



Fresno County Special Education

1111 Van Ness Ave. • Fresno, CA 93721 • (559) 265-3040 • Grades K-12

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Fresno County Superintendent of Schools

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**Administrator, SELPA/Special
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Dr. Tangee Pinheiro
Director, Special Education

School Description

The Fresno County Superintendent of Schools' 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 and curriculum

The Fresno County Superintendent of Schools 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 including classes with instruction in sign language and oral preschool programs
- Classes for students with Autism Spectrum Disorders (CIRCLE Program)
- Classes for Preschool students with Autism Spectrum Disorders (PIP Program)
- Speech Impaired Itinerant services
- Deaf/Hard of Hearing (DHH) Itinerant services
- Visually Impaired (VI) Itinerant services
- Orthopedically Impaired (OI) Itinerant services
- Adapted Physical Education (APE) Itinerant services
- Infant/Toddler Intervention Services
- Audiologist services
- Orientation and Mobility

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 Alternate Assessment (CAA), Physical Fitness Testing, and language proficiency testing (CELDT or VCCALPS). 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 Superintendent of Schools 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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	23
Grade 1	26
Grade 2	37
Grade 3	28
Grade 4	21
Grade 5	31
Grade 6	40
Grade 7	36
Grade 8	31
Grade 9	18
Grade 10	25
Grade 11	33
Grade 12	39
Ungraded Secondary	221
Total Enrollment	609

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	1.3
Asian	8.2
Filipino	0.3
Hispanic or Latino	63.5
Native Hawaiian or Pacific Islander	0.2
White	12.6
Two or More Races	1
Socioeconomically Disadvantaged	30.5
English Learners	22.7
Students with Disabilities	100
Foster Youth	2.1

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	14-15	15-16	16-17
With Full Credential	46	35	54
Without Full Credential	4	8	7
Teaching Outside Subject Area of Competence	1	0	0
Fresno County Superintendent of Schools	14-15	15-16	16-17
With Full Credential	♦	♦	98
Without Full Credential	♦	♦	12
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Fresno County Special Education	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	4	2

* "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

**2015-16 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	68	16
Districtwide		
All Schools	96%	4%
High-Poverty Schools	96%	4%
Low-Poverty Schools	n/a	n/a

* 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 2016-17)

The Fresno County Office of Education Special Education Department purchases state-adopted textbooks and materials, and non-adopted instructional materials 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 California Alternate Assessment (CAA). 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. 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. The materials are evaluated through a standards mapping process and aligning the content standards. 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 all students to the core curriculum. Mimio Boards have been installed in all classrooms at the three school sites and most of the integrated sites to offer opportunities for more interactive instructional opportunities and access to Unique Learning Systems curriculum. Unique Learning System is a core curriculum for students who are performing within the participatory level. It is an internet based special education program that is comprised of over 30 lessons and unique instructional downloads centered around a monthly theme. Unique Learning System provides access to California State Standards through Access Points in the content areas of Language Arts, Mathematics, Science and Social Studies. ULS differentiates instruction and is comprised of three levels that can accommodate learners with significant cognitive disabilities performing at the independent level (Level 3), the supported level (Level 2) or participatory level (Level 1).

The three levels are further explained below:

- Level 3 Learners – can read text and can participate more independently in the lesson
- Level 2 Learners- require pictorial support and require moderate support to participate in the lesson
- Level 1 Learners- require extensive supports to participate in the lesson.

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 were purchased to be used with students in the FCOE SD, CIRCLE, PIP, DHH and Speech and Language Programs in order to facilitate improved communication. Depending on the applications that are utilized, the iPads 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: 11/22/2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Accelerated Reader CASSLS CyberHigh Education.com Engage NY Edmark Handwriting without Tears Houghton-Mifflin Leapfrog Macmillan/McGraw Hill Treasures Mimio Notebook PCI Environmental Print Project Discovery Read Naturally STAR Curriculum Starfall Superkids Unique Learning Systems The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Algebra to Go/Houghton Mifflin CyberHigh Education.com Engage NY Envision Math Houghton Mifflin Project Discovery STAR Curriculum Unique Learning Systems Touchmath The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	CyberHigh Project Discovery Unique Learning Systems The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	American Journey/Glencoe McGraw Hill (Grade 8) CyberHigh Holt The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Circles Lifesmart Positive Prevention Plus Unique Learning Systems

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 Fresno County Superintendent of Schools staff. Complaints are resolved in accordance with FCSS 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 eight 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 has implemented use of camera systems on one campus and is planning to implement camera systems on the other campuses to increase security and safety as well as to prevent vandalism.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2015

