Fresno County Special Education
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, 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 the 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. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Fresno County Special Education
Street	1111 Van Ness Ave.
City, State, Zip	Fresno, CA 93721
Phone Number	(559) 265-3000
Principal	Christina Borges
Email Address	cborges@fcoe.org
School Website	https://specialeducation.fcoe.org/
Grade Span	P-12
County-District-School (CDS) Code	10-10108-6069488

2024-25 District Contact Information

District Name	Fresno County Superintendent of Schools
Phone Number	(559) 265-3000
Superintendent	Dr. Michele Cantwell-Copher
Email Address	mcopher@fcoe.org
District Website	www.fcoe.org

2024-25 School Description and Mission Statement

The Fresno County Superintendent of Schools Special Education Department (Fresno County Special Education) is dedicated to providing high quality and specialized services for students with disabilities on behalf of their school district. Our partnership with local school districts is paramount to the success of the students we serve.

Our mission is to:
- Provide student-focused, high quality programs and services utilizing evidence-based interventions and curriculum.
- Implement specialized services for students with the most significant disabilities.

2024-25 School Description and Mission Statement

- Retain high quality instructional staff.
- Implement instructional practices that promote student success and continuous learning.
- Develop supportive and professional relationships with colleagues, families and community members.

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

- Seventy-eight special day classrooms throughout Fresno County
- Kindergarten through adult classes for students with a disabling condition of Emotional Disturbance
- Preschool through adult aged programs for students with Extensive Support Needs
- Preschool through twelfth grade classes for students who are Deaf or Hard of Hearing, including classes with instruction in sign language
- Preschool through sixth grade classes for students with a disabling condition of Autism
- Deaf and Hard of Hearing itinerant services
- Visually Impaired itinerant services
- Orthopedically Impaired itinerant services
- Infant and toddler intervention services
- Audiology services
- Orientation and mobility
- Occupational therapy
- Physical therapy
- Adapted physical education
- Speech and language therapy
- School psychology services
- Pre-employment transition services

The goal of Special Education is to provide services designed for students to meet individual goals and objectives in the least restrictive environment. Fresno County Special Education provides educational services to individuals ages birth through 22 years who have significant disabilities that impair their ability to benefit from instruction solely in a general education environment. Students receive specialized services to address their needs, and are provided opportunities to access core curriculum and participate in general education environments to the maximum extent possible. Students participate in the California Assessment of Student Performance and Progress (CAASPP) statewide assessments as indicated in their Individualized Education Program (IEP). Assessment options include the Smarter Balanced Assessment System (SBAC), California Alternate Assessment (CAA), the California Science Test (CAST), Physical Fitness Testing (PFT), and language proficiency testing (ELPAC). Infants and students aged 3-5 participate in the Desired Results Developmental Profile (DRDP).

The Fresno County Special Education program supports the rights of all students with disabilities to receive a free and appropriate public education in the least restrictive environment. Students served in our special day classes receive quality instruction that is research-based and standards-aligned. We also proudly offer pre-employment transition services and work experience utilizing inclusive community settings for transition-age youth in our program. Working in collaboration with students, parents, and community agencies, our Adult Transition Program serves as a bridge between school and adult life. Overall, self-advocacy, community access, and personal growth are emphasized in a team approach to assist each student to realize their dreams and potential.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	46
Grade 1	32
Grade 2	30
Grade 3	49
Grade 4	42
Grade 5	37
Grade 6	37
Grade 7	27
Grade 8	35
Grade 9	29
Grade 10	43
Grade 11	30
Grade 12	134
Total Enrollment	571

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	34.7
Male	65.1
American Indian or Alaska Native	0.5
Asian	6.7
Black or African American	2.5
Filipino	0.5
Hispanic or Latino	78.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.9
White	8.9
English Learners	19.1
Foster Youth	1.1
Homeless	2.5
Migrant	1.2
Socioeconomically Disadvantaged	85.8
Students with Disabilities	100

