



1) A description of the educational program of the school, designed among other things to identify those whom the 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.

*“CART is a wonderful experience that prepares you for the real world.”
-Multimedia student*

The Premise for Developing the Center for Advanced Research and Technology (CART)

High school graduates must be better prepared to compete in our new brain-based economy. Our nation and the world are becoming increasingly reliant upon technology and our public schools must step up to the challenge of equipping our students for success in this dynamic economy. Current students will need to be prepared to change careers at least eight times during their life. Whether students go directly into the work force after high school or choose to continue their education, as most will need to do, our schools must adapt their curriculum and instructional strategies to match the needs of our economy.

The Center for Advanced Research and Technology (CART) is collaborating with higher education, government, and business and industry to prepare students for success in our new economy. This synergistic partnership is allowing the CART staff to develop curriculum and instructional strategies that provide students with real world experiences in preparation for life after high school. By pooling financial and human resources, CART is able to provide a unique and powerful educational environment.

Fresno County’s economic base is primarily agrarian. There is a need and desire to diversify this economic base by attracting high tech industry to our community. Providing a trained workforce for this new economy is essential. CART is uniquely positioned to meet this community need because of the flexible nature of its lab environment. CART is an active member of the Fresno County Economic Development Corporation (EDC). This relationship ensures that CART programs align with long term community workforce requirements, preparing students for the continuing educational experiences that are necessary to enter this new workforce.

CART Students

CART opened in September of 2000. It is attended by juniors and seniors from the Fresno Unified School District and Clovis Unified School District. Students spend three hours each day at CART and the remainder of the school day at their home school. CART contracts with each district to provide this additional half-day of instruction for each CART student. CART can accommodate 1350 students within the 14 career emphasis labs housed at the uniquely designed CART campus.

CART students retain full access rights to all programs and activities provided at their home school. As a result students can continue to



CART's Vision

The Center for Advanced Research and Technology will provide motivation for students to be better learners by creating education relevant to the workplace. Students will seek post secondary education/training and will expand our community's technology workforce.

*"CART has influenced me to do well in school so that I can do better in life."
- Forensics Student*

CART's Mission

In partnership with education, business and community agencies, the Center for Advanced Research and Technology will educate students through interdisciplinary curriculum in a project based environment that is rigorous, standards based, and facilitated through a business instructional model.

be involved in athletics, clubs, choir, band, leadership, rallies, and organizations at their home schools. Students will earn their diploma from their home school.

CART is designed to meet the needs of a broad range of students. Students apply to participate in specific lab programs. Entrance requirements are:

- Successful completion of two years of English, Biology or Science 9 and 10, and Algebra One
- Regular attendance
- On track for graduation
- Permission of high school counselor

The CART staff willingly works with families and home school counselors to accommodate the needs of students. When students do not meet the entrance criteria yet the student truly desires to attend, the CART staff makes every effort to accommodate the student

CART receives federal Improving America's Schools Act (IASA) Title I funds. These funds are targeted to provide resources that ensure the equitable access and use of the technology available to all students at CART. Resources are also utilized to assist students who are achieving below grade level.

CART Governance

The governance of CART is designed to emulate a business model. The seven member Joint Powers Authority Board oversees the administration of the CART program. It is comprised of the Superintendent of each participating school district, one member from each district's governing board, and three community business leaders. Each district appoints a business representative and the Fresno Business Council appoints the remaining member.

The administration of the CART program reflects a new paradigm. A team that includes the Chief Operating Office (COO), a Dean of Curriculum and Instruction, and a certificated counselor leads CART. Classroom instruction is provided by teams of certificated teachers assisted by volunteer professionals from the business community.

CART Learning Environment

To facilitate long-term learning students must be actively involved in their education. Student learning is maximized when academic concepts are applied to relevant community issues. For these reasons CART's instructional strategy emphasizes an interdisciplinary, project based model. By focusing on societal issues students understand the application of their learning, have an opportunity to learn teamwork, and develop a connection to their community.



“The best thing about CART is that you get to meet people who actually work in the field that you want to pursue.”

-Environmental Student

Project-based instruction is defined as follows:

- Learning experiences which engage students in complex, real-world projects through which they develop and apply skills and knowledge;
- A strategy which recognizes that significant learning taps students’ inherent drive to learn, capability to do important work, and the need to be taken seriously
- Learning in which results are not predetermined or fully predictable
- Learning which requires students to draw from many information sources and disciplines in order to solve problems
- Learning which requires students to coordinate time, work schedules and project outcomes in order to accomplish project goals on a predicted time schedule.

