



Fresno County Special Education

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

Fresno County Office of Education

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The Fresno County Office of Education Special Education Department is dedicated to providing leadership for quality instruction and program supports for all students. Our commitment to partnerships with school districts, parents, public and private enterprise is a critical component to the success of our students, staff, and programs. Our mission is to:

- Provide high quality teachers and educators who are leaders, trainers, and role models in the provision of educational services in school and the community
- Apply student-centered, multi-measures to assess student needs to promote instructional practices that contribute to student success and learning
- Develop supportive professional relationships with colleagues, families and community members
- Provide student-focused, high quality programs and services utilizing innovative evidence-based interventions

The Fresno County Office of Education operates special education programs as an active participant in the countywide Special Education Local Plan Area (SELPA). At the request of districts, our office provides services and programs to students with special education needs, including the following:

- Resource Specialist Programs (RSP)
- Intervention Classes for students with Emotional Disturbance (ED)
- Programs for students with Moderate/Severe disabilities, including Deaf-Blindness, Autism and the Adult Transition Program for students with moderate/severe disabilities, ages 18 – 22 years.
- Programs for students who are Deaf or Hard of Hearing
- Classes for students with Autism Spectrum Disorders (CIRCLE Program)
- Classes for Preschool students with Autism Spectrum Disorders (PIP Program)
- Speech Impaired Itinerant Program
- Deaf/Hard of Hearing (DHH) Itinerant Program
- Visually Impaired (VI) Itinerant Program
- Orthopedically Impaired (OI) Itinerant Program
- Adapted Physical Education (APE) Itinerant Program
- Home Instruction
- Preschool Assessment Services
- Infant/Toddler Intervention Services
- Occupational Therapy

The ultimate goal of Special Education is to empower every student with special needs through individualized services of the highest quality delivered in the least restrictive setting. The department provides educational services to individuals ages birth through 21 years who have various forms of developmental disabilities or other disabilities that impair their ability to benefit from instruction in a general education environment without additional supports. Students receive services which best allow for their needs and goals to be met, and are provided opportunities to access core curriculum and participate in general education environments to the maximum extent possible. Students participate in statewide assessments as indicated in their Individualized Education Programs. Assessments include the Smarter Balanced Assessment System, California Standards Tests (CST), State Approved Alternate Assessment, California High School Exit Exam (CAHSEE), Physical Fitness Testing, and language proficiency testing (CELDT or ALPI). The delivery of high quality services in each program and the student's ability to develop appropriate peer relationships are considerations that guide educational programming.

The Fresno County Office of Education supports the right of all students with disabilities to receive a free and appropriate education in the least restrictive environment. Our department is proud of the innovative options and expanded services that are offered for young children with autism. In addition, we are also proud of the strides made in providing community-based instruction and work experience for students with moderate/severe disabilities utilizing inclusive community settings. Working in collaboration with students, parents and community agencies, the Adult Transition Program serves as a bridge between school and adult life. Self-advocacy, community access, and personal growth are emphasized in a team approach to assist each student to realize their dreams and potential.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (559)265-3040.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	29
Gr. 1	29
Gr. 2	24
Gr. 3	30
Gr. 4	37
Gr. 5	34
Gr. 6	25
Gr. 7	15
Gr. 8	19
Gr. 9	25
Gr. 10	36
Gr. 11	22
Gr. 12	23
Total	560

