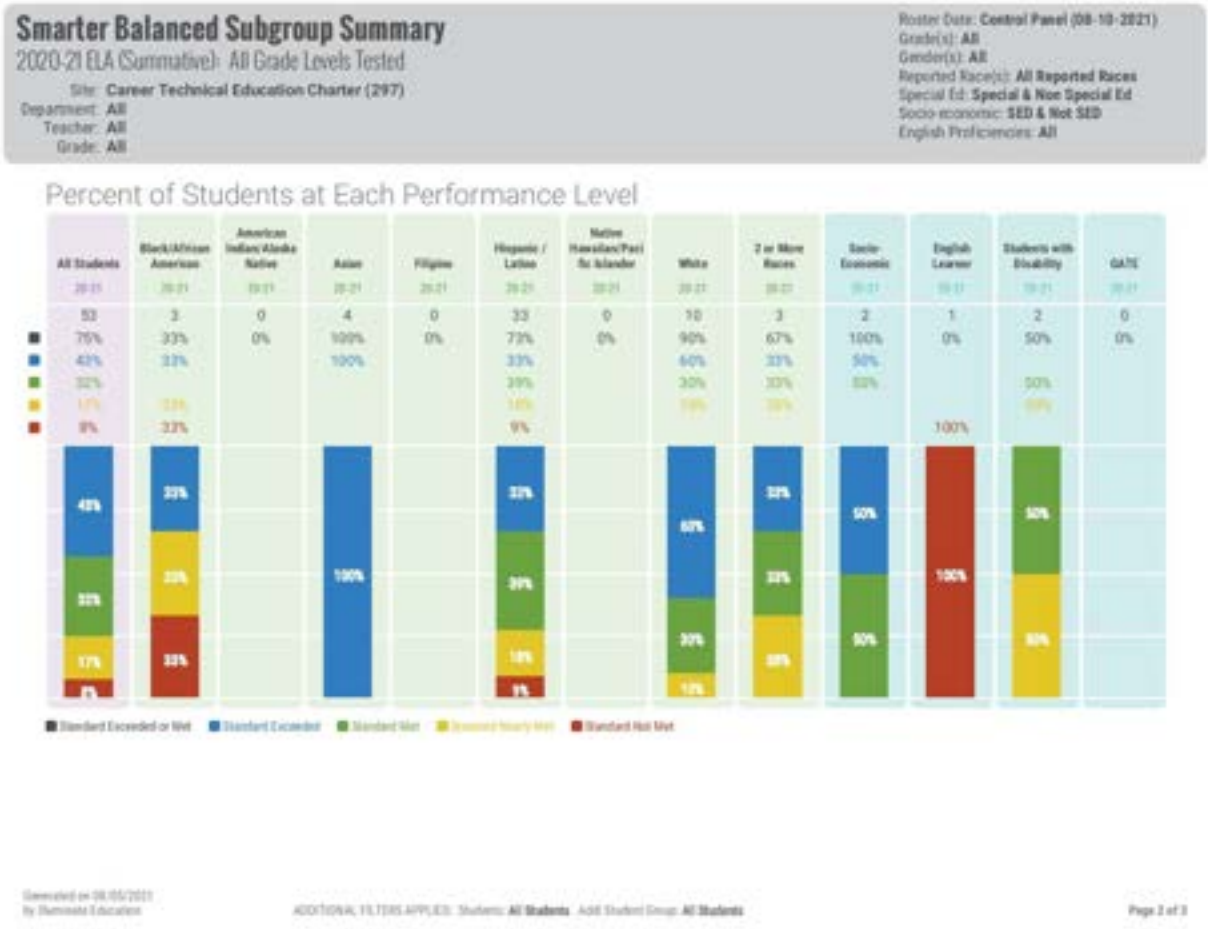
ELA Summative



Per the California Department of education, the ELA Claim area performance categories will not be reported this year due to the revised blueprint for 2020–2021. As a result, we are unable to determine a correlation between the IAB scores and the Summative Assessment for ELA. 75% of our students met or exceeded the standard in ELA for CTEC's first time taking the SBAC. This performance is attributed to allowing students to practice by taking interim assessments. This lowered their affective filters and allowed them to practice using the interface so they could focus on actual question content and not worry about logistics during the real test. In addtion, our students had ample practice utilzing textual evidence to support all claims throughout the year. Our junior ELA teacher, Mrs. DeGough reminded our studnets that the answer is only

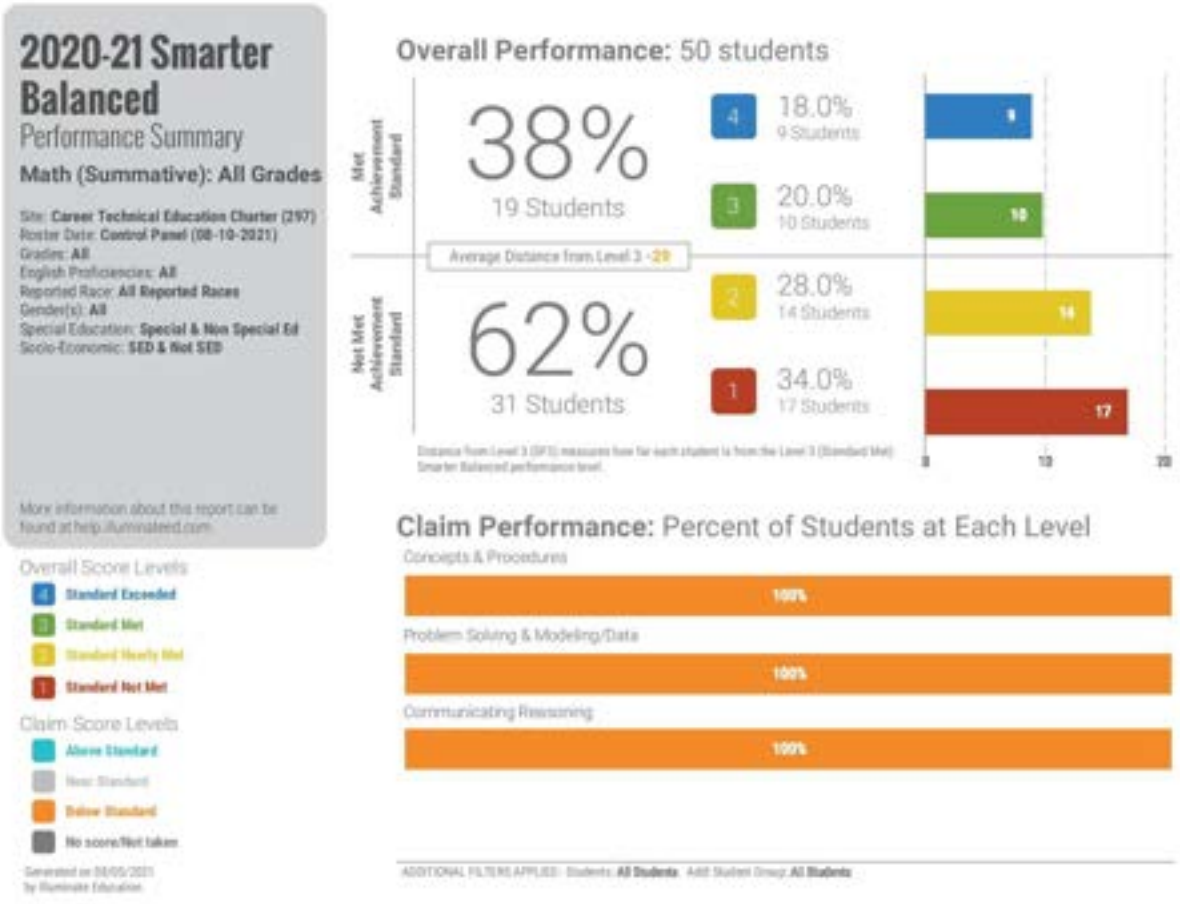
"right" if they can prove it through evidence. Students were able to successfully answer prompts on the test because they knew how to answer a question using direct textual support. Lastly, Mrs. DeGough targeted grammar errors within students' writing to teach them revision skills.

ELA Sub Group Summary



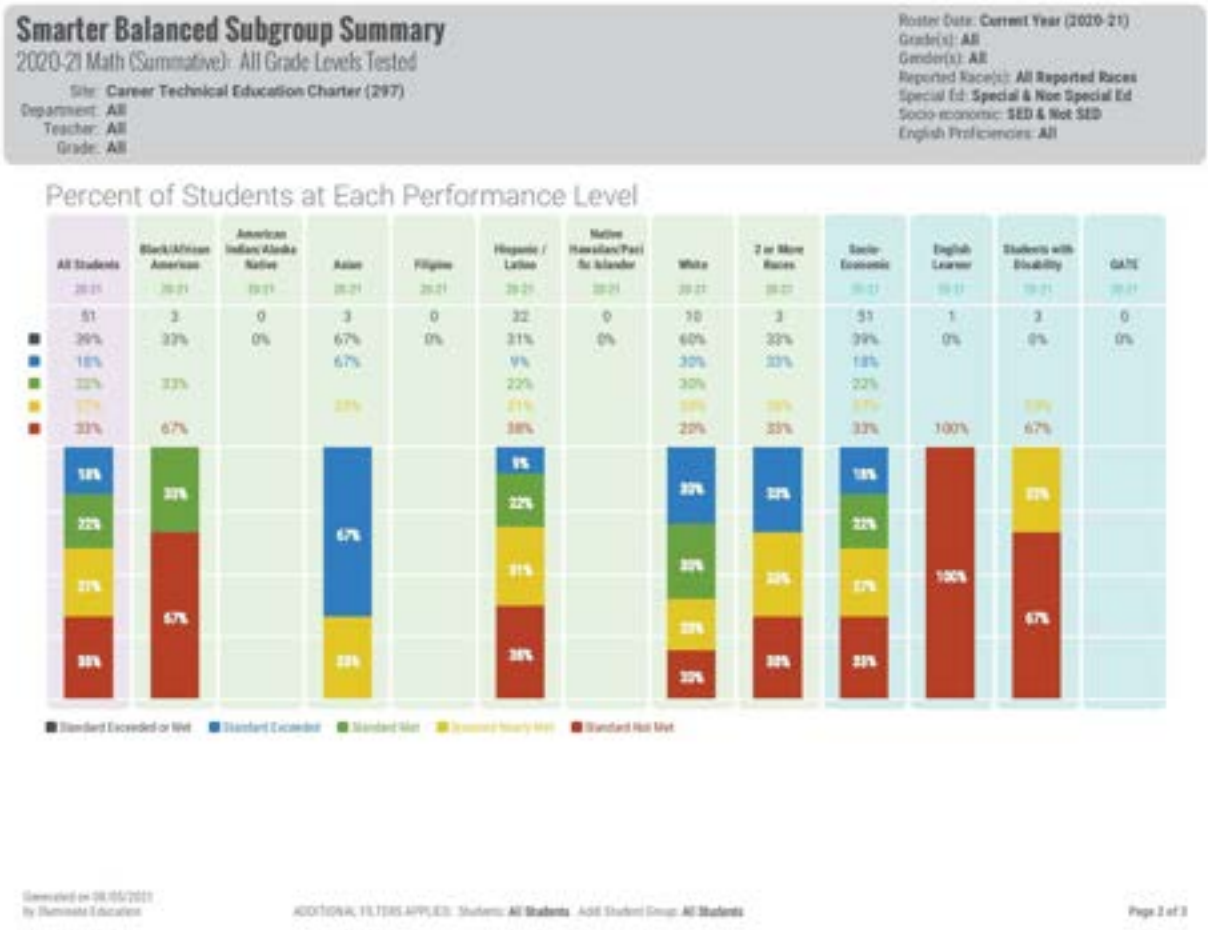
Largest subgroups areas of success, 72% and 90% of hispanic/latino and white, respectively, met or exceeded the standard in ELA. Areas of focus in this cohort are for our Black/African American and English Learner subgroups where only 33% and 0%, respectively, met or exceeded the standard. Best practices to address this in the classroom will be consistently checking for understanding, pulling back small groups to work with the teacher directly or a push in staff member as well as enrolling students in Impact.

Math Summative



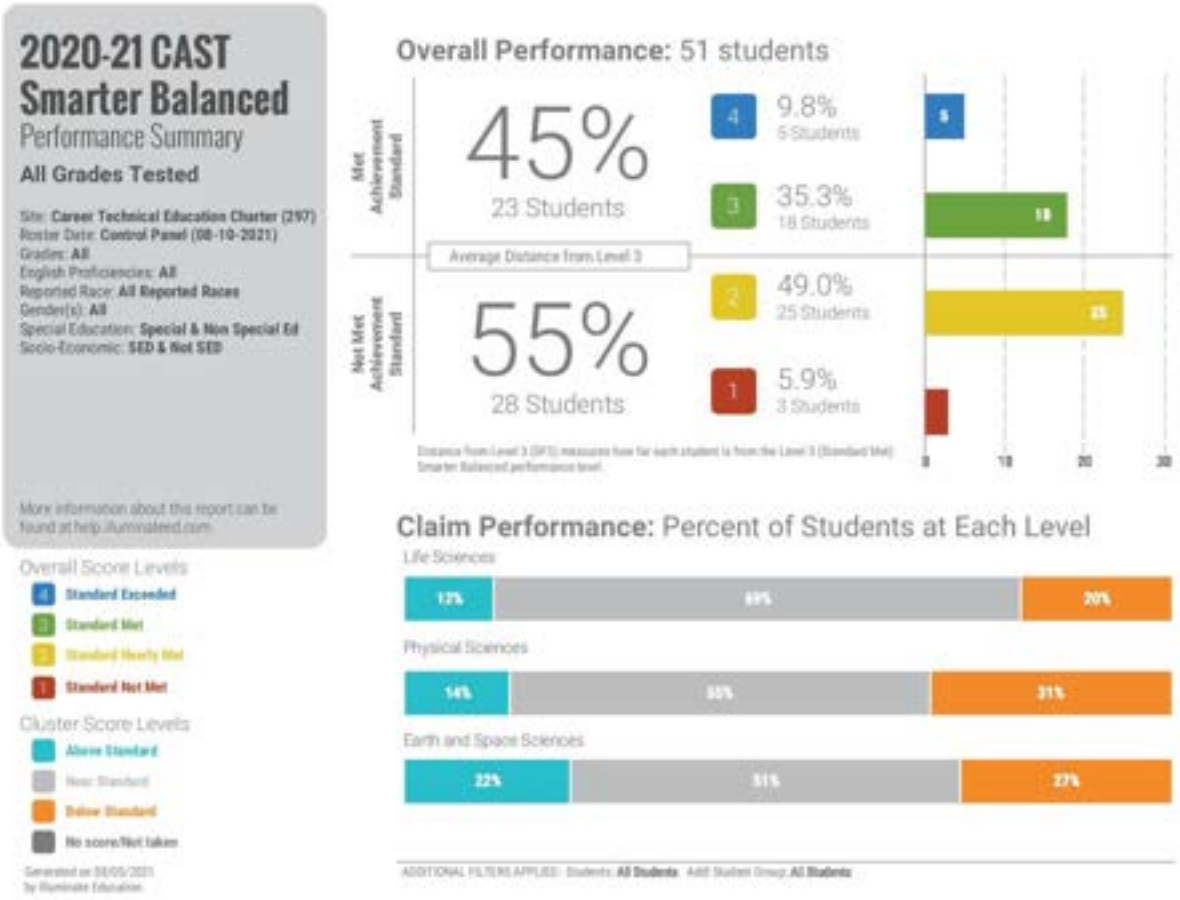
The Mathematics Claim area performance categories will not be reported this year due to the revised blueprint for 2020–2021. As a result, we are unable to determine a correlation between the IAB scores and the Summative Assessment for Mathematics. 38% of our students met or exceeded the standard in CTEC's first time taking the Summative Assessment for mathematics. We have a lot of room for growth in this area and this growth, in part, will come from a focus on increasing scores within the summative assessments for math is a main focus for our instructional team. CTEC recognized the need to assist our instruction team with additional resources and staff support to aid students identified with learning gaps in mathematics due to the pandemic. CTEC will also be implementing NWEA assessment at the beginning of the school year, after winter break and at the end of the school year, to identify and evaluate progress towards closing learning gaps . We hired an additional math teacher for the 2021-2022 academic year. This additional teacher will be utilized as a push in teacher to work in small groups of students who need math intervention.

Math Sub Group Summary



Largest subgroup success was 67% and 60% meeting or exceeding standards, respectively, for Asians and Whites. While all students are an area of focus, specific subgroups needing focus are Black with 67%, Students with Disabilities with 0% and English Learners with 0% meeting or exceeding the standard.

CAST



English Language Proficiency Assessments for California (ELPAC), Summative

For the nine scores below, 6/9 were taken in the spring of 2021. The three that have an asterisk were assessed in October 2021 as part of the extension granted from the prior 20/21 school year. All together, we were able to reclassify two of our students, also LTELs. For those students who did not reclassify, their score report indicated in the area of Written Language, in the Reading section, they were scored as "Beginning to Develop." Reading is an important skill for all of our students to acquire and to refine and we will be working with our librarian to assist these targeted students with selecting grade appropriate/level books to improve their reading.

Student Last Name	Student First Name	CALPADS Grade	CALPADS School Name	Overall Scale Score
Perez	Samantha	9	CTEC	1541
Marin	Laisha	10	CTEC	1529
Espinosa	Sebastian	11	CTEC	1568
Nunez	Alexander	9	CTEC	1563
Colima Torres	Leisha	10	CTEC	1516
Figueroa	Angel	10	CTEC	1666
Nunez	Alexander	9*	CTEC	1572
Perez	Samantha	9*	CTEC	1554
Saavedra	Xitlalli	10*	CTEC	1663

PSAT Data

During the spring of 2020 and 2021, 10th grade students participated in the PSAT-10.

PSAT 10 February 2020 - March 2020, 10th grade - Scores & Benchmarks

Benchmarks by Students

Group	Number of Test Takers	Met Both Benchmarks	Met No Benchmarks	ERW Benchmark (430)	Math Benchmark (480)
School	63	32% Met Both	38% Met None	Met 58%, Approaching 11%, Strengthen Skills 30%	Met 35%, Approaching 14%, Strengthen Skills 51%
District	63	32% Met Both	38% Met None	Met 58%, Approaching 11%, Strengthen Skills 30%	Met 35%, Approaching 14%, Strengthen Skills 51%
State	17,915	29% Met Both	41% Met None	Met 57%, Approaching 8%, Strengthen Skills 35%	Met 31%, Approaching 12%, Strengthen Skills 57%
Total Group	115,537	37% Met Both	37% Met None	Met 60%, Approaching 8%, Strengthen Skills 32%	Met 40%, Approaching 11%, Strengthen Skills 49%

During the spring test dates in 2020, 63 10th grade students were assessed on the PSAT-10. 58% of students met the ERW benchmark, and 35% of students met the math benchmark. CTEC students achieved at a similar level as all students who participated in the PSAT 10.

During the spring test dates in 2021, 58 10th grade students were assessed on the PSAT-10. 62% of students met the ERW benchmark, and 22% of students met the math benchmark. This

PSAT 10 February 2021 - March 2021, 10th grade - Scores & Benchmarks

Benchmarks by Students

Group	Number of Test Takers	Met Both Benchmarks	Met No Benchmarks	ERW Benchmark (430)	Math Benchmark (480)
School	58	22% Met Both	38% Met None	Met 62%, Approaching 10%, Strengthen Skills 28%	Met 22%, Approaching 12%, Strengthen Skills 66%
District	58	22% Met Both	38% Met None	Met 62%, Approaching 10%, Strengthen Skills 28%	Met 22%, Approaching 12%, Strengthen Skills 66%
State	3,690	58% Met Both	15% Met None	Met 83%, Approaching 5%, Strengthen Skills 12%	Met 61%, Approaching 12%, Strengthen Skills 27%
Total Group	40,675	47% Met Both	24% Met None	Met 74%, Approaching 6%, Strengthen Skills 20%	Met 49%, Approaching 13%, Strengthen Skills 38%

achievement level is notably different from the total group data. The students in this test group were only on campus for CTEC's program for 7.5 months prior to the COVID-19 school closure. As a result, a year's worth of education was completed through distance learning. It is likely that the drop in performance can be attributed to this.

- **Examination of perceptual data, such as surveys**

Make CTEC a Better School Parent Survey

In the spring of 2021, parents were sent a survey titled "Make CTEC a Better School" and 96 families responded. The purpose of this survey was to have parents share their thoughts, expectations and feelings towards CTEC's school climate, academic preparation of students, parent engagement opportunities,workshops and services. The survey was anonymous and asked parents to respond using a 1 to 5 scale with 1 being strongly disagree and 5 being strongly agree. There were five optional open-ended questions at the end of the survey. An overall standout from this survey was an average response of 4.74 in response to "CTEC has implemented safety protocols to ensure the health and safety of my student and family". This high score is extremely important as it validates our site efforts during the time of covid-19. We took several measures to not only ensure, but to communicate our safety practices here at CTEC for our students and community.

Areas of focus based on the survey are with a score of 4.29 and 4.36, respectively, are "Parents receive information about their student's progress, resources available to support their learning and how to build a positive relationship" and "CTEC teachers provide me with timely input regarding my student's performance in class." Share what we are doing to improve this in the upcoming academic year. To improve these ratings both this upcoming academic year and years to follow, we have mapped out several of our staff meeting times to include reviewing how to reach out to families and when to reach out to families . This will also be embedded into our response to intervention process as we have scheduled half days each semester for teachers to have parent meetings with targeted student families.

Areas of strength based on the survey with 4.77 and 4.83 respectively are "CTEC staff is responsive to parent/guardian concerns" and "CTEC makes use of technology for instructional purposes". We are pleased to see these scores as we as a staff have worked diligently to respond to our family concerns. Our teachers have made phone calls home to address concerns, our Impact teachers have made calls home as well as home visits and site administration has scheduled Zoom meetings to head off any potential concerns.

For the open-ended response parents were asked "What do you think CTEC can improve for next year and beyond?" and several responded with wanting teachers to input grades in a more timely manner and that they wanted to return to in person instruction. For the question "What challenges, both in school and at home, are you facing with your son/daughter or as a family?" several responded that online learning was a problem and that their student was experiencing problems such as stress or depression.

2021 Student Needs Assessment Student Survey

Needs assessment was taken by 224 of CTEC students in 2021 using a 1 to 5 scale with 5 being in agreement and 1 being in disagreement in response to 36 questions. Students also responded to 4 questions with "Check all that apply" that included "none the above".

Based on the Check all that Apply responses: 75 students noted that they have experienced depression (33%) of our respondents, 48 students have experienced suicidal thoughts (21%), 17 students noted that they attempted suicide (8%), 58 have seen bullying or students being treated unkindly (26%) 203 students have seen students being leaders in their school (90%), 181 have seen student recognition for achievement (81%), and 124 have seen parents helping out (55%)

On the 1 to 5 scale, the high end responses with a response average range of 4.3-4.7 were: "My parents know how I am doing in school," "My parents want me to do well in school," "I will stay in school until I graduate from high school" and "I will continue my education after high school."

The low end of the responses with a response average range of 2.65-3.47 were: "I know what it takes to be a good student at my school," "The school is preparing me well for life after graduation," "My teachers care about me," "I am doing well in school."

Marking Period data for 2020-2021

Marking period data was collected and coded for the 2020-2021 academic year for the purposes of tracking growth and to enter and to exit students from our response to intervention, Impact. Each student was given a number of 1-4 based on their scores for each class. This allowed us to see if there was growth over time in their classes and to see if there was a positive Impact with their return to campus.. It also helped us to identify students in need of intervention.

The charts indicate the following:

M1-M6= The six week marking period

The 4, 3, 2, 1 are as follows:

4= Students who have marks of 2 or better

3= Students who have one to three 1s, no no marks

2= Students who have four or more 1s, even if mixed with 2s, plus one No Mark

1= Students who have two or more No Marks regardless of other marks.

The data was also averaged over each marking period so we were able to see where there was growth each marking period. Commentary on each Class will follow each one.

Class of 2024

	M1	M2	M3	M4	M5	M6
4	24	24	28	30	32	56
3	20	22	26	24	26	0
2	16	8	3	6	7	6
1	9	15	12	9	4	7
Average	2.86	2.80	3.01	3.09	3.25	3.52

Class of 2024 commentary:

The freshman group average increased over the course of the year and can be attributed to several factors: students were added in waves to return to campus with the majority of them returning by marking period 4 and all who were able to return in person were back by marking period 5. The targeted intervention students (1 and 2) also decreased by almost 50% from the start of the year which can be attributed to a return to campus along with a change in their Impact teacher at the 4th marking period. There were no students identified as a 3 during marking period 6 because any student who received a 1 were automatically given a No Mark which would categorize them as a 2 or a 1. Of the students who received at least one NM in marking period 6, 50% of them were Distance Learners.

Class of 2023

	M1	M2	M3	M4	M5	M6
4	22	25	33	35	36	43
3	33	23	22	21	18	0
2	16	15	9	6	9	11
1	16	24	23	25	24	33
Average	2.70	2.56	2.75	2.76	2.76	2.61

Class of 2023 commentary:

The sophomore class struggled the entire year. Their attendance (both virtual and in person) was low and when school fully reopened, they were the class with the largest percentage of students who remained on distance learning at 24%. More than half of the class ended up with at least one No Mark. Of those who received at least one No Mark, 67% of them were Distance Learners.

Class of 2022

Mark	M1	M2	M3	M4	M5	M6
4	24	15	16	13	19	31
3	20	22	22	21	16	0
2	7	10	6	9	9	8
1	5	9	12	13	12	17
Average	3.13	2.77	2.75	2.61	2.75	2.80

Class of 2022 commentary:

The junior class also had a large number of students who remained on distance learning at 23%. There was a slight improvement in the average for marking period 6; however, the number of students identified as 1s and 2s increased from Marking period 5. Of those students who received 1 or more No Mark, 38% of them were Distance Learners.

Need a brief summary that includes 2-3 preliminary major student needs (at this stage)

At this stage, major student needs are:

- A refined response to intervention
- Data tracking that is uniform for math, science and English Language Arts
- Social Emotional Learning (SEL) Training (Trauma Informed Instruction, Restorative Justice) to help meet the needs of our students, which is of special importance once the school year becomes "normal" again.

Return to Table of Contents

Chapter III: Self-Study Findings

For each category of criteria include:

1. **A list of strengths**
2. **A list of prioritized growth areas for continuous school improvement.**

Note: The five criteria categories are:

- **A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources**
- **B. Curriculum**
- **C. Learning and Teaching**
- **D. Assessment and Accountability**
- **E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth.**

Provide pertinent evidence for review by visiting committee through hyperlink or Dropbox.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A 1.1 CTEC Mission & Vision were developed by our initial team of staff members in our opening year. prior to the school's opening. CTEC's cultural pillars were also developed during this time. The mission	A1.1 Mission & Vision A1.1 Cultural Pillars Live and Strive document

and vision can be found on our website, our student parent handbook, in our petition in progress and in our classrooms. In addition, the Schoolwide Learner Outcomes were developed when the charter for CTEC was first written. A 1.2 The Schoolwide Learner Outcomes have been included in the school petition and are presently being refined in the school charter so that they are aligned with the LCAP and SPSA goals and to be aligned with the comprehensive needs assessment and the ten state priorities. The goal is to revise the outcomes to be certain they are research based and data driven. Administration and teacher leadership will be refining these. The original learner outcomes can be found here as Measurable Student Outcomes. A 1.3 CTECs stakeholders provide input and feedback on the learning goals in the LCAP. The stakeholders include teachers, parents, students, administrators and other staff. The folder to the right includes the meeting minutes and agendas for the 2020-2021 academic year. The stakeholders for the School Site Council can be found in the document titled CTEC School Site Council Composition. Members of this group follow Roberts Rules of Order. For the current school year, Our mission and vision are shared consistently during parent orientatations, during recruitment events, and during culture building we have at the start of the school year. They are also embedded into our LCAP and help to keep it aligned. CTECs cultural pillars are derived from our mission, and vision. Daily, our students are exposed to these pillars and all we do at CTEC is embedded in: You matter, Be present, Raise the bar, Create an Impact. We consistently reference the pillars in all we do at CTEC, connecting them to expectations for academics, behavior and presentation. With each incoming class, dedicated time is taken at the start of the school year to build our school culture by embedding our	A1.2 Schoolwide Learner Outcomes A 1.2 LCAP 2021 A1.3. School Site Council folder A1.3 CTEC School Site Council Composition

pillars into first days' and weeks' activities and tying all we do back to them.	

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A 2.1 Board meetings are held at least four times a year and made public via posting the agenda in the administration office and on CTECs website, parent meetings are posted in the Titan Times, through electronic communication, email and our school website. Additional board meetings are added as needed. CTEC is a charter school operated and administered by the Fresno County Superintendent of School (FCSS) and is subject to the governance and control of the FCSS. Governance of CTEC is in accordance with the provisions of its petition and shall be consistent with all applicable state and federal laws and regulations. CTEC complies with the Ralph M. Brown Act, the Political Reform Act, the Public Records Act, and Government Code section 1090. CTEC complies with the policies and procedures of FCSS relating to conflict of interests, FCSS' uniform complaint procedures, and all other FCSS' policies and procedures. CTEC's procurement of goods and services as well as contracts shall be in the name of the FCSS and be executed by the FCSS, the Deputy of Superintendent, Educational Services, or the Deputy of Superintendent, Business Services. CTEC's Governing Board shall consider and take actions on such	A2.1 Board meeting dates A2.2 School Site Council Training powerpoint A2.3 Uniform Complaint procedures

matters where applicable laws specifically require the Governing Board to take actions, for example, budgets and Local Control Accountability Plan. If an action of the Governing Board is not specifically required by law, such action shall be taken by the FCSS or designee in accordance with applicable laws and FCSS' policies and procedures. CTEC's Governing Board shall consist of seven members: Three of whom shall be employees of FCSS and are members of the FCSS' Cabinet. One of whom shall be an employee of FCSS as the Director of Special Education. Three of whom shall be drawn from one or more of the following: (1) an owner, officer, or employee of any entity that provides CTEC with support, assistance, internships, and/or instructional programs, training or activities, (2) an employee and representative of a school district located within Fresno County, California, or (3) a parent or legal guardian of any student who is currently attending CTEC. CTEC's Governing Board will hold at least two regular meetings per year and such special meetings as the Governing Board may determine necessary. All meetings of CTEC's Governing Board will be held at KKEC and comply with the Ralph M. Brown Act, Government Code section 54950 et seq. Education Code section 8070 requires that a career technical education advisory committee be appointed to develop recommendations on the program and to provide liaison with potential employers. It further requires that the career technical education advisory committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development. In September of 2016, FCSS established and appointed a career technical education advisory committee to provide recommendations on CTEC's program and assist as a liaison with potential employers. The committee consists of no more than seven members, which members shall be selected by the FCSS and be representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field	

office of the Department of Employment Development. Each such member shall serve pursuant to such terms and conditions as are established by the Superintendent. A 2.2 FCSS is the employer of all CTEC staff. The FCSS has clear employment policies and practices related to qualification requirements of CTEC certificated and classified employees. The FCSS has procedures to ensure that CTEC employees are qualified based on background, preparation, certification, training, and experience. All CTEC employees are subject to qualification for public school employment as set forth in the California Education Code. Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school. Measurable pupil outcomes have been identified for use by CTEC in accordance with Education Code section 47605.6(b)(5)(B), and which are aligned with the state priorities as described in Education Code section 52060(d) within its defined LCAP requirements. These outcomes address an increase in pupil academic achievement both school wide and for all groups of pupils served by CTEC, as that term is defined in Education Code section 47607(a)(3)(B). CTEC's LCAP and the data collected to support the local indicators are presented to CTEC's board for review and approval. Elected stakeholders were provided a training at the start of the school year that gave an overview of the purpose of Site Council and Roberts Rules of orders A2.3 Uniform Complaint Procedures are shared out with our School Site Council and are included in our Student Parent Handbook.	