CART’s learning environment stresses core academics, technology, analytical thinking, and communication skills in an environment that emphasizes collaboration, teamwork, and components of the Secretary’s Commission on Achieving Necessary Skills (SCANS).

CART Business Partners

An important design element of the CART program is the systematic and ongoing participation of the business community. Each lab partners with a Business Advisory committee that includes professionals who work in the career focus area and representatives from higher education. These groups meet on a regular basis throughout the year to evaluate curriculum, design student project assignments, and collaborate on student internships. These professionals also identify field trip opportunities, provide class speakers, and serve as mentors for CART students. In addition business and community partners provide internships for teacher training and skill enhancement.

CART Curriculum

The CART curriculum is designed to offer a different educational experience that allows all students to realize their academic potential. An important ingredient is capturing student interest by exposing them to a myriad of career options and developing transferable skills that will prepare them to adjust to an ever-changing work environment. A variety of lab offerings expose students to a full range of career opportunities.

Students earn credit in four classes during their three-hour session at CART. Every student will earn credit for

- English
- Science, Social Science, or Mathematics
- Career Focus class that reflects the name of the lab
- Technology

The curriculum in each core academic course is built upon the California State Academic Standards. All CART classes are college prep and most are approved and designated as meeting the University of California a-g requirements. Several technology classes prepare students to take industry certification exams. Some classes earn college credit through the CSU Unitrack program. Our goal is to articulate as many classes as possible with our higher education partners. This articulation will make the transition to post secondary education as seamless as possible.

Cluster Organization

Labs are organized into four broad career clusters. These clusters are



Advanced Communications, Global Dynamics, Professional Sciences, and Engineering. The labs are flexible and may change from year to year. Current labs are described as follows.

*“CART is a great program. It makes me feel like a young adult.”
- Environmental Student*

PROFESSIONAL SCIENCES CLUSTER

Biomedicine

Students explore issues in medical science and human anatomy/physiology through their involvement in scientific research projects. Students investigate how a healthy body functions and how it reacts to disease. Students will explore medical careers by working with various medical professionals.

Environmental Engineering and Field Research

Students will conduct field research to develop an awareness of the impact of human activities on the environment. The student will use the data they collect to design and produce environmentally friendly products, solve problems and investigate policies that ensure sustainability and stewardship of the Earth’s resources.

Forensic Research and Biotechnology

Students use investigative science techniques to solve intriguing problems involving the law. Students use scientific evidence to paint a picture of what happened in the past. DNA, fingerprinting, physical evidence analysis, scene reconstruction, and biotechnology are some of the techniques that are utilized.

THE ENGINEERING CLUSTER

*“I enjoy coming to CART because of the hands on work. My grades are better because everything is integrated and it is easier to understand.”
-Engineering Student*

Biomedical Engineering

Explores questions about genetically engineered foods, DNA, microbes, tissue culture, medical research, medical devices, and how these influence both the problems and potential solutions of our society.

CAD/CAM and Robotics

Students learn computer aided design applications with special emphasis in manufacturing, architecture and interior design. AutoCAD is the engineering design software used for drawing and designing products.

Product Development

Students use knowledge, imagination, and skills to create solutions to engineering problems faced by our society.

A+ IT Essentials & Certification/Computer Engineering

Students will develop the skills to build a computer, install operating systems, add peripherals, connect a computer to a local area network and the Internet. This course will help students



prepare for the CompTIA A+ certification exam.

ADVANCED COMMUNICATIONS CLUSTER

Multimedia

Students learn how to use various media such as movies, music, lighting, television, print, graphics, and web pages, in education, entertainment, advertising and publicity. Students will receive instruction in the use of the Adobe suite of software products.

Telecommunications

Students will study the various technologies used to transmit electronic data, including fiber optics, wireless, global positioning systems, telephony, and computer networks. Students can prepare to take industry certification and license exams including A+ certification.

CISCO Training Levels 1-4

This course provides a basic foundation in networking. Successful students are eligible to earn the Cisco Certified Network Associate (CCNA) certificate. Content includes network topology, router and LAN switching theory plus design, and network troubleshooting.