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	2.3
Asian	9.3
Filipino	0.5
Hispanic or Latino	65.9
Native Hawaiian/Pacific Islander	0.4
White	13.4
Two or More Races	0.0
Socioeconomically Disadvantaged	86.8
English Learners	22.7
Students with Disabilities	100.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Fresno County Special Education	12-13	13-14	14-15
Fully Credentialed	64	42	
Without Full Credential	6	8	
Teaching Outside Subject Area of Competence	1	2	
Fresno County Office of Education	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Fresno County Special Education	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	3	1	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	41	1
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The Fresno County Office of Education Special Education Department purchases state-adopted textbooks and materials, and non-adopted instructional materials available through the CDE instructional materials waiver approval process in order to ensure that each classroom has sufficient instructional materials or textbooks aligned with the state academic content standards. The non-adopted materials and equipment purchased are specifically designed for students with moderate/severe disabilities and are aligned to the Alternate Achievement Standards assessed on the State Alternate Assessment. FCOE-operated classrooms for students with emotional disturbance (ED) utilize the same programs that are used in the host district. This is especially important as most of the students receive mainstreaming opportunities daily. Students identified with autism spectrum disorders enrolled in the FCOE operated CIRCLE Program may utilize district adopted materials or non-adopted materials from the approved waiver list. The FCOE Special Education Department has also purchased specialized reading intervention programs and social skills training programs for use with students with autism, challenging behaviors, emotional disturbance, and/or learning disabilities. For students with moderate/severe disabilities, highly specialized instructional materials are provided that offer relevant, "hands on" approaches which are most appropriate for use with this population. Through the CDE waiver process, IMFRP funds are made available for the purchase of approved nonadopted instructional materials. The materials are evaluated through a standards mapping process and aligning the content standards. Information on the content standards are available to all staff via Sharepoint on the FCOE website, as is the current list of approved non-adopted materials (2011-2014). The SEACO Alternate Curriculum Guide for Students with Moderate Severe Disabilities has been disseminated to the teachers and trainings have been provided in implementing components aligned to the grade level standards. The Steps to Success: Blueprints for the Achievement of All Students is utilized in K-12 classrooms for students with moderate/severe disabilities. All teachers implementing this program have been trained in its use, as well as in the assessment component—the SANDI (Student Annual Needs Determination Inventory). Common Core training and implementation planning have also been infused into the professional development and educational plan. Technology, specialized software, and specialized equipment are utilized to provide access for SD students to the core curriculum. Mimio Boards are currently being installed in all classrooms to offer opportunities for more interactive instructional opportunities. Highly specialized equipment, such as lifts, M.O.V.E. equipment, specialized switches, augmentative language devices, etc., are purchased and made available to ensure that each student's health, comfort and safety are maintained at all times. In addition, approximately 65 iPads and iPod Touch devices were purchased to be used with students in the FCOE SD, CIRCLE, PIP, DHH and Speech and Language Programs in order to facilitate improved behaviors and communication. Depending on the applications that are utilized, the iPads and iPod Touch devices can be used for communication, choice-making, task completion, following directions, reinforcement, and as a learning tool for teaching academics and functional skills. Other materials are also purchased in order to provide opportunities for older students to receive training in valuable functional skills to complement community-based instruction and transition activities as identified in their IEP's. Personal and social education, including safety awareness, is a major component in the program for students with moderate/severe disabilities. Classrooms utilize curricula made available from the James Stanfield Company, such as Life Horizons, and Circles, to provide instruction in preventing abuse and emphasizing self-advocacy. Students enrolled in classes located on general education sites are provided with ongoing opportunities to participate in district programs, extracurricular and special events.

Textbooks and Instructional Materials	
Year and month in which data were collected: 10/01/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Write Ahead/Great Source Character Based Literacy Edge/Hampton-Brown Writer's INC/Great Source Writer's Express/Great Source Write Source 2000/Great Source READ 180/Scholastic All Write/Great Source Meeting the California Challenge CAHSEE Study Guide Inside/Hampton-Brown-National Geographic Getting Ready for CAHSEE LA</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>CAHSEE Prep Practical Math for Consumers/Globe Fearon 2008 Meeting the California Challenge Pre-Algebra/Prentice Hall Algebra to Go/Houghton Mifflin Geometry to Go/Houghton Mifflin Algebra I Concepts and Skills/McDougal Littell Algebra I/Holt (Grade 7 and 8) 2009 Geometry Concepts and Skills/McDougal Littell Pre-Algebra/Holt (Grade 7 and 8) 2009 Algebra 2/McDougal Littell</p>