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 State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	--	--	--	13	6	20	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	0	0	5	5	44	49
Math	7	0	1	0	33	37

* 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5			3.8
7		3	
9	12.5		6.2

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	89	81	91.0	24.7
Male	66	61	92.4	24.6
Female	23	20	87.0	25.0
Hispanic or Latino	60	56	93.3	25.0
White	12	8	66.7	25.0
Socioeconomically Disadvantaged	29	25	86.2	36.0
English Learners	19	19	100.0	21.1
Students with Disabilities	89	81	91.0	24.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	32	27	84.4	*
	4	24	21	87.5	*
	5	30	26	86.6	*
	6	42	37	88.1	*
	7	36	30	83.3	*
	8	32	27	84.4	0
	11	34	28	82.4	*
Male	3	22	20	90.9	*
	4	14	12	85.7	*
	5	27	23	85.2	*
	6	26	23	88.5	*
	7	19	16	84.2	*
	8	20	16	80.0	*
	11	19	18	94.7	*
Female	3	1	1	100	*
	4	1	1	100	*
	6	1	1	100	*
	7	17	14		*
	8	4	4	100	*
	11	4	4	100	*
	Black or African American	4	1	0	0.0
5		3	3	100	*
7		3	3	100	*
8		1	1	100	*
11		2	1	50.0	*

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	3	1	1	100	*
	4	1	1	100	*
	6	1	1	100	*
	8	1	1	100	*
Asian	3	2	1	50.0	*
	4	3	3	100	*
	5	2	1	50.0	*
	6	5	3	60.0	*
	7	3	3	100	*
	8	4	1	25.0	*
Hispanic or Latino	3	7	7	100	*
	4	3	3	100	*
	5	5	5	100	*
	6	5	5	100	*
	7	2	2	100	*
	8	5	5	100	*
	11	6	4	66.7	*
White	3	4	2	50.0	*
	4	3	2	66.0	*
	5	3	3	100	*
	6	1	1	100	*
	7	2	1	50.0	*
	8	5	4	80.0	*
	11	3	3	100	*
Two or More Races	3	1	1	100	*
	4	1	1	100	*
	5	1	1	100	*
	7	2	1	50.0	*
	11	1	1	100	*
Socioeconomically Disadvantaged	3	10	9	90.0	*
	4	9	7	77.0	*
	5	11	9	81.8	*
	6	14	12	85.7	*
	7	10	9	90.0	*
	8	9	9	100	*
	11	17	12	70.6	*

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	10	9	90.0	*
	4	8	7	87.5	*
	5	10	9	90.0	*
	6	10	9	90.0	*
	7	7	6	85.7	*
	11	6	5	83.3	*
Students with Disabilities	3	32	27	84.4	*
	4	24	21	87.5	*
	5	30	26	86.7	*
	6	41	37	90.2	*
	7	36	30	83.3	*
	8	32	27	84.4	0
	11	34	28	82.3	*

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	32	27	84.4	*
	4	24	21	87.5	*
	5	30	26	86.7	*
	6	42	37	88.1	*
	7	36	29	80.6	*
	8	32	28	87.5	0
	11	34	27	79.4	*
Male	3	22	20	90.9	*
	4	14	12	85.7	*
	5	27	23	85.2	*
	6	26	23	88.4	*
	7	19	15	78.9	*
	8	20	17	85.0	*
	11	19	17	89.5	*

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	10	7	70.0	*
	4	10	9	90.0	*
	5	3	3	100	*
	6	16	14	87.5	*
	7	17	14	82.4	*
	8	12	11	91.7	*
	11	15	10	66.7	*
Black or African American	4	1	1	100	*
	5	3	3	100	*
	7	3	3	100	*
	8	1	1	100	*
	11	2	1	50	*
American Indian or Alaska Native	3	1	1	100	*
	4	1	1	100	*
	6	1	1	100	*
	8	1	1	100	*
Asian	3	2	1	50.0	*
	4	3	3	100	*
	5	2	2	100	*
	6	5	3	60.0	*
	7	3	3	100	*
	8	4	3	75.0	*
Hispanic or Latino	3	23	21	91.3	*
	4	15	13	86.7	*
	5	20	16	80.0	*
	6	33	31	93.9	*
	7	25	21	84.0	*
	8	20	18	90.0	*
	11	24	19	79.2	*
White	3	4	2	50.0	*
	4	3	2	66.7	*
	5	3	3	100	*
	6	2	1	50.0	*
	7	1	0	0.0	*
	8	5	4	80.0	*
	11	3	3	100	*