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.00	61.97	139.70	53.20	228366.10	83.12
Intern Credential Holders Properly Assigned	8.00	11.27	11.80	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	4.23	9.00	3.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	69.60	26.52	12115.80	4.41
Unknown/Incomplete/NA	16.00	22.54	32.30	12.32	18854.30	6.86
Total Teaching Positions	71.00	100.00	262.70	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.50	80.14	148.00	54.83	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	2.84	6.00	2.23	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	2.84	20.60	7.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	69.50	25.78	11953.10	4.28
Unknown/Incomplete/NA	10.00	14.18	25.60	9.49	15831.90	5.67
Total Teaching Positions	70.50	100.00	269.90	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	55.50	77.62	156.00	58.95	231142.40	100.00
Intern Credential Holders Properly Assigned	6.00	8.39	8.00	3.02	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	2.80	11.70	4.43	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	64.60	24.44	11746.90	4.23
Unknown/Incomplete/NA	8.00	11.19	24.20	9.14	14303.80	5.15
Total Teaching Positions	71.50	100.00	264.60	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	2.00	2
Misassignments	1.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.00	2.00	2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.40	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.20	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Students enrolled in special day classrooms operated by The Fresno County Special Education Department have access to state-adopted and supplemental curriculum. All seventy-eight classrooms have sufficient instructional materials and textbooks aligned with the state academic and/or alternative achievement content standards. Students enrolled in the Targeted Intervention and Emotional Supports (TIES) program utilize core curriculum adopted by the host district. All students are provided opportunities to be included into general education to the fullest extent possible. At the high school level, all students enrolled in TIES participate in Cyber High, an online curriculum that allows students to earn credits toward high school graduation. Students enrolled in the Deaf and Hard-of-Hearing program also utilize core curriculum adopted by the host district as well as supplemental materials specifically designed to assist students with hearing impairments. Students enrolled in the Preschool Intervention Program utilize curriculum aligned to the Preschool/Transition Kindergarten Learning Foundations. Collaborative Instruction Reinforcing Communication and Language Environment (CIRCLE) autism program utilize a combination of district-adopted core curriculum and supplemental materials.

Fresno County Special Education also operates classrooms for students with extensive support needs (ESN). Students enrolled in this program are taught using standards-aligned instructional materials and mastery is assessed utilizing the California Alternate Assessment (CAA). Highly specialized and "hands-on" instructional materials are utilized. All students enrolled in our ESN program use the supplemental curriculum, TeachTown. It is an internet-based special education program with a complimentary physical curriculum and manipulatives that provide grade-aligned subjects utilizing the principles of applied behavior analysis (e.g. zero and four-second time delay, reinforcement, task analysis, model-lead-test) and the science of reading to deliver content. Core subjects are available, including, English language arts, math, science, and social studies, as well as additional lessons in social skills, health and wellness, transition to adulthood, and safety. Lessons are taught at three different instructional levels:

Level 1 Learners - concrete pre-symbolic learner; Minimal to emerging communication (i.e., little to no verbal language, uses sounds/approximations/gestures/eye gaze, etc.).
Level 2 Learners - concrete symbolic learner; Communicates basic wants and needs using verbal language or AAC supports.
Level 3 Learners - symbolic learner; Communicates basic wants and needs, answers everyday and curriculum-based questions.

Technology, specialized software, and specialized equipment are important components of all special education classrooms. Promethean boards have been provided to all classrooms to offer opportunities for more interactive instructional opportunities and access to TeachTown curriculum. Highly specialized equipment, such as lifts, 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. Chromebooks and iPads are available for students needing speech-generating devices to communicate or assistive technology to engage with academic content. Depending on the applications that are utilized, the tablets can be used for expressive and receptive language, choice-making, task completion, following directions, reinforcement, and as a learning tool for teaching academics and functional skills. Students enrolled in classes located on general education sites are additionally provided with ongoing opportunities to participate in district programs, and extracurricular and special events.

Year and month in which the data were collected	December 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	CASSLS CyberHigh Edmark Handwriting without Tears PCI Environmental Print Reading Milestones Starfall TeachTown Ed Helper Fountas and Pinnell	Yes	0%
Mathematics	Algebra to Go/Houghton Mifflin CyberHigh McGraw Hill My Math Ed Helper Houghton Mifflin Harcourt STAR Curriculum TeachTown Touchmath	Yes	0%
Science	CyberHigh Project Discovery TeachTown Scholastic	Yes	0%
History-Social Science	American Journey/Glencoe CyberHigh News2You TeachTown	Yes	0%
Foreign Language	N/A		
Health	TeachTown	Yes	0%
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

The Fresno County Special Education Department operates seventy-eight special day classrooms. Twenty-four of these classrooms are located across three special education centers. The remaining fifty-four classrooms are located on twelve separate integrated district sites or college campuses throughout Fresno County. Classroom conditions and planned improvements on integrated sites are monitored by the host school district through joint agreements. Classes on general education campuses follow plans developed by the district in which they are located.

The Fresno County Special Education Department operates three special education centers located at Beth Ramacher Educational Complex, Monte Vista School, and Sutherland Center. All special education centers have developed safe school plans. Each year, a school facility inspection is completed by facility partners with the Fresno County Superintendent of Schools (FCSS). The most recent inspection was completed in October of 2024 and facilities received an overall rating of Good. All three special education campuses have been modernized within the past nineteen years and updated heating and ventilation projects were completed this summer. Four portable classrooms were replaced this summer and fall and outdoor learning centers were completed at all three special education centers. Upgraded drinking fountains and water bottle refill stations were installed at all centers in 2022. In addition to ensuring excellent maintenance of facilities, FCSS has upgraded the the wireless internet infrastructure and public address system at Sutherland, Monte Vista, and Ramacher Centers to ensure every classroom is available to receive time-sensitive and important information.