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

A3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

<table>
<tr><th>Findings</th><th>Supporting Evidence</th></tr>
<tr><td>A 3.1
CTEC's Multi Tiered Systems of Support for academics is as follows: the program has evolved to target students who fall into two of our four academic categories with markers that range from a 4/green being achieving benchmark to a 1/red being intensive. The red and orange categories are targeted not just by our Impact teachers, but the campus as a whole:
<table>
<tr><td>4 (identified as green) benchmark</td><td>Students who have marks of B or better</td></tr>
<tr><td>3 (identified as yellow) strategic</td><td>Students who have one to three C-'s, no No Marks(Ds or Fs)</td></tr>
<tr><td>2 (identified as orange) intensive 1</td><td>Students who have four or more C-'s, even if mixed with Bs, plus one D or F</td></tr>
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</td><td></td></tr>
</table>

1 (identified as red) intensive 2	Students who have two or more No Marks (Ds or Fs) regardless of other marks.

Student marks are reviewed by administration every six week progress period and they are coded accordingly on a master sheet that is shared with staff and staff discuss this data during PLCs. While the process continues to be refined, during the 2020-21 academic year, strategic students are invited to stay after school an extra hour to work on their Ds & Fs to bring to passing, students who are orange and red are to attend Impact and an SST is also scheduled for the students that include the teaching team, the student, the parents and a member of the administrative team. These students also have learning goals meetings with the guidance learning specialist.

The Impact program consisted of three teachers, each assigned to a specific grade level for the 2020-2021 academic year. This current academic year, we will start out with the same three teachers who will work with students from the end of the previous school year. After the first progress report, an additional staff member will be added to support the freshman group.

The Impact teacher is an additional layer of support who consistently works with the students' teachers, families & students to help them raise the bar and achieve mastery in the courses. The Impact teacher connects with the classroom teacher and piggybacks on supports and conversations the classroom teacher has had with students and families. The Impact teacher pushes into the classrooms in order to be able to assist their assigned students with assignments and projects. Our Impact teachers help the grade level teachers with the intervention scheduling during the times when Impact students are on campus for additional support. As the student shows progress in Impact, they are exited the program at the next marking period and progress monitored over the next six weeks.

To the right, you can find the Impact Referral Process graphic that is utilized by our staff.

A3.1 Impact Referral Process

A3.2 LCAP 2021
A3.2 SBAC Data
A3.2 IAB Data for ELA & Math
A3.2 ELPAC Scores

A3.2 Goal 4 in the LCAP for 2021-2022 addresses the response to intervention process in relation to student learning: "Through the use of CTEC's multi-tier system of supports, students will be identified for specified supports to ensure all students have access to instruction." The action plan is driven by our SBAC Data and any trends that we see in our IAB data over the course of the school year. In addition, there is also a focus on our EL students in relation to their ELPAC scores. There is a need to focus on the area of reading based on students' score reports as well as an overall area of need in mathematics as indicated by the SBAC Summative Mathematic's scores. A 3.3 Decision-making at CTEC is evidence based and accountability for student learning is shared by staff and administration. Grade level PLCs met on a weekly basis to plan for student success. During these meetings they completed the Weekly To Do list for their students and also looked at data and feedback for student progress including the current marking period and feedback from the grade level Impact teacher. The administrative team also calendared a standing meeting in the spring 2021 that will continue each school year. The meetings consisted of the Director, Vice Principal, Guidance and Learning Specialist, the Content Coordinator and the Program Assistant. At the end of the school year during our staff meeting, Plus Deltas were gathered by each grade level PLC with focus areas. This information was then shared out to the entire group. Next year, we have scheduled Plus Deltas to start being collected earlier in the school year. A3.4	A3.3 Grade level PLC Agendas A3.3 PLC To Do List A3.3 Marking Period 2020-2021 data A3.3 Plus Delta 2021 All Grade PLCs

The CTEC team has many different ways to communicate information. We communicate through general email which is facilitated by Outlook which defaults to everyone's Fresno County account. All staff members also have a GMail/ ctechigh.org account but it is utilized mostly to send students emails. Because of distance learning, Microsoft Teams was utilized for videos and break out rooms. As the year progressed, Teams was used for Monday homeroom (all students stayed at home) and for a way for students to quickly message staff during the day. Slack is also utilized as an informal way for staff to send information such as spreadsheet links, photos of things ongoing in class, etc. This proved beneficial as staff who had download the app received the message instantaneously. It also proved to be an efficient way to communicate information when there was a "shelter in place".	

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A 4.1 Credentialed teachers, CTE teachers, interns, Beginning Teachers, New Staff support The FCSS has clear employment policies and practices related to qualification requirements of CTEC certificated and classified employees. The FCSS has procedures to ensure that CTEC employees are qualified based on background, preparation, certification, training, and experience. All CTEC employees are subject to qualification for public school employment as set forth in the California Education Code. CTEC employs "highly qualified" content teachers, from each of the following core areas: language arts, mathematics, science, foreign language, along with industry instructors with California CTE Credentialing requirements and adjunct qualifications (Faculty Minimum Qualifications). CTEC teachers hold appropriate teaching credentials, certificates, and/or permits issued through the California Commission on Teacher Credentialing. Teachers will further be	4.4 CTA Agreement

"highly qualified" in their subject matter assignments as defined by federal and state law. Where applicable, CTEC teachers hold appropriate EL authorization. The CTEC administrative team is composed of the CTEC Director, the Vice Principal, Content Specialist and a Guidance and Learning Specialist (GLS). The minimum qualifications for the administrative team include Administrative Services credential, and Pupil Personnel Services credential. The CTEC administrative and instructional teams will be supported by paraeducators, clerical and facilities support staff. FCSS Human Resources department provides all FCSS employees access to the Standard Operating Procedures for all activities and expectations for practices, decision making and expectations. CTEC, through a combined effort of administration and faculty, created a staff handbook to communicate expectations and procedures at CTEC that are consistent with FCSS policies and procedures, but specifically connected to CTEC's mission and vision. All teachers have access to their CTA contract that outlines their teaching expectations and requirements and have access to representatives for CTA. Professional Learning Communities on designated days are not only a place for curriclum building and reflection, but a space that provides staff an opportunity to address concerns with leadership as well as seek clarifications on procedures and expectations. CTEC works to develop an environment where decisions are made with the involvement of all staff, taking advantage of the skills, experience and knowledge each individual brings to our program. The Teacher Induction (TI) program is a part of the teacher development opportunities that are offered. CTEC participates in FCSS' training and support for newly credentialed teachers including full participation in TI. Experienced teachers holding a professional clear credential may be identified as TI support providers for the charter. Before beginning their role as support providers, these experienced teachers complete a TI leadership training. For CTE Designated Subject instructors, CTE Teach supports the unique needs of new Career Technical Education teachers transitioning from industry into the classroom by providing mentorship while the instructor completes their CTE credentialing program through FCSS's	

CTE Credential Program. Teachers who begin working at CTEC on a waiver, a PIP, or a STIP contract participate in the Peer Assistance and Coaching (PAC) program offered by FCSS. Peer coaches work with the new teacher to develop goals connected to areas of growth specific to the California Standards for the Teaching Profession (which can include FCSS' General Employee Expectations) as identified by CTEC administration. Teachers who begin their employment with CTEC as university interns are provided an intern coach. This coach provides support in accordance with the signed MOU between FCSS and the identified university. Staff evaluations will be in accordance with FCSS policies and procedures. Administration, in conjunction with teachers, utilizes informal walk-throughs to monitor and measure student learning, instructional practice and overall program success. The goal of this professional collaboration model is to have on-going, open communication between teachers and leadership that has a daily focus on student learning. Professional Learning Communities in collaboration with leadership foster high expectations, accountability and allows for sharing of best practices. Areas of performance may include student progress, local, state and federal assessment scores, instructional observations, and compliance with school policies and procedures. Open communication between leadership and teachers regarding student learning and instructional expectations balances teacher accountability with professional support and encouragement. A 4.2 Professional Development CTEC's instructional design is created to encourage teacher communication and professional development by establishing a schedule that reserves a day each week for teachers to work together collaboratively outside the classroom. Teachers are able to take advantage of an additional day to focus on PLC discussions. CTEC is driven by three essential questions developed by Richard and Rebecca DuFour: 1) What do we want students to learn? 2) How will we know they have learned it? 3) What will we do if students are not learning? These questions will be a catalyst for teacher (PLC) dialogue, staff discussions, and professional development.	4.4 Staff Evaluations

A 4.3 Though we currently do not have a specific process to determine the measurable impact of professional development on student achievement, the next step in the process is for us to identify the areas of professional development we implemented and how it has impacted student achievement. A 4.4 Fresno County Superintendent of Schools CTA Agreement Staff evaluations will be in accordance with FCSS policies and procedures. Administration, in conjunction with teachers, utilizes informal walk-throughs to monitor and measure student learning, instructional practice and overall program success. The goal of this professional collaboration model is to have on-going, open communication between teachers and leadership that has a daily focus on student learning. Professional Learning Communities in collaboration with leadership fosters high expectations, accountability and allows for sharing of best practices. Areas of performance may include student progress, local, state and federal assessment scores, instructional observations, and compliance with school policies and procedures. Open communication between leadership and teachers regarding student learning and instructional expectations balances teacher accountability with professional support and encouragement. A 4.5 Job Roles & responsibilities	

FCSS Human Resources department provides all FCSS employees access to the Standard Operating Procedures for all activities and expectations for practices, decision making and expectations. CTEC, through a combined effort of administration and faculty, created a staff handbook to communicate expectations and procedures at CTEC that are consistent with FCSS policies and procedures, but specifically connected to CTEC's mission and vision. All teachers have access to their CTA agreement that outlines their teaching expectations and requirements and have access to representatives for CTA. Monday's PLC is a space that provides staff an opportunity to address concerns with leadership as well as seek clarifications on procedures and expectations. CTEC works to develop an environment where decisions are made with the involvement of all staff, taking advantage of the skills, experience and knowledge each individual brings to our program.	2021 - 2022 PLC Schedule

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A 5.1 The final decision on the allocation of resources is made by leadership, but there is a shared responsibility between leadership and staff to identify the needs of each area within CTEC's program to support student learning. CTEC leadership and staff collaborate on the specific needs of the program throughout the year. CTEC has received several grants to support the development of our program and the construction of our Innovation Center. CTEC teachers, administration and FCSS representatives provided valuable input into the necessary resources required for our facility and the program's needs. A5.2 CTEC has identified a specific area of focus on Advanced Manufacturing and Commercial Construction within its program that can be seen through our vision, mission, graduate profile, LCAP, and career and college expectations. Our resources are clearly designated	

to support the programs we have chosen to offer at CTEC and the overlap of instruction, skills, and activities within them. Programs, events, and activities that do not fit within our vision and mission are not supported by CTEC resources. The CTEC team and the FCSS jointly identified areas within our program that were consistent with our vision and mission to allocate resources to support student learning in these areas. Throughout the year, we have continued to assess our students' needs through our PLCs and administration and district meetings to identify areas where resources need to be directed to further support student learning. When areas have been identified, resources have been evaluated to identify areas where adjustments could be made or additional funds would be required. A 5.3 With the support of FCSS, CTEC has developed a state of the art Innovation Center to specifically address CTEC's vision, mission, and graduate profile and the identified pathways within our program. The educational classroom spaces provide students with access to 21st century learning with technology, flexible learning, collaboration, and connections to industry that is safe and well maintained. Two classrooms were renovated to support science labs for college entrance life and physical science requirements. As the program grows additional rennovations will take place to continue to address courses within our CTE program, develop a multipurpose room to assist food service expectations with an increasing enrollment, and classroom redesign for 21st century learning. A 5.4 There is a combined effort between FCSS and CTEC to acquire and maintain adequate instructional material. FCSS facilities team, Information Systems and Technology, Business Services, Curriculum and Instruction, CTE/ROP have all assisted CTEC staff to identify the necessary instructional materials and equipment necessary to support our program. FCSS Deputy Superintendent and the Superintendent of Schools have reviewed and supported the needs of CTEC and its instructional materials. The process and policies have been efficient and effective in providing students with access to educational	

materials. A 5.5 As a dependent charter of FCSS, CTEC has had full access to the professional development available within all of its educational departments. Staff has participated in several professional development opportunities as a team, but has also been able to participate in specific professional development opportunities within subject areas. Also, as a dependent charter, CTEC was able to obtain the majority of its staff for a planning year to develop the program and establish instructional materials to support our program. Human Resources and CTE/ROP have provided our new teachers with induction and classroom support as they adjust to the expectations of the educational setting.	

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators

A6.1. Long-range Financial (and Other Resources) Plan and Stakeholder Involvement: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and schoolwide learner outcomes.

A6.2. Regular Accounting and External Audit Procedures: The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

A6.3. Processes for Implementation of Financial Practices: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.4. Budgeting Process — Transparency: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.5. Adequate Compensation, Staffing, Reserves: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

A6.6. Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.7. Informing the Public and Appropriate Authorities: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6. Prompt*: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
A 6.1 As a dependent charter of FCSS, there are reviews with the district leadership with regards to CTEC's ability to meet the expectations within our accountability tools. The Charter Review Board comes annually to assess our program against our charter school petition as well as federal and state expectations for student learning. CTEC leadership is regularly meeting with FCSS leadership to discuss CTEC's program, participate in site visits and reviews of program to make sure the program is addressing program/academic goals and looking to identify future needs for CTEC facilities and programming. CTEC staff consistently review its academic plans for the future as it relates to the mission and vision and the graduate profile. The review is necessary as we continue to identify the next steps with our industry partners and our post-secondary partners as	

we develop courses and activities identified within our petition. There are specific expectations within our plan that require an in depth relationship with our partners in order to obtain the outcomes we have established for students. A 6.2 The charter school will be part of the annual audit of FCSS. The annual audit is completed and the auditor's opinion is in compliance with Governmental Generally Accepted Accounting Principles. FCSS is required by Education Code to have an annual audit in compliance with the California State Controller's K-12 Audit Guide. Reports are filed with the California State Controller and Department of Education. The reports are also filed with the Federal Clearing House because FCSS meets the dollar threshold for federal reporting. FCSS is annually audited to meet the California State Controller's K-12 Audit Guide and complete the financial report in conformance with Governmental GAAP. The professional accounting staff regularly review all programs, including the charter school. The charter school also meets all the organizational processes and procedures used by FCSS. Those processes and procedures have been reviewed by the auditors. A 6.3 A 6.4 1. A strict organization wide process is in place for contract execution that requires legal review and accounting oversight. This process is centrally controlled procedures before contracts are executed. 2. All payroll is centrally processed from the Business Department with developed internal controls. Salaried staff are based on documentation from Human Resources. Time sheet paid staff also have documentation from Human Resources and monthly time sheets that are signed by the employee and supervisor. 3. The Senior Director reviews & reconciles the County Treasury cash balances to the accounting balances on a monthly basis. The Senior Director oversees and reconciles all state apportionments.	

4. Credit cards and other lines of credit are strictly reviewed in compliance with the FCSS policies. Such controls are preauthorization, receipts, and other documentation are part of the controls for these charges.

Each of these streamlined processes provide CTEC with an efficient and effective means for the handling of funds.

A 6.5

The charter school, as part of FCSS, uses the salary schedule of FCSS. Employees are represented by either the teachers' association and the classified association. The associations collectively bargain for the employees. Management and supervisory salaries have recently been studied for comparability with many positions revised.

A 6.6

In order to garner support for CTEC's program, the Superintendent of Schools spent several years meeting with industry partners and community members to discuss the program and illicit support. The Taskforce determined that there will be an increasing demand for workers within these fields in the coming years. It found that the courses currently offered in the Central Valley were specifically in Agricultural areas. Therefore, it was determined that CTEC's program would be designed to meet the growing need of industry within Fresno County. The FCSS, SJVMA, FCC, CTEC representatives and various other partners came together to identify the best program to support the needs of Fresno's Advanced Manufacturing and Commercial Construction fields. These partnerships directly impacted the planning of CTEC by determining the pathways that are offered, the content within these pathways, the necessary tools and machinery, and the desired skills that are relevant to the industry needs. This marketing strategy has been very effective in gaining support from industry and post-secondary leaders while we developed CTEC's program and will prove to be extremely valuable to our future planning.

A 6.7 The charter uses complete SACS reports for full and transparent reporting. The charter is reported in a separate fund, Fund 9, and can identify all of its state and federal resources and uses of funds. School leaders regularly report the needs of the charter to the Business Department. Those needs are also expressed at the board meeting for further discussion and direction.	

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Vision and purpose communicated to staff & community
2. Clarity in the evaluation process
3. Organization and revision in the MTSS for academics with Impact

Areas of Growth

1. Communication of goals with Staff (LCAP)
2. Professional development tracking & follow up
3. SEL Additional dedicated credentialed staff member (counselor, etc)

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
    - Continue to organize and revise the MTSS for academics.

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*The summary information will be used for Tasks 4 and 5.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B1.1 CTEC utilizes a grading model that is standards based and focused on skill building. All courses use a rubric based grading system to evaluate student competencies of the department determined standards. These standards are directly connected to the CCSS, NGSS, and CTE standards with a focus on the skills needed to be successful in those areas while also targeting the content standards. Our standards are built around CA state standards and input from our local industry partners. Our advisory board made up of local industry partners and educational stakeholders such as Fresno City College and CSU Fresno help us to design our course content, activities, and projects. CTEC has also used the most current practices related to students' social emotional learning (SEL), and integrated those practices into the school environment. Students attend homeroom weekly in the 2020-2021 academic year and this back in person, we have returned	CTEC Petition CTEC Planning CTEC PBL Cultural Pillars/Research Excerpts B1.1 Social, emotional homeroom lessons for

to our Advisory Period. In this class, students have a chance to go through lessons that target SEL growth and development. All of our students take Advisory and an overview is provided to staff prior to the start of thes school year. We utilize a multi-tiered systems of support (MTSS) here at CTEC for academics, behavior and social emotional learning. Our current Positive Behavioral Intervention Supports (PBIS) program focuses on Tier I students by celebrating their success that fall in line with our school pillars. Some of the ways that students are celebrated is with Titan Tickets where their name is entered into a drawing for prizes bi-weekly. We don't have too many students who would fall under sole Tier II behavioral intervention but for those who do, they also have wrap around services that address not just academics, but behavioral and social emotional needs and this is addressed by our guidance learning special, our school psychologist and as well as outside services such as the All 4 Youth Program. In addition, Restorative Justice training is being offered the summer of 2021 through LA Unified as a professional development opportunity for our staff. The hope is that this will help our staff with focusing on students' social emotional development and working with them to develop those skills. Academics also fall under the PBIS tier I celebrations with students receiving marks of 2 or better being celebrated with "shout out" items from our school counselor. CTEC offers English Language Development (ELD) instruction and Specially Designed Academic Instruction in English (SDAIE) but NOT Primary Language Instruction. In classes teachers commonly use graphic organizers, realia, WOVEN approach strategies, videos, audio support, and sentence frames to facilitate content language acquisition. The hands-on activities students do in their CTE courses also facilitates the acquisition of content knowledge. All other non-duplicated (Homeless, Foster, Free/Reduced Meals, Migrant, and SpEd students) receive counseling services and other targeted support services such as academic interventions like our IMPACT program and case management services.	Fall 2020 Advisory Outline 2020-2021 CTEC Advisory Program powerpoint 2021-2022 Advisory Curriculum B1.1 PBIS PBIS Draft (CTEC Specific)

B1.2 CTEC utilizes a standards based grading system that is constructed around the content standards for each subject area. Standards are based on college and career readiness indicators or standards for each subject area and are broken into specific target areas. Each subject area has different standards that are based on the college readiness expectations for that particular subject. Students are evaluated based on those standards, with all assignments being focused on the content standards (CCSS, NGSS, and CTE state standards.). Teachers work together to create units and assignments integrated by theme or pathway that embrace the cross curricular nature of the real world and focus students into the career readiness standards that are expected when entering the job market. Integrated assignments are multidisciplinary activities that are planned, taught, and assessed collaboratively between the participating disciplines. CTEC does not have a specific K-8 feeder school program because it is a charter school, however it has the opportunity to attract students from all districts to its unique program not offered anywhere else. Any student in Fresno County and the surrounding counties can apply to CTEC and enroll as a freshman. CTEC maintains a direct connection with Fresno City College (FCC) as many of our students are dual enrolled in courses and pursuing an Associates degree. We work together with FCC to develop courses, particularly in Career Technical Education (CTE) and Mathematics. B1.3 The schoolwide learning outcomes (SLOs) address critical thinking and problem solving, collaboration, WOVEN communication, and college and career readiness. These are the building blocks of our instruction through which actual concepts and skills are taught. These SLOs foster productivity, most notably initiative and self-reliance in the professional community. The problem-solving addresses perseverance and the ability to take on any task in the workplace. Collaboration improves communication. The SLOs are the means by	B1.1 CTEC Writing Resources (Example of Support for English Learners) Graduate Profile

which we create students who embody the characteristics of a CTEC Graduate who is prepared for the workforce. Career Technical Education Standards for California Public Schools provides an Academic Alignment Matrix that is used to develop congruence between CTE courses and other academic subjects. We develop curriculum using these standards and identify skills that correspond to other disciplines. The CTEC Pathways and Courses document demonstrates the curricular organization of the school and the courses available to all students. The CTEC Course Description Handbook provides details about each course. With staff, student and family input, CTEC changed from standards based grading to letter grades, effective the start of the 2021-2022 school year. At CTEC, each faculty member has identified ten to fifteen "components" in their course(s) on which students are measured. These components are informed by the skills and concepts outlined by the Career Technical Education Standards, California State Standards in Math and ELA, the Next Generation Science Standards, as well as the needs expressed by and reflected in the industry. Student traits such as attendance, effort, and participation are valued highly but reported separately. In addition, to course-driven standards, our school has identified overarching skills and attitudes on which teachers will give assessments and feedback. A course component is a description of learning that can be achieved during a particular course or series of courses, and is consistent among teachers who offer the same course during the same year. Ideally, components will also remain similar from year to year. **Course components** are the essential content/skills all students must know or be able to demonstrate in a course. Course components can: ● describe subject specific content all students are asked to learn ● describe thinking and reasoning skills ● describe general communication skills Professionalism, leadership, citizenship, and developing the habits of	B1.3 School Wide Learner outcomes B1.3 CTEC Pathways and Courses B1.3 CTEC Course Description Handbook

a life-long learner are key goals for our students and highlight our graduation profile. We will be keeping track of our students' progress in these areas throughout their time at CTEC and providing feedback and instruction designed to support career and educational success after high school. Collaboration, critical thinking, clear presentation of ideas, and creativity form the foundation of all our projects. In that way these important skills can be focused on consistently in every class. Finally, we don't believe any of these skills can be effectively developed or demonstrated by a student who is lacking a healthy sense of self and others. Our cultural pillars: You Matter, Be Present, Raise the Bar, and Create an Impact are each interwoven throughout CTEC and have provided the framework on which all of it is built. While there are countless ways to provide feedback, much of the time our teachers will be using rubrics to guide students through the learning process. Rubrics are developed from a unified school-wide understanding of our 0-4 scale (below), but each rubric has a specific course, components, or skill in mind. The rubric language helps students and teachers know where a student is at, where they might like or need to be, and specific details identifying what it takes to get there. Rubrics are standardized as much as possible to ensure students can quickly and easily access and understand feedback. Rubrics are formatted in the same way campus-wide, so students always know where to look for the standard being assessed, the proficiency level, and task-specific descriptors. Not only is the formatting standard, but instructors also share rubrics when possible, not only within a discipline but campus-wide. For example, we currently have common rubrics for academic discussions, annotation, collaboration, communication of knowledge, constructed responses, presentations, reflection, summarizing, and argumentative writing. We view the purpose of grading as a key means of providing students the feedback necessary to know where they are now, where they need to be, and what they need to do to get there. We believe in assessment for learning, which means assessment is used to tailor our teaching	B1.3 CTEC Shared Rubrics

plans and our style to better help students achieve in our classrooms. With this in mind, grading allows us to measure student success and communicate progress. Grading is never used to threaten or punish, but rather to accurately reflect student progress and provide feedback to parents, students, and faculty. Our grading practices will be transparent and public; verbal or written progress reports will be shared with students often. This clarity in communicating grades helps students feel they have *earned*, rather than *been given*, the final grade. When providing feedback, teachers must communicate a fair and accurate evaluation of student performance. It is key to both teacher and student that a clear path for growth be included. This is true for informal day-to-day formative feedback as well as less frequent, larger scale assessments. Teachers also account for student growth by analyzing trends over time; students will not be docked for early struggles and mistakes, even on key concepts, as long as evidence of growth and practical improvement are being demonstrated. This is not to say that there aren't specific competencies a student is expected to achieve, but we believe that focusing on growth will get our students to any goal they might set for themselves In relation to industry, being on time is an important component to professionalism. Here at CTEC we reward student efforts and want students to understand the importance of being timely. Work turned in on time will receive an additional 0.3 (1.3, 2.3, 3.3, 4.0) added to a graded mark. Any work that is *submitted late* will be eligible for a mark no higher than a 3 (1, 2, or 3) and will not receive the additional 0.3 for that assignment. Students must turn in late work along with a message to the respective teacher, communicating what assignment they have completed and politely asking the teacher to grade their work. Work that is not submitted on time can be turned in up until the end of the current grading period. The missing work will not be eligible to be turned in at all beyond that point and any missing marks will be converted to zeros. This policy emphasizes professional communication skills and timeliness, all while reinforcing our belief that assessment is designed to encourage growth and not discourage effort.	B1.3 CTEC Grading Principles B1.3 Late Work Policy

B1.4 At CTEC, integration among disciplines, with particular focus integrating with the different CTE pathways, is the backbone of our program. During PLC time each week teachers from the same grade level meet to plan out lessons and projects that integrate their different disciplines while being cognizant of how those projects also build upon previous skills and demonstrate new skills learned. Beyond the grade level PLCs, teachers also meet with their discipline-specific teams to create standards that build throughout the 4 years at CTEC. The standards for grading are based on a continuum of learning that is unique to each specific discipline and created by the teachers in that discipline to ensure that students are working towards the highest standard. Assessment data for integrated assignments is shared, so students can explicitly see their growth across multiple disciplines. Rubrics for these assessments are designed and written as a team. **Specific Examples of Integration** English Language Arts Living (and Buying) the American Dream Project: Collaboration between English 11 and Advanced Product Development instructors to design a unit that focuses on the term "The American Dream," from its historical connotations to its modern application. This project brings together research on the history of American manufacturing, student knowledge of economic and social policy, and critical reading skills in order to give students a real-world application of their rhetorical analysis skills. Students learn how products are purchased, obtained, marketed, and sold. In addition, students learn about and identify value propositions and targeted demographics in order to enter into larger conversations about how conspicuous consumption has changed the American identity. Students are able to enter the larger conversation taking place in their Conservation Biology class by reading and summarizing timely scientific articles in English. This allows them to practice the	B 1.4 Zoo Integrated Project B1.4 Grade 10 Integrated Project Overview ● Pitch Instructions ● Lesson Overview ● Pitch Media B 1.4 American Dream Websites

valuable skills of critical reading, annotation, summarizing, and responding to a writer's claim with an authentic purpose. The English teachers regularly engage in the process of spiral alignment, and look at critical skills relevant to their content area. These skills are identified and then traced through the grade levels to ensure increasing complexity and to challenge students to build on prior knowledge in new and engaging ways. One example of how this spiral alignment works is our process for teaching rhetorical analysis. Tier 3 vocabulary words are introduced in Grade 9, and students engage in an analysis of a famous speech, paying attention to ethos, pathos and logos. Students build on this knowledge in Grade 10, where they not only analyze rhetorical appeals and gain familiarity with the rhetorical situation of a text, but also begin to use rhetorical appeals themselves in a first person writing activity. Next, in Grade 11, students continue to refine their skills and complete a rhetorical analysis essay of a seminal U.S. document (tied to their history class content) and use several rhetorical appeals in order to authentically engage audiences of their own. Mathematics Math / Manufacturing/Construction Tessellation Project During this project, Math, Manufacturing, and Construction instructors designed a lesson where students use their ideas to create unique tessellations. The project starts from research, where students learn about the concept of tessellations, and their types. Students research some examples of tessellations that are found in everyday life and some jobs that use tessellations. In manufacturing, students use OnShape software to create their designs, and they laser-cut puzzles as a final product. Meanwhile, the construction students use SketchUp software to create their concrete designs. Math and Literacy integration. In Math class students reflect on their thinking processes, hear each other, and build on each other's ideas. Hearing other arguments, they rethink their ideas and strengthen their understanding. All of this becomes possible due to mathematics and literacy integration.	Living (and Buying the American Dream) Instructions American Dream Advertisement Rubric Student Sample B1.4 Rhetorical Analysis Essay Rubric B1.4 11th Grade Rhetorical Analysis Essay

Bringing literacy skills in Math class, using reading, writing, and talking, increases understanding of math concepts and problem solving. The Math teachers meet regularly to discuss the progression of mathematics content across the grade levels. This allows improved curricular connections by identifying weaknesses (overlapping content or gaps) and strengths to produce an effective and appropriate instructional program for students as they progress through the educational system. Skills and assessments are discussed together as a team. This helps prioritize, focus, reinforce and place learning in new contexts and allows students to apply those skills in new ways. Here are some specific examples of vertical alignment: ● IAB PT is the same across grades 9-11, with joint grading and discussion of writing and evidence citation skills within mathematics. ● Grades 9 and 10 work to develop visual, numeric, and algebraic patterning skills, and most notably, how to communicate in visual and written form about those patterns. 11th grade works from that foundation to develop the specific algebraic procedural skill expected from our students. In 12th grade we plan to further tailor our curriculum to meet the individual needs of our students based on their post-high school goals and plans. ● Isometric drawing is introduced freshman year and developed further in the geometry units of the sophomore curriculum. ● Jo Boaler's Mathematical Mindset resources are utilized in both 9th and 10th grade to create a unified message about what it means to be successful in Mathematics. This also serves as an excellent reminder and centering of our goals as teachers. Moving forward we hope to more effectively incorporate creative student outputs using the tools of the Innovation Center (Laser cutting, 3D printing, welding, etc.) as a means of assessing rigorous math concepts at all grade levels. However, much work remains to be done developing the projects and rubrics that would drive this idea.	B1.4 Tessellation Project and Puzzle (Math/Manufacturing) ● Research Questions ○ Student Work ● Student Sketches ● Reflection Math/ English B1.4 Science/Math/Manufacturing Integrated Project

B1.5 The support of our community partners is an integral force in running our school. Dialogue with our Industry Partners is important as we strive to stay up to date with our curriculum and the skills our students need to be successful in our industries in the ever changing workforce. We recently had our first Industry Partners Informational Night in which we shared opportunities for industry to work with us and our upperclassmen through internships. Our baseline for students gaining internships will be this school year, 2021-2022. Our staff at CTEC are also in constant contact with Fresno City College as a result of the Dual Enrollment courses we offer with our teachers being both instructors and facilitators of dual enrollment classes. As a charter school, CTEC does not have a feeder school. Instead, we enroll students from the local community and the surrounding school districts and charter schools.	B 1.5 Industry Partners Informational Night powerpoint

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
B2.1 CTEC offers a variety of A-G approved courses based on our industry sector focus of Advanced Manufacturing and Commercial Construction. In the Freshman year students take exploratory courses in both Manufacturing and Construction and then are asked to choose a cohort to enter into for the rest of their time at CTEC. Before making this decision, students work with our counselor as well as our Manufacturing and Construction teachers to make the best choice for each individual. Once students have selected their pathway, they take courses directly related to the careers associated with that pathway. Throughout their time at CTEC students will learn a variety of skills, technologies, and equipment relative to their chosen pathway, from entry level to advanced techniques. They will experience guest speakers and participate in projects that enhance their skills in these pathways and the jobs that those pathways have to offer. In their senior year students will participate in an internship program that will further allow them to explore the possibilities associated with their chosen pathways.	B2.1 Career Research B2.1 Employment Prep

In addition to their high school courses students will also have dual enrolled classes through Fresno City College, upon successful completion of these courses students will be eligible to earn their transferable associate's degree from Fresno City College. B 2.2 CTEC was created based on a report made by local area industry partners. The focus on Commercial Construction and Advanced Manufacturing were designated as areas of employment growth in the Central Valley, topics without existing educational focus, and provided a direct connection to our Community College partner. All CTE courses are developed in accordance with State Standards through collaboration with local industry and post-secondary partners. Members of local industry serve as guest speakers, provide site visits and job-shadowing opportunities, and connect with CTEC for community development. Every student is enrolled in multiple CTE courses each semester for their entire tenure at CTEC. Beginning Freshmen year, students will take a survey course in both of our industry sector focuses and then choose to follow one pathway to completion. Additionally, because of our integrated curriculum design, students are able to see how their core subject matter aligns within the industry for all four years. Guest speakers are utilized in both pathways to add context and specific information related to current teaching lessons and units. Most typically, industry experts are brought into the classroom to speak about their professional experiences and/or engage with specific content pertinent to the students' present area of study. CTEC has advisory boards specific to both pathways composed of local industry partners, community college partners, and members of the local business community. Two formal meetings are scheduled annually to collect information relative to industry trends, hiring needs, and technology needs. The information collected helps influence modifications to existing curriculum. Additionally, industry	Grade 10 Integrated Project Overview • Pitch Instructions • Lesson Overview • Pitch Media B2.2 Grade 10 Manufacturing (Presto-December 14th & 15th, 2020): Guest Speakers: Crystal Maldonado (Bitwise), Ebonie Castano, Mario Persicone (machinist) B 2.2 Chemistry 10 (Gee-December 9th, 2020): Registered Nutritionist Speaker: Lacy Mangano - Fall 2020 races response final: What one element is vital to the body? B2.2 Manufacturing and Drafting (Presto and Taylor): ongoing usage of and practice with industry software: CAD, Makerbot, Sketch Up, Solidworks B2.2 Panel Discussions

partners are part of the regular process of lesson planning and activities.

