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STUDENT LEARNING

Question	Department / Office	Phone
What programs are available to support English Learners?	English Learner Services	(559) 457-3928
What if my school does not provide interpreters for me?	Contact the Translation &	(559) 457-3988
Whom can I contact?	Interpretations Services	
If my child fails a class or is not making progress, can he/she be retained (held back)?		See school directory
What clubs or sports programs are available for my child?	Contact your child's school.	(https://schools.fresnounified.org/)
What are the required state tests that my (elementary, middle, and high school) children will need to take?		
In high school, what classes will my child need to take to be	Contact your child's school to	See school directory
		(https://schools.fresnounified.org/)
I have questions about my child's IEP, whom can I contact?	Contact your child's school.	See school directory
		(https://schools.fresnounified.org/)
How can I keep track of my child's progress in school?		See school directory
What is the ATLAS Parent Portal?	Contact your child's teacher.	(https://schools.fresnounified.org/) cultural,

AVAILABLE LANGUAGE PROGRAMS AND LANGUAGE ACQUISITION PROGRAMS FOR ALL STUDENTS AND PARENT CHOICE

Fresno Unified School District offers the following language and language acquisition programs for student enrollment. Parents/ Guardians may choose a language program or acquisition program that best suits their child (EC Section 310[a]).

STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM:

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We are required to offer, at minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]) where English learners are instructed in English at all times with grade-level curriculum and materials. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as proficient in the English language.

WORLD LANGUAGE COURSES

E.C. 51228; E.C. 51225.3; E.C. Article 6 [51460-51464]; E.C. Article

3 [51220-51230]

World Language courses are offered to students as they acquire a language other than English. Depending on their school's offerings, students in grades 7-12 can choose from courses such as Spanish, Spanish for Native Speakers, AP Spanish, French, AP French, American Sign Language, or IB Latin. To do this, a student or their parent/guardian, can speak with an academic counselor. Successful completion of one year of a World Language is required for graduation and two years for A-G college eligibility. Students receive one year of "E" credit toward college eligibility upon successfully completing a World Language course while students who successfully complete a Spanish for Native Speakers course will receive two years of "E" category credit. Upon completion of four years of a World Language (or its equivalent) and additional State criteria, students are eligible to earn the State Seal of Biliteracy on their high school diploma as well as medallion from Fresno Unified.

DUAL LANGUAGE PROGRAMS

Spanish Two-Way Dual Language Program (DLI): English Learners receive instruction in both English and Spanish, which is the pupil's native language for literacy and academic instruction, enabling non-English speakers or students who have emerging literacy skills in their native language to achieve language proficiency and meet academic achievement goals. This program begins in Preschool and continues to 12th grade.

The Hmong One-Way Dual Language (DLI) acquisition program is open to all students, comprising mostly of Hmong students who speak predominantly English. It implements the 50:50 immersion model where students learn to read, write, and speak simultaneously in English and Hmong for an equally distributed amount of time beginning in preschool (PK). Students receive Hmong instruction primarily in the morning where they develop Hmong oral language and literacy skills through social studies, science, and physical education for 50% of the time. They learn to read and write in English through English language arts (ELA) and mathematics for the other 50% of the day. As students move into middle and high schools, they continue to develop biliteracy and bilingualism with taking two courses in Hmong while the remaining classes are in English. The goals of the Hmong DLI Program are to develop students who will

(1) become fully bilingual and biliterate in both Hmong and English,

(2) achieve grade-level proficiency or beyond in both languages, and

(3) develop sociocultural competence.

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Hmong Heritage Language courses are offered to all students but consist primarily of Hmong students who no longer speak their native language, yet may have family members speaking Hmong in the home. These courses teach Hmong literacy through a thematic approach grounded in reading, writing, listening, speaking, thinking, and language development around authentic Hmong topics. Students taking these classes receive two years of “e” credit toward college eligibility in one year and upon successful completion of the course and meeting other state criteria, students earn the State Seal of Biliteracy on their high school diploma, as well as a medallion from the district.

How to Enroll Your Child in a Dual Language Program:

At neighborhood (site-based) schools, parents/guardians may choose to have their students participate in an alternative program such as a dual language immersion program by submitting a verbal or written request of the program.

If the requested program is not offered at the student’s neighborhood school, parents/guardians will be referred to the nearest school where the program is available. Placement is based on program availability and space. Dual Language Immersion (DLI) programs are also available at Transfer (choice) schools. Enrollment at these sties is accessed through a lottery process. Parents/Guardians who wish to enroll their child in a DLI program at a Transfer school must submit an application within the designated application window. Placement is determined through the lottery process and is subject to space availability.

How to Request the Establishment of a New Language Acquisition Program at a School: Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (EC Section 310[a].) When parents or guardians of 30 or more students in a school make a request for a new program by December 1st or when parents or guardians of 20 or more students at a grade level in a school make a request by December 1st, the district provides the requested program, if possible, for the following school year. Within 10 days of receiving the number of requests noted above, the district provides written notification to parents and school personnel that a new program has been requested. The district conducts an analysis to determine if it can supply the materials, teaching faculty, and facilities necessary to run the program. Within 60 days of reaching the required number of requests, the district provides notice of its determination.

Additionally, all schools retain written records of verbal requests for language acquisition programs other than, or in addition to, such programs available at the school. Written records include the date of the request, names of the parent and student enrolled in the school, and a general description of the request. A parent whose pupil is enrolled in a school for attendance in the next school year may also submit a request for a language acquisition program. A school shall maintain these records for at least three years from the date of the request. Each school shall monitor the number of parent requests for language acquisition programs on a regular basis and notify English Learner Services immediately upon reaching a threshold specified in the above paragraph and shall consider requests for a multilingual program model from parents of pupils enrolled in the school who are native speakers of English when determining whether the threshold specified above is reached. Each school shall assist parents in clarifying requests, as needed.