Oracle Certified Professional

The fundamentals of Internet and database technology are taught through the use of Oracle software. Students will learn database modeling, SQL, Object-Oriented programming, Java programming, as well as interview and presentation skills

“Thanks to CART I am now a licensed FCC technician. I have skills to get a good job.”

-Telecom student

THE GLOBAL DYNAMICS CLUSTER

Economics and Finance

Students study the behavior of human beings in producing, distributing, and consuming materials, goods, and services in a world of limited resources. Students learn how the financial services industry functions as they strengthen the analytical, technical, and communication skills needed to succeed in any economy.

Marketing and Advertising

Students explore the dynamics of how and why people spend their money and time, as well as ways to influence those decisions. Students work with business professionals to produce effective business plans and develop marketing strategies for local businesses.

“Community interaction and job opportunities are available through CART.”

-Marketing Student



Law and Order and Policy

Students examine the American legal system and its impact on every American's life. Students will discover the current state of the law, and forecast the changes that will occur in their lifetime. Students will also consider America's influence on global legal issues.

CART Design Principles

The CART staff has developed a core set of principles based on research, which guide every aspect of the CART program. They are reflected in the school environment, student outcomes, curriculum, assessment, and teaching practices of the school. The design principles are the crucible by which all decisions related to the learning process are tested.

COGNITION

Are we promoting thinking and learning how to learn?

- Students are actively learning and using Habits of the Mind
- A learner-centered environment—relevant topics, personalization, individualized learning plans, flexible scheduling—creates enthusiastic learners
- Teaching strategies are varied and engaging
- Students recognize and utilize diverse perspectives

ACADEMICS

Are students challenged with meaningful, rigorous curriculum?

- A clear, common, high-level intellectual mission exists for all students
- Process is considered before content, students will master content through project based learning
- Content is high quality (less is more, depth over breadth), engaging, California standards-based, and requires persistence
- Assessment is public and includes a product, presentation, or performance; allows for incremental and continual improvement; and includes partnered adjudication

REAL-WORLD

Are students immersed in the community?

- Students are producers in the community; collaborating, and learning in reciprocity
- Subject connections are clear and real-life links are visible
- Students are immersed in the adult world through family, school, business, and government, networking in partnerships, job shadowing, and internships
- Education is a life-long process and CART serves as a launching pad for future education and ultimately a career

“The skills I am learning at CART will help me get a job”

-Cisco student



*“At CART you get the personal attention that you need. It is a great help.”
-Environmental Student*

*“The CART program is a well rounded learning environment, even though it can be challenging at times, I am always learning something new.”
- Biomedicine Student*

TECHNOLOGY

Are students being prepared to use and apply technology?

- Students develop the ability to select and apply appropriate technology
- Students use technology to make global connections

PERSONALIZATION

Are we creating situations where teachers and students can learn together?

- Small learning community
- Advisory programs
- Individual learning plan
- Student projects that pursue personal interests and passions
- Parental involvement

Habits of the Mind

CART has identified a set of learned intellectual behaviors that enable students to fully utilize multiple intellectual pathways for gathering, processing, and transferring information. Learning and practicing these behaviors is embedded into the curriculum of every lab.

INITIATE

- Am I clearly defining the problem?
- Am I questioning and thinking hypothetically?
- Am I devising a plan for conducting research?

INVESTIGATE

- Am I collecting appropriate data and organizing information so that it makes sense and can be remembered and used?
- Am I using evidence logically to form and support conclusions?
- Am I being flexible in my thinking?

COLLABORATE

- Am I participating collaboratively (listening with an open mind, working diligently, meeting deadlines, actively contributing to the team)?
- Am I exercising leadership and teaching others in the group?

COMMUNICATE

- Am I communicating effectively in multiple ways and with diverse groups?
- Am I using an appropriate format for presenting my research and/or conclusions?

CONNECT



- Am I making connections between disciplines, subject matter, and applications?
- Am I developing and maintaining a network of interpersonal and professional relationships (with peers, instructors, business partners, community)?

REFLECT

- Do I regularly consider my own thought process?
- Am I resisting impulsivity?
- Do I regularly analyze my work for quality of content and accuracy?
- Do I regularly apply what I’ve learned to new situations?
- Did I produce? Did the product meet the needs?

The over arching behavior that is reinforced in each habit of the mind is persistence. The CART staff continually encourages students to persist in their efforts to solve problems and to complete tasks.