Multi-tiered Systems of Support for academic progress: COVID allowed us to create and develop an MTSS program that we call Impact. Impact started out targeting students who were not engaging online during quarantine. As of April 2021, the program has evolved to target students who fall into two of four academic categories with markers that are numerically categorized and number 4, 3, 2, 1.

4 (identified as green) benchmark	Students who have marks of B or better
3 (identified as yellow) strategic	Students who have one to three C-'s, no No Marks(Ds or
2 (identified as orange) intensive 1	Students who have four or more C-'s, even if mixed with plus one D or F
1 (identified as red) intensive 2	Students who have two or more No Marks (Ds or Fs) regardless of other marks.

Student marks are reviewed by administration every six week progress period. They are coded accordingly on a master sheet that is shared with staff for discussion during PLCs. While the process is still being refined, during the 2020-21 academic year, strategic students have been invited to stay after school an extra hour to work on their studies. Students who are orange and red are invited to

B2.2 Environmental Science Op-ed (Chem/English)

Webster Elementary School Community Outreach (Pavers & Classroom Furniture)

Impact and an SST is scheduled for these students that includes the teaching team, the student, the parents and a member of the administrative team. These students also have learning goals meetings with their guidance learning specialist (GLS). The Impact program consists of teachers who are assigned to a specific grade level for the academic year. The Impact teacher is an additional layer of support who consistently works with the students' teachers, families and students to help them raise the bar and achieve mastery in their courses. The Impact teacher connects with the classroom teacher and reinforces academic support the classroom teacher implements with a student. The Impact teacher also aids in parent communication, regularly informing parents about a student's work habits and progress. The Impact teacher pushes-in to the classrooms in order to assist their students with assignments and projects during instruction. Impact teachers assist the teachers with the intervention scheduling during the times when Impact students are on campus for additional support. As the student shows progress in Impact, they exit the program at the next marking period. At each grading period, students' grades are reviewed by the GLS to ensure that students are on track for graduation. At the completion of an academic year, students review their completed credits and graduation progress to ensure that they remain on track for meeting their requirements. If necessary, the GLS makes adjustments to the student schedules. Students engage in regular reflection on their post-high school goals and are advised appropriately based on this information. They also engage in creating more specific post-high school plans with their CTE pathway instructors. To ensure that students are making smooth transitions to post high school options, students participate in internship experiences, college application workshops, financial aid workshops, and each student completes a senior portfolio and exit interview.	B2.2 4-year Plan Sent to Parents

B2.3 CTEC has a small population of students which allows for more targeted communication to happen between parents, students, teachers and the school counselor. Students meet with the counselor to develop a personal learning plan and then revisit that plan each year to discuss any changes they may want to make. As Freshmen, students are enrolled in exploratory courses in both pathways, construction and manufacturing. At the end of their Freshman year they choose a pathway and take CTE courses geared towards that pathway as Sophomores, Juniors and Seniors. As Seniors students are afforded the opportunity to do an off site internship with local organizations that fit with their pathway. Students are also exposed to many different guest speakers that introduce students to a variety of careers that they can explore within their given pathway. Students are given the opportunity to be a part of the Student Advisory Review Board as a way to give their opinions and make suggestions about current curriculum and class offerings. The Industry Advisory Committee influences the courses offered through our pathways and allows those courses to stay relevant to community and industry needs. Students and Parents are invited to attend School Site Council meetings and review different aspects of CTEC, and offer opinions and suggestions. Students are also able to share their accomplishments through our student showcases, where students present projects to parents, industry partners, and community members. Student showcases offer students valuable feedback that are used to further their projects, as well as gain skills in public speaking. CTEC's small population and focused curriculum does not leave much room for altering the curriculum itself based on community influences but we do see these influences in different ways on campus. CTEC has a variety of clubs that are born through school community and cultural influences: Book Club, Cooking Club, Social Justice Club,etc. Students are very involved and continually advocate for new clubs and seek out advisors to make those clubs a reality. School wide projects are also influenced by the community. For example, students focused on building literacy in the elementary	B2.3 CTEC Student Advisory Board B2.3 School Site Council Parent Leadership Committee B2.3 Clubs Flier 2020-2021 B2.3 CTEC Club Requirements

schools that are near our school by building little lending libraries and partnering with local organization Reading Hearts to promote literacy in those schools. As much as possible within the scope of our program, instructors make the curriculum culturally relevant for the students. There is a high concentration of Spanish-speakers in the community CTEC serves, as well as in the industries CTEC prepares students to enter. Dual enrolled Spanish courses are offered in order to serve both of these groups. At the beginning of their time at CTEC, freshmen engage in a unit that allows them to connect their knowledge of the Spanish language with the skills and tools they will work with in the Innovation Center in their CTE courses. They learn the vocabulary and grammatical structures necessary to talk about the tools they use in the Innovation Center. They also discuss the manufacturing and construction fields as a whole and use this knowledge to present possible professions in the industries and necessary tools and skills for those career paths. Multi-tiered Systems of Support (MTSS) for academic progress: COVID allowed us to create and develop an MTSS program that we call Impact. Impact initially targeted students who were not engaging online during quarantine but now is offered to students struggling with their coursework.The Impact program addresses the needs of all students that need help to succeed in school. B 2.4 Students begin career exploration activities during their Freshman year. Freshman students take exploratory courses in Construction and Manufacturing and cover a variety of topics related to the industries at large. Industry experts are brought in as guest speakers, site visits are offered, and many lessons pertain to the two sectors. By the end of their Freshman year, students will choose one of the two pathways to focus on for the remainder of their tenure at CTEC. From Sophomore to Senior year, students learn advanced skills, technology, and information related to their pathway focus. Additional career exploration is covered with the intent to help the student identify an	B2.3 Vargas Unit on IC Spanish Professional Tools B2.3 Career Research B2.3 Employment Prep Class CTEC Pathways to associates Degree

exit strategy after high school. By the end of Junior year, students should have identified a plan for post high school study and/or training based on their personal goals and desired career. At each grading period, students' grades are reviewed by the GLS to ensure that students are on track for graduation. At the completion of an academic year, students review their completed credits and graduation progress to ensure that they remain on track for meeting their requirements. If necessary, the GLS makes adjustments to the student schedules. Notes from these meetings are provided to both the student and parents. Students engage in regular reflection on their post-high school goals and are advised appropriately based on this information. They also engage in creating more specific post-high school plans with their CTE pathway instructors. To ensure that students are making smooth transitions to post high school options, students participate in internship experiences, college application workshops, financial aid workshops, and each student completes a senior portfolio and exit interview.	

ACS WASC Category B. Curriculum
Summary, Strengths, and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.*

Areas of Strength

1. CTEC provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

2. A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Areas of Growth

1. Collaboration of parents, students, and staff in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
  - Response to Intervention
  - Grading
  - Data Tracking (CAASPP, NWEA)
  - SEL Training (Trauma Informed Instruction, Restorative Justice)
  -

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*The summary information will be used for Tasks 4 and 5.

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Indicators

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C1.1 Professional Learning Communities (PLC) gather to evaluate deliverables for integrated projects to determine areas of support needed to enhance final deliverables. At CTEC we utilize a cohort-based model with every student; therefore, all students participate in the same course work their freshman year. Students are placed in groups of no more than 24 and move together to each course. Our core content courses are also integrated with our CTE courses which helps the students see the relevancy of that subject matter as it applies to the work world and a post-academic setting. Throughout their time at CTEC, students will complete many projects that allow them to use their acquired skills to directly impact the community. In addition, teachers facilitate grade level integrated projects at the freshman and sophomore levels in Professional Learning Communities (PLC). During these meetings, teachers evaluate deliverables for integrated projects in addition to determine support needed to enhance final deliverables. Lastly, our students have specific goals to meet the CTEC graduation pillars that help them understand the importance of leadership, learning, professionalism, and community service.	C1.1 PLC Agendas - Freshman PLC - Sophomore PLC - Junior PLC - Senior PLC - CTE PLC

C1.2 Student expectations throughout grade levels and subjects are consistent due to common rubrics for departments, vertical articulation within subject areas, and common writing processes C1.2 Students receive constant feedback from teachers and are allowed to resubmit all assignments as many times as necessary to achieve mastery. There is a school wide late work policy to create a consistent expectation for students Students regularly take dual enrolled college courses where they participate in advanced courses in fields relating to CTEC industry pathways. All students are evaluated based on a standards-based rubric from which they later engage in a cycle of feedback to ensure academic success. All rubrics follow the same format, regardless of subject area. Departments and grade levels use common rubrics to ensure consistency in feedback and expectations. Each course has a carefully designed curriculum that is aligned with state standards for content and integrated with standards for college and career readiness based on the CTE pathways on which CTEC focuses. Some of our courses are approved for dual enrollment with Fresno City College, which provides them college credit at the same time they receive high school credit. For this to be approved, instructors must be vetted by the community college and meet minimum qualifications to be deemed adjunct faculty. Currently, 45% of our staff are adjunct instructors with FCC or in the process of being approved. Additionally, all curriculum must meet both the state high school content standards and the learning outcome goals associated with the college course with which it is dual enrolled. In addition, Students are provided with rubrics for assignments and given exemplars to help set expectations for success. There is a schoolwide late work policy to ensure consistency across grade levels and subject areas. Rubrics outline expectations for success in the form of a checklist at each	C1.2 - Shared Drive Resource folder, Support Resources Folder C1.2 - Google classroom comments, Assignment Rubrics C1.2 -Aeries Gradebooks Late Policy C1.2 - Student FCC transcripts, Canvas

level. After a student completes an assignment and receives feedback, they are able to revise their work to continue their growth on each of the standards being observed until the end of the class. Ultimately, no standard is ever complete until the end of the course as it is an ongoing cycle of continuous improvement.	

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

C2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
C2.1 Teachers are members of grade level and subject alike PLCs to support student learning, integrate curriculum, and engage in professional development opportunities. English and Math Departments use data from SBAC Interim assessment, SBAC and other local assessments to inform instruction While developing CTEC's program, teachers and administrators read and discussed numerous books regarding education and instruction development. The staff also attended multiple professional development workshops on content specific topics, as well as workshops for school development. Lastly, teachers and staff have had the opportunity to receive specialized training in PBL, literacy development, and Aeries. English and Math teachers use data from SBAC interim assessments to inform curriculum, and use this data in subject alike and grade alike PLC meetings to plan curriculum and spiral align content. All teachers hold weekly PLC meetings to keep up to date with the other teacher's course material to facilitate the integrated learning process for students. This time is often spent discussing the use of technology within the student projects and ensuring that all material is current and connected to research and	C2.1 - PLC Agendas - Freshman PLC - Sophomore PLC - Junior PLC - Senior PLC - CTE PLC C2.1 - Data from Interim assessments Math Performance Task Data from SBAC C2.2 - Adobe Creative Suite, Sketchup, Onshape, Canvas (FCC), Paxton Patterson Construction, Microsoft Teams, AutoCAD

standards. Teachers also collaborate weekly on a checklist of the following week's assignments to ensure that students and parents have a clear understanding of expectations and assignments for the week. C2.2 Use a variety of different online platforms to create different projects. CTEC's project-based learning approach provides students with real-world problems to explore and find solutions for. Additionally, our CTE facility allows students to engage with industry relevant material and equipment as they complete their work. When asked to design something, students are not just creating a fictional solution but can physically generate prototypes and proofs-of-concept as they work through iteration and refine their ideas. Teachers also challenge students to reflect on their work and consider different ways that they can continue to improve and grow in the future. Our campus is a 1-1 school and all student laptops provide access to a wide range of software applications. Most of their textbooks are provided as digital copies in addition to physical copies in the classroom. Google Classroom is utilized schoolwide to facilitate student collaboration, quicker teacher-student feedback, and access is provided to parents/guardians so they can be involved in the process of learning. The students are capable of using Canvas for their dual enrollment courses, Desmos and construction transits for math, and On Shape for their construction and manufacturing courses. All of these resources allow students to demonstrate their learning. The students use sketch notebooks (which they made in their manufacturing class), Rocketbook, and Interactive notebooks in various classes to help them access content and demonstrate their learning. Students also have access to a wide array of tools and machines that meet industry standards. This equipment is used throughout CTE and core content courses to provide connections for student learning (e.g. the use of survey equipment in math, the use of the hydraulic press in physics). All of these resources help to engage students in real world application of their learning.	

C2.3 Students create deliverables of integrated projects Students demonstrate that they can apply their acquired knowledge through various methods. The project based learning aspect of CTEC provides multiple opportunities for students to show that they have acquired the knowledge by applying it to a large project that is often presented to their class or a larger audience. For example, students have participated in several integrated projects such as our Webster Paws Paver project and the Design a Space project to practice and apply higher level thinking and problem solving skills. Often, there is no exact answer, and solutions require students to provide justification and research to reinforce their ideas. Students participated in a schoolwide integrated project that challenged them to design a new space for CTEC their freshman year. They also participated in a project in which they were challenged to design a space to meet 21st century learning needs (collaboration, communication, critical thinking, and creativity). Students presented their plans to industry partners with the hopes of receiving support and mentorship to make their project a reality. Students have also created projects to bring literacy awareness in the Central Valley by partnering with Every Neighborhood to create tiny libraries. Students also partnered with Reading Heart to help them achieve their mission to get books into the hands of every child in the Central Valley. Lastly, students partnered with the Fresno Chaffee Zoo to help build a new habitat for the tortoise exhibit. On these projects, the use of Standards Based grading encouraged students to continuously raise the bar on their work and extend their learning opportunities to make improvements. The schoolwide late work policy incentivizes students to turn in their assignments on time, while also giving them the ability to submit work late as modeled in a real world work environment.	C2.3 - Partnerships with Reading Heart, Every Neighborhood, Fresno Chaffee Zoo, Webster Elementary, Parklett, HVAC Guest Speaker
C2.4 Students participate in various career exploration experiences	C2.4 - Field Trips to: NASA, Exploratorium, San Jose Museum of Technology, Fresno

including but not limited to: Fields Trips, Internships, Industry Guest speakers C2.4 Students engage in lessons that build real-world skills through their participation in Homeroom and Advisory class All freshmen are enrolled in a College and Life Management course (dual enrolled through Fresno City College) during their first semester. This course is designed to make them think about options and choices that will impact their future. Students complete a "Cost of Life" project that requires them to consider their future lifestyle and the type of budget they will need in order to live the way they would like. After this project, they also complete a "Career Exploration" project. Through the use of Xello, a career exploration online system, students are able to take quizzes that match them with potential careers. Also, students participate in various career exploration field trips and frequently hear from guest speakers in their classes. Additionally, the state CTE standards require engagement in career preparation. In their sophomore year, students will take a dual enrollment course for employment preparation. This course will help them write their resume, practice interviewing skills, and discuss a variety of topics that will help students prepare for their internships. Throughout their tenure at CTEC, students will have opportunities to participate in job shadowing, internships, and mentorships with industry partners. Several of their CTE courses will provide opportunities to earn industry recognized certifications and explore potential career options. Students also participate in an advisory class in which they engage in lessons teaching social-emotional skills and important real world skills such as communication, stress management, and hygiene.	State, Fresno City College, Fulton Mall (meeting with head of City Planning), Harrison Construction, Fresno Tiny Homes, Construction site of new high school in Madera

ACS WASC Category C. Learning and Teaching: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.*

Areas of Strength

1. Industry Showcase
2. Cohort Model
3. Technology Integration
4. Community Based Project Based Learning

Areas of Growth

1. Improve upon school wide expectations of common rubrics
2. Professional development opportunities
3. Assessment and Reflection of implementation of resources

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
  - Response to Intervention
  - Grading
  - Data Tracking (CAASPP, NWEA)
  - SEL Training (Trauma Informed Instruction, Restorative Justice)

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*The summary information will be used for Tasks 4 and 5.

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

D1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D1.1. Professionally Acceptable Assessment Process The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Career Technical Education Charter High School collects assessment data using a variety of methods. Student evidence of growth is determined at the classroom level as well as through integrated projects which span multiple classes. For example, in the 2020-2021 school year, all freshmen participated in an integrated project on water. All students benefit from these projects in that they work to build twenty-first century skills as well as proficiency in CCSS for	D1.1 Integrated project on water

core content classes. Rubrics are used to assess students' skill levels according to the CTE standards for industry classes, and the CTEC components developed for performance based tracking in each course. These components are, in turn, based on the CCSS in core classes and/or the college expectations for dual enrollment coursework. These levels are on a 0-4 scale and are used to communicate to students and families on students' progress toward identified standards. In an integrated project, all instructors meet together in their PLCs to co-create rubrics as well as identify what specific assessment data will be collected. Additionally, staff meets at the conclusion of a project to calibrate student work and share grades cross-curricularly. This is a highly effective means of collaboration and ensures that all classes are in line with how to analyze student work.	D1.1 Co-create rubrics
All assignments that go into Aeries have a rubric connected to them so students and parents can clearly see the skills and actions needed to demonstrate proficiency. Student progress is communicated every six weeks through a mailed progress report to keep parents informed of students' grades. In addition to progress reports, it is part of the school culture and expectation from administration to keep up-to-date communication with parents to keep them informed on their child's progress toward standards. Staff are required to make parent communication a priority and log in Aeries if a child is in danger of not meeting standards. This ensures open lines of communication between all of a students' teachers, administration, and caregivers. Finally, when students begin to take standardized tests such as the PSAT in tenth grade and the CAASPP and CAST in eleventh grade, these reports will be mailed home to families.	D1.1 Progress report D1.1 Log in Aeries
Additionally, math and English classes use a calendar for Interim Assessment Blocks (IABs) which gauge student proficiency on progress toward CCSS throughout the year. Having a calendar is effective to ensure all students are tested on the same essential standards in each grade level to monitor student progress toward mastery of standards. Certain IAB tests have been identified as pertaining across all grade levels, which allows us to track growth over extended time in our students and our program. Hand grading these tests also gives context for powerful vertical team	D1.1 Interim Assessment Blocks

conversations. On an individual course and student level, scores are used to differentiate learning, meet with small groups, and facilitate grouping of students both homogeneously and heterogeneously. This strategic grouping impacts student learning as students are required to collaborate within integrated projects just as they would in the postsecondary world. Additionally, this data helps inform teachers on focus standards and areas of strength and opportunity. Lastly, due to the nature of our program, it is essential that students are able to engage with tools safely as well as practice safety protocols while engaging with heavy machinery and potentially dangerous equipment on the Innovation Center (IC) floor. All students must successfully pass one general and five specific tool safety tests before being permitted to work with tools and machines at CTEC. These tests ensure all CTEC students abide by strict industry standards and conduct themselves professionally and safely while working in the IC. D1.2. Basis for Determination of Performance Level The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas. As all assignments are connected to at least one rubric, once our initial grading system was adopted and used by new staff, the next step was for CTEC staff to identify common rubrics across grade levels to create coherency and consistency within and among subject areas. CTEC Staff met at the end of the 2019-2020 school year to assess and reflect on current rubrics and formed a rubric committee which then met in the summer of 2020 to determine a consistent format for school-wide rubrics as well as create a shared space for instructor access. This was beneficial to both staff and students, as staff collaborated to create shared rubrics, and this agreed upon format aided students in seeing consistency within their classes. As mentioned beforehand, CTEC rubrics are based on a level 0-4. Level 0 is reserved for long-term missing assignments or a profound lack of evidence, Level 1 does not yet meet expectations, Level 2 meets	D1.2 Rubric

minimum expectations, Level 3 demonstrates proficiency, and Level 4 demonstrates advanced skill or exemplary progress. This grading system is in alignment with CAASPP expectations. Students' grades are determined on a trend scale based on their most up-to-date progress in any given standard. At CTEC it is important to the school culture to maintain a growth mindset; therefore, all students have the opportunity to "raise the bar," a term coined by one of our school pillars, to revise assignments based on instructor feedback. The impact on student learning is evident as students continue to raise the bar on assignments to demonstrate an increased skill level in any given standard. The specific feedback rubrics facilitate also assists students in honing in on areas of opportunity and growth.*t*	D1.2 Raise the bar D1.2 Revise D1.2 Instructor feedback
D1.3. Monitoring of Student Growth The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards. Student Performanc Evaluations are administered at the end of each school year for all students. These evaluations are used to evaluate their work ethic, citizenship, interactions with fellow classmates, along with adherence to protocols both in the classroom and school Innovation Center. Data provided supports the effectiveness of the student evaluations through an ongoing record of progress as students transition to their next grade levels. It is also a document that can be pulled from a students file to have at hand during student/teacher or student/parent conferences with the schools administration. Student evaluations serve as a purpose to keep record of the students progress in the classroom environment towards growing as citizens, scholars and professionals. They are also evaluated in the academic progress through meeting annually in the spring with the school site counselor to revise their progress towards obtaining their Associates Degree with Fresno City College and their High School diploma. The effectiveness of this action allows all stakeholders to be aware of the	D1.3 Student Performance Evaluations D1.3 Effectiveness

students progress in the program, their career pathway on overall success. The digital portfolios are a way for students to showcase their work exemplars as they build their skills at CTEC. Students work through their English classes to build their portfolios every year. These portfolios serve as a compilation of work from all classes, and one of the essential focuses is for students to discuss the skills they learned, especially the real-world application of those skills in future careers. They are intended to be a senior exit interview. Some of the common core standards addressed are the skills of formal writing and formal presentation. Students utilize Google Sites to create and present their digital portfolios. An example portfolio and rubric can be viewed here. All students benefit from this process as it is a requirement for each year they attend and are meant to serve as evidence of their growth in the CCSS as well as the industry. In case a student is in need of academic support to be successful at CTEC, the IMPACT team has been established to create an environment in which struggling students meet every day, excluding Mondays, from 3:20 - 4:00 with their Impact teacher. The referral process to this program begins with first identifying the student(s) who are struggling, then connecting with those students. Indicating, the teacher will work with students by inviting them to tutorial hours and setting up one-on-one work time to raise their grade. Parents will also be contacted about the circumstances. If this process has not worked the student will be added to the possible IMPACT program to determine if other teachers have added them to their possible IMPACT list. The process helps determine if the students are only struggling in one class or multiple classes. If the students are struggling in more than one class they will be recommended to IMPACT. The effectiveness of this program is determined by improvement in attendance, classroom engagement and grades. IMPACT was created as a school-wide need for Tier-3 academic support of students. Through this program, students who have been identified as high-risk are paired up with a teacher who supports them beyond the school day with organization, one-on-one tutoring, as well as social-emotional support when needed. Upon successful	D1.3 Portfolio & Rubric D1.3 IMPACT D1.3 Referral process

completion of this program students must maintain a 2 or higher in all their classes by the end of the grading period. Every six weeks, progress reports are sent out to demonstrate the students' progress during the time frame. The progress reports are mailed to parents to keep them informed of their child's progress. There is an individualized comment section to give feedback on each students' progress in the class. The results of these report cards are used as evidence to set student goals. For struggling students, there is a meeting between student, parent, and administration to establish academic goals to help ensure their success in their courses. Upon completing these meetings, students are referred to tutorial hours with the teacher whose course they are struggling in. If extra support is needed, they will be directed to the Impact program stated in the above section. D1.4. Assessment of Program Area	
In partnership with district leadership, the school leadership, and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.	D1.4 Student Performance Evaluation 2021 (WASC Copy)
*Student performance evaluations surveys (SPES) Student Performance Evaluation 2021 (google.com) are performed annually by teachers for all students. Each teacher evaluates a students' individual progress towards improving personal attendance, academic skills, and professional character. Data collected from SPES are presented to stakeholders at the conclusion of the academic year. The following information was sent to our families ahead of the Student Performance Evaluation results: *Presently, our teachers are completing Student Performance Evaluations for each of their students; these evaluations are in addition to the end of year report cards. Our teachers are evaluating each of their students in relation to our four school pillars: You Matter, Be Present, Raise the Bar, Create an Impact. Students are evaluated to show if they are consistently exhibiting or rarely*	D1.4 Grading Policy D1.4 Student Performance Evaluation sample

exhibiting desired professional skills that would be valued in the workplace. In addition, teachers will provide feedback for each student on their Areas of Strength & Areas for Growth and Development. The purpose of this evaluation is to provide students with a real world example of receiving a yearly performance evaluation. The questions are related to CTEC's graduation profile, and expectations shared with CTEC by industry partners.

Students who are not meeting or exceeding the performance evaluation expectations will participate in a goal setting meeting towards the end of May and their evaluation will be reviewed with them. All students will receive a copy of their evaluation here at school and a copy will also be mailed home.

Administration took the average for all the scores for all students and found that the average for all of our students was 3.47/4.00. Student overall averages were then sorted to identify those whose overall average was below 2 and determined these as our "At Risk" students who would require a goal setting meeting.

Grade	**At Risk**
9th	4
10th	18
11th	3
Total	*25*

Characteristics of these students included: absenteeism, not turning in work, not logging in online, did not return to in person instruction. Intervention services were provided to all of our students who were struggling with supports such as goal setting with our Guidance Learning Specialist, parent contact, SSTs, communication home, assignment to an Impact teacher, extra time on assignments.