Textbooks and Instructional Materials
Year and month in which data were collected: 10/01/2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Biology/Prentice Hall Concepts and Challenges in Life Science/Globe Fearon Concepts and Challenges in Physical Science/Globe Fearon General 3rd Edition/Globe Fearon Success in Science: Basic Chemistry/Globe Fearon Success in Science: Basic Biology/Globe Fearon Earth Science/Holt (Grade 6) 2008 Life Science/Holt (Grade 7) 2008 Physical Science/Holt (Grade 8) 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	American Government/Globe Fearon The American Journey/Glencoe McGraw Hill (Grade 8) Civics/Follett One Nation Many People/Globe Fearon Medieval and Early Modern Times/Glencoe McGraw Hill (Grade 7) Modern World History: Patterns of Interaction/McDougal Littell World History for a Global Age/Globe Book Company

School Facility Conditions and Planned Improvements (Most Recent Year)

Classrooms for students with non-severe and severe disabilities are located at elementary through high school districts and college sites throughout the county. Permanent classrooms for students with severe disabilities are located at three special education campuses.

Classrooms are of adequate size and are either maintained by FCOE or by districts based on joint agreements. Each year, a school facility inspection is completed by FCOE staff. Complaints are resolved in accordance with FCOE adopted procedures. All special education centers have developed safe school plans. Classes on general education campuses follow plans developed by the district in which they are located.

All three special education campuses have been modernized within the past six years. Maintenance and replacement of building systems, such as carpet and flooring, heating ventilation and air conditioning, painting, roofing, and ceilings, at various sites is performed on an ongoing basis.

In addition to ensuring excellent maintenance of facilities, FCOE is implementing use of camera systems and increased security to ensure safety.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	43	32	23	18	15	25	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	53	51	56	26	28	30	54	56	55
Math	38	37	33	23	25	27	49	50	50
HSS			8	7	9	6	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	C	C	C
Similar Schools	C	C	C

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	3.1	9.4	
9	23.1		3.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	25
All Student at the School	23
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	21
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	23
English Learners	18
Students with Disabilities	23
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	7	-11	14
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

The Fresno County Office of Education recognizes the responsibility of the school to involve the parent in all aspects of the special education process as legally required. The procedure for timely notification, parental input and support is set up as mandated through the process from the beginning referral to the implementation of the Individual Education Plan. Forms and procedures are kept current so new and changing legal mandates can be incorporated in a timely manner.

Parents are invited to appropriate staff development activities and are encouraged to participate in the Community Advisory Committee (CAC), back to school events, open houses and various community support groups.

The CIRCLE Program , PIP Program and the Early Intervention Infant Program have regularly scheduled parent support trainings scheduled throughout the county, affording families the opportunity to meet, learn and socialize with one another.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Three FCOE-operated center-based programs (Ramacher Educational Complex, Monte Vista School and Sutherland Center) have Safe School Plans in place that have been developed by school committees and are updated on an annual basis. The plans are available for review at the Fresno County Office of Education and the FCOE website. Each site's plan focuses on the school's vision, areas of strength, and areas of need with goals and objectives for improvement. Also included are Fresno County Office of Education policies and procedures for drills and evacuations and Standard Operating Procedures related to staff and student safety and safe school operations. Special day classes located on district campuses adhere to the policies and procedures as outlined in each district school's Safe School Plan. Safe School Planning professional development is provided for site leaders to ensure accurate preparation for and completion of the Safe School Plan. Additional implementation of training occurred during the 2012-2013 year to address the threat of and response to violent acts on school sites.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	6.1	6.0729	11.25
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	9.7	11.4	11.2
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	7.55
Social Worker	
Nurse	20.73
Speech/Language/Hearing Specialist	34.86
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	5	2	3	2	10	11	0			0		
Gr. 1	7.2	2	2	5	10	13	0			0		
Gr. 2	7	2	2	2	11	14	0			0		
Gr. 3	7.3	2	2	3	15	17	0			0		
Gr. 4	7.5	2	2	2	16	17	0			0		
Gr. 5	11	2	2	1	13	17	0			0		
Gr. 6	8	2	2	3	9	16	0			0		
Other		6	8		32	29						

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$20,282.16	\$4,056.43	\$16,225.73	\$63,134.85
District	♦	♦	---	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			---	---
Percent Difference: School Site/ State			193.0	-7.8

Types of Services Funded at Fresno County Special Education

Fresno County Office of Education supports students through a variety of educational funds and programs. Each is designed to meet the individualized educational plan for each student and provide access to core content to the extent possible for students with severe disabilities. Students access curriculum and instruction through Instructional Materials Funding through the State-Approved Waiver process. Revenue is also provided by the state lottery to support instructional materials. Educationally-Related Mental Health funds support students by providing counseling and mental health support to students and their families. Special Education funding through the federal and state allocations support the educational needs and programs for all students served through Fresno County Office of Education.