MEASURABLE STUDENT OUTCOMES

CART utilizes multiple measures to demonstrate that students have attained the standards, skills, knowledge, and attitudes outlined in CART curriculum, design principles, and habits of the mind.

- Students will attain a higher grade point average in their CART classes and home school classes
- Increased overall registration in technology, mathematics and science classes
- Higher performance on all standardized testing by CART students when compared to a like band of students in the districts
- Students will have an improved attendance rate compared to their past record of attendance
- Students will have a higher admissions rate into post secondary options
- Students will be better prepared in the soft skills required by local businesses
- The mean NCE growth of CART students on state tests will be higher than comparable student groups in traditional settings
- The reduction in the achievement gap for CART students will be greater than comparable students in traditional settings
- All CART students will pass the High School Exit Exam
- All CART students will achieve at the basic proficiency level or higher on the California Standards Tests
- CART students will have a lower suspension rate
- All CART students will graduate

2) The measurable student outcomes identified for use by the charter school. “Student outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.



*“CART has motivated me to go to College. I like being treated like an adult. The teachers are very involved with each student and really show that they care.”
-Law and Policy Student*

3) The method by which student progress in meeting those student outcomes is to be measured.

*“What made a difference for me was the caring, emotional support, and encouragement I received from the teachers.”
- Emily*

MEASUREMENT OF STUDENT OUTCOMES

CART students will demonstrate the attainment of basic skills and of core curriculum competencies in the same fashion that every high school student does in Fresno Unified and Clovis Unified school districts.

CART students will participate in standardized testing and in objective and subjective demonstrations of core curriculum competencies.

Students finishing one or more years of CART classes will be followed in their post graduate endeavors. The purpose is to get specific feedback from the students and their employers and/or training institutions regarding the relevance of curriculum and instruction at CART and the appropriateness of their training. There will be an ongoing five-year longitudinal study of every CART class.

In addition to standardized testing and traditional assessments, CART students are evaluated on the quality of the projects their work teams complete and on their individual efforts within the team. Unique assessment evaluation rubrics are designed and utilized for each project.

Teachers identify students who have previously achieved below grade level to determine their individual needs. They work with the student to design an individual learning plan to increase their achievement level. If the student has not passed the California High School Exit Exam, specific curriculum and instructional strategies are utilized to prepare the student for success on this exam.

Assessment of student projects are authentic, based on a business model, and are supervised by our business and industry partners. In response to business concerns, SCANS competencies are included in evaluation of student performance.

GOVERNANCE STRUCTURE

CART oversight is the responsibility of the Joint Powers Authority Board. The JPA Board is comprised of the Superintendents from Clovis Unified School District and Fresno Unified School District, a business member from Clovis, a business member from Fresno, a school board member from Clovis Unified, a school board member from Fresno Unified and a member selected by the Fresno Business



4) The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement

Council.

The JPA meets on a monthly basis. All proceedings of the Board are subject to the provisions of the Ralph M. Brown Act, constituting Chapter 9 of Part 1 of Division 2 of Title 5 of the California Government Code, and notice of the meetings of the Authority shall be given in accordance with such Act.

Board members serve for various terms based on the seat they represent on the Board. The Superintendents term coincides with their term as superintendent with the districts. The governing board members serve a three term. Individuals from the private sector serve two-year terms.

The Board members are either members of, hired by, or selected by the school boards of the sponsoring districts. Therefore, they are accountable to the public through the electoral process. The members are also responsible to each of their corresponding boards and report to them on a monthly basis with updates about CART.

The administration of the CART program reflects a new paradigm. A team that includes the Chief Operating Office (COO), a Dean of Curriculum and Instruction, and a certificated counselor leads CART. Classroom instruction is provided by teams of certificated teachers assisted by volunteer professionals from the business community.

A number of community volunteers serve in an advisory capacity to the CART administration staff. These groups are not direct advisors to the Board nor do they establish policies.

The Community Advisory Committee

A Community Advisory Committee will oversee the operation of CART in an advisory capacity to the CART administration and staff.