For the 2021-2022 academic year, the Student Performanace Evaluation process will be chunked over the course of the year and it will be introduced to students in the fall. In early spring, teachers will complete the evaluation before spring break. This will then give administration a better timeline to meet with At Risk students for goal setting, something that did not happen in the Spring of 2021 due to

end of the year demands. Student grading policies Grading Policy are routinely improved by all stakeholders. Teachers are routinely provided surveys to provide critical feedback for improving grading policies. Weekly student assignment checklists are employed to ensure coherence across the curriculum. Usage of checklists also ensure curricular integration opportunities are identified and employed by teachers Weekly-Checklist. D1.5. Schoolwide Modifications Based on Assessment Results The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process. CTEC strives to stay closely connected to student progress via analysis of data and uses this information to continually inform the instructional program. One of the most significant ways in which CTEC has modified its program is through IMPACT as mentioned previously. IMPACT was created based on student performance and is used as Tier-3 strategic support for students who meet certain criteria. The specific criteria is based on a referral process and flow chart and is an academic partnership between staff and the IMPACT team. It is CTEC's goal to identify students who may be struggling academically early in the year to create a system of support. This system of support includes increased parent communication, designated tutorial hours, and daily check-ins with an IMPACT teacher. After reviewing student data they are released after a six week progress report period when they are successfully passing all of their classes with a "2" or higher or they are kept in the program until expected progress is achieved. Additionally, another professional development that was offered to staff was a Trauma training based on the impact that the COVID-19 pandemic had on students. The school and staff noticed a drop in engagement of students when the pandemic initially hit, and at the beginning of the 2020-2021 school year, all staff participated in a	D1.4 Weekly-Checklist D1.5 Flow chart D1.5 Trauma training

trauma informed instruction professional development facilitated by All for Youth. A professional development was also offered to engage English Language Learners during distance learning. Some CTEC staff including our Spanish teacher, sophomore ELA teacher, and freshman math teacher were in attendance. Several vocabulary strategies were introduced including Total Physical Response (TPR) and Repeated Interactive Reading Aloud (RIRA). These strategies are intended to help English Learners access vocabulary. An example of this strategy can be viewed in this Spanish lesson. These strategies help different types of learners, for example, kinesthetic learners, to comprehend reading through physical movement. The use of TPR and RIRA breakdown information into chunks for students to acquire it in a contextualized form. Furthermore, CTEC holds SST meetings based on student academic standing as a way to connect both staff and parents to best support students. These meetings can be parent initiated or school initiated, and in a SST meeting all stakeholders create a plan to support students who have academic struggles. At the conclusion of each school year, staff and administration meet to discuss "pluses and deltas" for the program. During this reflection, CTEC is able to determine, based on assessment results, surveys and teacher feedback, what modifications should be made for the next school year. This reflection impacts all students. For example, based on the reflection of the 2019-2020 school year, staff determined that school-wide rubrics would create cohesion and clarity within and among staff and students. As aforementioned, a result of this discussion was creating school-wide rubrics.	D1.5 Spanish lesson D1.5 SST Meeting Notes Template D1.5 Pluses and deltas

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teach

Indicators

D2.1. Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
D2.1. Demonstration of Student Achievement Teachers use the analysis of formative and summative assessments to guide, modify,and adjust curricular and instructional approaches. Using formative and summative assessment tools, CTEC staff are able to collect valuable information from students in order to provide targeted feedback and guide instruction. In-class discussions, group work, quizzes, written or verbal reflections, homework assignments, polling questions, self-assessments, and 6-week student progress reports are examples of formative assessments employed at CTEC to identify progress in learning. An example of a summative assessment is the Final Reflection done in Spanish where students demonstrate their understanding of the preterite tense by reflecting on what skills or knowledge they learned throughout the year. Data from these instruments are then analyzed to shape learning, using collaborative efforts, to help close identified gaps between current and desired performance. In a more formal manner, instructor-created exams, rubrics, standardized tests, final individual/group projects, CTE proficiency tests, and end of year scores are examples of summative assessments used at CTEC to evaluate student learning and proficiencies. CTEC formative and summative assessments are often used in	

conjunction with each other. Each instrument is used by CTEC staff to continuously analyze student progress within their identified CTEC status (i.e. Gen. Ed., SPED, IMPACT, CTE). As noted in a previous section, when students are identified as struggling with academics; CTEC employs processes (e.g. IMPACT, parent communication) to identify, assist, and resolve the deficiency. Conversely, when students excel, they are identified, then recognized (e.g. calls to parents, Titan Tickets or End of the Year Academic Awards). Although academics and CTE classes are intertwined, the Innovation Center (IC) uses specific industry related assessments and certifications to gauge student proficiencies. Examples of these proficiencies are hand tool proficiency tests, powered tool proficiency tests, OSHA certification, and design/fabrication outcomes from the construction or manufacturing pathway.

Formative assessments impact all CTEC students in that teachers use student proficiency to plan and adjust curriculum to meet diverse student needs. For example, teachers use formative assessment data to meet with students individually or in small groups; they also use this data as previously mentioned to create student groups for projects. As CTEC uses standards-based grading, it is essential to monitor students progress toward standards and the use of a variety of formative assessments ensures we reach that goal.

D2.2. Teacher and Student Feedback

Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and **career-readiness** standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

At CTEC, during the time frame of six weeks, students are provided with feedback from their teachers upon submitting their assignments. Teachers have a time of two weeks to submit student feedback with the earned grade. The first grade shows a credit/no credit grade to show parents and students whether the assignment was submitted. For the second week, all assignments are graded. Since CTEC uses a

standards-based grading system, students can resubmit assignments to improve mastery of the skills evaluated in the assignments submitted. The purpose of the resubmitted assignments is to obtain evidence to demonstrate growth in a particular standard or skill. Many of the students who resubmit their assignments show growth in the areas they previously did not meet. The resubmission of assignments is only provided during six weeks which coincides with each grading period. After the grading period has ended, no assignments can be turned in since the new grading period will only cover assignments of the new grading period. Additionally, it is important to CTEC staff that students are aware of their grades and progress. Teachers embed opportunities for students to check their progress and reflect, as evidenced by this progress report reflection in English 9. The feedback provided is given through the use of shared academic rubrics in which during the summer of 2020 a group of teachers came together to form these rubrics. Some of these were designed with career and college readiness standards in mind. For example, the rubric for Argumentative writing uses the college and career readiness standards of ELA. Other rubrics that also focus on these standards are the Annotation, RACES Brief Write (CER), Presentation and Collaboration rubrics. The rubrics are provided to students simultaneously with the assignments assigned to prompt student engagement and self-evaluation of their overall completion of the assignment. At the same time these rubrics are used by the teacher to assess the skills of the students and provide them with feedback to revise their work. The Sketch Notebook Assignment #1 Rubric shows the skills that are assessed and what are the expectations upon completion of the assignment. Through the Aeries Revision Screenshot you are able to see the revision process in place in which students that had originally received a mark of a 2 on the Sketchnotebook #1 received a 3 upon revising their work by taking into consideration the feedback provided by the teacher. Another assignment that demonstrates the feedback and growth process of a student is the soma cube assignment. The effectiveness of this process allows students to revise their works, concentrate on the skills they are developing, and the demonstration of their growth to their teachers and to themselves.	D2.2 Progress report reflection D2.2 Argumentative writing D2.2 The Sketch Notebook D2.2 Assignment #1 Rubric D2.2 Aeries Revision Screenshot

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.*

Areas of Strength

1. Assessing programs and expectations to help students meet learning goals.
2. Monitoring of students growth
3. College and Career Readiness (Homeroom lessons)
4. Uniform student grading (late assignments 3, on time 0.3)

Areas of Growth

1. Student and staff communication of graduation requirements
2. School communication to the community about assessments
3. Community, district and board involvement in the review process (upcoming semester)
4. All stakeholders are involved in the planning process based on assessment results (upcoming)
5. Course completion (if student needs to retake a course)

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
  - Response to Intervention
  - Grading
  - Data Tracking (CAASPP, NWEA)
  - SEL Training (Trauma Informed Instruction, Restorative Justice)

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*The summary information will be used for Tasks 4 and 5.

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
E1.1 CTEC has a career technical advisory committee for both pathways that develop recommendations on the program and provide connections with potential employers. These advisory boards consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Department of Employment Development. All students benefit from this because it aligns our curriculum with professional industry environments and expectations, and helps keep our program relevant in an ever-changing job market. In addition to their knowledge, many partners also support student learning through donations of items and time. During the 2018-2019 and 2019-2020 school years, industry partners provided industry panel discussions, guest speaking engagements, training, and tours to students. During the spring of 2021, a couple of students began internships with industry partners with the plan to expand these opportunities in the 2021-2022 school year. Connection with industry partners has proven to be very effective for all students because it provides them with real-world connections and experiences. All of these interactions also directly influence our program offerings and the skills students learn to be relevant in the job market.	E1.1 Field Trip Handouts: Nov 21 2019 Parent/Student Handbook Student Advisory Board Notes

CTEC developed a Parent Advisory Committee during spring of 2019. This committee is composed of parents or guardians of CTEC students who work alongside staff to implement a program to support the mission statement and help direct students in their pursuit of the vision statement. During the spring of 2020, this parent organization donated a refrigerator to CTEC Student Leadership and delivered gifts to all teachers at their homes during Teacher Appreciation Week. In Spring of 2020 teachers were provided meals and various celebrations. We are continuing to develop our process and procedures for this program and hope to advance our parent participation with on-campus volunteering, fundraising, and mentorship. Having the support of the parent committee has been very effective in ensuring that students have a well-rounded high school experience and that teachers feel supported to provide the best education possible. In the fall of 2020, we held our first nominations and voting for CTEC's School Site Council. The first meeting was held in January of 2021 and the council met a total of four times over the course of the semester. Due to a change in our status from targeted assistance to schoolwide support for Title I funding, the School Site Council will change to the Parent Advisory Committee for the 2021-2022 school year. Having this committee has provided consistent feedback on important school-related items that have positively impacted all of CTEC's families. For example, the committee has suggested improvements for communication with students and families to ensure all stakeholders are kept up to date on important information.	E1.1 School Site Council Folder

CTEC works to create community connections that allow for students to use their skills in a way to improve the county. In the fall of 2018, Restore Fresno helped connect students with Webster Elementary school to improve their student drop-off area by installing large pavers. For the completion of their Paws paver project, all students worked with representatives from Harris Construction and Webster Elementary to design, construct, and deliver the concrete pavers to the school. In Fall of 2019, the freshman class partnered with Webster by designing products for various teachers that reflected a 21st century learning space. During Fall 2019, sophomore construction students partnered with Every Neighborhood Partnership to design, build and place free little libraries throughout Fresno County. Meanwhile, sophomore manufacturing students partnered with Reading Heart to design and build a cart that would simplify the process of handing out books to students. In the Spring of 2020, sophomore students partnered with the Fresno Chaffee Zoo to complete two projects -- one for each pathway -- and the freshmen students partnered with the Fresno County Superintendent of Schools to design science kits for elementary-aged students in Fresno County. During Fall 2020, sophomore students in both pathways had the opportunity to design and build Montessori activities for BIA, a local facility providing services for children with autism. These projects were effective learning experiences for all students because they provided a unique opportunity for students to see how their skills can be used to make our community a better place. Furthermore, these projects challenged students to apply their knowledge and answered the often asked question, “When am I ever going to use this?” Many students mention these projects as highlights of their experience for the year.	E 1.1 Little Library Photos E 1.1 Freshman Design a Space E1.1 Volunteer Opportunity BIA E 1.1 Reading Heart Sophomore PBL Project

Since CTEC is a dependent charter through Fresno County Superintendent of Schools (FCSS), students participate in many activities that are offered by the county office. During the 2018-2019 school year, teachers and staff participated in Harris' Construction Day, and we planned to take a group of students for the 2019-2020 school year as well. In the 2018-2019 school year, 14 students were able to participate in Manufacturing Day where they toured Anlin Windows and Grundfos Pumps. CTEC plans to participate in Manufacturing day every year with a small group of students. Each year, students help to set up for the CTE Expo at Chukchansi Park, with the exception of 2020, in which it did not take place due to COVID-19. All of these experiences are extremely important to CTEC students because they offer the opportunity for students to see how their learning connects to the industry. This is effective in helping students connect their learning to the world beyond the classroom. Throughout the last three years, teachers have had former students come in and speak about their experiences in college engineering programs. Other guest speakers have also provided information about career pathways or other topics related to their course work. Furthermore, at the end of each semester, all students have the opportunity to present to industry professionals at their PBL showcase and share their projects with parents and community representatives (with the exception of semesters impacted by COVID-19 restrictions). Again, these real-world experiences and connections help to make learning relevant and effective for all CTEC students.	

Currently, we have created partnerships with Fresno City College, Fresno State, Chevron, City of Fresno, E&J Gallo Winery, Grundfos Pumps, Blue Dolphin Engineering, Betts Spring Company, Schneider Electric, Four C's Construction, CMC Rebar, BMY Construction, Meyers Farming, Lennar, Harris Construction, ConnectEd, Fresno Sheet Metal Workers J.A.T.C., the San Joaquin Valley Manufacturing Alliance, Reading Heart, Every Neighborhood Partnership, The Fresno Chaffee Zoo, BIA, Sanitary Stainless Welding, West Air/Gas, All4Youth, and FCSS Homeless and Foster Youth. These partnerships provide all students with resources, experiences, and connections that help to build a clear pathway from CTEC to industry. As stated previously, the input and guidance from our partners is integral to our program because it helps us maintain relevance.	E1.1 Industry Partner Presentation E 1.1 Industry General List
In connection with each semester project that students complete, they participate in a project kickoff day that involves field trips off campus to meet with organizations with which students will connect for the project. For example, students have visited various parts of Fresno, the San Jose Technology Museum, Olvera Street in Los Angeles, and the Jet Propulsion Laboratory in Pasadena. These field trips provide all students with tangible experiences that inform and improve their learning, and give them the opportunity to broaden their knowledge and understanding of the topic and world. These kickoff days have also proven to be effective in encouraging excitement for the large PBL projects they complete each semester.	E1.1 Field Trip Itinerary Example
Furthermore, many students participated in FCSS' College Night in 2019 and digitally in 2020. Prior to the COVID-19 school closure, some students signed up and began preparing to compete in the Career Skills Challenge at Fresno City College and there were plans for all female students at CTEC to attend the Women's Summit also at Fresno City College. CTEC's goal is to provide as many students as possible with experiences beyond the classroom that will positively impact their education and skill development. Our small size has allowed this to be a tangible goal that creates a unique and effective learning environment for students.	E1.1 College Night 2019 -College Night Flyer E 1.1 Career Skills Challenge Sign Up

CTEC is in the process of partnering with the Fresno Business Council to begin providing seniors with internship experiences. Through the use of Career Nexus, students will be able to search for internships, complete application documents, and connect with potential employers. Since it is designed to simulate the current process for finding and applying for jobs, it will be an effective means to teach all students this important life skill.	E1.1 Career Nexus Information

We are focused on maintaining a very open level of communication with the community and parents. From November 2017 to January 2018, teachers and administration participated in weekly interviews on Central Valley Today. Furthermore, the director and superintendent continue to represent CTEC on Education Matters segments and numerous morning news appearances. To further educate the community about our program, CTEC runs informational commercials to promote the school and its purpose. These videos are also accessible on our website and Facebook. CTEC hosts parent-information nights in order to share the mission of the school and what we plan to provide for students and the community. We also hold a Fresno City College registration night each year to help the families understand the expectations of students in connection with the dual enrollment program. In May of 2018 and 2019, the staff held a community festival to welcome families and community members to CTEC, and introduce them to the opportunities the school provides. Due to COVID-19 restrictions, this has not taken place in 2019 and 2020. This will continue to be an annual event, and the students have the opportunity to help plan and run the event. Prior to the first day of school, CTEC holds a parent/student orientation night where parents are provided the Parent/Student Handbook. This handbook contains the mission and vision, schoolwide learner outcomes, academic standards, and behavioral expectations for a CTEC student. We were able to share the purpose of CTEC by inviting community members to the ribbon-cutting ceremony for our Innovation Center in October 2018. School information is also accessible in Spanish, school-wide meetings are held in Spanish, and there are interpreters present for communicating the information. All of these means of communication have proven to be somewhat effective in communicating our program and its expectations. Since CTEC is still relatively new, there is still room for growth in terms of sharing our program with the families of Fresno County.	E1.1 Why CTEC Video E1.1 CTEC Promo E1.1 Education Matters E1.1 Parent Student Handbook

We initiated the use of Signal Kit, a software provided through Aeries, which allows administration and teachers the opportunity to communicate with parents through email, automated phone calls and text in the language preferred by the family. Further training for teachers would have made this software more effective for communicating with families, but it was determined in 2020 that Aeries would move to Parent Square. As a result, training on Signal Kit was paused. Training on Parent Square will be provided once it is available to teachers. In addition to communicating through SignalKit, we also consistently post updates to the CTEC Parents Facebook and Instagram pages. In addition to communicating via email, CTEC is consistently updating its website to reflect program expectations, purpose, learner outcomes, and student experiences. The website also allows quick access to staff contact information and other parent resources. The 2020-2021 school year saw the addition of two publications from CTEC staff. The Vice Principal shares a weekly update called the Titan Times via Signal Kit email and on the social media platforms. In addition, the GLS writes a monthly newsletter that is sent to families in the same manner. These additions have provided an organized space for important information to be sent to families. A continuous goal for CTEC is to find ways for parents to be involved in our learning environment.	E1.1 CTEC Facebook E1.1 CTEC Parent Facebook E1.1 CTEC Instagram

Throughout the course of each semester, parents receive phone calls regarding their student's progress in courses or a check-in from advisory/homeroom teachers. Also, the teachers create a to-do list of assignments for each week that is accessible by parents and students. This allows parents to check on student progress on Google Classroom and Aeries. In order for parents to learn more about individual classes and open up direct communication with teachers, we hold Open Houses in the early fall of each year. We often see a high turnout of parents, demonstrating to our staff and administration that our parents are interested in being involved in students' learning process and are aware of our school-wide focus on strong communication within students' academic experience. These methods of communication have been effective for many families. Throughout the course of COVID-19, we held multiple Zoom meetings for families to receive school updates and provide a space for questions and concerns to be expressed. In order to receive important input for our return-to-school transition, multiple surveys have been sent to families via email, and we received a high percentage of parent participation. The high turnout of responses indicates that parents are receiving our communication and that they believe providing input is important. In December of 2020, CTEC's first School Site Council was elected and its first meeting was held in January 2021. This council continued to meet throughout the spring semester to provide important input for CTEC's growing program. The Parent Advisory Committee was established during the 2018-2019 school year and continues to function. However, with the addition of the School Site Council, the purpose of the Parent Advisory Committee needs to be outlined and developed in order to maximize parent volunteerism and fundraising opportunities for schoolwide benefit.	E1.1 Phone Call Log E1.1 Weekly To Do List E1.1 IMPACT Communication Log E1.1 IMPACT Referral Process E1.1 IMPACT Student Missing Assignment Tracking E1.1 IMPACT Teacher Responsibilities E1.1 Student and Parent Resources Page

CTEC's goal is to consistently involve parents in their student's academic experience. This begins with accessibility to teachers through multiple forms of contact. Teachers make contact with families during progress-reporting periods to update them on student progress and create goals for future success. In January of 2020, the parents of students who were identified as struggling academically were invited to an informational meeting to learn about available supports and after-school tutorial. Students were expected to sign in with teachers and obtain parent signatures to verify completed tutorial hours. With the school closure in March of 2020, this support plan had to be adjusted. Teachers developed an office hours schedule and provided tutorial through Microsoft Teams. During the 2020-2021 school year, CTEC developed its IMPACT program for students with targeted learning needs. These students were provided an extra credentialed teacher for support and attended an after-school period to receive extra tutorial. As the year progressed and students were able to return to campus, IMPACT proved to be an effective means for students to improve their academic standing through scheduled tutorials and smaller group meetings with teachers. The data suggests that IMPACT has been successful for some students. Those who are consistently present and meeting with teachers regularly have shown positive academic growth. We hope to offer parent-teacher conferences in the fall of 2021 as a step in supporting students' academic success. In the event that the student is still struggling after all supports are provided, we hold student study team (SST) meetings with teachers, parents, and students to help improve student achievement and receive parent input on student struggles. At this meeting, students can be recommended for IMPACT or an assessment for a 504 Plan or IEP. This process has been effective in determining necessary supports and clarifying expectations.	E1.1 Parent Phone Log 2019-2020, 2020-2021

In order to involve parents in their student's progress toward graduation, the counselor sends home all materials covered during their student's 4-year planning meetings and provides an opportunity for them to set a followup meeting. This is effective because it provides yearly information to families and allows them access to ask questions specific to their student's experience at CTEC. Parents are able to connect with school personnel in a variety of ways. The email addresses of all staff members are provided in the Parent/Student handbook and on our website. Through Aeries, parents are also able to email teachers directly. They can speak to a teacher by contacting the front office and asking to be transferred to that teacher. Parents are able to come into the front office and receive assistance whenever it is open, and teachers are also available for parent/teacher meetings/phone calls on their PLC days. Parents are also able to contact administration regarding any concerns. Once contact is made, it is determined if a meeting is necessary and, if so, it is held in a timely manner and at a time that works for the family. For all communication, we provide Spanish interpretation/translation services and Hmong is available upon request. Families have often communicated that most teachers are readily available and respond in a timely manner.	E1.1 SST Notes Template E1.1 Teacher Contacts E1.1 Example of CTEC News

Currently, CTEC sends communication to the parents through email, phone call, and text message by using Signal Kit. In fall of 2019, Student Leadership began creating school information videos, which are now consistently shared and posted to our website. Starting in the 2020-2021 school year, the GLS sends out a monthly newsletter covering various topics and important upcoming dates, and the Vice Principal sends out the Titan Times weekly (it provides relevant information and updates for families). Even though parents are able to check student grades in real time on Aeries, CTEC sends home student grades at each progress reporting period. Throughout the year, parents receive important information and documents via mail (college course syllabi, state surveys, etc). Parents are able to receive activity updates and referral service options via our website, Facebook page, CTEC Parent Facebook page, and Signal Kit. Other stakeholders receive communication through email or individual phone calls from staff. While these methods have proven to be effective, CTEC continues to look for ways to refine its communication process so that all families feel they know what is going on.	E1.1 School Calendar

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Indicators

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for All Students: The school culture demonstrates caring, concern, and high expectations for all students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

E2. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.*

Findings	Supporting Evidence
. E2.1 CTEC consistently allocates resources to ensure that classrooms are clean, orderly, and equipped with everything necessary to encourage 21st century learning and collaboration. In 2018, CTEC opened its Innovation Center (IC) facility, which provides students with unique hands-on learning opportunities. Each year, resources are allocated to ensure the IC is up to date and providing students with industry-level machinery. Since 2018, the school has remodeled and/or updated a total of 15 classroom spaces to create a more collaborative classroom environment. In the Fall of 2020, FCSS and CTEC accepted bids to begin construction on the school's Multipurpose Room, which will house a cafeteria and a variety of sports courts inside to allow for physical education lessons on days with poor air quality and high heat levels. This ensures that the health and safety of our students are not compromised. Construction began in March of 2021 and is due to finish in the fall semester of 2021. This will benefit all students as it will centralize student gatherings in the future, including indoor education opportunities.	E2.1 Campus Tour Video

In order to ensure cleanliness and safety of the school environment for all students, all staff are required to complete annual trainings on integrated pest management, blood borne pathogens, sexual harassment, and mandated reporting. Teachers also received training in trauma-informed instruction at the start of the 2020-2021 school year. CTEC employs a part-time school nurse who provides training to staff on the medical needs of various students at the beginning of each year and when new needs arise. She provides services to all students with physical needs while on our campus. She prepares medical kits for field trips to ensure students' safety when off campus. At the beginning of each year, she reviews students' immunization lists to ensure they are up to date. She also completes the vision and hearing assessments for our 10th grade students, provides input for IEP/504 meetings, and completes overall health screenings for students. This proves effective for the health needs of our students and ensures that staff are able to attend to the needs in a timely fashion. During the 2019-2020 school year, CTEC employed a full-time security guard to ensure student safety on campus. Upon returning to school in the spring of 2021, a security guard was rehired and will continue to work at CTEC's facility anytime students are present. This individual helped with supervision during student breaks and passing periods, and ensured that the campus perimeter was secure. This benefits all staff and students by securing the property during school hours and transition periods.	E2.1 Cleanliness and Disinfecting Checklist E2.1 Schoolwide Safety

CTEC employs two full-time custodians to maintain the cleanliness of the campus. During the transitional year when COVID-19 rapidly evolved, the custodians worked to consistently check, clean and maintain the safest environment for the staff present on campus. Each room has a checklist on the door to ensure that consistent cleaning and safety is provided. Upon student return in the Spring of 2021, custodians worked to ensure campus needs were met and all students and staff were able to work comfortably with low concern. Each year, the district facilities department completes a schoolwide safety and cleanliness check to ensure all standards are being met and all needs can be fulfilled. Furthermore, the process for submitting work orders for larger safety concerns is very concise and effective. Student's receive a laptop their freshman year. Each year that a student attends school at CTEC, they and their parents are required to sign a technology agreement outlining expectations and appropriate use. Students receive digital citizenship training each year in their Advisory/Homeroom classes in alignment with the school's pillars. Lastly, CTEC uses Securly, a network-based monitoring system, to block inappropriate internet traffic on school devices. This software works on students' devices whether the student is on campus or at home. The program allows for a safe digital space along with a safe physical space. When we transitioned to distance learning due to COVID-19, students and staff used Microsoft Teams, which has built-in protection of student accounts and digital classroom environments as it limits access to only those with a CTEC High domain. (ctechigh.org) CTEC follows the FCSS policies and procedures for Uniform Complaint Procedures. Overall, we have been effective in carrying out our practices and procedures for safety. Each year, the administration updates the Safe School Plan that accounts for lockdown, earthquake, shelter-in-place, and other drills throughout the year. We have also developed our crisis protocol and outlined the responsibilities for staff members in the event of a disaster. Our exterior gates are locked at 8:30AM and	E2.1 Registration Packet E2.1 Advisory Curriculum E2.1 Homeroom Curriculum E2.1 FCOE Uniform E2.1 Complaint Procedure E2.1 Safe School Plan E2.1 After school support

all visitors must enter through the main office, sign in, and receive a visitor's badge. We contact the non-emergency line for Fresno Police to have issues in the surrounding area addressed. Within the 2018-2020 school years, staff were on campus as early as 7:15AM for students to enter school, and CTEC provided extended-day opportunities Monday through Thursday until 5:30PM for students to have a place to go while waiting to be picked up. Extended day opportunities were reinstated at the start of this school year with the start of our Peer Tutoring Program, Mondays through Fridays.. When students transitioned back in the spring of 2021, teachers and staff began checking in students by grade level at 8:00 AM, including checking temperatures to ensure health and safety of students.	E 2.1 Peer Tutoring E2.1 Student/Parent Handbook: Dress Code for students
During distance learning, CTEC made it a priority to ensure students' safety in the online environment by using Microsoft Teams, which allowed for close monitoring of student activity at the administrative level and ensured that only individuals within the ctechigh.org domain were able to attend classes, participate in tutoring, and attend campus clubs. This eliminated disruptions and confusions in the transition to digital learning. Teachers were able to control their classroom environments and quickly communicate with their students.	E2.1 Science Lab Safety Agreement E2.1 Safety Tests in IC
There are many safety procedures in place for the students in the Innovation Center and chemistry laboratory. Students are required to take a series of rigorous safety tests before they are able to use any machinery or equipment in their first semester of freshman year. There is a specific dress code for when students are working on the Production Floor and teachers maintain the right to remove students from the Production Floor if their behavior is unsafe at any point in time. In the chemistry laboratory, students and parents are required to sign a safety contract in compliance with procedures to ensure safety while handling materials. All safety guidelines are to ensure that each student stays protected while operating and handling machinery and chemicals.	E2.1 Advisory Curriculum E2.1 Homeroom Curriculum
CTEC is highly focused on teaching students about the impact that their words and actions have on others. The advisory curriculum and	

discipline is focused on maintaining positive relationships between students. Each student has access to a main teacher who supports them through the specific grade level on top of their normal classes. This has allowed for quick responses and support throughout a student's experience at CTEC. E2.2 One of our LCAP goals is focused on supporting the academic and personal growth of every student on campus. As a result, funds are being focused toward developing a robust program that helps to develop the school's cultural pillars. We started in the first two weeks of the 2018-2019 and 2019-2020 school years. As part of the program, freshman staff and students focused on activities and lessons that aimed to create a safe, clean, and orderly environment where students can be successful. This ended with a two-day trip to Scout Island, which challenged students to work together and encouraged each other's growth and success. All other grade levels integrate and emphasize the pillars in various moments within the first two weeks when returning to campus in the fall. In 2019, the first sophomore class spent the first two weeks engaging in pillar development and community-building exercises with their teachers. Beyond those two weeks, during the 2018-2019 and 2019-2020 school years, advisory classes met three days a week to provide continued development of the cultural expectations. The curriculum is focused on the four cultural pillars (You Matter, Be Present, Create and Impact, and Raise the Bar) in connection with the book *7 Habits of Highly Effective Teens* by Sean Covey, and is designed by the Guidance and Learning Specialist. Once created, lesson plans are provided to the advisory teachers and they have the opportunity to provide feedback. The goal of this curriculum is to be timely and relevant to the students, community and world. During the 2018-2019 school year, each advisory class was responsible for deciding on and spearheading one community-service project for the year. All other advisory classes assisted, but it was the responsibility of one class to come together to ensure that the project was successful. In the 2018-2019 school year, students donated 47 coats to Marjaree Mason Center, collected 238 cans for the canned	E2.2 Sophomore 2019-2020: Scavenger Activity E2.2 Image of Scout Schedule E2.2 Advisory Curriculum E2.2 Homeroom Curriculum

food drive, donated toys to Toys for Tots, and collected 132 pairs of shoes for Soles 4 Souls. Most students were also involved in decorating the Fresno County Superintendent of Schools' floats for the Downtown Fresno Christmas Parade. During the 2020-2021 school year, school culture and students were placed in a homeroom, which continued to develop school culture. Lessons were provided to staff weekly to follow and reflect upon with their students. The aim was to build school community and social-emotional support during the pandemic and distance learning while continuing to develop CTEC school culture through the pillars. Upon returning to campus in person, teachers continue to remind students of their pillars as a way to continue building school culture. The goal is to continue culture development in the 2021-2022 school year in a safe way that compliments COVID-19 regulations and ensures that we can continue to build on the pillars. Students have opportunities and are encouraged to join campus clubs such as leadership, yearbook, robotics, art club, etc. to develop and further emphasize communication and leadership skills. Clubs have a teacher advisor who supports the success of each club and helps organize its funding. This proves successful for many students because they have an opportunity to be involved and build community.	E2.2 CTEC Clubs E2.2 Supply Pick Up: Sophomore Lists

The small size of the advisory period and school as a whole allows for teachers and students to make a connection and prevents students from slipping through the cracks. The teachers refer students to the Guidance and Instruction Specialist as necessary, and the small size of the student body also allows for the opportunity for the GIS to meet with these students in a timely manner. In the event that a student needs further support, teachers are able to request a Student Study Team meeting via email to the GLS or through the interventions tab on Aeries. During the 2018-2019 and 2019-2020 school years, all students also took a freshman course called College and Life Management, which covered topics for social-emotional and academic skills development. Due to COVID 19 school closures and scheduling requirements, students were not able to take this course in the 2020-2021 school year. In the 2021-2022 school year, freshmen are on track to take this course. This course provides the students with college credit building and exposure to skills that will be necessary for their courses at CTEC in their following 4 years. During the COVID 19 school closure, we held multiple morning and evening supply pickups for families. During these pickups, students received necessary supplies and resources needed to successfully engage in and complete hands-on projects and skills-based learning. In addition to these supplies, every student also received materials to participate in optional hands-on activities such as building a desk, making borax snowflakes, and wood/nail string art. Some students also received recognitions from teachers through letters or individual prizes for PBIS. This allowed the majority of students who participated to stay connected to the school and teachers. Teachers would volunteer time to be able to see the students in the pickups and build relationships.	E2.2 Work Policy E2.2 CTEC Grading Policy E2.2 Raise the Bar Form

In order to maintain our high expectations for students, we aim to keep class sizes small (no more than 24 students per class). Furthermore, students have been assigned to cohorts with which they work throughout the course of the year. This allows for students to get to know each other very well and become like a family. Within these cohorts, students work in groups to complete projects that are important to the community. Also, our no-mark system requires that students successfully complete all competencies in their courses based on rubric grading. Students have many opportunities to revise or redo assignments or projects until they are able to receive a satisfactory score. If mastery of a component or full class is not obtained, the student will receive a no mark. They are then required to create a plan with the teacher to make up their no mark in the fall of the next year. In the summer of 2021, CTEC offered summer school for course recovery as well as for those students who were unable to achieve those skills throughout the standard school year. The charts below have the summer school information breakdown. The visual can also be found at the link on the right.	E 2.2 Summer School data breakdown

Summer School Table A

Grade	Total Students	Students Requiring Summer School	# Who completed at least one course	% Requiring Summer School	% Who did not take any needed classes
9th Grade	69	20	10	29%	50%
10th Grade	89	42	33	48%	21%
11th Grade	57	33	29	58%	12%
Total	214	95	72	44%	24%

Summer School Table B

	9th Grade		10th Grade		11th Grade		Total	
Class	Summer School Students	% of Grade	Summer School Students	% of Grade	Summer School Students	% of Grade	Summer School Courses	% of Total
Adv Applied Math					2	4%	2	1%
Applied Intermediate Algebra					16	32%	16	8%
Applied Math			16	18%	1	2%	17	8%
Biology					2	4%	2	1%
Chemistry			12	14%			12	6%
Construction Management and Planning					8	14%	8	4%
Construction Technology II			7	8%			7	3%
English 10			18	20%	4	7%	22	10%
English 11					18	32%	18	8%
English 9	5	7%	1	1%			6	3%
Intro to Construction Technology	9	13%	6	7%			15	7%
Modern World History			14	16%			14	7%
Physics			3	3%			3	1%
Qualitative Math			6	7%			6	3%
U.S. History					1	2%	1	0%
Total	14	20%	83	94%	54	95%	151	71%

44% or 95 of our students needed summer school. Of the 95 students, 33 were 11th graders, 42 were 10th and 20 were 9th grade. A total of 151 classes were marked as needing to be recovered which includes courses that were not offered due to staffing. Of the needed courses, 101 were completed for recovery. The remaining number of courses include totals from students who transferred out, those who were unable to attend and those who were not able to complete the coures in the given time. The remaining courses will be made up during extended day in the current academic year.