About Structured English Immersion Programs

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Structured English Immersion programs shall: (1) Be designed using evidence-based research and include both Designated and Integrated ELD; (2) Be allocated sufficient resources by the LEA to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and (3) Within a reasonable period of time, lead to: (A) Grade-level proficiency in English, and (B) Achievement of the state-adopted academic content standards in English.

ASSESSMENT REQUIREMENTS FOR ENGLISH LEARNER (EL) STUDENTS

E.C. 52164.1; A.R. 6174

The California Education Code requires that schools identify the language(s) spoken at home by each student. This information is collected through the Home Language Survey, which is completed by a parent/guardian for each new enrolling student. The Home Language Survey is only filled out one time when first enrolling in a California public school.

In accordance with California State Regulations, the District must assess the English language proficiency for all students whose home language is other than English. This test is called the Initial English Language Proficiency Assessments for California (ELPAC) (C.C.R., Title 5, Chap. 11, Sub Chap. 7.5, Sec. 11511.5; E.C. 48985)

Based on the results of the Initial ELPAC, parents/guardians receive a notification letter informing them when their child is classified as an English Learner. This letter also notifies parents/guardians that students who are learning English as a second language will be placed in a Standards-based Content and Language program, where instruction is offered overwhelmingly in English. Parents/Guardians may choose an alternative program (dual immersion) by requesting it at their home school.

NOTICE OF REASSESSMENT OF LANGUAGE SKILLS

E.C. 52164.3 (a)

Each school district shall reassess pupils whose primary language is other than English, whether they are designated as Limited English Proficient (LEP), or Fluent English Proficient (FEP), when a parent/ guardian, teacher, or school site administrator claims that there is a reasonable doubt about the accuracy of the pupil's designation.

E.C. 52164.3 (b)

In all cases of reassessment, the parent/guardian of the pupil shall be notified of the results. This notice shall be given orally when school personnel have reason to think that a written notice will not be understood.

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STATE TESTING REQUIRED FOR ENGLISH LEARNER STUDENTS

U.S.C., Title 20, Chap. 70, Sub Chap. I, Sec. 6312, 6316; A.R. 0520.2

English Learners participate in the California Assessment of Student Performance and Progress (CAASPP). In addition, all Spanish-speaking English Learners who are enrolled in a Spanish dual-immersion program are required to be assessed in Spanish as well as English. Additionally, Spanish-speaking English Learners who are enrolled in a Structured English Immersion setting in United States schools less than twelve (12) months have the option to be assessed in Spanish.

The progress of English Learners is assessed by Fresno Unified as required by state and federal law, as mentioned in the district's Master Plan for English Learner Success. The progress of English Learners in acquiring English is measured annually through the English Language Proficiency Assessments for California (ELPAC).

Reclassification of English Language Learners

C.P.M., Title 5, Sec. 11303

The reclassification procedures used to determine when an EL student is Reclassified Fluent English Proficient (RFEP) shall follow the guidelines established by the California State Department of Education. The requirement for reclassification shall consist of the following criteria:

1. Assessment of English language proficiency using the State's English Language Assessment (ELPAC score of 4), as provided for by E.C. 60810 pursuant to the procedures for conducting that test provided in Subchapter 7.5 (commencing with section 11510);
2. Comparison of performance in basic skills as indicated by Fresno Unified School District's locally selected standardized assessments
3. Teacher recommendation
4. Parental consultation

Monitoring Reclassified Fluent English Proficient (RFEP) Students

C.C.R., Title 5, Chap. 11, Sub Chap. 4, Sec. 11304-11305

Districts are required to monitor for four (4) years the progress of English Learners who have been reclassified to ensure adequate progress is maintained.

Districts are required to provide evidence that monitoring has taken place.

TRANSLATIONS

When fifteen (15) percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 through 12 speak a single primary language other than English, as determined from the census data submitted to the Department of Education pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent/guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in such primary language, and may be responded to either in English or the primary language.

MIGRANT EDUCATION

E.C. 54444.2; B.P. 6175; A.R. 6175

The Superintendent or designee shall plan for the late enrollment of students who are migratory and shall ensure that all are correctly identified and placed; that services are coordinated with other district resources such as health screenings and programs for English language learners; and that records are acquired, updated, and provided to other districts in a timely manner. The Superintendent or designee shall convene a district parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the Migrant Program. Advisory council members shall receive training to help them carry out their responsibilities.

For more information call 457-3984, Migrant Education Office

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) PARTICIPATION

One important way for parents to participate in schools is to join the English Learner Advisory Committee (ELAC). These committees are designed to increase the participation of parents of English Learner students. The purpose of ELAC is to advise the principal and staff on the school's program for English Learners. ELAC is also responsible for providing input through the school needs assessment survey, reviewing data and services provided to English Learners and making parents aware of the importance of regular school attendance. It is not necessary to be a parent of an English Learner to join ELAC.

Members of ELAC can also serve as the school representative to the District English Learner Advisory Committee (DELAC). The purpose of DELAC is to advise the school district's governing board on district programs, goals, and objectives for programs and services for English Learners.

AMERICAN INDIAN EDUCATION PROGRAM

20 USC 7424; A.R. 6173.4

Fresno Unified School District's American Indian Education program is a federally funded program designed to provide academic and support services for American Indian and Alaska Native students in grades K-12. The program is designed to meet the special academic, cultural, and linguistic needs of eligible students so they can master state academic content standards.

Each student enrolled in the American Indian Education Program must attend a Fresno Unified School and is required to complete and submit a Title VI Student Eligibility Certification, 506 Form to the program office. You may obtain a 506 Form at <https://mk0englishlearnbsr2c.kinstacdn.com/wp-content/uploads/IndEdForm-1.pdf> or contact the American Indian Education program at (559) 457-3949.