Professional Development provided for Teachers at Fresno County Special Education

In addition to support from the Fresno County SELPA, host districts or at the school site level, the FCOE Special Education Department offers professional development opportunities for teachers, support staff and paraeducators during minimum day in-services and workshops (approximately 20 per school year). Staff is also provided additional training during inservice days prior to the start of the school year. Certification trainings are offered for staff in CPR, first aid, and defensive driving. Given the unique needs of a large segment of the student population, trainings address highly specialized areas of concern for staff members, such as best practices and techniques to provide for optimum student health and safety, including appropriate techniques for lifting, transferring, use of specialized equipment and proper feeding. Other areas for training include 1) implementation of positive behavior techniques and interventions, (PBIS and NCI trainings) 2) M.O.V.E. (Mobility Opportunities via Education) Basic Provider Certification trainings, 3) Transition and Workability, 4) Community-based Instruction, 5) SEIS IEP Program, 6) Visual Communication Systems Training, 7) On-going Assessment Training for Teachers, (Steps to Success) 8) Instructional Planning and Program Implementation, 9) best practices for serving students with autism, 10) Common Core Standards, 11) CAPA Assessment, 12) Advanced Behavior Supports, 13) Advanced Communication, 14) Quality Instruction Indicators, 15) File Maintenance, 16) Casemanagement and 17) Transition planning and implementation. In addition, FCOE operates a PAR (Peer Assistance and Review) Mentoring Program, BTS (Beginning Teacher Support and Assessment, and CESIP (Clear Education Specialist Induction Program) programs. The FCOE Special Education Department will continue to provide opportunities for staff to increase their knowledge and level of expertise in the areas of personal and social education, self-advocacy and abuse prevention for students with disabilities. Training in the utilization of positive behavior supports for students with challenging behaviors will continue to be provided through assistance and support from Fresno County SELPA and FCOE specialists (e.g. behavior specialist, autism specialist, ERMHS (Educationally-Related Mental Health) providers and school psychologists).

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	84	13	4	80	18	1
All Students at the School	0			0		
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Fresno County Special Education	2011-12	2012-13	2013-14
English-Language Arts			
Mathematics			
Fresno County Office of Education	2011-12	2012-13	2013-14
English-Language Arts	16	10	16
Mathematics	14	10	20
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	5.26	30.81	84.56
Black or African American	0.00	26.00	75.90
American Indian or Alaska Native	0.00	0.00	77.82
Asian	0.00	29.41	92.94
Filipino	0.00	0.00	92.20
Hispanic or Latino	9.09	29.29	80.83
Native Hawaiian/Pacific Islander	0.00	0.00	84.06
White	0.00	42.03	90.15
Two or More Races	0.00	0.00	89.03
Socioeconomically Disadvantaged	6.67	29.87	82.58
English Learners	0.00	20.00	53.68
Students with Disabilities	5.26	22.54	60.31

Dropout Rate and Graduation Rate			
Fresno County Special Education	2010-11	2011-12	2012-13
Dropout Rate (1-year)	17.3	15.2	14.4
Graduation Rate	74.11	76.03	77.33
Fresno County Office of Education	2010-11	2011-12	2012-13
Dropout Rate (1-year)	17.3	15.2	14.4
Graduation Rate	74.11	76.03	77.33
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English		♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses		

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	0.00
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	598
% of pupils completing a CTE program and earning a high school diploma	0.02%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--

Career Technical Education Programs

Courses conducted by a Regional Occupational Program include: Computer Graphics, Art and Design, and Emergency Medical Responders. All Industry Sectors have an active advisory committee comprised of the instructor, ROP District Coordinator and a minimum of three industry representatives. Work Experience Education Building Trades courses are offered in collaboration among the Fresno County Office of Education, the Fresno County Economic Opportunities Commission and the Fresno County Juvenile Justice Campus/Probation Department.