E2.2 Titan Ticket

E2.2 Behavior Flowchart

To ensure student success, teachers make themselves available before school, after school, and at lunch to work with students who are struggling. Grade level staff discuss and collaborate to help and support specific students. During distance learning, teachers held consistent office hours to allow for tutorial time for students. Furthermore, CTEC upholds its high expectations for students through the robust dual enrollment program that makes it possible to complete an Associate's Degree in Applied Technology upon graduation. All of these components help each CTEC student by ensuring a quality education and keeping the student's best interest in mind.	E2.2 Restorative Justice Handout E2.2 PBIS Rollout E2.2 Titan Ticket Drawing Example
We have implemented a Positive Behavior Intervention Support (PBIS) framework in order to maintain a safe and orderly environment for our students. Classroom expectations and consequences are available in the handbook and posted in each learning space. Throughout campus, banners indicating the four cultural pillars of CTEC are hung to remind students of expected behaviors. Also, the GLS has designed advisory lesson plans that are centered around the four cultural pillars and teach students the appropriate ways of behaving and interacting with their peers and the world at large. There is a discipline matrix for more severe offenses in the faculty handbook. These offenses are addressed by the director and the GLS. We have developed a Restorative Justice Program for low-level offenses. It focuses on keeping students on campus while ensuring they have the opportunity to learn about the impact of their decisions and rectify any damages. In 2020, we developed a PBIS committee that meets to plan, implement and review PBIS activities on campus. As a result of this work, the Titan Tickets system was rolled out to students in November 2020. Titan Ticket drawings were held at least once a month for various prizes and one large drawing was held at the end of the school year. This proves effective as many students are eager to receive the prizes and show enthusiasm when being recognized for positive behavior on campus.	E2.2 CTEC To Do Lists E2.2 PLC

CTEC prides itself on high-quality communication. Leadership members return emails and phone calls to staff, parents, students, and stakeholders within a 24-hour window. The expectation is that teachers are making phone calls to parents directly when a student is not meeting academic performance standards. Teachers have also invited parents to Google Classroom, and weekly to-do lists are made available to families through our website. In order to ensure that all teachers are informed, they keep a parent-contact log in Aeries. This allows teachers to keep notes about students and share information discussed when parents are contacted. Mass emails, calls, and text messages are sent to families to inform them of activities and events that are coming up at CTEC. This ensures that all students and parents have access to school information through multiple outlets. In 2018-2019 and 2019-2020 until the school closes, staff had a designated PLC school day in which they worked to create integrated projects, plan field trips, and collaborate on curriculum. Teachers met on a weekly basis for their PLC to discuss shared students, collaborate on lessons, and address the needs of the school as a team. During the school's distance learning experiences, staff were designated biweekly meetings to continue their collaboration and integration. Parents and students are able to track grades and attendance through the use of Aeries, which is our school grading system. CTEC also uses social media (Facebook and Instagram) to inform the community about academic achievements and upcoming events. The parents of CTEC have also created a Facebook Page to support each other and provide another outlet for information. To better inform families of topics related to social-emotional health, the Guidance and Learning Specialist developed the "Counselor Connection," a monthly newsletter sent to families. In addition to this, the Vice Principal also began sending out the "Titan Times" weekly to update families about important news and upcoming events. All of these pieces are built into the school environment to better connect student progress and CTEC families.	E2.2 CTEC FB E2.2 CTEC IG E2.2 CTEC Parents FB E2.2 Counselor Connection Newsletters E2.2 Titan Times E2.2 Student Advisory Board

During the 2020-2021 school year, the Guidance and Learning Specialist began the first CTEC Student Advisory Board. Students were invited to join the board for the duration of the school year. The board meets monthly to discuss topics relevant to the school and to provide feedback and input on CTEC programs. Teachers are able to submit items on which to receive feedback and, after each meeting, the notes are disseminated to CTEC staff for review. It is effective because student feedback is transmitted to teachers on a monthly basis, which helps the staff make adjustments based on the information. The Student Leadership Club on campus focused on developing a bi-monthly video news segment called "CTEC News" during the 2020-2021 school year to connect students and communicate information about upcoming events or pickups. Leadership aimed to support students in creating skits, showcasing pets, celebrating birthdays, and creating events such as spirit weeks for the school community. Staff connected with the leadership students to share any outside information or additional news that could be shared in the videos. Teachers showed these videos in Homeroom meetings. This allowed students to participate and engage in school spirit. It helped connect students during a time when many did not have community connections aside from their digital classrooms. ***Areas for Improvement:*** ● More consistent academic meetings with students during advisory time. ● Improving the safety of students as they travel to the FAX bus stops. ● Pathways for students to transfer between the Innovation Center and main campus so they do not have to travel through the parking lot. ● Strengthen the use of Aeries and Signal Kit.	E2.2 CTEC News

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Indicators

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of all students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.

E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

E3. Prompt: *Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence*.

Findings	Supporting Evidence
E.3.3 All students have access to academic and personal support services through their relationship with the Guidance and Learning Specialist (GLS). Students are able to request an individual meeting with the GLS through a google form that is available on the resources home page. Once this form is completed, it sends an email notification to the GLS to set up a meeting with the student. Since 2018, more than 100 students have requested to meet with the GLS to discuss academic and personal concerns individually. It has proven to be a confidential and easy way for students to have access to their counselor and receive a timely meeting. During the 2020-2021 school year, the GLS also made a Google form available for teachers and parents to refer a student to receive services from the GLS. Five teachers and one parent have made referrals to the GLS for students. As the teachers and parents become more aware of the process, it is expected that more referrals will be received.	E.3.3 Student Request to See Counselor E.3.3 Teacher/Staff Referral for counseling services E.3.3 Parent Referral for Student Counseling

As a result of the COVID-19 pandemic, the GLS began to send out a monthly digital check-in form through the students' homeroom teachers. This form allowed students to disclose struggles they were having and also request contact from the school counselor in the format that was most comfortable for them. When results are received, the GLS reviews them and uses Teams to make contact with the students who are requesting meetings. This method of checking in with students is an effective way to get a quick idea of how students are doing overall, and to connect with students who are needing extra support. Since the digital check-in form was first sent out in May of 2020, there have been more than 700 responses from students. Many of those students had not otherwise requested to see the counselor. Each year, students have the opportunity to meet with the counselor in a group or individual setting to review academic expectations and progress. During the 2018-2019 school year, all students had an individual meeting with the GLS in the spring to discuss graduation progress and their four-year plan. This proved to be an effective way to educate students about school graduation requirements, AS degree requirements, and expectations for volunteerism. At the end of the first year, only a few were deficient in credits toward graduation. As a result of COVID 19, the GLS was not able to meet individually with the freshmen students. Therefore, individual academic planning meetings took place in the spring of 2021. These meetings were effective because each student was provided specific areas of strength and growth.	E.3.3 Digital Check In Form E.3.3 4 Year Academic Planning Documents E.3.3 Associate's Degree Check Off List E.3.3 2018-2019

Another support service accessible to all students is advisory. During the 2018-2019 school year, students met with their advisory teacher three days a week and participated in various lessons connected to CTEC's cultural pillars. About once a semester, students meet individually with their advisory teacher to discuss academic and personal progress. During this meeting, a Google Form is completed and the information is accessible by the GLS. The GLS reviews this data and follows up with any students who need extra support. At the end of the year, students receive a performance evaluation from their advisory teacher on a Google Form. Once the data is collected, the advisory teachers review the information with each student individually. The advisory curriculum and activities are effective for most students because they provide built-in support and lessons connected to social-emotional learning and academic development. Since the school is so small, there is a lot of opportunity for individualized support for students. During fall 2019, students also participated in advisory three days a week. The content was connected to *The 7 Habits of Highly Effective Teens*. In the spring of 2020, advisory classes were closed because of asynchronous learning. However, teachers connected with the families of their advisory students through phone calls, emails, and texts about twice a month to ensure that the family felt supported. This practice proved to be mostly effective because it helped with communication between the families and the school, and also provided consistent updates to parents about their student's progress. In the fall of 2020, advisory shifted to homeroom and met twice a week for 30 minutes each meeting; in the spring of 2021, this was reduced to one 30-minute meeting on Monday mornings. The curriculum is created by the GLS and shared by the teachers. However, attendance for Monday homeroom meetings has dwindled. Students believed it was optional and the shortened amount of time made it difficult to cover in-depth material. Therefore, this version of the advisory format is not as effective as the on-campus, three-day-a-week meetings.	Advisory Curriculum E.3.3 2018-2019 Advisory Conference Form E.3.3 2019-2020 Advisory Curriculum E.3.3 Homeroom Curriculum 2020-2021

Once a year, students complete a student-needs assessment to provide valuable information that is used to determine programs and services provided by the school. This has proven to be an effective method of gaining an awareness of student struggles and needs that may not have otherwise been known. Students who are struggling academically are placed into the IMPACT program. This program consists of three credentialed teachers that track students' progress, push in to classes, and hold after-school meetings to help students stay on track toward graduation. At the start of fall 2020, there were a total 61 students identified for IMPACT. At the end of the year, 65 students were participating in Impact. As the year progressed, some students were added and others graduated based on their academic progress. Our data collection from the beginning of the school year to the spring became more reliable as we developed better systems and procedures for exiting and identifying students. We believe that a higher rate of students will exit the program this current school year as a result of this process in place. Impact was overall successful for the students who fully engaged because it provided an extra level of support and accountability. Students who did not take the program seriously (did not attend scheduled office and tutorial hours, did not benefit to the same degree.	E.3.3 Student Needs Assessment E.3.3 Student Needs Assessment Responses E.3.3 Impact Referral Process E.3.3 IMPACT Communication Log E.3.3 IMPACT Teacher Responsibilities E.3.3 Spring 2020 Teacher Tutorial Schedule E.3.3 Fall 2020 Bell Schedule E.3.3 Spring 2021 Bell Schedule E.3.3 2019-2020

Another support to help all students academically is access to tutorial hours with their teachers. During the 2018-2019 school year and the fall of 2020, students were able to access tutorials with one of their classroom teachers on a daily basis. This one-hour tutorial was optional for most students. For the few students who had two or more non-passing classes, the tutorial hours were expected. The tutorial hours were used by a few students each day but were also effective in providing support to families with academic concerns for their students. During spring 2020, tutorial hours were provided in a schedule similar to a traditional bell schedule. This time was allotted for students to receive support on their asynchronous work. This was effective in providing support for assignment completion. Most students completed their credits toward graduation at the end of last school year despite the school closure. During the fall of 2020, tutorial hours were held in the afternoon each school day. This was optional time available to students to receive academic support. This format was not very effective because tutorials were not well attended and student work submission was low. As a result, in the spring of 2021, class time throughout the week was extended. Teachers spent the first half of class covering the material and the second half providing students with work time. When a student's work was completed, submitted and checked, they were excused from class. Teachers also held optional tutorial hours on Mondays for students to get necessary help on assignments. This format proved to be more effective because the number of assignments submitted increased and students' grades improved. During the 2020-2021 school year, the school website underwent a major reconstruction. It is now much more user friendly and inviting to current and future students. One major addition is a "counseling" tab that allows students and families to access important supports in a quick and confidential manner. Students and parents can submit requests to meet with the counselor, see program information, access a list of community resources, and use the virtual calming room in times of distress. The change in the website has proven to be a great tool to support families and students at CTEC.	Teacher Tutorial Schedule and Log E.3.3 CTEC Website E.3.3 All4Youth Website

In addition to the community resources available on the website, the GLS is also able to refer students for ongoing counseling support through the All4Youth program. This has been an effective intervention for students struggling with mental-health concerns because the clinician is able to meet with them at school or home. The clinicians are also able to provide services to the whole family. Since the partnership with All4Youth began in 2019, the GLS has made 20 referrals, and 10 students have received ongoing counseling services. Many of the remaining 10 students no longer attend CTEC. All of the students and families referred to All4Youth receive support or connection to services outside of CTEC.	E.3.3 Parent Phone log 2019-2020, 2020-2021
In the academic school years of 2018-2020, student meetings with advisory teachers allowed students to receive personalized support academically and socially. Advisory teachers were able to target specific students and support their needs by checking in, calling homes to communicate concerns, and developing goals with the student and parents. Individual meetings with students have been effective in identifying those who need more support and decreasing the number of missing assignments. In the 2019-2020 school year, students were assigned to a homeroom where teachers could continue to meet biweekly with their small group of 10-14 students. In the spring semester, as we transitioned students back to campus, staff continued to meet with homerooms weekly. This provided the time for staff to reach all homes and students, and support the needs of each student. The small groups have allowed teachers to provide quality help and address social and academic demands, which is highly effective for all teachers and students.	E.3.3 Counseling Tiered Academic Interventions E.3.3 Teacher Tutorial Check In Form

After the first semester, student progress is evaluated by grade-level staff. In January of 2019, students who were identified as struggling or not meeting the 2-grade requirement were put on academic support consisting of lunchtime tutorial meetings for a specific subject. In the spring semester of 2020, grade levels held meetings for those students with more than 2 grades less than a 2. In the meetings, improvement goals were discussed with students and their parents/guardians. Students were then placed in a support program which required after-school meetings with teachers for tutoring in targeted subjects. These programs ensured students were completing work from the current week as well as working on revisions to better understand assignments on which they had scored poorly. This was effective in supporting students in subject areas in which they struggled, and also allowed for teachers to support those students one-on-one outside of a full classroom environment. Staff is available before, during and after school for tutoring. All students have access to these opportunities as a means to support their individual academic needs. This provides a safe and supportive environment for the rigorous academic expectations. Students enrolled in college courses are able to access their support teacher on campus during these times or through Microsoft Teams. This creates a consistent bridge between their college professors and the CTEC support staff. Within the 2nd semester of each academic year, struggling students are targeted after specific steps have been taken to improve their progress at CTEC. The student, parents/guardians, grade-level staff, and administration attend an SST meeting to develop cohesive goals for student progress. Utilizing this tier-three support has been beneficial for all involved as it builds the bridge of communication and ensures the family and students feel supported. This has proven helpful for teachers to challenge the specific student and anticipate the needs for that student to ensure they are successful at CTEC.	E.3.3 2019-2020 Teacher Tutorial schedule and Log E.3.3 Spring 2020 Teacher Tutorial Schedule E.3.3 Fall 2020 Bell Schedule E.3.3 Spring 2021 Bell Schedule E.3.3 Counseling Tiered Academic Interventions E.3.3 2020-2021 Master

Within the classroom, teachers are able to use modular seating to decrease class disruptions and allow students to engage in the learning environment in multiple ways. As a result of the small student population, teachers are on a push-in schedule to provide RSP and at-risk students with more support. This has been effective in decreasing student frustrations, distractions and missing assignments. Targeted students are able to receive more immediate help and support. In the 2020-2021 school year, struggling students were recommended for and placed in an IMPACT class period, which supported those hampered by academic barriers. Students were specifically targeted based on their academic achievements in the previous school year, when our campus transitioned to distance learning due to COVID-19. These students received help from an additional staff member throughout the school year. IMPACT created efficient and effective communication between parents/guardians and school staff. The teacher assigned to each IMPACT group was able to quickly respond to situations such as student absences or missed work. It created a teamwork environment with the staff and students. Standards-based rubrics have created an opportunity for continuous feedback and student improvement. This has been effective in encouraging students to raise the bar on their work and provide them with the vocabulary to discuss their progress toward the mastery of a standard. Allowing student revisions builds communication between staff and students, reflects the desire to improve, and challenges our students to reflect on their work. Standards-based grading has allowed teachers to create learning experiences that are often applicable to real- world tasks. This is effective for all students as it prepares them for their future beyond CTEC, whether that may be at a college, a CTE course of study, or entering the workforce upon graduation. Students will have gained skills through rubric grading as it encourages a variety of life skills that they can carry with them as they move forward.	Schedule E.3.3 2021-2022 Master Schedule E.3.3 "Raise the Bar" form

CTEC has provided each student with a laptop that can be used at school and at home. This has been highly effective in providing access to learning and increasing student engagement. When the campus transitioned to distance learning in the spring of 2020 due to COVID-19, students were able to connect easily with their teachers and staff. All students received access to Microsoft Teams in the spring of 2020, which supported their learning experience throughout the end of the semester and the 2020-2021 academic year. It allowed teachers and staff to reach students quickly and efficiently. It provided a safe environment where students could receive tutoring and participate in class. The devices have opened up parent communication opportunities and avenues for students to engage in digital collaboration. Finally, the placement of students into closed cohorts has made it possible for all students to work with their group for the cross-curricular PBL activities such as the 2018-2020 academic school years. This helps create effective integration among all classes at CTEC. Aside from PBL-integrated projects, teachers have co-planned curriculums to connect in multiple classes in a variety of ways. During the pandemic, teachers continued to design integrated lessons and activities, even though larger scale PBL subsided due to the dynamic that existed. Upon returning with 80% of students on campus in the spring of 2021, student engagement improved due to hands-on experiences offered, and unified projects and content across classes. This has positively impacted student experiences as they are able to see how each subject is important for their future goals.	E.3.3 Little Library Photos E.3.3 Reading Heart Sophomore PBL Project E.3.3 Reading Heart Showcase Photo E.3.3 CTEC Parklet Photo E.3.3 Chaffee Zoo Photo

As part of the application process, parents/guardians disclose if their student is on an IEP or 504 plan. In addition to this, the RSP teachers run student names through SEIS to catch any students who may have been missed. IEP documents are requested through SEIS and the GLS contacts school sites to receive a copy of a student's 504 plan if the parent does not have one. Once the documents are collected, the RSP teachers and the GLS provide accommodation plans to the teachers to ensure student support is being provided. Furthermore, since all students are arriving from out of the district, a 30-day IEP meeting is held. This process has proven to be effective for identifying student needs in a timely manner and ensuring the appropriate accommodations are put in place. Another beneficial aspect of CTEC's Special Education and 504 Programs is the small caseload numbers. During the 2020-2021 school year, each RSP teacher had fewer than 10 students to support. The GLS was tasked with coordination and support for 21 students on 504 plans. Throughout the year, teachers make recommendations for students who could benefit from a SST meeting; these meetings are organized in a timely fashion and allow for the team to create individualized support for students. This has proven to be effective because all stakeholders are able to support the student.	E.3.3 Tiered Academic Interventions
The small class environment and shared schedules between teachers allow for student needs to be addressed in a timely manner. Perhaps one of the most effective tools to ensure student support and success is the weekly grade-level meetings. Since all teachers share the same student load, they are able to discuss student progress. Based on these discussions, teachers can modify teaching strategies and refer students to the GLS for a Student Study Team meeting. As a result of COVID-19, students and teachers received access to Microsoft Teams. This created a digital learning environment enabling teachers to quickly connect with students during class times and provide additional academic support outside of class times. This has proven to be beneficial to all students as they can connect with teachers to meet their needs and receive individual attention when they are struggling.	E.3.3 PLC Agenda Examples

Also, many classes have multiple teachers present throughout the day due to our master schedule. It is not uncommon to see general education teachers, IMPACT teachers, or RSP teachers push into a course to provide extra support to students or to overlap shared knowledge on a specific topic. This type of push-in environment is encouraged by administration and is effective in addressing individual student needs because it lowers the teacher-to-student ratio for that class time. Students identified as struggling academically based on their 2019-2020 progress were placed in CTEC's IMPACT program. They were assigned to a credentialed teacher to provide extra support with organization, communication, and assignment completion. Throughout the 2020-2021 school year, the administration used progress-report data to identify struggling students and place them into IMPACT. During their weekly PLC meetings, teachers also discussed student progress and made recommendations for students who would benefit from the IMPACT program. The IMPACT concept went through a few adjustments during its first year, but many students benefited from the extra support.	E.3.3 2020-2021 Master Schedule E.3.3 IMPACT Teacher Responsibilities E.3.3 Impact Data see the Marking period breakdown E.3.3 IMPACT Communication Log E.3.3 IMPACT Referral Process E.3.3 IMPACT Student Missing Assignment Tracking E.3.3 Teacher/Staff Counseling Referral E.3.3 Digital Check In Form

During the 2018-2019 and 2019-2020 school years, advisory class periods were a unique time for students to voice academic and non-academic needs and concerns. The advisory teacher was then able to refer the student to counseling if necessary or help the student connect with the appropriate staff member for support. This small-group environment was effective in identifying many of the underlying needs that may not have been apparent in the typical classroom environment. After the school closure in 2020, advisory teachers became the direct line of communication for families and advocated the needs of students/families to administration. In this way, we were able to address the individual needs of students and families. In addition to these phone calls, the GLS completed a monthly digital check-in form that allowed students to request individual meetings to discuss personal concerns. This was very effective in tracking students' social-emotional well-being and providing support when needed. Each month, anywhere from 100 to 150 students completed the optional check-in form to provide feedback.	E.3.3 CTEC Pathways and Courses E.3.3 CTEC Pathways to Associate's Degree
Every student at CTEC has the same schedule during their ninth and tenth grade year. The courses they take are designed with project-based learning and full integration in mind. Each course focuses on the connection between the content in their class and the industries of advanced manufacturing and commercial construction. At the junior and senior level, students are still enrolled in the same courses with some variation based on math and English advances. Furthermore, many of these courses are dual enrolled through Fresno City College. All students are provided the opportunity to participate in the dual-enrollment opportunities. This benefits our student population that is on a track to a 4-year university as they will exit our school with a plethora of units. It also benefits our students who are on track for a trade as they have community college credits that they can transfer to complete an AA or certification.	E.3.3 CTEC Grading Principles E.3.3 PLC Sample Agendas

Furthermore, the standards-based grading system at CTEC encourages teachers to focus on the most necessary skills, and challenges students to continue to raise the bar until they have reached the expert level in each of the courses. Teachers work vertically to collaborate levels within the subject matter and the standards they are accessing. Teachers meet weekly to ensure that their curriculum is relevant to the industry and connected to the other courses on campus. They also discuss individual student needs to make sure students are able to access the curriculum effectively. No class at CTEC is taught in a silo. Instead, it is the goal of the teachers to find as many ways to teach interdisciplinary lessons and projects as possible. The goal is to build multi-year curricula in each discipline that is unified and continues to challenge the student and develop their abilities on the same standards over the course of their four years at CTEC. This is effective because students across the campus can support each other by building a strong school community. The standards prepare them for the real world, which requires personal and professional skills. Staff collaboration ensures that students balance work with developing an understanding of the connection between all subject matter. All students are provided with one field trip a semester which aims to link to their curricular project within that semester. Due to COVID-19 restrictions, no field trips were hosted in the 2020-2021 school year. We hope to continue these in the coming years alongside students' integrated projects as the field trips prove effective in fostering student involvement and experiences. Students enjoy spending time away from campus and the exposure is positive for them when they are learning about industry and other connected content. Students do not have to pay for field trip costs, which allows all students access to the experiences.	E.3.3 Shared Rubrics Folder E.3.3 Sophomore Field Trip Itinerary-Libraries E.3.3 Zoo Field Trip Itinerary E.3.3 Sophomore Field Trip E.3.3 Itineraries-11.21.2019 E.3.3 2019-2020 Clubs List E.3.3 2020-2021 CTEC Clubs List E.3.3 Robotics in action E.3.3 2020-2021 CTEC Club List E.3.3 CTEC News

For the first 2 years, CTEC offered an extended-day schedule for students, which took place Monday through Thursday from 4:05-5:30pm. These clubs included Spirit and Leadership, Fine Arts, Coding, Robotics, Book Club, and Yearbook. During the pandemic, teachers upheld clubs by hosting virtual meetings. Some clubs such as Robotics were put on hold during the COVID-19 pandemic as it restricted competitions. Most of the other clubs continued and newer clubs were added, like Small Acts Great Impacts Club, Social Justice, CTEC News-Leadership, and DIY Club. Upon returning to campus in the spring of 2021, many clubs were held after school between 3:30pm and 4:15pm. Campus clubs were started and developed in direct response to student requests after finding that there were interests shared by students. Participation in these clubs varies from day to day and week to week. Clubs have encouraged student involvement and built a community for students. Clubs have also helped to build a community of teachers and students as each club has a teacher advisor. For academic assistance, there are teachers on campus to help students with school work before and after hours from Monday to Friday. Students can also make appointments with their teachers to complete work.	E.3.3 2019-2020 Teacher Tutorial Schedule and Log E.3.3 Spring 2020 Teacher Tutorial Schedule E.3.3 Fall 2020 Bell Schedule E.3.3 Spring 2021 Bell Schedule

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.*

Areas of Strength

1. Academic support strategies and availability of teachers
2. Cultural pillar development and inclusion throughout the school environment

Areas of Growth

1. Annual meeting schedule for parents for workshops, support, information, and council meetings

2. Development of parent supports and involvement opportunities (School Site Council, etc)

3. Develop a summer school program that allows students to get ahead or make up necessary credits

4. Continue to develop extra curricular activities for students and families

- **List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)**
  - Response to Intervention
  - Grading
  - Data Tracking (CAASPP, NWEA)
  - SEL Training (Trauma Informed Instruction, Restorative Justice)
- **List any additional identified student learner needs that resulted from the Focus Group analyses.**
  - A major student learner need from Section E is the need for an extended day program that encourages students to become invested in CTEC beyond their academics. This will create a safe school environment that will encourage them to continue to engage in their challenging course work and become well rounded individuals.
- **In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to**

o Analyze what areas within the schoolwide action plan/SPSA need to be addressed

The most important area of the SPSA that needs to be addressed is the extended school day and educational support program that allows students to be involved and invested in CTEC as well as stay on track to earn their credits during the regular school year, but also to make up missed credits during after the school year is over if necessary.

o Identify important next steps within the schoolwide action plan/SPSA.

Next steps would be to continue making the club process more streamlined and official. ALso, we should make the IMPACT program a robust system that allows for student support in a

more traditional school year environment and develop a credit recovery program that can be completed during the regular school year or during the summer.

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*The summary information will be used for Tasks 4 and 5.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Response to Intervention
- Mathematics
- SEL
- Data Tracking

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Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.

- Continue to refine the Response to Intervention program
- SEL Continue to build Social Emotional Support for our students and build this into the classrooms
- Mathematics- a focus on improving our students' mathematics capacity

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Chapter V: Schoolwide Action Plan

A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.

B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.

C. Describe the school's follow-up process, ensuring an ongoing improvement process.

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Chapter V "Schoolwide Action Plan / SPSA" revised

EC Section 64001(j) allows charter schools to use their LCAP and the stakeholder groups in *EC* Section 52062 to meet federal school planning and stakeholder requirements. For the 2021-22 school year, CTEC's Single Plan for Student Achievement was embedded into the 2021-22 LCAP to ensure alignment with goals and actions. During the 2020-21 school year, CTEC self-study aided in the comprehensive needs assessment to support the transition from a Targeted Assistance School Program to Schoolwide Program. Through the Schoolwide Program, CTEC was able to identify goals and actions within the LCAP that would improve academic achievement and skill development throughout the school so all students, particularly the lowest-achieving students, could demonstrate proficiency on the California state academic standards. Through the merging of CTEC's SPSA and LCAP goals and actions, student achievement will result from CTEC's focus and implementation of improvements across the entire educational program.

The student-centered goals for our LCAP (original found here), Goals 1, 2 and 4 are modified based on data from the self study. The LCAP will continue to include metrics from the original document but will not be included here. Those included here are ones that have been added or revised.

Original Goal LCAP Goal #2 is to provide a safe educational environment that supports the academic and personal development of all students

Identified Needs from WASC study
Indicators from our WASC report show that a safe educational environment continues to be a focus school wide. Social emotional well-being is a key to this so our focus was updated below. The focus is on students but also includes our staff members.