The membership of the Community Advisory Committee includes:

- Deputy Superintendent, Clovis Unified
- Administrator to the Superintendent, Fresno Unified
- Curriculum Administrator, Clovis Unified
- Assistant Superintendent for Instructional Support Services, Fresno Unified
- Business Division representative, Clovis Unified
- Business Division representative, Fresno Unified
- Clovis Unified High School Principal
- Fresno Unified High School Principal
- Vice Chancellor, State Center Community College District
- Director, State Center Tech-Prep Consortia
- Director, University Business Center, Sid Craig School of Business, CSUFresno



Representative, UCMerced
 Administrator, Fresno County Schools/ROP Director
 Director, Central Valley Business Incubator
 Member of the JPA Board
 City Manager, City of Clovis
 Director, Fresno Economic Development Corporation
 Executive Director, Fresno Business Council
 Council member, Fresno City Council
 11 Key Executives, 1 representing each laboratory at CART

“CART was a great experience for our senior. Every evening he would talk about what he was doing in class. He was interested all year—and he was a senior!”
 - Parent

Laboratory Advisory Committees

There will be one advisory committee for each lab. The Key Executives serving on the Community Advisory Committee will chair their respective Lab Advisory Committee. These committees will be composed of business people in the fields covered by the individual laboratories. They will have an advisory role in the development of the curriculum and projects to make sure the projects are industry standard. The Laboratory Advisory Committees will also include a representative from the community college, the state university, and the University of California in an effort to articulate curriculum and provide a seamless delivery system for students in grades 11 through 16.

Parental Involvement

There are numerous avenues for parental involvement at CART. The design principle of personalization extends to the family of each student. Lab instructors want to establish a relationship with each family in order to better serve the needs of their students. Parents are invited to CART not only to meet the staff but also to observe the learning of their student. These opportunities include, but are not limited to, CART Welcome Night, CART Showcases, Senior Recognition Night, and Community Partners Event. In addition each individual lab hosts parent activity nights throughout the year.

A quarterly newsletter keeps parents informed about CART activities. Informally the CART staff is available to meet with parents from 10:30 to 12:30 and after 3:30 each day. Parents are always welcome to attend individual student presentations during class hours. Parents may also attend open lab night on Thursday evenings. The design of the CART program allows the staff to easily contact parents throughout the day. Our technology allows parents to contact our staff via email and access student assignments via the Internet.

Formal complaints are handled according to the policies established by each district’s governing board. The CART administration and the teaching staff address informal complaints in order to facilitate a resolution.



5) The qualifications to be met by individuals to be employed by the school.

EMPLOYEE QUALIFICATIONS

All CART employees will successfully complete all the required conditions for public school employment including, but not limited to, fingerprinting and criminal record background checks, possession of proper teaching credential, certificate or permit for core and/or college preparatory courses, necessary licenses where applicable.

Certificated employees in both districts will be considered to be on leave of absence from their respective districts. CART employees remain enrolled in their respective school district’s health and welfare benefit plan.

Classified employees from both districts are on a leave of absence from their respective districts. Their salaries will be based on their placement on their home district’s salary schedule. CART employees remain enrolled in their respective school district’s health and welfare benefit plan.

HEALTH AND SAFETY

Fresno Unified Human Resources Department will process employee applications and conduct the initial screening for any CART employees that are new to either district including fingerprinting, background checks, and credential verification if required. Any volunteer from the business community that is not working under the direct supervision of a member of the CART staff will be required to be fingerprinted.

CART is an extension of the students home school, therefore all policies and procedures governing the student at the home school are in effect at CART. All aspects of the California Education Code with regards to student discipline will be strictly followed. CART staff will collaborate with the home school staff regarding student behavior issues. CART staff will contact appropriate police agencies when required.

6) The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

CART is a closed campus. All visitors are required to register at the main entrance to the campus.

The CART facility is built in compliance with the Field Act and the Department of State Architects (DSA) approved all plans. All aspects of the Americans with Disabilities Act (ADA) are met as well as all state and local building codes.

CART has a safety plan and all staff are in-serviced on the execution of the plan. The plan is reviewed on a regular basis with input from



the police and fire departments. CART complies with all federal and environmental laws.

DEMOGRAPHICS

The ethnic balance of the student population in the two districts is as follows:

Clovis Unified School District Demographics

- 1.3% American Indian/Alaskan Native
- 12.1% Asian
- 0.3% Pacific Islander
- 1.2% Filipino
- 20.8% Hispanic
- 3.5% African American
- 60.5% White
- 9.6% CAL Works (AFDC)
- 27.8% Free/Reduced Lunch

Fresno Unified School District Demography

- 0.6% American Indian/Alaskan Native
- 21.3% Asian
- 0.2% Pacific Islander
- 0.6% Filipino
- 44.1% Hispanic
- 10.7% African American
- 22.5% White
- 36.9% CAL Works (AFDC)
- 73.3% Free/Reduced Lunch

7) The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district.