The program also includes an active Parent Advisory Committee (PAC), who represent parents/guardians, staff, family members of American Indian students and other community representatives. PAC meets every third Tuesday of the month from September through May. Special meetings are held when necessary.

The highest priority of the program is to improve the achievements levels of American Indian and Alaska Native students by providing academic/culturally appropriate support services and access to all available resources. Services may include:

- Parent/Teacher consultation
- Native American Library for students/parents
- Reading and Math Intervention
- American Indian/Community Involvement
- Monthly Parent Meetings
- One on one Tutoring
- Social emotional support referrals for students

For more information, please visit <https://www.fresnounified.org/> (<https://www.fresnounified.org/>) departments/american-indian-education or contact the program's manager, Amber Esquivel at Amber.Esquivel@fresnounified.org (<mailto:Amber.Esquivel@fresnounified.org>) or the program's community school Liaison, Michelle Lira at [michelle.lira@fresnounified.org](mailto:lira@fresnounified.org) (<mailto:lira@fresnounified.org>) or 559-457-3949.

EXPANDED LEARNING OPPORTUNITIES PROGRAM

The Expanded Learning Department provides after school program and expanded learning opportunities to support students during out-of-school time. Program offerings vary by school site. For more information, please contact (559) 247-7560 or visit: <https://www.fresnounified.org/departments/expandedlearning>

[After School Programs and Winter/Summer Programs](#)

Fresno Unified offers district-operated grant-funded programs and partners with community-based organizations to support students in grades TK-12. These programs provide academic support, along with a variety of enrichment activities, nutritious snacks or meals, and/or physical fitness opportunities all within a safe and supportive environment led by trained staff.

SPECIAL EDUCATION

Fresno Unified School District serves students with disabilities from birth through the age of 22 in compliance with the Individuals with Disabilities Education Act (IDEA). The Individuals with Disabilities Education Act (IDEA) is a federal law that requires school districts to provide a free appropriate public education to eligible children with disabilities. A “free appropriate public education” (FAPE) means special education (specially designed instruction) and related services are to be provided as described in an Individualized Education Program (IEP) at no cost to the parent/guardian/surrogate parent of children with disabilities or an adult student with disabilities ages 18 through 22.

CHILD FIND

What is Child Find?

Child Find requires all school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child. IDEA requires all states to develop and implement a practical method of determining which children are children with disabilities are receiving special education and related services and which children are not.

What is Special Education?

Special education is instruction designed to meet the unique learning strengths and needs of the individual student with disabilities from ages birth through 22 years of age. It is defined as:

- Specially designed instruction
- At no cost to the parents
- To meet the unique needs of a child with a disability.

Special education services may be provided in a variety of educational settings. Special Education services are required by the Individuals with Disabilities Education Act (IDEA) to be delivered in the least restrictive environment.

Who is Eligible for Services?

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A student must be evaluated and identified as having a disability to be eligible for special education programs and related services. The eligibility disability categories are as follows:

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

How Can Children Be Referred?

A written referral may be made by a parent/guardian or by any person concerned about a child. Parent/guardian involvement and agreement is obtained prior to any further action. Information is confidential and the privacy of children and parents is protected.

Can a Child Attending a Private School Be Referred?

School districts are required to conduct Child Find for all parentally placed children with disabilities attending private schools within the district's boundaries.

Once the child is located and identified, the district where the private school is located upon parental consent, to conduct an initial evaluation.

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Contact Information:

- For children ages birth-2, contact the Lori Ann Infant Program

at (559) 248-7236.

- For children ages 3 through 21, contact the Department of Special Education at (559) 457-3220.

Citations: E.C. 56300 and 56301

IDENTIFICATION AND EVALUATION OF INDIVIDUALS FOR SPECIAL EDUCATION

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth through age twenty-two (22) who are suspected of having a disability in order to provide them with appropriate educational opportunities in accordance with state and federal law. The Superintendent or designee shall identify processes to determine when an individual's academic, behavioral or other difficulties may be related to suspected disabilities and shall establish systematic procedures for special education, referral, assessment, identification, instructional planning, implementation, review, and triennial assessment. A student shall be referred for special and related services only after the resources of the regular education program have been considered and used where appropriate.

The Superintendent or designee shall consult with appropriate representatives of private school children with disabilities on how to identify, locate and evaluate these children.

The Superintendent or designee shall notify parents/guardians/ adult students with disabilities in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the District's procedures for initiating a referral for assessment to identify individuals with a suspected disability. For assessment purposes, staff shall use appropriate tests to identify specific information about the student's abilities in skill areas. In addition, staff shall use multiple measures, including direct observation, to study the effect of interventions or accommodations/modifications to the regular instructional program. In addition, staff shall consider the student's personal history, development and adaptive behavior.

Citations: (E.C. 56301; B.P. and A.R. 6164.4)

PROCEDURAL SAFEGUARDS

What are Procedural Safeguards?

Procedural Safeguards provide you as the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities ages 18 through 22 with an overview of the educational rights of children with disabilities.

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The Notice of Procedural Safeguards must be provided to you:

- When you request a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year
- When a decision is made to make a removal that constitutes a change of placement

Who would I contact for a copy of the Procedural Safeguards?

Contact the Fresno Unified School District's Department of Special Education at 559-457-3220 to request a complete copy of the "Special Education Rights of Parents and Children: Notice of Procedural Safeguards" or download a copy from our website at <https://sped.fresnounified.org/se-documents/#parent-rights> (<https://sped.fresnounified.org/se-documents/#parent-rights>)

Citations: 20 USC 1415[d]; 34 CFR 300.504; EC 56301[d][2], EC

56321, and 56341.1[g][1]

PRIOR WRITTEN NOTICE FOR SPECIAL EDUCATION

The District must inform the parent/guardian/surrogate parent of children with disabilities/ adult student with disabilities about proposed evaluations of the child in a written notice that is understandable and in their native language or other mode of communication, unless it is clearly not feasible to do so. This notice must also be given when the District proposes or refuses to initiate a change in the identification, assessment, or educational placement of the child with special needs or a provision of a free appropriate public education.