Annual Measurable Outcomes/ Revised Goal based on WASC findings

Metric/Indicator	Baseline/ Actual Outcome	Expected Outcome
Trauma informed instruction	98% of staff received training in 2020 from All 4 Youth	100% of staff will receive Trauma informed instruction training by the end of the school year 2022.
School Climate	94% Satisfaction 2020-2021 survey	96% Satisfaction by 2022-2023
Parent & Students Sense of Safety	96% Satisfaction	98% Satisfaction by 2022-2023

Strategies/Actions

Action	Description	Evaluation
Safety Plan for on campus emergencies	Create condensed resources to ensure all staff have a clear understanding of roles and expectations within the school safety plan. Provide additional opportunities for staff, students and families to participate in the development.	Vice Principal, administrative team will ensure all staff and stakeholders are involved in the development and implementation of the Safe School Plan.
Expanded evaluation process of stakeholders	By the end of 2023, Healthy Kids, or a similar survey, will be rolled out for staff, students and families creating a comprehensive evaluation for all stakeholders.	The GLS and Administrative team will distribute and evaluate data collected from stakeholder surveys on an annual basis.
Community and Industry Connections	Our unduplicated student groups are in need of additional opportunities for exposure to colleges and industry	The Administrative team will evaluate student connectedness with their school community, and their awareness of future industry

	facilities to identify future college and career opportunities. By providing students with additional connections with school and industry partners, students will increase social skills, partnerships, and guidance to create a post high school plan. CTEC will provide enrichment activities and field trips to support student connectedness and develop a sense of belonging within the school community and industry partners.	opportunities through student survey data collected annually .
Student Government implementation	By August 2021, Student government will be established. Student Government will give students an active voice in CTEC's program and the activities available for students. The self-study has identified students' desire and need to participate in student activities and clubs specific to their interests and the skills they are developing at CTEC.	Korinna Gee, teachers and Vice Principal, Student Government will evaluate the effectiveness of clubs and activities on an annual basis.
Social Emotional Learning	Imago SEL lessons will be embedded into Advisory period & grade level curriculum Initially utilized in 19-20 AY, re-engaged with reopening of schools in 21-22 AY	GLS / staff

Senior Exit Survey	Senior students will complete the Senior Exit Survey through their English course to identify next steps. Survey will identify the number of students continuing their pathway, by pursuing further employment, education, or skill development. Survey will identify student personal information to identify additional employment data after 5 years.	The Administrative Team will annually evaluate data collected.
Exit Survey for leaving students	Use of an Exit Survey for students choosing to leave CTEC's academic program. Data from the survey will help us identify possible needs for improvement.	The Registrar and CTEC Administrative team will use data to identify student and family needs to increase retention.
Behavioral SST procedures and expectations	By June 2022, all staff will understand the SST process for referral and implementation of behavioral SST.	Teachers, GLS
Trauma Informed training	All staff will participate in trauma informed training.	The Administrative Team will ensure 100% staff will be trained by the end of 2022.
Implementation of safety protocols for reopening of School	Work with the Facilities Department and Health Services Department to ensure a safe learning environment for students and staff.	District/Administrative Team/Maintenance and health services staff will evaluate effectiveness of health and safety protocols and procedures for reopening of CTEC campus with the support of the Facilities Inspection Tool (FIT Rating)

Original Goal LCAP Goal #4 through the use of CTEC's multi-tier system of supports, students will be identified for specified supports to ensure all students have access to instruction.

Identified Needs from WASC study

Indicators from the self study showed that we need to continue to refine our MTSS framework to support students' academic and social emotional well being. Our students will be identified for levels of target support, specifically in math. These supports will also be embedded during the day to assist students in obtaining academic credit in their courses while also obtaining college credit for their dual enrollment courses.

Annual Measurable Outcomes/ Revised Goal based on WASC findings

Metric/Indicator	Baseline/ Actual Outcome	Expected Outcome/ Persons
Math	2021 38% students met or exceeded the standard in CAASPP	70% or more of students will meet or exceed the standard for math by June 2023. Admin team and math teachers.
Impact	16% of 9th, 38% of 10th and 38% of 11th at the end of the year 2021.	Less than 30% of each grade level will be a part of Impact by the end of the year 2023.
Internships	Baseline will be established in May of 2022	97% of students will be placed in Internship by May 2023

Strategies/Actions

Action	Description	Evaluation
Increased Mathematics credentialed staffing	The addition of a credentialed math teacher to increase student's math proficiency. Using NWEA data to identify students and their instructional	Math instructors and the testing coordinator will evaluate data after each assessment to identify student needs. (3 times yearly)

	needs. Instructional supports will be embedded into the classroom and during designated intervention time.	Program implementation is evaluated for effectiveness annually. Identified needs and proposed program changes are discussed with the Administration for future application.
Implementation of NWEA assessment	The use of NWEA to identify student proficiency and alignment of content standards. Establish a baseline of student data by the end of 2021-22 school year.	Using data throughout the year to identify student proficiency and area of need. Academic core teachers and (Math, English, and Science) and testing coordinators meet to discuss student proficiency and areas of growth. Identify content needs and cross-curricular supports.
Systematic tracking of Impact Data approach to documenting Impact student entry, exit tracking, and success rate	Continue the development of a systematic approach to documenting Impact student entry, exit, and success rate. Intervention will be identified after each grading cycle.	The Vice Principal and Impact team will identify .
Implement student internship program	The reopening of schools, requires the implementation of student internships. The addition of internships to CTEC's academic program requires establishing community classroom agreements with CTEC industry partners.	Director, Content Specialist and CTE instructors will work with industry partners, identifying internship opportunities, procedures and requirements. Implementation and internship data will be evaluated on a semester basis.

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Appendices:

A. **Local Control and Accountability Plan (LCAP):** This includes a five page summary at the beginning of the plan.

B. **Results of questionnaire/interviews**

Grade Survey Results 2021 (move from marks to letter grades) *students, staff, parents*

C. **Results of parent/community questionnaire/interviews**

D. **Master schedule**

E. **Approved AP course list:** https://apcourseaudit.epiconline.org/ledger/

F. **UC a–g approved course list:** https://doorways.ucop.edu/list/app/home/

G. **Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID**

H. **California School Dashboard performance indicators** *due to COVID, our dashboard is lacking information.*

I. **School accountability report card (SARC)**

J. **CBEDS school information form**

K. **Graduation requirements**

L. **Budgetary information, including school budget**

M. **Glossary of terms unique to the school**

N. **WASC Digital Evidence Log**

O. **WASC Focus Groups**

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Career Technical Education Charter High School
MID-CYCLE REPORT

1320 N. Mariposa Street

Fresno, Ca. 93703

Fresno County Superintendent of Schools

October 15, 2024

Accrediting Commission for Schools
Western Association of Schools and Colleges

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Note: The mid-cycle template has been revised and is now universal for all schools and programs. Select the appropriate data and terminology that applies to your school or program. The template language includes different data sources for formative and summative data (Chapter 1) and for the schoolwide action plan/SPSA/LCAP/CIP/CAEP (Chapter 5).

If you have any questions, please contact your WASC Advisor.

1: School Description

- Provide a brief background of the school, a link to a list of programs offered, and a description or list of schoolwide strategies that promote diversity, equity, and inclusion.
- From the analysis of updated relevant student achievement data, include an updated summary of student academic progress and social-emotional well-being with implications of the data and identified student learner needs.

CTEC is a comprehensive high school that opened in Fall 2018 as the Fresno County Superintendent of Schools' (FCSS) first charter school. CTEC serves students in grades 9-12 throughout Fresno and adjacent counties, offering two primary pathways: Advanced Manufacturing and Commercial Construction. These pathways are designed to prepare students for high-demand careers while fulfilling regular high school requirements.

Within these two pathways, students have the opportunity to become Career Technical Education (CTE) Completers in the following areas: Product Innovation Design, Residential and Commercial Construction, Engineering Technology, Engineering and Architecture, Welding and Materials Joining, and Machining and Forming Technologies. Recognizing the dynamic nature of industry and labor demands, CTEC continually evaluates the effectiveness of its identified pathways. If existing pathways are found to limit students' future employment opportunities, additional pathways or sectors may be added.

CTEC's educational program aims to provide students with the opportunity to obtain an Associate's Degree alongside their high school diploma, as well as relevant industry certifications. This approach is designed to address the skills gap identified by our industry partners and prepare students for immediate workforce entry or further education.

The school accepts up to 120 students each year for 9th grade, with a maximum enrollment capacity of 480 students. If applications exceed 120, a lottery is performed to identify the 120 students (see Article 5.5.1). Students not selected are placed on a waiting list. Due to the industry skill development in the first two years at CTEC and the credit requirements, student enrollment is available through a student's sophomore year.

As a countywide charter, students apply to CTEC from across Fresno County and its surrounding counties. As seen below, students attend from as far north as Yosemite Lakes; Auberry in the northeast; Riverdale and Kingsburg in the south; and Kerman and San Joaquin in the west. CTEC is strategically located in an urban area of central Fresno at the Kermit Koontz Education Complex (KKEC). The facility has been retrofitted and expanded to provide a learning environment consistent with CTEC's mission and vision. This serves a community where 45.8% of residents live below the poverty line, and only 39.1% of individuals over 25 have a high school diploma. These statistics stand in stark contrast to Fresno County's overall high school graduation rate of 77.9% and college graduation rate of 22.6%. Recognizing this disparity, CTEC aims to provide students with an engaging educational experience that develops in-demand skills, leading to employment opportunities with wages well above the minimum. By offering specialized, career-focused education, CTEC addresses these socioeconomic challenges and fulfills a critical need unmet by traditional educational institutions, providing students with pathways to sustainable employment and higher education.

With guidance from over 35 industry partners and the San Joaquin Valley Manufacturing Alliance, CTEC aims to bridge these gaps, providing students with the skills and experience necessary for success in local high-demand fields, while addressing equity issues and preparing a diverse workforce for the future.

2: Significant Changes and Developments (1 page maximum)

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific program changes since the last self-study visit. (For example, we have a new classroom building for science that just opened, or we have a new district leadership with different district goals).
- Describe the impact these changes and/or developments have had on the students, school, and/or staff.

Since our last self-study visit, CTEC has undergone several significant changes that have positively impacted our educational environment, community engagement, and staff culture. Three key developments stand out for their substantial influence on our students, staff, and overall school operations.

Enhanced Curriculum Alignment and Project-Based Learning

Over the past three years, CTEC has significantly improved the vertical and horizontal alignment of standards within our project-based learning content. This strategic change has strengthened our academic framework and improved the coherence of our educational offerings. The impact includes:

- Students benefiting from a more cohesive learning experience, with clearer connections between subjects and grade levels.
- Improved academic outcomes and increased student engagement in project-based activities (see detail in Part 4, Goal #2 below).
- A significant increase in senior internship partnerships, providing more opportunities for real-world experience, including paid internships. CTEC Industry Partners 2024-25

CTEC has instituted a consistent, weekly PLC schedule on Mondays, integrating this time into teachers' contractual hours and safeguarding it from external commitments. The PLC structure employs a rotating schedule with two distinct formats:

1. Schedule A: Dedicated to interdepartmental, grade-level teams, allocating 1.75 hours per grade level.
2. Schedule B: Encompasses both interdepartmental, grade-level teams and departmental, vertical teams, providing 1 hour per grade level with the potential for up to 3 additional hours per department.

Sample 9th Grade PLC Agendas/ Minutes October Meetings (2024)
2024-2025 Junior PLC (September)
Staff Vertical PLC Agenda 09.09.24

Schedule A allows for intentional project-based learning curriculum development and refinement. Teams plan the details of integrated projects from standards to assessments to field trips to scaffolds and supports. They build collective and targeted social-emotional learning curriculum, develop and evaluate progress toward team SMART goals based on site-wide instructional areas of focus, and share effective instructional strategies.

Schedule B allows for enhanced curriculum alignment within vertical, department PLCs. Our departmental teams review, map, and plan increasingly rigorous standards mastery into their curriculum across grade levels. Our Vice Principal invests significant time with each of these teams, offering instructional and curriculum support, guidance, and accountability at all levels.

Schedule B also integrates time for professional development. This year, our professional

development covers the following topics, among others:

- Universal Design for Learning
- Instructional Rounds, collective data analysis, and goal setting
- Guaranteed and Viable Curriculum
- Building positive school and classroom culture
- Designing and implementing effective small group instruction
- Response to Intervention (RTI) - logistics and content
- Peer observations
- Lesson studies
- New communication platforms (ex. Bullseye)

Additionally, we have integrated a Curriculum Support Provider (CSP) into our instructional coaching and improvement plan. The Vice Principal is facilitating professional learning with the CSP and a key teacher leader via a book study to build instructional coaching skills. Both of these individuals are implementing new learning with teachers immediately.

To support Schedule A and enhance integrated project curriculum development, our CSP works with each grade level team weekly, pacing mastery toward content standards, integrating more meaningful essential questions that drive learning and focus on community improvement, and layering more cyclical and revision-based assessments into all areas of the project. She also works one-on-one with specific teachers who need differentiated support in developing and enhancing their portion of integrated projects.

To enhance curriculum alignment, the CSP is working with departmental PLCs to develop a guaranteed and viable curriculum built from prioritized grade-level standards. Departments are analyzing standards across grade levels for commonalities and building increasingly rigorous expectations toward mastery for each grade level.

Streamlined Communication Systems

We have implemented comprehensive improvements to our communication strategies, enhancing information flow among staff, students, parents, and the broader community. Key improvements include:

- Adoption of specific platforms for consistent communication (ParentSquare/ www.parentsquare.com, Bulleye, Minga).
- Introduction of a weekly parent newsletter, Titan Times, and staff Week at a Glance updates.
- Revamping of the school website and development of accessible internal and public calendars via Microsoft Outlook.

These changes have led to increased parent and student participation, improved staff collaboration, and enhanced communication with industry partners, fostering a more connected and engaged school community.

Focus on Improving Staff Culture

We have initiated a concerted effort to build a stronger, more positive, and collaborative culture among our staff. This initiative includes regular feedback collection and responsive actions from site administrators. (ex. All Staff Plus Delta 2024)

Survey results indicate high levels of staff satisfaction with the learning environment and professional respect. This has led to improved staff morale, enhanced collaboration among staff members, and an increased willingness to innovate in teaching practices, ultimately benefiting student engagement and learning outcomes.

3: Engagement of Educational Partners in Continuous School Improvement (2 paragraph maximum)

- Describe the process for developing, implementing, and monitoring the schoolwide action plan, such as the SPSA/LCAP for CA public schools, Action Plan/CIP/CAEP for adults or the school's authorized improvement plan, and preparing the progress report.

The Career Technical Education Charter's 2024-25 Local Control Accountability Plan (LCAP) has been dedicated to addressing the schoolwide action plan. The LCAP is focused on fostering student success by providing industry-aligned education, equitable access to hands-on learning experiences, and protected time for instructional staff to support student academic and industry skill development. The LCAP outlines specific goals such as improving student engagement, career readiness, and the overall effectiveness of CTE programs. Through a wide range of opportunities for students to be CTE completers within six different pathways in the Manufacturing and Product Development, Building and Construction Trades, and Engineering and Architecture industry sectors, CTEC equips students with real-world skills that help them transition seamlessly into careers or further education. Additionally, the LCAP emphasizes the importance of closing achievement gaps, particularly for high-need students, by allocating resources strategically to meet the needs of all learners.

One of the key components of the 2024-25 LCAP is its robust use of stakeholder engagement to inform decision-making. Parents, students, teachers, industry professionals, and community members are actively involved in shaping the LCAP through advisory committees, public forums, and surveys. This participatory approach ensures that the plan not only reflects educational goals but also aligns with the evolving demands of the local workforce. Stakeholder feedback is used to refine program offerings, improve resource allocation, and ensure CTE programs remain relevant and effective. By leveraging the insights of various stakeholders, CTEC can adapt to both student needs and industry trends, ensuring its students are well-prepared for their internship opportunities and their future career choices.

4: Progress on the Implementation of the Schoolwide Action Plan (4 page maximum)

The purpose of this section is to analyze progress on how the school has improved student success and well-being through the implementation of the schoolwide action plan since the last visit and to determine how those actions impact student learning and initiatives for continuous school improvement.

- Provide a summary of progress on school goals and growth areas for continuous improvement identified in the schoolwide action plan.
- Link and cite relevant supporting evidence and data and explain impact on student learning.

Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA/LCAP/CIP/CAEP, indicate why.

GOAL #1 - CTEC with support of FCSS continue to support the sanctity of time for PLC to take place on a regular basis to plan, assess and adjust curriculum and teaching.

CTEC, in collaboration with FCSS, has implemented a comprehensive strategy to support and enhance the efficacy of Professional Learning Communities (PLCs). This response outlines the

multifaceted approach adopted to ensure the sanctity and productivity of PLC time.

Structure and Scheduling
CTEC has instituted a consistent, weekly PLC schedule as described above.
Humanities Vertical Alignment

Administrative Support and Professional Development
To bolster PLC effectiveness, CTEC has assigned an administrative liaison to each PLC. The Vice Principal actively participates in portions of PLC time and conducts training for PLC leads on effective facilitation strategies. Additionally, a CSP has been integrated into PLC time to assist with the development of integrated projects, support curriculum mapping efforts, and provide instructional support through improvement cycles.

Professional development initiatives are a cornerstone of CTEC's PLC strategy. Ongoing training sessions focus on PLC best practices, data analysis techniques, collaborative planning methodologies, and curriculum alignment strategies. Notably, Schedule B days incorporate targeted professional development sessions. These sessions address critical areas such as:

1. Strategies for building and maintaining healthy, high-functioning PLCs
2. Curriculum mapping and alignment
3. Development and evaluation of site-specific and PLC-focused SMART goals
4. Analysis and application of data collected through instructional rounds and improvement cycles
5. Implementation of Universal Design for Learning principles
6. Building school culture, minimizing threats and distractions, and fostering collaboration and community
7. Small group structures, paraprofessional training, and integration of co-teaching structures
8. Gathering and interpreting data to inform instruction

Resource Allocation and Technological Integration
To facilitate extended PLC sessions and promote cross-departmental collaboration, CTEC provides substitute teachers as necessary. Furthermore, CTEC has implemented Bullseye, an advanced instructional coaching platform. This technology is utilized by the Vice Principal, administration team, CSP, and teaching staff to:

1. Monitor progress toward PLC and site-specific SMART goals. (sample SMART goal data - 11th grade team)
2. Facilitate both formal and informal coaching cycles.
3. Support the implementation and analysis of instructional rounds.
   - Instructional Round Data (Small Group Instruction).png
   - Instructional Round Data (Culture, Clarity).png

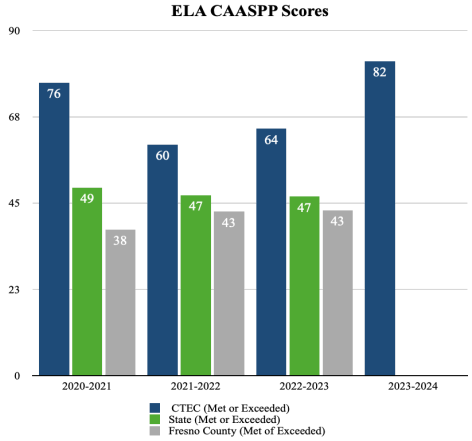
Through this multi-faceted approach, CTEC demonstrates its commitment to fostering a culture of continuous improvement and collaborative professional growth, directly addressing the WASC committee's directive regarding the support and sanctity of PLC time.

Goal #2 - As identified and discussed throughout the WASC process, CTEC with support of FCSS providers continue to expand opportunities that support all students' mathematics capacity.

CTEC students first participated in CAASPP testing during the 2020-2021 academic year, with data available through the 2023-24 school year. Following the COVID-19 pandemic, CTEC has diligently worked to develop procedures that best support student success in CAASPP testing.

In 2021, students in grades 9-11 took three benchmarks throughout the year in Science, Math, and English Language Arts using NWEA assessments to identify student needs and evaluate instructional content. For the 2023-24 school year, CTEC administered NWEA assessments in English and Math during the Fall and Spring semesters. Additionally, CTEC initiated CAASPP interim assessments in grades 9-11 in January, followed by a second interim assessment in February.

CTEC's CAASPP scores for the 2023-24 school year rank the school in the top 10 within the county, based on scores from 2022-23. Throughout the process of developing our instructional strategies, CTEC instructors have sought to identify how our integrated instruction impacts state test scores. The initial years of testing provided staff with opportunities to evaluate the vertical articulation of content, ensuring our students possess the necessary academic skills and testing experience to be successful. The efforts invested by CTEC staff and students in CAASPP preparation are evident in their 2023-24 performance.

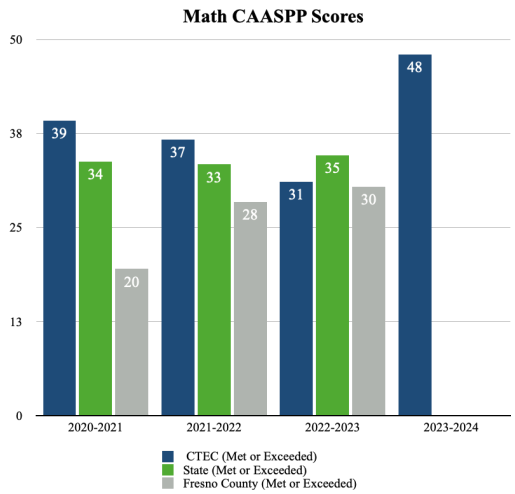


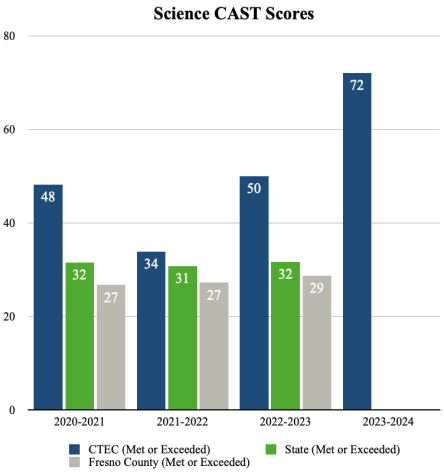
2020-21 Thru 2023-24 ELA Comparison to State and County

CTEC has shown exceptional performance in ELA CAASPP assessments, with a significant majority of students meeting or exceeding standards. Scores improved from 76% in 2020-2021 to 82% in 2023-2024, consistently outperforming both state (47-49%) and county (38-43%) averages. This upward trend, maintained even during challenging times, demonstrates the effectiveness of CTEC's ELA curriculum and instruction.

2020-21 Thru 2023-24 Math Comparison to State and County

While CTEC's math performance has been more variable than its ELA performance, the school has maintained scores above county averages and competitive with state averages. CTEC's scores fluctuated but showed overall improvement, rising from 39% in 2020-2021 to 48% in 2023-2024. CTEC consistently outperformed the county average and was generally on par with or above the state average. The state average remained between 33-35%, while the county average increased from 20% to 30% over the four-year period. The significant improvement in math performance during the 2023-2024 school year suggests that recent instructional strategies are yielding positive results.





2020-21 Thru 2023-24 Science Comparison to State and County

CTEC's science program has shown remarkable growth, with CAASPP scores rising from 48% in 2020-2021 to 72% in 2023-2024. These results significantly outperform state (31-32%) and county (27-29%) averages, demonstrating the effectiveness of CTEC's integrated, hands-on approach to science education.

These results validate CTEC's integrated instructional approach, which combines rigorous academics with career technical education. This model not only prepares students for technical careers but also ensures strong academic foundations. The continuous improvement across all subjects, particularly the dramatic rise in science scores, indicates that CTEC is successfully refining its instructional strategies and responding effectively to student needs.

Goal #3 - CTEC, with the support of FCSS, the school's technical advisory committee, and local business partners, continues the expansion of Intern opportunities and the development of a data collection system that collects and analyzes performance data to improve the effectiveness of the learning experience.

CTEC, with the invaluable support of FCSS, the school's technical advisory committee, and local business partners, continues to enhance its educational offerings through expanded internship opportunities and the development of a robust data collection system. This system is designed to gather and analyze performance data, including attendance and skill-based metrics, which are crucial for refining the program and ensuring the future employment success of participants. A key element of this initiative is the collaboration between teachers and industry site leaders, who work together to align classroom instruction with real-world industry standards and needs. This partnership supports students' skill development by providing them with practical experiences that complement their academic learning.

College and Career Readiness.png

Trion Supercars and Fresno's CTEC High School students Join Forces to develop the Trio…

CTEC High School stands out for its specialized focus on Commercial Construction and Advanced Manufacturing, offering immersive, hands-on learning that equips students with both theoretical knowledge and practical skills. The recognition from state senators and the California Lottery as an exceptional educational opportunity has further boosted industry placements, contributing to the program's success in supporting 100% of the graduating class in securing valuable career opportunities.

Goal #4 - In preparation of the expansion of students in school as it reaches full capacity CTEC with support of FCSS continues to explore means to leverage resources, including but limited to, fiscal, human, facilities and professional development opportunities that support the schools effort in preparing all students "...graduating self-aware students who are engaged in community, committed to life-long learning, and integral in closing the skills gap."

With the support of FCSS, CTEC continues to leverage resources to support efforts in preparing all students to graduate self-aware, ready to engage in the community, committed to lifelong learning, and integral in closing the skills gap. Throughout their secondary education, all CTEC students hone their communication skills and become more self-directed as they pursue opportunities to showcase their industry skills in the community and within industry.
Education Matters: CTEC Internship Program

The purpose of CTEC's career technical education program is to create students who are employable with relevant career education that links core academics to the world of work. The changing nature of work in our society requires that students develop appropriate work habits and attitudes that may be transferred to a variety of employment situations. CTEC recognizes that preparation for and placement into internships can give students valuable work experience, opportunities to apply learned academics in the workplace, needed supplementary income, and enhanced self-esteem.

The goals of Work Experience and Community Classroom are to enrich the real-world component of internships and assist students in discovering their potential. Throughout their time at CTEC, students participate in lessons through IMAGO that provide meaningful, applicable assignments that review employment procedures and standards aligned with industry. This opportunity maximizes the participant's role as an employee and student. The Community Classroom program provides structure to support CTEC's partnership with industry employers by implementing industry standards within the curriculum.

CTEC's Community Classroom and Work Experience address CTEC's student learning outcomes of career and college readiness by empowering students who are "considered to be equipped with the knowledge and skills deemed to be essential for success in the modern workforce." Students can acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior and expectations by working within the Community Classroom.

CTEC's impressive achievement with the class of 2024, having 80% of its graduating class earn an associate's degree, with 21% pursuing apprenticeship programs and 8% joining active military, underscores its commitment to fostering diverse career pathways and higher education. Additionally, the fact that over 50% of graduates secure employment in manufacturing and construction further highlights the center's success in bridging the skills gap and preparing students for meaningful, real-world careers. These outcomes collectively demonstrate CTEC's effectiveness in developing engaged, lifelong learners ready to excel in their chosen fields.

5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP (½ page maximum)

- Based on the findings of the current mid-cycle report, further revise the schoolwide action plan/SPSA/LCAP/CIP/CAEP as needed and include a link to the school's revised schoolwide action plan/SPSA/LCAP/CIP/CAEP.
- Include a brief paragraph of why changes were made.

Based on the findings of the current mid-cycle report, CTEC will continue to pursue the goals outlined in its schoolwide action plan to ensure ongoing success. With an anticipated 30% increase in student enrollment, equating to an additional 130 students, it is imperative that CTEC maintains its commitment to effective Professional Learning Communities (PLCs) and

supports teachers with the necessary professional development to enhance curriculum integration and instructional strategies. This will be vital in improving math scores and overall CAASPP performance. Furthermore, as enrollment grows, expanding the industry advisory committee and strengthening partnerships will be essential to meeting internship needs and keeping CTEC's industry focus relevant and impactful. The effectiveness of these efforts is critical to achieving CTEC's vision of graduating students who are self-aware, community-engaged, dedicated to lifelong learning, and equipped to close the skills gap, with data clearly demonstrating the success of these initiatives.

Mid-cycle Visiting Committee Summary Report

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

CAREER TECHNICAL EDUCATION CHARTER HIGH SCHOOL

1320 N. Mariposa Street

Fresno, Ca. 93703

Fresno County Superintendent of Schools

October 18 - 20, 2021

October 15, 2024

Visiting Committee Members

Steve Graybehl, Chairperson>
Principal (retired), Porterville High School

Julia-Rose Padilla
English Teacher, Porterville High School

SUMMARY

Opened in the Fall of 2018, Career Technical Education Charter High School (CTEC) is a comprehensive charter school serving students in grades 9 through 12, primarily from Fresno County. The school currently offers Advanced Manufacturing and Commercial Construction pathways. These pathways were specifically influenced and developed by 35 industry partners and the San Joaquin Valley Manufacturing Alliance to provide the highest post-secondary college and career opportunities focused on local economic needs. At the previous accreditation visit plans were under way to build an additional building to house a third pathway choice, unfortunately situations changed so that additional structure and pathway is no longer being pursued.

CTEC's current enrollment continues to hover around 480 students. Attendance boundaries are throughout Fresno County. The report states that the school is placed in an area where its surrounding community is made up where 45.8% of residents live below the poverty line, and only 39.1% of individuals over 25 have a high school diploma. Significantly below the Fresno County graduation rates. CTEC has been informed that enrollment goals for 2025-26 are an expansion of 135 freshmen students. During their 4-years of attendance, students have the opportunity to obtain an Associate's Degree alongside their high school diploma, as well as relevant industry certifications. As well as a rigorous core, students participate in a career rich curriculum designed to address the skills gap identified by our industry partners and prepare students for immediate workforce entry or further education.

Summary of student academic progress and social-emotional well-being with implications of the data and identified student learner needs

Currently, CTEC students are significantly outperforming the state and county in ELA, as measured by ELA CAASPP. Although the scores have fluctuated a bit, CTEC students are once again outperforming state and county averages in math. The school reports CTEC's science program has shown remarkable growth, with CAASPP scores rising from 48% in 2020-2021 to 72% in 2023-2024. The school noted in the report and during the visit that their continuous improvement across all subjects, particularly the dramatic rise in science scores, indicates that CTEC is successfully refining its instructional strategies and responding effectively to student needs. The VC concur and celebrate the steady growth in all academic fields.

The graduation rate continues to hover around 97.5% over the last three years. CTEC's achievement with the class of 2024, having 80% of its graduating class earn an associate's degree, with 21% pursuing apprenticeship programs and 8% joining active military, is highly noteworthy and celebratory. This accomplishment is an example of the school's "commitment to fostering diverse career pathways and higher education." Additionally, over 50% of graduates secure employment in manufacturing and construction, further highlighting CTEC's original concept of bridging the skills gap and preparing students for meaningful, real-world careers. The VC commends CTEC success in developing engaged, lifelong learners ready to excel in their chosen fields.