“My daughter cried every morning last year before going to school. She did not like school, but this year she is attending CART. She can’t stop talking about CART. She is already telling me which course she is going to take next year at CART.”

- CART Parent

Enrollment at CART will be voluntary. CART admission will not be attached to quotas based on home school district, home high school, gender, ethnicity, past school success or failure, special needs or any other criteria. Since students are recruited equally from all of the feeder high schools, CART’s enrollment reflects the demographics of the feeder districts.

CART staff makes an effort to be inclusive in it’s recruiting efforts. Special recruiting efforts are directed towards disadvantaged students to ensure equal access to the CART program. CART is available to students with special needs including special education and English language learner students.

Special Education, English Language Learner, and students with 504 plans attend CART. Teachers are fully informed and are involved in



all IEP/504 meetings. All necessary modifications and accommodations are implemented and are monitored by the student’s home school case manager.

CART teachers are CLAD credentialed or have SDAIE certification. All teachers have received, and continue to receive, extensive literacy training as part of the CART professional development plan. This training enables teachers to effectively assist students who are either English Language Learners or are deficient in their reading or writing skills.

Preference will be given to junior and senior students in any Clovis Unified or Fresno Unified high school; however, admission will be offered to any student in the State of California if space is available. CART staff may allow individual labs to enroll sophomores. If there are more applicants than spaces, a lottery will be held to determine admittance.

ADMISSION REQUIREMENTS

CART is designed to meet the needs of a broad range of students. Students apply for admittance. Entrance requirements are:

- Successful completion of two years of English, Biology or Science 9 and 10, and Algebra One
- Regular attendance
- On track for graduation
- Permission of high school counselor

The CART staff willingly works with families and home school counselors to accommodate the needs of students. When students do not meet the entrance criteria yet the student truly desires to attend, the CART staff makes every effort to accommodate the student.

CART is nonsectarian in its programs, admission policies, employment practices and all other operations, does not charge tuition, and does not discriminate against a pupil on the basis of ethnicity, national origin, gender or disability. Admission to CART is not determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state.

8) Admission requirements, if applicable

FINANCIAL AUDITS

CART is subject to an annual audit. Since CART will claim average daily attendance as a separate school, CART will undergo an annual attendance audit. The JPA annual budget is generated through ADA and the contributions of the business community and Clovis Unified and Fresno Unified school districts. The districts invoice the JPA for expenses incurred by CART.



9) The manner in which annual, independent, financial audits and programmatic operations of the school is to be conducted.

The JPA budget is subject to an annual audit and that audit is performed by the internal auditor of Clovis Unified School District and by the external audit firm selected by Clovis Unified School District for its own external audit. The records of the audit findings will be published in the usual manner and audit exceptions will be addressed in the usual manner. Fiscal oversight of CART rests with Clovis Unified. Quarterly financial reports are presented to the CART Board and copies are provided to the business offices in each district.

Both districts share costs associated with the operation of CART equally. Both districts also share in the liability for the debts and obligations of CART. The JPA has established a non-profit CART Foundation to receive money donated to CART.

Business policies and procedures including purchasing will be managed by the Clovis Unified School District. Human Resource services for CART will be accomplished through the Fresno Unified Human Resources Division. The exception would be CART staff who are employees of Clovis Unified School District. Clovis Unified will oversee the technology of CART and Fresno Unified will be responsible for the maintenance of the facility and grounds. CART will be subject to the usual CCR, VCR, and PQR evaluations and visitations. CART staff will undergo the usual evaluation processes found in school districts

SUSPENSIONS AND EXPULSIONS

Both school districts have in place the necessary policies and regulations to provide for student suspension or expulsion under the Education Code. CART, as an extension of the home school, will enforce the same policies and regulations as the parent districts. The CART administration will follow due process with all students.

RETIREMENT SYSTEM

Certificated staff members voluntarily assigned to CART from their district are covered by STRS and remain in that status during their CART assignment. Classified staff employees assigned to CART are already members of PERS and remain in that status during their CART assignment. Any new staff members for CART will be enrolled in STRS, PERS, or Social Security as appropriate. CART is a voluntary program.



10) The procedures by which pupils can be suspended or expelled

STUDENTS NOT ATTENDING CART

Students choosing not to seek CART admittance will remain in their home high school.

