Fresno County Special Education

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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Fresno County Superintendent of Schools

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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 (ELPAC 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	46
Grade 1	32
Grade 2	39
Grade 3	29
Grade 4	34
Grade 5	36
Grade 6	25
Grade 7	30
Grade 8	43
Grade 9	36
Grade 10	37
Grade 11	27
Grade 12	28
Ungraded Secondary	175
Total Enrollment	617

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.2
American Indian or Alaska Native	0.6
Asian	6.8
Filipino	0.6
Hispanic or Latino	71.8
Native Hawaiian or Pacific Islander	0.2
White	13.8
Socioeconomically Disadvantaged	80.7
English Learners	21.6
Students with Disabilities	100.0
Foster Youth	2.4

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (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	16-17	17-18	18-19
With Full Credential	54	61	58
Without Full Credential	7	9	13
Teaching Outside Subject Area of Competence	0	0	0
Fresno County Superintendent of Schools	16-17	17-18	18-19
With Full Credential	♦	♦	95
Without Full Credential	♦	♦	14
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Fresno County Special Education	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	1	1

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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: 12/2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Accelerated Reader Amplify CASSLS CyberHigh Education.com Engage NY Edmark Handwriting without Tears Fairview 5 component reading intervention 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 Special Education Unique Learning Systems

Note: Cells with N/A values do not require data.

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 FCSS 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 fifteen 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, FCSS has implemented use of camera systems 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: November 2017		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

Subject	2017-18 CAASPP Results for All Students Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	2.0	6.0	18.0	22.0	48.0	50.0
Math	0.0	0.0	12.0	15.0	37.0	38.0

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	CAASPP Test Results in Science for All Students Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	3.2		
7	6.5	3.2	6.5
9	3.2	3.2	3.2

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	59	49	83.05	6.12
Male	41	32	78.05	6.25
Female	18	17	94.44	5.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	41	36	87.80	5.56
White	12	8	66.67	0.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	42	35	83.33	8.57
English Learners	13	12	92.31	8.33
Students with Disabilities	59	49	83.05	6.12
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	90	48	53.33	0
Male	59	31	52.54	0
Female	31	17	54.84	0
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	59	36	61.02	0
White	21	7	33.33	0
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	34	51.52	0
English Learners	22	12	54.55	0
Students with Disabilities	90	48	53.33	0
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
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 School Site Council, 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 training 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 curriculum being taught, 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 State priority: School Climate (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 the School Site Council and the Safe School Committee and are updated on an annual basis. The plans are available for review at the Office of the Fresno County Superintendent of Schools 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 are implementing Positive Behavior Intervention and Supports strategies in which each team determines what steps are needed to ensure a safe and secure school site.

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	5.7	4.1	3.5
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	10.0	8.1	6.6
Expulsions Rate	0.0	0.0	0.0
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

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	12
Social Worker	0
Nurse	23
Speech/Language/Hearing Specialist	16.35
Resource Specialist (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	6	6	6	5	4	9						
2	6	5	9	1	1	2						
3	7	10	10	2	2	1						
5		6	7		1	2						
6	7	7	6	9	3	6						
Other	7	7	8	10	16	11						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)											
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English												
Mathematics												
Science												
Social Science												

* 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.

Professional Development provided for Teachers

In addition to support from the Fresno County SELPA, host districts or at the school site level, the Fresno County Superintendent of Schools (FCSS) Special Education Department offers professional development opportunities for teachers, support staff and paraeducators during minimum day in-services and workshops (approximately 43 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, defensive driving and crisis intervention/deescalation of behavior. 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) California Alternate Assessment, 12) Advanced Behavior Supports, 13) Advanced Communication and Assistive Technology, 14) Quality Instruction Indicators, 15) File Maintenance, 16) Casemanagement 17) Transition planning and implementation 18).Human Trafficking and 19) Child Protection Agency reporting. In addition, FCSS operates a Mentoring Program, BTSA (Beginning Teacher Support and Assessment, and CESIP (Clear Education Specialist Induction Program) programs. The FCSS 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 FCSS specialists (e.g. behavior specialist, autism specialist, ERMHS (Educationally-Related Mental Health) providers and school psychologists).

FY 2016-17 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	47442.35	47247.48	194.51	69086.17
District	◆	◆	13,602	69086.17
State	◆	◆	$7,125	
Percent Difference: School Site/District			-194.4	0.0
Percent Difference: School Site/ State			-189.4	-11.1

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Fresno County Superintendent of Schools 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. Special Education funding through the federal and state allocations support the educational needs and programs for all students served through Fresno County Superintendent of Schools.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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Fresno County Special Education	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	15.4	14.9	9.4
Graduation Rate	7.7	8.5	15.6
Fresno County Superintendent of	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	71.0	72.1	50.7
Graduation Rate	8.5	7.7	20.3
California	**2014-15**	**2015-16**	**2016-17**
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	**CTE Program Participation**
Number of pupils participating in CTE	136
% 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**
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	0.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

* Where there are student course enrollments.

2017-18 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 2017		
	School	**District**	**State**
All Students	16.1	96.2	88.7
Black or African American	0.0	34.6	82.2
American Indian or Alaska Native	0.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	13.6	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	20.0	90.5	92.1
Two or More Races	0.0	75.0	91.2
Socioeconomically Disadvantaged	14.8	96.3	88.6
English Learners	0.0	100.0	56.7
Students with Disabilities	16.1	42.9	67.1
Foster Youth	33.3	93.3	74.1

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 Superintendent of Schools 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 https://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.