In addition to traditional measurement of academic success, CTEC has created multi layers of experiences and measurement to ensure all students meet its vision to graduate students who are self-aware, engaged in their community, and committed to lifelong learning. CTEC's vision is to help students close the skills gap and develop the knowledge and skills they need to succeed in college and the modern workforce." CTEC has not only developed a strong core with up-to-date industry vocational courses, it has created Work Experience and Community Classroom. All students participate in lessons through IMAGO that provide meaningful, applicable assignments that review employment procedures and standards aligned with industry. The Community Classroom program provides structure to support CTEC's partnership with industry employers by implementing industry standards within the curriculum.

Through conversations with staff, parents and students there is a plethora of academic and social emotional support for all students. It appears that these supports occur through close communication between teachers, counselors and administration. RTI practices are emerging to support all students. Staff interviewed express the further need to refine practices and strengthen teacher effectiveness.

Significant changes and/or developments and the impact on the school, students, and staff

CTEC reports that since the last visit, as affirmed by the report and follow-up visit, the school has implemented three major initiatives that have positively impacted the educational environment, community engagement, and staff culture: ***Enhanced Curriculum Alignment, Project-Based Learning, and Streamlined Communication Systems.*** The school has significantly improved the vertical and horizontal alignment of standards within its project-based learning content, fostering a more positive and collaborative staff culture through regular feedback and collective responses from site administration. An extension of Project-Based Learning is the further development of interdisciplinary integrated projects, which culminate in senior projects.

School's follow-up process and process used to prepare the mid-cycle report

It is clear to the VC that CTEC is highly effective in analyzing performance data, using it as a driving force in all aspects of school improvement. It is to be noted that PLCs and communication in particular were strong factors in the school's improvement process. The school effectively addressed the areas of follow-up as identified and recommended during the previous visit. It is evident that all stakeholders had input in the process.

Summary of progress on action plan that addresses student and school needs and growth areas for continuous improvement with the impact on student learning.

The review of past WASC findings and the SPSA is an ongoing annual process, as previously stated. CTEC effectively incorporates findings and input from industry partners to adjust its SPSA, leading to improvements across all aspects of teaching and learning. Below are the abbreviated goals derived from the previous WASC visit, along

with a brief summary of the school's successful processes and progress for each of its four goals. The VC commends CTEC for its thorough and comprehensive approach in addressing its identified needs.

Goal #1 …continues to support the sanctity of time for PLC… : The school has successfully implemented a protected and highly structured weekly PLC schedule, which alternates between grade-level teams and subject-alike interdependent curriculum teams.

Goal #2 - …continue to expand opportunities that support all students' mathematics capacity...: CTEC has demonstrated significant school-wide growth in strengthening its instructional approach, integrating and enhancing aligned, sequenced, and rigorous math instruction with career technical education experiences. Students are encouraged to apply math skills and knowledge to solve relevant projects and simulations that meet industry standards.

Goal #3 - …continues the expansion of Intern opportunities and the development of a data collection system that collects and analyzes performance data.: This partnership enhances students' skill development by offering practical experiences that complement their academic learning.

Goal #4 - In preparation of the expansion of students in school as it reaches full capacity CTEC with support of FCSS continues to explore means to leverage resources, including but limited to, fiscal, human, facilities and professional development opportunities that support the schools effort in preparing all students "...graduating self-aware students who are engaged in community, committed to life-long learning, and integral in closing the skills gap.": During the visit, the VC addressed the anticipated growth, leading to the realization that there is a need to increase the number of administrators and paraprofessionals. An increase in administrators and paraprofessionals can provide crucial support by improving the management of school operations, allowing for more individualized attention to student needs, and enhancing classroom support for teachers. This additional staffing can help ensure a more effective learning environment and fosters academic and socioemotional development for students.

Schoolwide Strengths

1. Highly qualified and dedicated staff focused on the success of every student.
2. The school community fosters effective communication between all stakeholders using a variety of platforms to ensure that all voices are heard and accessed.
3. Focused educational process supported by well-structured and protected PLC's to aid in the development, implementation, and monitoring of all aspects of teaching and learning.
4. Socioemotional and academic support and resources are available for all students.

5. The school has a state-of-the-industry campus, supported by local industry partners that offers the necessary experiences for students to enter the workforce or pursue post-secondary education options.
6. Students have access to working towards earning an AA degree and placement in relevant internships.
7. The school has nurtured strong relationships with multiple industry partners.
8. The faculty has designed and refined wonderful industry standard integrated projects.
9. There is a high level of support from the Fresno County Superintendent of Schools that ensures appropriate levels of physical, fiscal and personnel support to provide the most rigorous and relevant experience possible for all CTEC students.

Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified areas for growth as identified in the schoolwide action plan/SPSA/LCAP/CIP/CAEP:

1. Continue to pursue the goals outlined in its schoolwide action plan to ensure ongoing success.
2. With anticipated growth of a 30% increase in student enrollment, equating to an additional 130 students, it is imperative that CTEC maintains its commitment to effective Professional Learning Communities (PLCs) and supports teachers with the necessary professional development to enhance curriculum integration and instructional strategies.
3. As enrollment grows, expanding the industry advisory committee and strengthening partnerships will be essential to meeting internship needs and keeping CTEC's industry focus relevant and impactful.

Additional Areas for Growth:

1. Continue to foster opportunities for industry partners to be actively involved in the development and assessment of integrated projects.
2. Continue to support and safeguard the efficacy of PLCs.
3. In light of anticipated growth, stakeholders have expressed the need, in collaboration with FCSS, to explore options in expanding administrative and paraprofessional support staff to meet the needs of students and faculty.
4. In lieu of a competitive athletics program, VC recommends exploration and development of additional opportunities for students to compete through SkillsUSA.

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Public Member, Hawaii

February 10, 2022

Jonathan Delano, Director
Career Technical Education Charter
1320 N. Mariposa St.
Fresno, California 93703

Dear Jonathan Delano:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Winter 2022 Commission Meeting. The ACS WASC Commissioners have determined Career Technical Education Charter (9-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2028 with a mid-cycle visit during the 2024-2025 school year.

Career Technical Education Charter is required to prepare an in-depth progress report for the mid-cycle visit. The report and visit should demonstrate that the school has: 1) addressed the critical areas for follow-up through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Career Technical Education Charter's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Career Technical Education Charter's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,



R. David Gaudi Jr., Ed.D.
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent

January 7, 2025

Jonathan Delano, Director
Career Technical Education Charter
1320 N. Mariposa St.
Fresno, California 93703

Dear Jonathan Delano:

Based on the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) mid-cycle visit, it has been determined that Career Technical Education Charter (9-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's progress report, and the satisfactory completion of the mid-cycle accreditation visit.

Career Technical Education Charter's accreditation is now reaffirmed through the end of the current accreditation cycle ending on June 30, 2028.

Accreditation status is conditioned upon Career Technical Education Charter's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Career Technical Education Charter's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,



Barry R. Groves, Ed.D.
President

cc: Michele Cantwell-Copher, Steve J. Graybehl

Enclosure(s): Visiting Committee Report

SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Career Technical Education Charter High School

1320 North Mariposa Street
Fresno, CA 93703

Fresno County Superintendent of Schools

October 18 - 20, 2021

Visiting Committee Members

Steve Graybehl, Chairperson
Principal (retired), Porterville High School

Rogelio Sanchez
Principal, Alliance Judy Ivie Burton Technology Academy High School

Chapter I - School Profile

Career Technical Education Charter (CTEC) High School is located on Fresno County's Board of Education Kermit Koontz Education Complex (KKEC). The educational complex sits a little north of downtown and in close proximity to Fresno City College. The campus was constructed in 2008 and was renovated in 2018 to provide a state-of-the-art focus on Career Technical Education. Enrollment in CTEC is open to all students who reside in Fresno County or a neighboring county. CTEC does not have enrollment requirements for grade point average or extracurricular activities. CTEC accepts 120 students for each freshman class. Following the application process, if there are more applicants than available spots at CTEC, applicants will be placed in the student lottery for enrollment and students selected will be offered enrollment.

The partnership with industry and post-secondary entities have guided the development of CTEC's specialized technical and classroom space to support students' pursuit of certifications, employment and their post-secondary degrees by the completion of CTEC's educational program. CTEC received the K12 Strong Workforce Program in 2020-21 grant for "Up-Skilling: The Education and Industry Overlap" whose purpose is to intentionally bring stakeholders together from secondary, postsecondary and industry. The overarching goal is to create, improve, and expand career technical education (CTE) courses, course sequences, programs of study, and pathways for students transitioning from secondary education to postsecondary education to living-wage employment. Additionally, CTEC received a Career Technical Education Incentive Grant (CTEIG) that allowed CTEC to build infrastructure and ensure that the school has industry standard equipment and trainers to support student skill development.

Utilizing a $4 million CTE facilities grant, CTEC opened the Innovation Center to serve the current Class of 2022. The state-of-the-art Innovation Center (IC) has 10,000 square feet of workspace, 2,000 square feet of classroom space, 1000 square feet of collaborative work area for students and 8,000 square feet outside for work and storage areas. According to the Self-Study, CTEC's other classrooms have been outfitted with modular furniture for flexible seating and whiteboards run that length of the classroom to allow teachers to create various learning environments for their students. Classrooms include a motion-following camera with several television screens that allow the teacher and students to share their laptop screens and to stream the lesson for students who participated in distance learning. When students register, they are issued a laptop for their studies.

According to the school's website, CTEC's 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"

The Mission of Career Technical Education Charter:

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

The Vision of Career Technical Education Charter:

> 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 specialized Dual-Enrollment learning experience provides grades 9 through 12 students opportunities to earn their high school diplomas while acquiring knowledge, experience, skills, and certifications within a technical career pathway. 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 potentially earning a Community College Degree as well. The high school student will be awarded both college credit and high school credit for the single course. Students have options of two pathways; advanced manufacturing or commercial construction. The goal previously stated indicates that CTEC 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. CTEC utilizes long-established college and career pathway methodologies of cross-curricular integrated project-based learning in which students apply both academic and industry-standards knowledge and skills to solve relevant and current problems.

Through a collaborative process with staff, parents, and industry partners CTEC developed their Pillars of Career and College Ready Students (Student Learning Outcomes/Graduate Profile). The VC discovered that the school has been utilizing various tools to measure individual students' attainment of the Pillar indicators. The students indicate that Pillars are discussed formally and informally as a teacher might point individually that a student has demonstrated one of them. Teachers annotate Pillar demonstrations or through surveys. CTEC will be celebrating their first graduating class this spring and as explained, they intended to create a school-wide rubric to measure the degree in which the students demonstrate indicators described in their Pillars but with all the adjustments due to COVID their efforts have been delayed. See page 35 of this report to see full Pillars Indicators.

CTEC Pillars

LIVE BY THE CODE…	STRIVE TO BE…
You Matter	Learners
Be Present	Citizens
Raise the Bar	Leaders
Create Impact	Professionals

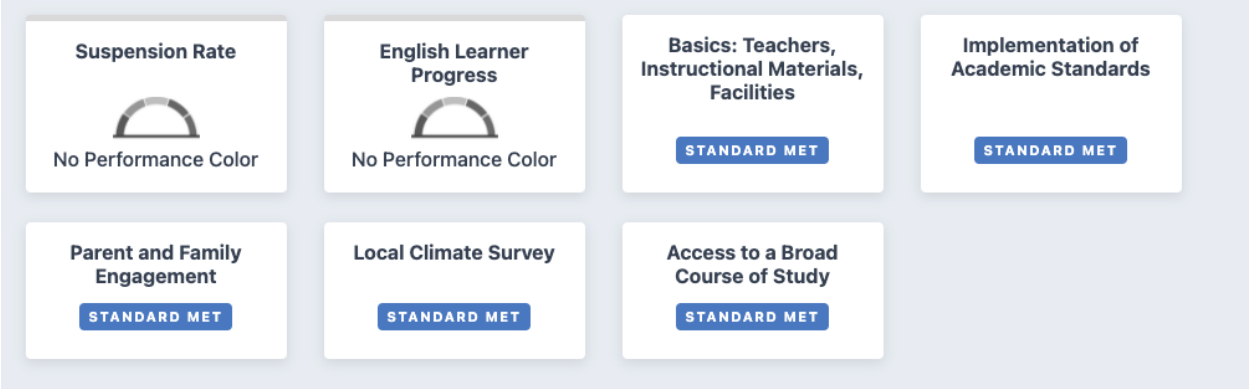
As of the Spring 2021, CTEC had a total of 213 students, 162 male, and 51 female with a large Hispanic or Latino student population (60.56%) within its 9-12 grade enrollment. The next largest student population is White (Non-Hispanic) with 24.41% followed by our African-American population of 6.10%. Eight percent (18 students) are classified as special education students and 20 students are on a 504 Plan. CTEC has 7 English Learners enrolled as well as 28 RFEP. As of fall 2021, CTEC has grown to --- students with an entering class of ---

The students are supported by a highly professional and caring staff. Many expressed during the Focus Group meetings their excitement in teaching is a blended setting that promotes high academics with hands-on technical skills. CTEC employs one Director, one Vice Principal, one Guidance and Learning Specialist, one Content Specialist, one part-time School Psychologist, two RSP teachers, twenty-four general education teachers, two custodians, a paraeducator, a

program assistant, and a registrar. All teachers are highly qualified. CTEC, in collaboration with Fresno City College & their Applied Technology Division, ensures that our CTE teachers are qualified to teach courses for college credit.

Parents and students indicated support

Below is CTEC's 2019 CDE CA School Dashboard, however, 2020 was not available due to the COVID-19 pandemic. In place, CTEC utilized the Interim SBAC (Interim Assessments Blocks (IAB) and Focused Interim Assessment Blocks (FIAB)) during the 2020-2021 academic year to students grades 9 through 11 in a standardized setting (completed individually). As stated in the Self Study, each student responded to the same test items, and teachers accessed their students' academic performance information through the CAASPP testing systems



The results of those tests are as follows;

Test	# of students participating	% of students meeting or exceeding standards
11th Listen/Interpret IAB	56	64%
11th Editing IAB	52	54%
11th Read Literary Texts IAB	52	56%
11th Revision IAB	48	56%
11th Algebra & Functions IAB	45	38%
11th Interpreting Functions IAB	38	53%
2020-2021 Smarter Balanced Performance Summary		
ELA Summative	40	75%
Math Summative	19	38%
CAST	23	45%

CTEC states that ELA performance is attributed to students practicing on interim assessments and follow-through support from the staff. Data provided indicates that the largest subgroups areas of success, 72% and 90% of Hispanic/Latino and white, respectively, met or exceeded the standard in ELA while Black/African American and English Learner subgroups where only 33% and 0%, respectively, met or exceeded the standard. CTEC recognized it needed to increase efforts to support all students in mathematics. The Self Study indicates that the school will be implementing NWEA assessment to identify and evaluate progress towards closing learning gaps. Furthermore, the school hired an additional math teacher for the 2021-2022 academic year.

Since the initial WASC visit, it is apparent that CTEC has worked diligently to ensure the school provides the highest educational experience possible. Folding the recommendations left by the previous visiting committee and self-identified areas of improvement CTEC has continued to build a foundation of success. Through the review of the Self Study and the interviews during the virtual visit, the VC affirms suggested programs, policies, and processes are now fully embedded into the culture of CTEC. As mentioned earlier, CTEC was the recipient of the K12 Strong Workforce Program 2020-21 grant for Up-Skilling: The Education and Industry Overlap and Career Technical Education Incentive Grant (CTEIG). CTEC has utilized these grants to build and acquire state-of-the-art, industry-standard infrastructure and equipment and create scaled and sequenced pathway courses. To support its students CTEC has completed the design and implementation of the response to intervention IMPACT Multi-tiered Systems of Support program focuses not just on academics, but social-emotional well-being. Additionally, students are supported through the implementation of a Peer Tutoring Program. To meet one of the schools identified needs, the CTEC has Increased connections for students to industry partners-field trips, guest speakers via ZOOM, internships. Feedback from survey results indicated that the majority of stakeholders preferred letter grades to the standards-based grading system vs numbered performance indicators so CTEC has transitioned to this system of student assessments.

The VC has carefully reviewed the Self Study's Action Plan and affirmed that CTEC has systematically addressed their self-identified areas of improvement and the Critical Areas of Follow-up recommended by the VC during the Initial WASC Visit. School identified areas are found below;

> Category A. Organization; More specific timeline or calendar to ensure items for approval are prepared, continue PLC:s, Specific documented process for analyzing student achievement data, Creating opportunities for parent volunteers, Consistent and calendared opportunities for industry partners, New teacher support
>
> Category B: Curriculum; refining the content of integrated Project Based Learning with staff, continued development of academic support for all students,
>
> Category C: Learning and Teaching; improvement focused on student understanding of Standards Based Grading.
>
> Category D: Assessment and Accountability; focused on family communication such as access to our Student Information System and understanding of standards based grading,

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth; continue to be expanding parent involvement

Additionally, through a staff-wide collaborative approach the school took action to blend the WASC identified Critical Areas of Follow-up with SPSA and the school's LCAP. The following Critical Areas of Follow-up for CTEC left by the previous Visiting Committee ar as follows;

1. Set aside time for all staff to meet. Current scheduling prevents two faculty members from attending the PLCs.
2. Develop a strategy to monitor the effectiveness of professional development on student achievement.
3. Create a parent organization to increase parent participation in decision making.

Career Technical Education Charter High School identified the following major student learner needs as results of the current Self-Study process. Those needs are as follows;

- A refined response to intervention
- Data tracking that is uniform format science and English Language Arts
- Social Emotional Learning (SEL) Training including but not limited to Trauma Informed Instruction, Restorative Justice to help meet the needs of CTEC students, which is of special importance once the school year becomes "normal" again.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

CTEC has clearly defined Mission and Vision with attainable learning outcomes as defined by the schools Graduate Profile. The school has high academic expectations as well as technical programs aligned with industry standards which provide all students exposure to learning opportunities that can prepare them to meet college and career ready standards.

Chapter II - Addressing school needs and growth areas for continuous improvement.

CTEC had its initial WASC visit in February 2019. However, like all schools throughout the nation COVID became a major disruptive force in the traditional educational setting and follow-up on recommendations. As CETC converted to all virtual learning then transitioning to hybrid virtual and in-person learning the school was challenged to provide the hands-on project based learning the school was founded on. It appears to the VC that two factors came into focus; supply pickups became the norm as teachers sent home items for students to complete hands-on activities in all subject areas and the continued development and support of a structure that would aid CTEC students through the rigorous academic program, CTE engagement and social-emotional needs.

It appears to the Visiting Committee that CTEC has effectively analyzed and created comprehensive processes and programs to address the findings the VC identified during the initial visit and thoughtful follow-up on self-identified, specific areas of improvement. Through a staff-wide collaborative approach, the school took action to blend the WASC identified Critical Areas of Follow-up with SPSA and the school's LCAP.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

CTEC has taken an effective and collaborative approach to analyze, design and implement programs, processes and protocols to address WASC recommendations as well as self-identified areas of improvement. There is strong evidence that school utilizes all stakeholder voices that are heard and considered for school improvement. Additionally, the school utilizes multiple surveys and various forms to measure attainment of the Pillars to drive school improvement.

- **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**

The Self Study indicates that all staff and stakeholders began meeting virtually in preparation for the self-study in October 2021. Focus groups were comprised of both certificated and classified staff members and met one time a month to collect and discuss data. Meeting frequency increased last spring in preparation for the fall visit. Parent input was received through School Site Council, parent surveys and parent meetings throughout the year. Student input was received through class surveys and our student government. The final CTEC Self Study was presented and adopted by the CTEC Board on October 12, 2021

The school staff's initial data review was the analysis of student performance in relationship to the School-Wide Learner (SLO's) Outcomes from the charter petition along with academic and CTE standards according to the report. California Dashboard indicators had limited data due to CTEC just recently adding their senior class and limited state-wide testing as a result of COVID 19. However, Interim SBAC test results added additional student trends to examine during the Self Study process. Additional information was made available through the various student, parent and/or stake-holder surveys. Based on the school's Self Study and discussions with the staff the VC affirms that the school conducted a thorough review of its school program in this self study. From this process the school identified several strengths as well as specific areas for improvement. Additionally, CTEC utilized SPSA and LCAP, stakeholder input and the self study process guided the development of the school wide action plan found in Chapter V of the Self Study.

As stated earlier CTEC employed a collaborative process with staff, parents and industry partners CTEC developed their Pillars of Career and College Ready Students (Student Learning

Outcomes/Graduate Profile). The VC discovered that the school has been utilizing various tools to measure individual students' attainment of the Pillar indicators. The school-wide design, collection, and analysis of Pillar indicators is a work in progress.

The VC affirms that School-Wide action plans outlined in LCAP and SPSA are closely and systematically monitored by the administration. The collection of data from assessments, surveys, teaching meetings, student feedback, and parent input ensures that all aspects of the school community have input on the school's progress. As input is received, they are modified and updated as necessary. The previous year's goals are utilized for growth and updates are made accordingly with approval from stakeholders.

CTEC identified major student learner needs based on profile ad Focus Group findings and the CA School Dashboard results for student groups are;

- Continue to refine Response to Intervention
- Continue to build Socio-Emotional Support for all students into the classroom settings
- Focus on students Mathematics capacity

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

It appears that through various means and effective practice to collect, analyze, reflect and summarize, CTEC effectively identifies the strengths and growth to drive school improvement. Evidence can be found in the review of SPSA, LCAP, and Self-Study documents. Effective and attainable action plans have been developed by the school in its continuous cycle of improvement.

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings:

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

Visiting Committee Comments

Following the development of the school charter and hiring of the initial staff, CTEC's Mission and Vision were developed. Additionally, their Pillars were collaboratively developed and implemented. The school informed and parents verified that the Mission and Mision are shared consistently during parent orientations and recruitment events. The Mission, Vision, and Pillars can be found on the school's website as well. Students voiced that the mission and vision are discussed yearly and the Pillars are addressed almost everyday.

Learning goals are adjusted on the analysis of performance data, staff discussions and parent input. The SLO's are included in the Charter petition and are aligned with the LCAP and SPSA goals. The Self-Study indicates that the SLO's are aligned with the comprehensive needs assessment and the ten state priorities.

CTECs Pillars are derived from the school's mission, and vision. According to the school and affirmed through conversations with staff and students that students are exposed to these pillars in "all that we do" daily. The staff indicates that they connect students to the Pillars through the expressed expectations for academics, behavior, and presentations. "Raise the Bar" form incorporated into classroom procedures specifically addresses the Pillars in a survey format. Dedicated time is taken at the start of the school year to build school culture by embedding the Pillars into first days' and weeks' activities. The school is in the process of designing a process to collect and analyze school-wide student performance as it relates to the indicators of the Pillars and to that end, using that information to drive school improvement.

Vision and Purpose **that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

The school has clear Mission and Vision statements and effective and measurable Schoolwide Learner Outcomes/Pillars. The Mission and Vision were created with the inception of the school and are directly responsive to the mission and vision expressed the need for growing the number of potential construction, manufacturing, and engineers in the Fresno region. The Mission, Vision, and Pillars are clear and correctly aligned with high expectations of college and career readiness in all of their students. The school employs various evaluative forms to monitor growth and are in the process of developing a school-wide rubric to measure the attainment of the Pillars.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

Visiting Committee Comments

As clearly stated and affirmed by the Superintendent of Fresno County Office of Education, CTEC is a charter school operated and administered by the Superintendent and is subject to the governance and control of the Superintendent. Governance of CTEC is in accordance with the provisions of its Charter petition and shall be consistent with all applicable state and federal laws and regulations. CTEC complies with the Ralph M. Brown Act, the Political Reform Act, the Public Records Act, and Government Code section 1090. CTEC complies with the policies and procedures of FCSS relating to conflict of interests, FCSS' uniform complaint procedures, and all other FCSS' policies and procedures. CTEC's procurement of goods and services as well as contracts shall be in the name of the FCSS and be executed by the FCSS, the Deputy of Superintendent, Educational Services, or the Deputy of Superintendent, Business Services.

CTEC's Governing Board conducts four regular meetings per its petition year, however with additional mandates regarding the pandemic, and state and federal accountability requirements the Charter Board has held additional meetings. The Board takes action as regulated by Governing Board regulations. CTEC's Board is made up of the following individuals: three of whom are Employees of FCSS and are members of the FCSS Cabinet,one member whom shall be an employee of FCSS as the director of Special Education, and 3 of whom shall be drawn from one or more of the following, an owner, officer, or employee of any entity that provides CTEC with support, assistance, internships, or/and instructional programs, training or activity, an employee and representative of the Fresno Unified School District, or a parent or legal guardian of any student who is currently attending CTEC.

Stakeholders are invited to attend School Site Council (SSC) meetings and agendas and minutes are also posted. The SSC is made up of teachers, classified, administration, students, and parents and is thus made up of a variety of stakeholders with the SPSA being embedded into the school's LCAP, CTEC has established a Parent Advisory Committee, to receive feedback on the combined document. The PAC consists of parents, teachers and administrators.

CTEC follows the education code in the establishment and maintenance of a career technical education advisory committee to develop recommendations on the program and to provide liaison with potential employers. The Advisory Committee is a blend of CTE instructors and local industry partners and meets no less than once a semester.

Staff members are informed about the Uniform Complaint Procedures established by the SCUSD Board through dissemination each year. The complaint procedures are also published in the student handbook, in addition to being available on the school website. The site administration works with union representation to address employee complaints and the principal follows up on any complaints received from any stakeholder.

Governance **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

There is a clear and effective connection between CTEC, the SSC and the CTEC Board with

the Fresno County Office of Education. All procedures and structures meet with the district guidelines for supervision and involvement of stakeholders. Proper procedures of review and adjustment of the LCAP & SPSA are in place in the SSC.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

Visiting Committee Comments

There is strong evidence that CTEC has established a broad-based inclusive collaborative process to assess student academic and technical progress as communicated through the mission, vision and Pillars. There appears to be an effective process to collect data from all aspects of their educational system as outlined in calendared reviews, meeting minutes, and survey results. SPSA and LCAP action plans are adjusted from these regularly scheduled review meetings. The school leadership and staff clearly demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning. Yearly goals are shared with all stakeholders following approval from the school's Board. It appears that appropriate physical, human and educational resources are appropriately granted to CTEC to ensure goals are accomplished.

Leadership: Data-Informed Decision-Making and Continuous School Improvement **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

There is strong evidence that CTEC has established and maintains processes and procedures to effectively drive data informed decisions with input from all stakeholders and support of the school's Charter Board.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

Visiting Committee Comments

The school follows the policies of FCOE in regards to hiring. The FCSS has procedures to ensure that CTEC employees are qualified based on background, preparation, certification, training, and experience. All CTEC teachers hold appropriate teaching credentials, certificates, and/or permits issued through the California Commission on Teacher Credentialing. Appropriate procedures are in place to support new teachers through FCOE's Teacher Induction. CTE Teach supports the unique needs of new Career Technical Education teachers transitioning from industry into the classroom by providing mentorship while the instructor completes their CTE credentialing program through FCSS's CTE Credential Program. Staff evaluations are in accordance with FCSS policies and procedures. Administration, in conjunction with teachers, utilizes informal walk-throughs to monitor and measure student learning, instructional practice and overall program success.

FCOE and CTEC strongly support teachers' professional development through CTEC's instructional design. This process encourages teacher communication and professional development with an established schedule that reserves a day each week for teachers to work together collaboratively outside the classroom. The report cites that participation PLC's is centered around essential questions created by Richard and Rebecca DeFore. The school states that it has yet to determine the effectiveness of professional development as it relates to student success and is an area of growth.

Staff: Qualified and Professional Development **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

It appears to the VC that there are appropriate processes and procedures in place to ensure that CTEC hires the most qualified teacher and support personnel possible. All teachers are appropriately evaluated and provided support as needed. Professional development appears to be appropriate and supports the effectiveness of staff that in turn supports the high achievement of all students.

A5. Resources Criterion

Visiting Committee Comments

Several major grants have been received by CTEC with CTEC teachers, administration, and FCSS representatives providing input into the necessary resources required for the program's needs. CTEC cites that they take a collaborative approach between staff and leadership to identify specific onsite needs and allocations to support the educational process. Final determination falls on the administration to approve purchases. The Mission and Vision as well as critical areas of follow up identified by the staff guide the development of the seamless SPSA

with LCAP goals. These goals provide focused influence in the allocations of funds. The Self Study indicates that throughout the year there are ongoing assessments of students' needs in PLC meetings and administration and district meetings to identify areas where resources need to be directed to further support student learning.

Utilizing the CTE Facilities Grants, Specialized Secondary Program grant, Career Technical Education Incentive Grant, "Up-Skilling: The Education and Industry Overlap", Strong Workforce Grants, Industry Partners and Fresno County Superintendent of Schools, CTEC has remodeled and added state-of-the-art learning environments to its campus. The Innovation Center and learning spaces have been developed to support 21st Century teaching-learning with technology, flexible learning, collaboration, and connections to industry that are safe and well maintained. The Self Study indicated that all facilities were developed to specifically address CTEC's vision, mission, and graduate profile, and the identified pathways.

Process and policies have been effective in providing all students with state-of-the-art facilities and materials conducive to the preparation of college and career readiness. It appears that there is strong cooperation between CTEC's dual-enrollment efforts and FCSS to provide dual-credential staff as well as to identify, prioritize and purchase the necessary instructional materials and equipment necessary to support our program.

Based on the Self Study and conversations with the site administration and the Superintendent, it appears that abundant resources are available and used to enable the hiring of high quality specialized staff, ongoing staff support through targeted professional development further strengthening staff skills to provide the highest quality education possible.

***Resources* that supports high achievement for all students.**

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

Appropriate and effective collaborative support between FCSS and CTEC. State-of-the-art facilities are safe and well maintained and conducive to student success. It is clear to the VC that there are abundant resources are available to hire and retain high quality teachers, maintain state-of-the-art facilities and providing current and relevant learning materials

A6. Resources Criterion [Charter Schools only]

To what extent has the charter school's governing authority and the school leadership executed responsible resource planning for the future?

To what extent has the school developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards?

To what extent is the school fiscally solvent and does it use sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health and reporting)?

Visiting Committee Comments

CTEC is a dependent charter of the Fresno County Superintendent of Schools. FCSS is annually audited to meet the California State Controller's K-12 Audit Guide and complete the financial report in conformance with Governmental GAAP. CTEC is part of the annual audit. All payroll is centrally processed from the FCSS Business Department.

FCSS has been instrumental in developing relationships with industry partners and community leaders for the development of a specialized school which supports the needs of the community. Effective advertising and recruiting practices have been developed and implemented as seen in the Fresno Bee and TV commercials.

Regular reviews are conducted to review CTEC's ability to meet the expectations within the Charter expectations. The Self Study reports that the Charter Review Board conducts annual assessments of CTEC's charter petition, and expectations set forth by state and federal mandates. CTEC administration and staff collaborative review success indicators as it relates to the school's mission, vision and Pillars. CTEC uses complete SACS reports to provide full and transparent reporting.