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	1	1	100	*
	4	1	1	100	*
	5	1	1	100	*
	7	2	1	50.0	*
	11	1	1	100	*
Socioeconomically Disadvantaged	3	10	9	90.0	*
	4	9	7	77.0	*
	5	11	8	72.7	*
	6	14	12	85.7	*
	7	10	9	90.0	*
	8	9	9	100	*
	11	17	12	70.6	*
English Learners	3	1	1	100	*
	5	3	3	100	*
	6	1	1	100	*
	11	2	1	50	*
Students with Disabilities	3	10	10	100	*
	4	6	6	100	*
	5	6	6	100	*
	6	7	7	100	*
	7	4	3	75.0	*
	8	11	11	100	0
	11	10	7	70.0	*

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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 (School Year 2016-17)

The Fresno County Superintendent of Schools recognizes the responsibility of the school to involve the parent or guardian 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 Individualized Education Program. Forms and procedures are kept current so that 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. Parent Information Nights are also used to ensure that parents, guardians, and students have access to information on community supports available as well as the opportunity to access social supports for each other. Special events are scheduled throughout the school year to encourage a community setting within the school environment and to foster positive relationships between families and educators. This supports the goal for a person-centered planning process for all students.

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 Fresno County Superintendent of Schools-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 Fresno County Superintendent of Schools' website. Each site's plan focuses on the school's vision, areas of strength, and areas of need with goals and objectives for improvement. The Safe School Committee takes into consideration resources available through law enforcement and community agencies to identify any changes in the community or neighborhood that might assist in building a Safe School Plan. Also included are Fresno County Superintendent of Schools' policies and procedures for drills and evacuations and Standard Operating Procedures related to staff and student safety and safe school operations. The specialized needs of our students are considered and resources available specifically for individuals with disabilities are included in the safe school plan. Special day classes located on district campuses adhere to the policies and procedures as outlined in each district and 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. Each of the three special education sites has developed a team and is being trained on Positive Behavior Intervention and Supports in which each team determines what steps are needed to ensure a safe and secure school site.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	4.5	4.43
Expulsions Rate	0.0	0.0	0
District	2013-14	2014-15	2015-16
Suspensions Rate	11.2	11.2	9.8
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		57.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	10.8
Social Worker	0
Nurse	27.42
Speech/Language/Hearing Specialist	25.9
Resource Specialist	0
Other	0
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 (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	8	6	6	9	4	4						
3	6			1								
4		5	5		2	2						
5	2	6	6	1	4	4						
6	7	6	6	9	5	5						
Other	10	7	7	6	10	10						

Professional Development provided for Teachers

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, BTSA (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).

FY 2014-15 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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$35,749.23	\$30,637.10	\$5,112.13	68,598
District	◆	◆	13,602	67,678
State	◆	◆	\$5,677	77,179
Percent Difference: School Site/District			-62.4	1.4
Percent Difference: School Site/ State			-10.0	-11.1

* Cells with ◆ do not require data.

Types of Services Funded

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Fresno County Special Education	2011-12	2013-14	2014-15
Dropout Rate	14.40	13.30	11.50
Graduation Rate	77.33	78.84	81.89
Fresno County Superintendent of	2011-12	2013-14	2014-15
Dropout Rate	14.40	13.30	11.50
Graduation Rate	77.33	78.84	81.89
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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	--

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	0
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	9	31	86
Black or African American	0	22	78
American Indian or Alaska Native	0	0	78
Asian	0	53	93
Filipino	0	0	93
Hispanic or Latino	7	29	83
Native Hawaiian/Pacific Islander	0	100	85
White	25	35	91
Two or More Races	0	33	89
Socioeconomically Disadvantaged	9	35	66
English Learners	20	31	54
Students with Disabilities	10	30	78

Career Technical Education Programs

Career Technical Education Programs consist of vocational and functional life skills curriculum and training including facilities and maintenance instruction, mail handling, food preparation and table service, grocery and retail service, animal care and community service opportunities. CTE is taught through a combination of adapted curriculum including Project Discovery curricula and modules as well as real-life opportunities in a sheltered work environment. Our newest edition to our career technical education opportunities is a restaurant operated through Fresno County Office of Education in which students learn skills including food and drink preparation, taking orders, customer service, table setting and decoration. All instruction occurs through the collaboration of a restaurant manager and the students' teachers.

Students are encouraged to contribute to their community through volunteer opportunities including food banks, animal shelters, community gardening and parks and recreation service opportunities. Jobs that students hold also include working in the university mail room.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.