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district;
2. An explanation of why the action was proposed or refused;
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused;
4. A statement that a child with a disability has protection under the procedural safeguards;

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5. Sources for parents to contact to obtain assistance in understanding the provisions related to the actions.
6. A description of other options that the IEP team considered and the reasons those options were rejected.
7. A description of any other factors relevant to the action proposed or refused.

If the notice is not in regard to an initial referral for assessment, the notice must provide a statement that parent/guardian/surrogate parent/adult student with disabilities have protection under procedural safeguards; information on how to obtain a copy of described procedural safeguards; and sources of additional assistance in understanding the procedural safeguards.

Citations: 20 USC 1415[b](3), [c] and (4), 1415[c](1), 1414[b](1); 34 CFR 300.503; EC 56321; EC 56329 and 56506[a]; A.R. 6159.1

PARENTAL NOTIFICATION AND CONSENT FOR SPECIAL EDUCATION

The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities must give informed, written consent before the child's first special education assessment can proceed. S/he must also give informed, written consent before the school district can provide special education and related services if the child is eligible.

In the case of reevaluations, the school district must document reasonable attempts to obtain the consent of the parent/guardian/ surrogate parent of a child with disabilities/adult student with disabilities. If the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities does not respond to these attempts, the District may proceed with the reevaluation without the consent of the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities.

The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities must be given opportunities to participate in any decision-making meeting regarding the child's special education program. The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities has the right to participate in Individualized Education Program (IEP) team meetings about the identification (eligibility), assessment, or educational placement of the child, and other matters relating to the child's free appropriate public education (FAPE), including all program options.

The parent/guardian/surrogate parent of a child with disabilities/ adult student with disabilities shall be notified of the IEP meeting early enough to ensure they can attend. The IEP meeting shall be scheduled at a mutually agreed-upon time and place. The notice of the meeting shall indicate the purpose, time, and location of the meeting, who shall be in attendance, participation of others with special knowledge, and consideration of postsecondary goals and transition services for students aged 16 and older.

A written request for an IEP meeting by the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities will be held within 30 days from the date of receipt of the written request. If a parent/guardian/ surrogate parent of a child with disabilities/adult student with disabilities makes an oral request, the local educational agency (LEA) shall notify the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities of the

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need for a written request and the procedures for filing such a request.

The parent/guardian/surrogate parent of a child with disabilities/ adult student with disabilities must give written consent before a functional behavioral assessment to address the child's serious behavioral issues can be conducted. Whenever a behavioral intervention plan is developed, the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities and the behavioral intervention case manager or qualified designee may make minor modifications without an IEP team meeting. The parent/ guardian/surrogate parent of a child with disabilities/adult student with disabilities shall be notified of the need for modification and shall be able to review the existing program evaluation data prior to implementing the modification. The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities shall be informed of the right to question any modification to the plan through the IEP procedures.

The parent/guardian/surrogate parent of a child with disabilities/ adult student with disabilities, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically record the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent/ guardian/surrogate parent of a child with disabilities/adult student with disabilities shall notify the members of the IEP team of their intent to record a meeting. If the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities does not consent to the LEA recording an IEP meeting, the meeting shall not be recorded.

Citations: 20 USC 1401[3], 1412[a][3], 1414[a][1][D] and 1414[c],

1414[d][1]B-[d][1][D]; 34 CFR 300.300, 300.111, 321; EC 56301;

56321[c] and [d], 56341[b][g][1], 56341.5, 56343[c], 56346, 56506;

5 CCR 3052; A.R. 6159 and 6159.4

ANNUAL NOTIFICATION OF MEDI-CAL BILLING RIGHTS FOR HEALTH RELATED SPECIAL EDUCATION SERVICES

(34 CFR Section 200 (IDEA) and 300.154[d][2][iv](A & B)).

Annual Notification

Fresno Unified School District (FUSD), in cooperation with California Departments of Health Services and Education, participates in a program that allows the District to be reimbursed with federal Medicaid dollars for health-related special education services to Medi-Cal eligible students while in the school environment. Any funds received are reinvested into maintaining and improving health and social services to benefit FUSD students and their families.

In accordance with state and federal rules and guidelines, this notification serves as notice to parents that some information may be released from the student's education records to the District's reimbursement recovery vendor, Relay, Special Education Information System (SEIS), and to the Department of Health Care Services (DHCS) for claiming purposes only. The information is only released if the district receives prior written parent consent. A parent's consent may have been provided to the district when the student was registered for school and/or during the IEP/IFSP development and review process (if applicable). All information that is shared is encrypted and transmitted securely to both the district's vendor and to DHCS.

The education records that may be shared because of participation in this program include:

- Student's name and date of birth, health-related evaluation, intervention, and referral information (for services received at school)
- Practitioner's notes related to these health services and select data from the student's IEP/IFSP (if applicable)

By this notification, please be advised of the following:

1. In order to receive reimbursement, the district must first receive written consent from a parent or guardian to disclose student information or records to Medi-Cal regarding the health-related special education and related services.
2. This disclosure is for the limited purpose of accessing benefits and billing for eligible health-related services provided to a student.
3. You are not required to sign-up or enroll in Medi-Cal in order for your child to receive health-related special education and related services.
4. Your student's and your family's Medi-Cal benefits will never be affected in any way. There is no cost to you or your child.
5. You have the right to withdraw your consent at any time, and it will not affect the special education related services provided to your child.