***Resources* that supports high achievement for all students. [CHARTER SCHOOLS ONLY]**

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

There is full support from the office of Fresno County Superintendent of Schools through the monitoring of the educational program, overview of all fiscal responsibilities within the umbrella of charter, state and federal mandates. Development of CTEC came from the developed strong support of industry and community partners to develop a specialized school promoting the job opportunities needed locally.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Fresno County Superintendent School's development of strong support with industry and community partners in the creation of a specialized school promoting job opportunities identified as needed locally.
2. Fresno County Superintendent School's development of strong support of Fresno City College in the creation of a specialized school promoting dual enrollment leading to the opportunity of all CTEC students to earn an AA upon graduation.
3. CTEC's Vision, Mission and Pillars are effectively communicated to students, staff & community stakeholders.
4. The development and maintenance of a state-of-the art facilities and learning environment.
5. There are abundant resources, including but limited to, fiscal, human and facilities that supports the schools effort in preparing all students to be college, career and life ready.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

1. Continue to leverage resources and partnerships in preparation of future growth.
2. Continue to explore avenues of communication in regards to communication of LCAP goals with stakeholders.
3. Continue to leverage professional development opportunities and create a system of assessment of PD impact on student performance outcomes..
4. Staff indicated a strong need for additional dedicated credentialed staff to increase socio-emotional learning and support..

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Evidence found in the Self Study and Focus Group meetings
- Review of LCAP and SPSA
- CTEC and FResno County Superintendent of Schools websites

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

Visiting Committee Comments

CTEC to be commended for the design and creation of an effective, rigorous, relevant and coherent curriculum driven by the hands-on project based approach. The school not only provides exposure to CCSS standards but offers dual-enrollment college courses offered by Fresno City College and strong exposure to the California Career Technical Standards. The school clearly stated expectations through its graduation requirements and through the Pillars' indicators.

The foundation of the educational system at CTEC is integration and alignment among academic and career technical disciplines at the school. Students are enrolled in core as well as CTE courses their entire four years of enrollment. The system is fostered by highly qualified professional staff that utilize PLCs to design or adjust curriculum and delivery based on standards and on assessment feedback. CTEC also receives strong influence from its industry partners to provide current and relevant industry level skills and demands.

The school utilizes a grading model that is standards-based and focused on skill-building. All courses use a rubric-based grading system to evaluate student competencies of the department-determined standards. These standards are directly connected to the CCSS, NGSS, and CTE standards, focusing on the skills needed to be successful in those areas while also targeting the content standards. The standards are built around CA state standards and input from their local industry partners. Their advisory board comprises local industry partners and educational stakeholders such as Fresno City College and CSU Fresno help design their course content, activities, and projects.

CTEC uses the most current practices related to students' social-emotional learning (SEL) and integrates those practices into the school environment. All of the students take an Advisory, and an overview is provided to staff before starting this school year. CTEC utilizes a multi-tiered system of support (MTSS) for academics, behavior, and social-emotional learning.

CTEC offers English Language Development (ELD) instruction and Specially Designed Academic Instruction in English (SDAIE) but not Primary Language Instruction. In classes, teachers commonly use graphic organizers, realia, WOVEN approach strategies, videos, audio support, and sentence frames to facilitate content language acquisition. The hands-on activities students do in their CTE courses also facilitate the acquisition of content knowledge.

Each subject area has different standards that are based on the college readiness expectations for that particular subject. Students are evaluated based on those standards, with all assignments focused on the content standards (CCSS, NGSS, and CTE state standards). Teachers work together to create units and assignments integrated by theme or pathway that embrace the cross-curricular nature of the real world and focus students on the career readiness standards expected when entering the job market. Integrated assignments are multidisciplinary activities that are planned, taught, and assessed collaboratively between the participating disciplines.

CTEC maintains a direct connection with Fresno City College (FCC) as all their students are dual-enrolled in courses and pursuing an Associates's degree. They work together with FCC to develop classes, particularly in Career Technical Education (CTE) and Mathematics which are taught or facilitated by the teachers on campus.

The SLOs/Pillars address critical thinking and problem solving, collaboration, WOVEN communication, and college and career readiness. The SLOs are how to create students who embody the characteristics of a CTEC Graduate who are prepared for the college and/or career workforce. During PLC time each week, teachers from the same grade level meet to plan out lessons and projects that integrate their other disciplines while mindful of how those projects also build upon previous skills and demonstrate new skills learned. Beyond the grade level PLCs, teachers also meet with their discipline-specific teams to create standards that build throughout the 4 years at CTEC. The standards for grading are based on a continuum of learning that is unique to each specific discipline and created by the teachers to ensure that students are working towards the highest standard.

The VC recognizes due to the pandemic, there has been an impact on internships. During the spring of 2021, a couple of students began internships with industry partners with the plan to expand these opportunities in the 2021-2022 school year.

Rigorous and Relevant Standards-Based Curriculum **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

Students at CTEC participate in a 4 year CTE course sequence and a Dual enrollment pathway that is a rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards. Evidence indicates a high level of student success from this mastery based system of learning.

B2. Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

Visiting Committee Comments

CTEC offers a variety of A-G-approved courses based on our industry sector focus of Advanced Manufacturing and Commercial Construction. In the Freshman year, students take exploratory courses in both Manufacturing and Construction and then are asked to choose a cohort to enter into for the rest of their time at CTEC. Through the course selection process, students receive the support recommendation of their instructors and academic counselors when choosing classes. The students work with the counselor and Manufacturing and Construction teachers to make the best choice for each individual. Once students have selected their pathway, they take courses directly related to the careers associated with that pathway. The students at CTEC also have dual-enrolled classes through Fresno City College; upon successfully completing these courses, they can earn their transferable associate's degree from Fresno City College.

Every student at CTEC is enrolled in multiple CTE courses each semester for their entire tenure at CTEC. Beginning Freshman year, students take a survey course in each of the industry sectors and then choose to follow one pathway to completion. The schoolwide expected learning outcomes are embedded throughout the curriculum and the accompanying rubrics to provide students with a cohesive learning experience that connects to their post-secondary life. Students are provided many opportunities to hone workplace skills and gain insight into different career paths and occupations.

Student marks are reviewed by the administration every six-week progress period. They are coded accordingly on a master sheet that is shared with staff for discussion during PLCs. Strategic students are invited to stay after school an extra hour to work or work during lunch to allow students to make up work and assignments.

The Impact program consists of teachers who are assigned to a specific grade level for the

academic year. The Impact teacher is an additional layer of support who consistently works with the students' teachers, families, and students to help them raise the bar and achieve mastery in their courses. The Impact teacher works together with the classroom teacher and reinforces the academic support the classroom teacher implements with a student. The Impact teacher also supports parent communication by regularly informing parents about a student's work habits and progress. The Impact teacher pushes into the classrooms to assist their students with assignments and projects during instruction. As the student shows progress in Impact, they exit the program at the next marking period.

To ensure that students are making smooth transitions to post-high school options, students participate in internship experiences, college application workshops, financial aid workshops, and each student completes a senior portfolio and exit interview. Students engage in regular reflection on their post-high school goals and are advised appropriately based on this information. They also engage in creating more specific post-high school plans with their CTE pathway instructors.

Equity and Access to Curriculum **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

Students are provided many opportunities to hone workplace skills and gain insight into different career paths and occupations. Students have access to a variety of class options to meet their interests. Staff at CTEC works with families and students to ensure that each student has the opportunity to succeed in high school and after graduation.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum (if any):

1. CTEC provides an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic and CTE standards.
2. A rigorous, relevant, and coherent curriculum that includes real-world applications is accessible to all students through all courses/programs offered.
3. A rigorous course of study for all students through dual enrollment at Fresno City College

Growth Areas for Continuous Improvement for Curriculum (if any):

1. Continued collaboration of parents, students, and staff in developing and monitoring a student's personal learning plan, including college and career, and/or other educational goals.
2. Continue to support the sanctity of time for PLC to take place on a regular basis to plan, assess and adjust curriculum and teaching.
3. Continue to integrate Pillars (SLO's) into the curriculum.
4. CTEC designs and implements follow-up studies of graduates to be informed about the

effectiveness of the curricular program.

5. Continue to pursue supports and resources for differentiated instruction and intervention in math to raise student achievement opportunities for all students.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Evidence found in the Self Study and Focus Group meetings
- Review of LCAP and SPSA
- CTEC and Fresno County Superintendent of Schools websites
- SLO's / CTEC Pillars
- CTEC Course Description Handbook

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

Visiting Committee Comments

CTEC offers a variety of A-G-approved courses based on industry sectors focused on Advanced Manufacturing and Commercial Construction. In their Freshman year, students take exploratory courses in both Manufacturing and Construction and then are asked to choose a cohort to enter into for the rest of their time at CTEC. Through the course selection process, students receive the support recommendation of their instructors and academic counselors when choosing classes. Once students have selected their pathway, they take courses directly related to the careers associated with that pathway. The students at CTEC also have dual-enrolled classes through Fresno City College; upon completing these courses, they can earn their transferable associate's degree from Fresno City College. The students also have specific goals to meet the CTEC graduation pillars that help them understand the importance of leadership, learning, professionalism, and community service.

All students are evaluated based on a standards-based rubric from which they later engage in a cycle of feedback to ensure academic success. All rubrics follow the same format, regardless of the subject area. Departments and grade levels use common rubrics to ensure consistency in feedback and expectations. Students that have been identified as needing extra support are invited to stay after school an extra hour to work or work during lunch to allow students to make up work and assignments. Each course has a carefully designed curriculum aligned with state standards for content and integrated with standards for college and career readiness based on the CTE pathways on which CTEC focuses.

Student Engagement in Challenging and Relevant Learning Experiences **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Highly Effective**

Narrative Rationale:

Students at CTEC are engaged in a highly rigorous standards based core academics integrated with CTE standards aligned CTE program. Stakeholders are well-informed of expected student outcomes.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

Visiting Committee Comments

It is apparent to the visiting committee that teachers at CTEC are highly qualified and use the most up-to-date practices in their instructional content. Teachers have grade level and subject-alike PLCs that support student learning, integrate curriculum and engage in professional development opportunities. Teachers hold weekly PLC meetings to keep up to date with the other teacher's course material to facilitate the integrated learning process for students. Teachers also collaborate weekly on a checklist of the following week's assignments to ensure that students and parents clearly understand expectations and assignments for the week.

CTEC's project-based learning approach provides students with real-world problems to explore and find solutions. The CTE facility allows students to engage with industry-relevant material and equipment as they complete their work. Teachers also challenge students to reflect on their work and consider different ways to continue to improve and grow in the future. The campus is a 1-1 school, and all student laptops provide access to a wide range of software applications.

The project-based learning aspect of CTEC provides multiple opportunities for students to show that they have acquired the knowledge by applying it to a large project that is often presented to their class or a larger audience. For example, students have participated in several integrated projects such as our Webster Paws Paver project and the Design a Space project to practice and apply higher-level thinking and problem-solving skills, and the students also have access to a plethora of guest speakers from a variety of industries and backgrounds. Students have also created projects to bring literacy awareness in the Central Valley by partnering with Every Neighborhood to create tiny libraries. Students also partnered with Reading Heart to help them achieve their mission to get books into the hands of every child in the Central Valley. Lastly, students partnered with the Fresno Chaffee Zoo to help build a new habitat for the tortoise exhibit.

Student-Centered Instruction through a Variety of Strategies and Resources **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

CTEC offers its students a strong CTE pathway and preparation for college and career. Students are given authentic learning experiences with robust connections to industry that provide a strong foundation for post-secondary success.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching (if any):

1. Industry Showcase
2. Grade level cohort model creating opportunities for students to build cohesive and supporting "Tribes" among themselves.
3. The use of state-of-the-art Technology Integration.
4. Infusion and blending of Career Technical Education and CCSS core standards.
5. Community Cross-Curricular Project Based Integrated Learning
6. The Impact program to support student that are performing below standards
7. Incorporating Pillar's "Rise the Bar" process that allows student opportunities to redo projects and assignments until proficiency is met.

Growth Areas for Continuous Improvement for Learning and Teaching (if any):

1. Continue to support the sanctity of time for PLC to take place on a regular basis to plan, assess and adjust curriculum and teaching
2. Continue to hone school wide expectations of common rubrics
3. Continue to expand professional development opportunities based on student performance assessment.
4. Continue to use assessment data to inform teaching practices
5. Create and implement assessment tools specifically targeting the students' mathematics capacity which drive supporting professional development.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Evidence found in the Self Study and Focus Group meetings
- Review of LCAP and SPSA
- CTEC and Fresno County Superintendent of Schools websites
- SLO's / CTEC Pillars
- CTEC Course Description Handbook
- Classroom observations

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

Visiting Committee Comments

The VC affirms that CTEC employs a variety of assessment tools to collect, disaggregate, analyze, and report student performance data to all stakeholders. The use of individual classroom level assessments, integrated projects, and larger cross-curricular, multiple week integrated projects to monitor student academic achievement. Students display academic and technical skills as well as twenty-first cognitive soft skills through these means. Additionally, Pillar indicators are discussed and recorded almost on a daily basis according to students and teachers. Rubrics have been developed and implemented to measure level of success on CTE standards and CTEC components for performance-based tracking in each course. According to the staff these components are based on the CCSS and/or college expectations for the dual enrollment courses. A scale of 0 to 4 is utilized and is calibrated both in the task design phase and post project competition. Math and English classes employ calendared Interim Assessment Blocks (IABs) to gauge student proficiency on progress toward CCSS throughout the year.

Assignment assessments are recorded into AERIES for parents and students to monitor progress. Progress reports are mailed every six weeks to keep parents informed of student progress. A stated strength by both parent and student involves the open and up-to-date communication between teachers and parents. Staff are required to make parent communication a priority and log in Aeries if a child is in danger of not meeting standards. The Self Study indicates that when students begin to take standardized tests such as the PSAT in tenth grade and the CAASPP and CAST in eleventh grade, reports will be mailed home with follow-up from the school for underperforming students.

The school indicates that students' marks are reviewed by administration every six week progress period. Results are placed on a master sheet that is shared with staff for discussion during PLCs. Although a work in progress, CTEC employs its Multi-tiered System of Support's rubric to identify strategic students and invites them to stay after school an extra hour to work on their studies. Students who are orange and red are invited to Impact and an SST is scheduled for these students that includes the teaching team, the student, the parents and a member of the administrative team. These students also have learning goals meetings with their guidance learning specialist (GLS).

The Self-Study and Focus Group meetings confirm that individual course and student level scores are used to differentiate learning, meet with small groups, and facilitate grouping of students both homogeneously and heterogeneously. Teachers indicated the value of the strategic

grouping as students are required to collaborate within integrated projects just as they would in the postsecondary world and allows teachers to build collaborative “Tribes" to enhance communication and skill set leveling increasing group success

Additionally, CTEC points out that due to the nature of the hands education program, it is essential that students are able to engage with tools safely as well as practice safety protocols while engaging with heavy machinery and potentially dangerous equipment on the Innovation Center (IC) floor. All students must successfully pass one general and five specific tool safety tests before being permitted to work with tools and machines at CTEC. These tests ensure all CTEC students abide by strict industry standards and conduct themselves professionally and safely while working in the IC. Staff indicated today that intervention measures are in place to assist all students struggling to pass the series of safety tests.

All assignments are connected to at least one rubric, to ensure consistency across and within grade levels and content areas. The VC reviewed multiple rubrics and affirmed consistency in assessment by these rubrics. As mentioned beforehand, CTEC rubrics are based on a level 0-4. Students’ grades are determined on a trend scale based on their most up-to-date progress in any given standard. The school indicated that it is a priority to maintain a growth mindset To support this, CTEC has implemented a process for all students to “raise the bar.” The Self Study stated that this term was coined by one of the school pillars and allows students to revise assignments based on instructor feedback. The staff indicates that the impact on student learning is evident to them as students continue to raise the bar on assignments to demonstrate an increased skill level in any given standard.

CTEC administers Student Performance Evaluations at the end of each school year. However, the school indicated that the Evaluations will be spread throughout the year. Evidence indicates that these evaluations are used to evaluate students’ work ethic, citizenship, interactions with fellow classmates, along with adherence to protocols both in the classroom and school Innovation Center. Data gleaned from these evaluations provide measurement of the effectiveness of student progress as well as attainment of the Pillars. Student portfolios are an additional tool CTEC employs to monitor overall, longitudinal growth of their students. Information placed in the portfolios are to be utilized by the student during their Senior Exit Interviews.

It is evident to the VC that the school effectively uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process. At the conclusion of each school year, staff and administration meet to discuss “pluses and deltas” for the program.

Using Assessment to Analyze and Report Student Progress **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Highly Effective**

Narrative Rationale:

The VC affirms that CTEC effectively collects and analyzes data to improve learning and teaching, create and/or modify supports for student achievement, drive professional development activities, determine resource allocations and create and/or modify processes and

procedures that supports the whole educational program. There is abundant evidence seen in the Self Study and through discussions during the Focus Group meetings which substantiate the above claim.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

Visiting Committee Comments

As core academics and CTE standards are intertwined at CTEC the school effectively utilizes multiple measures and strategies to assess student growth and academic achievement. Valuable information from students to provide targeted feedback and guide instruction is derived from using formative and summative assessment. Additionally, as stated academics and CTE classes are intertwined and use specific industry related assessments and certifications to gauge student proficiencies. Almost daily discussions provide valuable feedback to the staff on the level of attainment of CTEC's Pillars while "Raise the Bar" sheets provide for student reflection as well as progress feedback to staff.

Staff meet weekly in multiple-level PLC's design and/or modify curriculum and instruction based on the analysis of performance data. Leadership meets regularly to review performance data leading to adjustments and/or the creation of processes and programs, and the allocation of funds to enhance the effectiveness of the entire learning organization.

Evidence reported by the Self Study and supported by all stakeholders, CTEC teachers provide timely, specific and descriptive feedback that support students in achieving learning goals, academic standards, college-and career-readiness standards, and schoolwide learner outcomes (Pillars). However, it was mentioned during the Stakeholder meeting that they would like to see grades posted in closer intervals. Currently students are provided feedback within a six week time frame. CTEC uses a standards-based grading system which allows for the resubmission of assignments thus increasing proficiency among its students.

As mentioned previously, CTEC uses a standards-based grading system leading to the development of shared academic rubrics. These rubrics provide consistency in the evaluation of student work and valid assessment data to staff as it evaluates its assignments. It is to be noted that the school uses both the CTE and Academic Core standards to develop their rubrics. Teachers are able to view their students' revision process through the use of AERIES Revision Snapshots.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom **that**

supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

CTEC staff effectively employ multiple assessment tools to measure student performance. School-wide and classroom performance data is used to guide, modify and adjust curricular and instructional approaches. It also provides feedback for the analysis of individual student performance leading to additional support for the student's success. Teachers and school administration provide timely and effective feedback to all stakeholders including AERIES.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability (if any):

1. CTEC effectively collects and analyzes data to improve learning and teaching, create and/or modify supports for student achievement, drive professional development activities, determine resource allocations and create and/or modify processes and procedures that support the whole educational program.
2. Assessing programs and expectations to help students meet learning goals.
3. Monitoring of students growth
4. Uniform standards based grading process

Growth Areas for Continuous Improvement for Assessment and Accountability (if any):

1. Continue monitoring students' growth using multiple measurement tools that impact student and program success.
2. Continue to expand and maintain community, district, and board involvement in the review process to determine levels of professional development and leverage resources for support and expansion.
3. Continue the transition from 1-4 grading scale to traditional A-F grading scale and develop strategies to communicate across all stakeholders.
4. Create assessment tools specifically targeting the students' mathematics capacity which drive supporting professional development.
5. Explore and design avenues for course retake to ensure all students graduate on time with expected graduation requirements.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Evidence found in the Self Study and Focus Group meetings
- Review of LCAP and SPSA
- CTEC and Fresno County Superintendent of Schools websites
- SLO's / CTEC Pillars
- CTEC Course Description Handbook
- Classroom observations

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

Visiting Committee Comments

The School has a wide range of strategies for the continuous involvement of its stakeholders. They connect with parents and the community through co-curricular, back-to-school nights, weekly phone call updates, The Titan Times, emails, social media, and use of parent square. CTEC developed a Parent Advisory Committee composed of parents which will be rekindled following the pandemic mandates. CTEC sends home student grades at each progress reporting period. Parents receive important information and documents via mail (college course syllabi, state surveys, etc). Parents receive activity updates and referral service options via the website, Facebook page, CTEC Parent Facebook page, and Signal Kit.

In the fall of 2020, CTEC held its first nominations and voted for CTEC's School Site Council, and the council met a total of four times over the semester. Due to a change in status from targeted assistance to schoolwide support for Title I funding, the School Site Council will change to the Parent Advisory Committee for the 2021-2022 school year. The committee has provided consistent feedback on important school-related items that positively impacted all CTEC's families. The school is developing its process and procedures for this program and hopes to advance our parent participation with on-campus volunteering, fundraising, and mentorship.

Parent and Community Engagement **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Effective**

Narrative Rationale:

CTEC implements numerous strategies to promote the regular involvement of stakeholder groups in all students' learning and teaching processes. CTEC is working hard to develop more robust communication and outreach practices to engage all families with curricular and co-curricular activities.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

Visiting Committee Comments

The school consistently allocates resources to ensure that classrooms are clean, orderly, and equipped with everything necessary to encourage 21st-century learning and collaboration. All staff must complete annual training on integrated pest management, blood-borne pathogens, sexual harassment, and mandated reporting. Teachers also received training in trauma-informed instruction at the start of the 2020-2021 school year.

CTEC employs a part-time school nurse who provides training to staff on the medical needs of various students at the beginning of each year and when new needs arise. CTEC has also employed a full-time security guard to ensure student safety on campus and employs two full-time custodians to maintain the cleanliness of the campus.

Each year, the administration updates the Safe School Plan that accounts for lockdown, earthquake, shelter-in-place and other drills throughout the year. There are many safety procedures in place for the students in the Innovation Center and chemistry laboratory. Students are required to take a series of rigorous safety tests before they can use any machinery or equipment in their first semester of freshman year. There is a specific dress code for when students are working on the Production Floor, and teachers maintain the right to remove students from the Production Floor if their behavior is unsafe at any point in time.

During the 2020-2021 school year, school culture and students were placed in a homeroom, which continued to develop school culture. Lessons were provided to staff weekly to follow and reflect upon with their students. The aim was to build school community and social-emotional support during the pandemic and distance learning while continuing to develop CTEC school culture through the pillars.

School Culture and Environment **that supports high achievement for all students.**

Visiting Committee Rating (select one): Highly Effective

Narrative Rationale:

CTEC has effective processes, staff, and expectations in place to support a school culture and environment of high achievement. Students enjoy abundant opportunities to flourish in a dual enrollment system with multiple layers of support.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to

help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

Visiting Committee Comments

Evidence exists that personal and social-emotional supports are a strength for CTEC. The school administrators, office personnel, and faculty work together to provide a positive learning and social development atmosphere. Positive behavior reinforcement is used to create a positive and supportive environment on campus where staff members build strong relationships through collaborative work. Students who are struggling academically are placed into the IMPACT program. This program consists of three credentialed teachers that track students' progress, push into classes, and hold after-school meetings to help students stay on track toward graduation. Staff is available before, during, and after school for tutoring. All students have access to these opportunities as a means to support their individual academic needs. This provides a safe and supportive environment for rigorous academic expectations. Students enrolled in college courses can access their support teacher on campus during these times or through Microsoft Teams. This creates a consistent bridge between their college professors and the CTEC support staff.

All students have access to academic and personal support services through their relationship with the Guidance and Learning Specialist (GLS). In addition to the community resources available on the website, the GLS can also refer students for ongoing counseling support through the All4Youth program. This has been an effective intervention for students struggling with mental health concerns because the clinician can meet with them at school or home. The clinicians are also able to provide services to the whole family.

The student, parents/guardians, grade-level staff, and administration attend an SST meeting to develop cohesive goals for student progress. Utilizing this tier-three support has been beneficial for all involved as it builds the bridge of communication and ensures the family and students feel supported. This has proven helpful for teachers to challenge the specific student and anticipate that student's needs to ensure they are successful at CTEC.

Personal, Social-Emotional, and Academic Student Support **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Highly Effective**

Narrative Rationale:

CTEC provides several opportunities for stakeholder engagement in academic and co-curricular activities/programs, including family and community involvement in events like the science fair. The school ensures that students of all abilities are fully integrated into the general education setting and receive educational benefits with support and accommodations.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

1. CTEC provides abundant academic support of all students such as Impact, "Raise the Bar", tutoring, push in teacher support
2. Academic support strategies and availability of teachers
3. Cultural pillar development and inclusion throughout the school environment
4. College going culture through their Dual Enrollment offerings
5. Grade-level cohort scheduling leads to student cohesiveness, support and camaraderie among the students.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

1. Continue to refine the MTSS framework to support students' academic and social emotional well being.
2. Continue to provide a safe, educational environment that supports all students' academic and personal development through the expansion of SEL strategies.
3. Continue parent support and involvement opportunities such as annual meeting schedule for parents for workshops, support, information, council meetings and parent volunteerism.
4. Develop a summer school program that allows students to get ahead or make up necessary credits
5. Continue to develop extra curricular activities for students and families

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- Evidence found in the Self Study and Focus Group meetings
- Review of LCAP and SPSA
- CTEC and Fresno County Superintendent of Schools websites
- SLO's / CTEC Pillars
- CTEC Course Description Handbook
- Classroom observations

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee with input from CTEC staff identified the following specific schoolwide strengths and their rationale for the identification:

1. Fresno County Superintendent School's development of strong support with industry and community partners in the creation of a specialized school promoting job opportunities identified as needed locally.
2. Fresno County Superintendent School's development of strong support of Fresno City College in the creation of a specialized school promoting dual enrollment leading to the opportunity of all CTEC students to earn an AA upon graduation.
3. CTEC with support of FCSS has developed a state-of-the art facilities and learning environment supporting the preparation of all students for college, career and life.
4. The staff with support of FCSS has created a rigorous, relevant, and coherent curriculum that includes real-world applications that is accessible to all students through all courses/programs offered fulfilling the school's vision; "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."
5. The VC views the strength of regularly scheduled PLC's at CTEC to effectively collect and analyze data to improve learning and teaching, create and/or modify supports for student achievement, drive professional development activities, determine resource allocations and create and/or modify processes and procedures that support the whole educational program.

Schoolwide Growth Areas for Continuous Improvement

The purpose of supporting the school's identified growth areas for continuous improvement and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

- CTEC with support of FCSS support providers, continues to expand professional development and refinement with Multi-Tiered System of Supports through the use of student performance data to meaningfully inform instruction and provide appropriate student academic and socio-emotional support as needed.
- CTEC with support of FCSS support providers, identifies and develops Social Emotional Learning (SEL) Training including but not limited to Trauma Informed Instruction,

Restorative Justice to help meet the needs of CTEC students in the pursuit of college, career and life readiness.

In addition, the visiting committee has identified additional concrete, specific growth areas that need to be addressed:

- CTEC with support of FCSS continue to support the sanctity of time for PLC to take place on a regular basis to plan, assess and adjust curriculum and teaching.
- As identified and discussed throughout the WASC process, CTEC with support of FCSS providers continue to expand opportunities that support all students' mathematics capacity
- CTEC, with the support of FCSS, the school's technical advisory committee, and local business partners, continues the expansion of Intern opportunities and the development of a data collection system that collects and analyzes performance data to improve the effectiveness of the learning experience.
- In preparation of the expansion of students in school as it reaches full capacity CTEC with support of FCSS continues to explore means to leverage resources, including but limited to, fiscal, human, facilities and professional development opportunities that support the schools effort in preparing all students "...graduating self-aware students who are engaged in community, committed to life-long learning, and integral in closing the skills gap."

Chapter V: Ongoing School Improvement

CTEC has demonstrated the capacity to use continuous improvement processes to drive school the development and implementation of policies and procedures that support all learners. The school's current action plan strongly reflected effort to address the critical schoolwide learner needs identified from the self study process. Following multiple discussions with staff and review of the schoolwide action plan, the VC believes that it is well planned and the sub-action tasks are attainable. The committee felt very strongly that there are ample physical, fiscal and human resources from FCSS and site administration as well as staff-wide buy-in to revise, implement and attain their revised Action Plan. Additionally during this Pandemic time the school has shown the ability to adapt and improvise processes and protocols to best serve the academic and educational needs of all students. The robust Distributive Leadership Model with the various groups (PLC's) will ensure that open and honest dialog occurs between pathways, across grade levels and vertically cross curriculum lines. Following numerous dialog with stakeholders there are assurances that the CTEC Pillars (SLO) monitoring system will be modified to monitor schoolwide student progress and apply data in the school' s Continuous Improvement Cycle. Observable to the VC is an effective environment of trust among members of the staff to move this work forward. There is compelling evidence that a culture of continuous improvement exists throughout Career Technical Education Charter High School to focus, design and implement suggested recommendations.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective**

Narrative Rationale:

Following review of the Self Study and multiple discussions with staff the VC affirms the school's findings as it relates to areas of follow-up. CTEC's Self Study Action goals are completely aligned with LCAP/SPSA goals. It appears that there are ample physical, fiscal and human resources from FCSS and site administration as well as staff-wide buy-in to revise, implement and attain their revised Action Plan.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): **Highly Effective**

Narrative Rationale:

Enter text here

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		X		
Vision and Purpose (A1)		X		
Governance (A2)		X		
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)		X		
Resources (Charter only) (A6)		X		
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)		X		
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)		X		
Reporting and Accountability Processes (D1)	X			
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)	X			
Parent and Community Engagement (E1)	X			
School Culture and Environment (E2)		X		
Personal, Social-Emotional, and Academic Student Support (E3)	X			
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need	X			
Capacity to monitor and implement the schoolwide action plan/SPSA	X			

CTEC STUDENTS

Live by the Code…

You matter

Your inherent value is of utmost importance and gives you the power to take control of your thoughts and choices

Be present

Your presence is the foundation of your ability to successfully engage your goals, school, and community

Raise the bar

You can choose, at every moment, to generate improvement from your circumstances and experiences

Create an impact

Every word you use and every action you take influences those around you, regardless of your intentions

Strive to be…

Learners

Confident in the skills and knowledge they possess and able to apply both with precision and accuracy

Citizens

Communicating their vision with clarity and understanding, facilitating ethical implementation, and respected by their superiors

Leaders

Active in the community, conscientious of those within their influence, and mindful of their national and global impact

Professionals

Independent in their ability to take on a task and exhibit perseverance when the path is unclear