11) 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.

EMPLOYEE RIGHTS

Employment. Unless otherwise agreed by CART and both Districts, all employees hired by CART, whether certificated or classified, shall be employees of either the Fresno or the Clovis Unified School District.

Employees Assigned to CART by Fresno or Clovis. Employees hired by either Clovis or Fresno prior to their assignment to CART shall be considered employees on a leave of absence from the respective employing District and, if released by CART for any reason, shall return to their respective employing District to be assigned as that District determines in its best interest notwithstanding any collective bargaining provision to the contrary.

12) The public school attendance for pupils residing within the district who choose not to attend charter schools.

Employees Funded Through the CART Budget

New employees hired and funded through the CART budget shall become employees of either Clovis Unified or Fresno Unified, to be determined collaboratively prior to initiating the hiring process. The Human Resources department of the District which agrees to hire the employee shall conduct the hiring process in consultation with CART administration.

13) A description of the rights of any district employee upon leaving district employment to work in a charter school, and or any rights of return to the district after employment at a charter school.

Hiring Process. No employee shall be employed by CART unless the employing District agrees in writing to the employment. All employees shall be issued a written employment agreement on an annual basis by CART pre-approved in writing by the employing District.

Teacher Employment Status. The employing District shall define each teacher's status as temporary, probationary, permanent or as otherwise authorized by law. Teachers hired to work in CART shall be eligible for permanent status in accordance with the employing District's regular employment procedures; however, no employee shall become a permanent employee without the written approval of the employing District. Upon obtaining permanent status with the employing district, new teachers will be considered teachers on leave of absence from the employing district and enjoy the same job rights as teachers who originally came to CART from that district.



Evaluation. Employees shall be jointly evaluated by CART and the employing District using the employing District's applicable evaluation instrument. CART agrees to provide reasonable notice to the employing District of its evaluation process and time lines so that the employing District has adequate opportunities to evaluate the employee and make an informed decision regarding whether or not the employee shall become a permanent employee.

Salary Schedule Placement. All employees shall be placed on the salary schedule of the District which has employed them in accordance with that District's procedures and practices.

Teacher Fringe Benefits/Employment Rights and Burdens. Teachers shall receive the same fringe benefits as those provided by their employing District. Teachers shall also receive the same rights and be subject to the same standards and obligations as are similar teachers of the employing District, except as set forth in this petition. (E.g. See Collective Bargaining Issues as an exception to this general rule).

Collective Bargaining Issues. No Employee shall be a bargaining unit member or otherwise covered by any collective bargaining agreement of either District. All employees who work at CART voluntarily waive their right to participate in the collective bargaining process and waive any rights they may have under the Rodda Act, Government code section 3540.1.

Teacher Employment Balance. The parties agree to balance the number of teachers hired by both Districts over time. Thus, any new teacher hired shall be assigned to the District with the least number of teachers until the number of teachers employed by both Districts is equalized. Once equalized, all new teachers shall be assigned to either Clovis or Fresno on a rotating basis to insure ongoing equity. This section shall not apply to CART's administrative or classified staff. Until parity in the number of teachers employed by both districts occurs, the district with the least number of teachers shall reimburse the other district for all costs incurred in providing the excess teachers. Reimbursement shall occur annually by June 30th of each school year. The CART administration shall coordinate and monitor the process.

Alternative Employment Arrangements. The parties agree that any new employee (e.g. the employment of a fund raiser, a chief executive officer, etc.) may be hired in any manner agreeable to CART and both Districts without changing this petition. Any such employment arrangement shall be in writing and signed and approved by CART and both District



RESOLUTION OF DISPUTES

Should a dispute, which cannot be resolved, arise between the CART JPA Board and Clovis Unified and its CART Partner, Fresno Unified School District, the matter will be referred to an Arbitration Committee. This committee will consist of one member appointed by the Fresno Business Council Board, one member appointed by the Fresno County School Board, and a third member agreed to by the previous two members. Their decision is advisory in nature. Timelines will allow for the most expedient resolution possible while remaining in compliance with the board policies of both school districts. Appeals will be processed through the Fresno County Office of Education.

OTHER AREAS

Transportation

Districts will provide bus transportation to and from CART and the home schools. Students may drive their own vehicles with the permission of their parents and providing they have appropriate behavior while commuting between campuses.

14) The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter

15) Other areas to be covered under the charter