For questions about IEP/IFSPs, please contact the Special Education

Department at (559) 457-3220.

For questions about LEA Medi-Cal, please contact Student Support

Services at (559) 457-3940.

ACCESS TO EDUCATIONAL RECORDS

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The parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities has a right to inspect and review all of the child's education records without unnecessary delay including prior to an IEP meeting or before a due process hearing. The school district must provide access to the parent/guardian/surrogate parent of a child with disabilities/adult student with disabilities to records and copies, if requested, within five (5) business days after the request has been made orally or in writing.

Citations: 20 USC 1415 (b); EC 49060, 56043[n], 56501[b][3], and 56504

DUE PROCESS

The parent/guardian/surrogate parent of a child with disabilities/ adult student with disabilities has the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of the child or the provision of a Free Appropriate Public Education (FAPE). The request for a due process hearing must be filed within two years from the date that the parent/ guardian/ surrogate parent of a child with disabilities/adult student with disabilities knew or should have known about the alleged action that forms the basis of the due process complaint.

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.

A written request for a due process hearing is filed with Office of Administrative Hearings and must include the following information:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a student experiencing homelessness child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party.

Citations: 20 USC 1415[b][6][h][f][1][B]; 34 CFR 300.507, 300.510;

EC 56501, 56502 (a), and 56505[f][I]

Additional Information

Community Advisory Committee for Special Education (CAC) is a volunteer group composed predominately of parents of children with special needs who attend school within the Fresno Unified School District. CAC is a group of parents, school personnel, agency, representatives and other community members who work together to ensure that children with special needs are receiving the best education available. Fresno Unified is required by law to have a CAC.

The CAC general and executive committee meetings are open to the public. The CAC also has several subcommittees that include Procedural Safeguards for Students, Mental Health, and other subcommittees that meet regularly and are open to interested members of the community. Dates, times, locations and agendas of

CAC meetings are publicly posted at Fresno Unified School District sites, the Education Center at Tulare and "M" streets, and 890 S. 10th St. where the Special Education office is located. CAC dates, times, locations, agendas and the CAC parent handbook can also be found on the special education website at www.fresnounified.org/ (<http://www.fresnounified.org/>) dept/specialeducation/Pages/Community-Advisory-Committee.aspx

Where can I get more help?

When you have a concern about your child's education, it is important that you call or contact your child's teacher(s) or administrator(s) to talk about your child and any problems you see. When you have a concern, this informal conversation often solves the problem and helps to maintain open communication. Special Education staff at your child's school can also answer questions about your child's special education services/program and the Procedural Safeguards. Or, you may contact the Department of Special Education at (559) 457-3220.

GENERAL EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES

NOTIFICATION: IDENTIFICATION AND

EDUCATION UNDER SECTION 504

B.P. /A.R. 6164.6

The Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504. (34 CFR 104.32)

The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The Superintendent or designee shall work to identify children with disabilities who reside within the jurisdiction of the district in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide qualified students with disabilities with a free appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of students without disabilities are met. (34 CFR 104.33)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

The district's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Superintendent or designee shall assess the district's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

The superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the district in any other capacity except as hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

For the purpose of implementing Section 504 of the Rehabilitation Act of 1973, the following terms and phrases shall have only the meanings specified below:

Free appropriate public education (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of nondisabled students are met, without cost to the student or their parent/guardian, except when a fee is imposed on nondisabled students. (34 CFR 104.33)

Student with a disability means a student who has a physical or mental impairment which substantially limits one or more major life activities. (34 CFR 104.3)

Physical impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal, special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine. (34 CFR 104.3)

Mental impairment means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (34 CFR 104.3)

Substantially limits major life activities means limiting a person's ability to perform functions such as caring for themselves performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. Major life activities also includes major bodily functions such as functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Substantially limits shall be determined without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. Mitigating measures include, but are not limited to, medications, prosthetic devices, assistive devices, learned behavioral, or adaptive neurological modifications which an individual may use to eliminate or reduce the effects of an impairment. (42 USC 12102; 34 CFR 104.3)

Identification, Referral Procedures, or Evaluation

Any action or decision to be taken by the district involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian, teacher, or other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.
2. Upon receipt of any such referral, the principal, 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.
3. If it is determined that the student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to their initial placement. Prior to conducting an initial evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than their impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

Section 504 Services Plan and Placement

Services and placement decisions for student with disabilities shall be determined as follows:
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1. A multi-disciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions. The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. In interpreting evaluation data and making placement decisions, the Section 504 Student Study Team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.33)
2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE. The parents/guardians shall be invited to participate in the Section 504 Student Study Team meeting and shall be given an opportunity to examine all relevant records.
3. If the Section 504 Student Study team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a disabled person under Section 504 and shall state the basis for the determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of their rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
4. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to their individual needs.
5. The district shall complete the identification, evaluation, and placement process within a reasonable time frame.
6. A copy of the student's Section 504 services plan shall be kept in their student record. The student's teachers(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school within the district, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school.

Review and Reevaluation

The Section 504 Student Study Team shall monitor the progress of the student and, at least annually, review the effectiveness of the student's Section 504 plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of the non-disabled students. In addition, the needs of each student with a disability under Section 504 shall be reevaluated at least once every three years.

Prior to any subsequent significant change in placement, a reevaluation of the student's needs will be conducted. Parents/ guardians will receive reasonable written notice of any meeting convened to propose a significant change in placement.

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Procedural Safeguards

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. They shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

If a parent/guardian disagrees with any district action or decision regarding the identification, evaluation, or education placement of their child under Section 504, they may request a Section 504 due process hearing within 30 days of that action or decision.

Parents/Guardians may initiate the following three procedures. Parent/Guardians are encouraged to utilize Levels One and Two, but may proceed directly to Level Three if they so choose.

Section 504 due process hearing shall be conducted in accordance with the following procedures:

LEVEL ONE: In writing, request a meeting with the Section 504 Student Study Team in an attempt to resolve the disagreement through an administrative review.

This meeting shall be held within fifteen (15) school days after receiving the parents/guardians' request. This time frame may be extended by mutual agreement of the parties.

LEVEL TWO: If disagreement continues, the parent/guardian may request, in writing, an impartial hearing with the district's:

Section 504 Coordinator Fresno Unified School District 890 S. 10th Street, 93702

(559) 457-3220

504@fresnounified.org (mailto:504@fresnounified.org)

The request for the due process hearing shall include:

1. The specific nature of the decision with which they disagree
2. The specific relief they seeks
3. Any other information they believe is pertinent to resolving the disagreement

Within 30 days of receiving the parent/guardian's request, the Superintendent or designee and 504 Coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.

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Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.

The parties to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
2. Present written and oral evidence
3. Question and cross-examine witnesses
4. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction. (34 CFR Part 104.36)

LEVEL THREE: Parents/guardians have the right to file a complaint with the Office of Civil Rights. The address of the regional office, which covers California, is:

United States Department of Education

Office of Civil Rights

50 Beale Street, Suite 7200 San Francisco, CA 94105-1818 415-486-5555

If you think your child may require the supports of a Section 504 plan, contact the School Site 504 Coordinator or Administrator at your child's school of attendance. More information on Section 504 Plan and the procedural safeguards and protections for students with a Section 504 Plan can be found in Fresno Unified School District Board Policy and Administrative Regulations Section 6164.6. You may also contact the District's 504 Coordinator at 559-457-3227.

FILING FOR DUE PROCESS COMPLAINT FOR STUDENTS WITH DISABILITIES

How do I request a due process hearing?

You need to file a written request for a due process hearing. Parents should use the OAH (Office of Administrative Hearings) Form. You or your representative need to submit the following information in your request:

1. Name of the child;
2. Address of the residence of the child;

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3. Name of the school the child is attending; and

4. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution to the problem(s) to the extent the parent knows what would solve the problem.

If the request does not contain enough information, the due process request can be dismissed. The district must hold a resolution session within 15 days of receipt of the due process complaint unless there is a written waiver by both parties. C.C.R., Title 5, Sec. 3052

SCHOOL DISCIPLINE AND PLACEMENT PROCEDURES FOR STUDENTS WITH DISABILITIES

Can my child be suspended or expelled?

Children with disabilities may be suspended or placed in other alternative interim settings or other settings to the same extent these options would be used for children without disabilities.

If a child exceeds ten (10) days of suspension a Manifestation Determination Meeting must be held to determine whether the child's misconduct has a direct and substantial relationship to the disability or is a district failure to implement the IEP or 504 plan. When a student is recommended for expulsion, the Manifestation Determination Meeting must take place within 10 school days of the date of disciplinary action. U.S.C., Title 20, Sec. 1415 (k)

As a parent/guardian, you will be invited to participate as a member of this Manifestation Determination Meeting. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan, as necessary.

If the Manifestation Determination Meeting concludes that the misconduct was not a manifestation of your child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without disabilities.

If you disagree with the Manifestation Determination Meeting's decision, you may request an expedited due process hearing from the US Office for Civil Rights of Education's Special Education Office of Administrative Hearings Office.

GRADUATION REQUIREMENTS

Refer to the current High School Course Guide for complete, updated information at www.fresnounified.org (<http://www.fresnounified.org/>)

GRADES

E.C. 49067 (a)

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The Governing Board of each school district shall prescribe regulations requiring the evaluation of each student’s achievement for each marking period and requiring a conference with, or a written report to, the parent/guardian of each student whenever it becomes evident to the teacher that the student is in danger of failing a course. The refusal of the parent/guardian to attend the conference, or to respond to the written report, shall not preclude failing the student at the end of the grading period.

230 credits are required for high school graduation as established by the California Board of Education.

The following table illustrates the minimum graduation requirements of the Fresno Unified School District.

Five (5) credits are granted for successfully completing each semester of each course in which the students receive a D grade or better.

SUBJECTS REQUIRED AND TOTAL NUMBER OF CREDITS PER SUBJECT TO MINIMALLY MEET HIGH SCHOOL GRADUATION REQUIREMENTS

B.P. 6146.1

Students shall receive diplomas of graduation from high school only after completing the prescribed course of study and meeting the standards of proficiency established by the district.

Units to verify completion of the 230-unit requirement must include the following:

English Language Arts	40
American Government	5
U.S. History	10
Modern World History	10
Biological Science	10
Physical Science	10
Biological/Physical Science	10
Algebra	10
Geometry	10
Mathematics	10
Physical Education	20
Ethnic Studies *	10
World Language/Arts	10

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Economics	5
Electives **	60
TOTAL	230

* 10 credits of Ethnic studies will replace 10 credits of electives as graduation requirements beginning with the class of 2027.

**Any courses taken in excess of the minimum required in any subject area will count toward the fulfillment of the Elective requirement.

COURSES EARNING HIGH SCHOOL CREDIT

Currently Algebra and Foreign Language are offered at all middle schools. Middle school students can enter high school with up to 30 credits of high school graduation credit; i.e., Algebra 10 credits and two years of foreign language, 20 credits. The courses students take to fulfill the Subject Requirement must be certified by the University as meeting the requirement and must be included on your school's University of California (UC) A-G certified course list.

*ALL STUDENTS MUST EARN A "C" GRADE OR HIGHER IN UC CERTIFIED COURSES. "D" AND "F" GRADES DO NOT QUALIFY AS GRADES FOR "A-G ELIGIBILITY". (See A-G Courses below).

REQUIRED "A-G" COURSES

Students must complete all (A-G) courses (with grade of C or better) to meet the minimum requirements for UC/CSU eligibility:

A. History/Social Science – 2 YEARS REQUIRED

- one year of world history, cultures or historical geography (may be a single yearlong course or two one-semester courses), and
- one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government

B. English – 4 YEARS REQUIRED

Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement.

C. Mathematics – 3 YEARS REQUIRED, 4 YEARS RECOMMENDED

Three years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry; a fourth year of math is strongly recommended. A geometry course or an integrated math course with a sufficient amount of geometry content must be completed. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high

school accepts them as equivalent to its own courses.

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D. Laboratory Science – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

Two years of college-preparatory science, including or integrating topics that provide fundamental knowledge in two of these three subjects: biology, chemistry, or physics. One year of approved interdisciplinary or earth and space sciences coursework can meet one year of the requirement. A third year of science is recommended. Computer Science, Engineering, and Applied Science courses can be used in area D as an additional science (i.e., third year and beyond).

E. Language Other Than English – 2 YEARS REQUIRED, 3 YEARS RECOMMENDED

Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English are required. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable, as are Native American languages. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.

F. Visual and Performing Arts (VPA) – 1 YEAR REQUIRED

One yearlong course of visual and performing arts chosen from the following disciplines: dance, music, theater, visual arts or interdisciplinary arts – or two one-semester courses from the same discipline is also acceptable.

G. College Preparatory Electives – 1 YEAR REQUIRED One year (two semesters) chosen from courses specific to the elective (G) subject area or courses beyond those used to satisfy the requirements of the A-F subjects.

Some high school coursework and qualifying exams may satisfy one or more of the University of California and California State University A-G subject area requirements. This includes approved high school courses, select community college coursework, and qualifying exam scores such as AP, IB, and CLEP. Students are encouraged to review course approvals on the UC A-G Course List and consult with their school counselor to ensure they are meeting admission requirements.

Students and families should consult with their high school counselor to review transcripts and confirm progress toward high school graduation and completion of the UC A-G subject requirements.

Completion of the minimum A-G subject requirements does not guarantee admission to a University of California campus. Applicants who exceed the minimum by completing additional A-G coursework may strengthen their academic profile and improve their competitiveness for admission.

CAREER COUNSELING/PROHIBITED SEX DISCRIMINATION

E.C. 221.5; A.R. 6164.2

Parents/Guardians of pupils in the Fresno Unified School District are hereby notified that career counseling and course selection will take place in the District's schools, and will include affirmative exploration career or career courses that are nontraditional for the pupil's gender. This counseling will take place beginning at the 7th grade; parents/ guardians are encouraged to take part in the counseling sessions and decisions.

PHYSICAL EDUCATION (P.E.) REQUIREMENTS

Education Code 51222 requires that all students in grades 7-12 must receive no less than 400 minutes each 10 school days of physical education activities.

Education Code 51210 mandates students in grades 1-6 to participate in at least 200 minutes of physical education activity every 10 school days. In Fresno Unified School District. Students must complete 20 physical education graduation credits. Furthermore, 5th, 7th, and 9th grade students shall participate in State Physical Fitness Testing during the spring semester.

Education Code 51241 and Fresno Unified School District Board Policy 6142.7 allows the Superintendent or designee to grant exemptions from the minimum number of required physical education minutes to students who meet specific conditions.

For more information, please contact the Physical Education Department at (559) 457-3839 or contact your child's guidance counselor.

COMPREHENSIVE SEXUAL HEALTH EDUCATION

B.P. 6142.1, E.C. 51930

In order to satisfy the requirement set forth by the California Healthy Youth Act (EC 51930), our Fresno Unified School District Board of Education adopted the curriculum, Positive Prevention PLUS, for middle and high school levels, which will be taught once in the 7th grade and in 9th/10th grade biological sciences in high school. The California Healthy Youth Act requires the District:

- To provide pupils with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy.
- To provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.
- To promote understanding of sexuality as a normal part of human development.
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end.

- To educate pupils on healthy relationships, including the prevention of teen dating violence, recognizing unhealthy behaviors, and seeking support when needed.

All materials are available for parent inspection at each site. Parents or guardians have the right to excuse their child from comprehensive sexual health education and HIV prevention education. The request must be made in writing to the school (EC 51934). For a copy of the California Healthy Youth Act, please contact your child's school.

FEES AND CHARGES

B.P. 3260

The Governing Board recognizes its responsibility to ensure that books, materials, instructional equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them. No student shall be required to pay any fees, deposits, or other charges for their participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

As necessary, the Board may approve fees, deposits, and other charges, which are specifically authorized by law.

For such authorized fees, deposits and charges, the district shall consider students' and parents/guardians' ability to pay when establishing fee schedules and granting waivers or exceptions.

Whenever a student or parent/guardian believes that an impermissible fee, deposit, or other charge is being required of the student for their participation in an educational activity, the student or their parent/ guardian may file a complaint with the principal or designee using the district's procedures in B.P./A.R. 1312.3 – Uniform Complaint Procedures. (Education Code 49013)

ADVANCED PLACEMENT FEE PAYMENT (FEE REDUCTION) PROGRAM

The purpose of this program is to remove the financial barrier to taking Advanced Placement (AP) exams. With the availability of both State and Federal funds, eligible Fresno Unified students can receive fee reductions for each AP exam taken. A student who meets either of the following criteria is eligible to receive financial assistance to take AP exams:

1. Their family's income is at or below 185% of the poverty level issued annually by the U.S. Department of Health and Human Services, or
2. They qualify as an "identified student" because they are in foster care or Head Start, or experiencing homelessness or migrant, or living in households that receive SNAP/Food Stamps, TANF cash assistance, or the Food Distribution on Indian Reservation benefits.

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For more information, see the AP liaison/counselor at your high school.

INTERNATIONAL BACCALAUREATE FEE PAYMENT (FEE REDUCTION) PROGRAM

The purpose of this program is to remove the financial barrier to taking International Baccalaureate (IB) exams. With the availability of both State and Federal funds, eligible Fresno Unified students can receive fee reductions for each IB exam taken. A student who meets either of the following criteria is eligible to receive financial assistance to take IB exams:

1. Their family's income is at or below 185% of the poverty level issued annually by the U.S. Department of Health and Human Services, or
2. They qualify as an "identified student" because they are in foster care or Head Start, or experiencing homelessness or migrant, or living in households that receive SNAP/Food Stamps, TANF cash assistance, or the Food Distribution on Indian Reservation benefits.

The IB Coordinator at Fresno High School can be reached at 457-2793 for more information on the program and for copies of the Student Eligibility Forms.

STATE TESTING

CALIFORNIA PROFICIENCY PROGRAM (CPP)

The CPP has replaced the California High School Proficiency Exam (CHSPE) established by California Education Code Section 48412. The CPP utilizes the State Board of Education approved HiSET® subtests for both language arts and mathematics to measure proficiency. Students may take the CPP with paper-pencil or on a computer at a testing center, or at home, online, with live proctoring. Paper-pencil tests are only available at testing centers. Please visit the website at: <https://www.hiset.org> (<https://www.hiset.org/>) for more information regarding eligibility, application requirements, and prep materials.

After passing the language arts and mathematics subtests of the proficiency program, eligible students will be awarded a California Certificate of Proficiency which holds the same legal equivalent as a California issued high school diploma.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

CAASPP Testing Dates

Grades 3-8, 11: April 13 – June 10, 2027

CAASPP Program

C.C.R., Title 5, Sec. 850-870; E.C. 60600-60652; B.P. 6162.51; A.R. 6162.51

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This year students will participate in the California Assessment of Student Performance and Progress (CAASPP) system by taking a series of computer-based tests developed by the Smarter Balanced Assessment Consortium that will provide an academic checkup for students by measuring real-world skills like critical thinking and problem solving. These assessments offer significant improvements over tests of the past, including new types of questions and performance tasks that require students to apply a variety of skills to complete complex tasks that will prepare them for college and the workplace. Students in grades 3 – 8 and 11 will be assessed in English Language Arts/Literacy and mathematics.

Recently-Arrived English Learners

English Learners (EL) who have been enrolled in United States schools for less than 12 months are not required to take the English Language Arts/Literacy assessment but are required to take the mathematics assessment.

Students With Exceptional Needs

5 C.C.R. 853, 853.5

Individualized Education Plans (IEP)

Students in Special Education programs with Individualized Education Plans (IEP) are allowed accommodations such as, Braille, American Sign Language, the use of a reader, scribe, or calculator. The IEP must state the specific accommodation. Also, students with current plans under Section 504 of the Rehabilitation Act of 1973 specifying such accommodations will be tested with the prescribed accommodations. No other students are allowed testing accommodations.

California Alternate Assessment

As part of the CAASPP Program, the California Alternate Assessment (CAA) provides students with significant cognitive disabilities the opportunity to demonstrate achievement in English Language Arts/ Literacy and mathematics by taking a test commensurate with their abilities. This test is designed for students in grades 3-8 and 11, who have an individualized education program and who have a significant cognitive disability. CAA is administered online only and one-on-one by a test examiner. A certificated or licensed test examiner who is familiar with the student will administer the test. The CAA for Science Test will be administered to eligible students in grades 5 and 8, and one time in high school.

California Science Test

The California Science Test (CAST) is an online test based on the California Next Generation Science Standards. Students in grades 5 and 8, and one time high school will participate. The CAST uses the current CAASPP test delivery system and is administered online.

CAASPP – Parent Right to Exempt

C.C.R., Title 5, Sec. 852; E.C. 33051, 60605 (g) & (h), 60615, 60640, 60651

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A parent/guardian may submit to the school a written and signed request to excuse their child from any or all parts of the CAASPP tests. The District and its employees may discuss the CAASPP program with parents/guardians and may inform them of the availability of exemptions under E.C. 60615. However, the District and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students.

English Language Proficiency Assessments for California (ELPAC)

Test dates: February 1 to May 31, 2027

C.C.R., Title 1, Sec. 313; E.C. 60810

The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that school districts administer a state test of ELP to English learners in kindergarten through grade 12. The ELPAC consists of two separate tests: one for the initial identification of students as English learners, and a second for the annual summative assessment to measure a student's progress in learning English. Every year students who are identified as English learners will take the Summative ELPAC. Identifying students who need help learning in English is important so these students can get the extra help they need to do well in school and access the full curriculum. An alternate ELPAC is available for students in kindergarten through grade 12 with IEPs who have been identified by the IEP team as having the most significant cognitive disabilities and being eligible for alternate assessments, in addition to being identified as an English learner.

Reading Difficulties Risk Screener

E.C. Section 53008

Students in kindergarten, first grade, and second grade are required to be screened annually for risk of reading difficulties. Students may be exempted from screening with prior written consent of the parent or guardian if they have a current identification or diagnosis of a reading difficulty, reading disorder, or other disability; are eligible for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; are in the process of being assessed for eligibility for special education and related services pursuant to the federal Individuals with Disabilities Education Act or a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973; or are being evaluated with diagnostic assessments that make screening pursuant to this section redundant.

Families will be notified of the dates of screening dates at least 15 calendar days before the administration of the screening. Student results will be provided to families no later than 45 calendar days after the screening. The information provided will describe how to interpret the screener results as well as student academic support.

Contact us