Playground improvements will be a priority focus area during the 2025-2026 school year.

Year and month of the most recent FIT report	November 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC systems updated in 2024.
Interior: Interior Surfaces		X		Repairs in progress; Portables being replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	6	8	29	28	46	47
Mathematics (grades 3-8 and 11)	3	3	13	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	243	94.19	5.81	7.82
Female	84	77	91.67	8.33	6.49
Male	174	166	95.40	4.60	8.43
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	5.26
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	205	194	94.63	5.37	7.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	20	86.96	13.04	20.00
English Learners	42	41	97.62	2.38	7.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	145	96.67	3.33	7.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	258	243	94.19	5.81	7.82

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	243	94.19	5.81	3.29
Female	84	77	91.67	8.33	3.90
Male	174	166	95.40	4.60	3.01
American Indian or Alaska Native	--	--	--	--	--
Asian	20	19	95.00	5.00	5.26
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	205	194	94.63	5.37	3.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	23	20	86.96	13.04	5.00
English Learners	42	41	97.62	2.38	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	145	96.67	3.33	3.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	258	243	94.19	5.81	3.29

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	3.03	5.71	2.94	5.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	114	85.71	14.29	6.19
Female	47	37	78.72	21.28	8.33
Male	85	76	89.41	10.59	3.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	90	87.38	12.62	6.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	16	12	75.00	25.00	8.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	75	71	94.67	5.33	4.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	132	113	85.61	14.39	5.36

2023-24 Career Technical Education Programs

High school and adult students enrolled in FCSS special education classes are offered the opportunity to participate in courses that integrate core academics with technical and occupational knowledge. This provides students with a pathway to postsecondary success in the areas of education and training, employment, and independent living and is reflected in each student's Individual Transition Plan. Our comprehensive transition program provides direct services to students through two grant-funded programs: WorkAbility I and the Transition Partnership Program with the Department of Rehabilitation. WorkAbility I (WAI) is a grant that provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training. WAI requires that an FCSS administrator participate in a Local Partnership Agreement, which includes Central Valley Regional Center, the Department of Rehabilitation, and other organizations and employers with a focus on competitive integrated employment for youth with disabilities. This committee meets throughout the year to discuss needs of the community and how to improve career outcomes for students. The LPA has expanded its audience for scheduled meetings to include parents and students. Our Transition Partnership Program (TPP), in collaboration with the Department of Rehabilitation, provides students pre-employment transition services in the following areas: career exploration counseling, workplace readiness training, paid and unpaid work-based learning experiences, self-advocacy instruction, and postsecondary counseling. For the 2023-2024 school year, we reported the following data to the California Dashboard for the new College and Career Indicators: thirty-four students met the requirements for 100 hours of Transition Work-Based Experience in a real-world work setting and ninety-seven completed coursework in Transition Classroom-Based Work Exploration.

Additionally, thirty-one students in our Adult Transition Program participated in a food service and hospitality track of career

2023-24 Career Technical Education Programs

training. All participating students completed the food handler certification course. Students received direct instruction which aligned with an introductory level to several of the Food Service and Hospitality Pathway Standards. Students experienced on-the-job instruction covering the following topics: the basic principles of sanitation and safe food handling; applying the basics of food preparation in a professional kitchen; applying the basics of baking; applying the knowledge and skills essential for effective customer service; and applying the basic procedures and skills needed for food and beverage service.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	28	26	25	25	28
Grade 7	24	19	19	20	20
Grade 9	30	30	30	30	30

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

The Fresno County Special Education Department recognizes the responsibility of the school to involve parents or guardians in all aspects of their child's education. Procedural safeguards are provided to parents at least annually and as specified by law. A parent handbook is provided to parents annually in English and Spanish and includes all required components. Parent participation is sought in the development of each student's individualized education program at least annually and at the time of transition. In collaboration with the School Site Council, the parent engagement policy and compact are reviewed, updated, and approved annually. The parent compact is provided in both English and Spanish. A school climate survey is conducted each year to seek parent and guardian feedback on the school's performance in several categories including teaching and learning, school safety, interpersonal relationships, institutional environment, parent involvement, and transportation. The results of the survey are used to develop goals, plan professional development, and create parent engagement activities.

Fresno County Special Education actively invites and encourages parents to participate in a variety of parent engagement activities including the annual Title I meeting, School Site Council (SSC), Community Advisory Committee (CAC), back-to-school events, school outings, trips, open houses, parent information nights, and community support groups. During the 2024-2025 school year, ten parent information meetings are currently scheduled to provide support on parent-identified topics of interest including student behavior, the transition process, sleep routines, technology, and increasing student independence. Additionally, parents are invited to the Family Transition Network virtual webinar series on five transition-specific topics including family empowerment centers, navigating through secondary transition, staying involved in your youths transition to adulthood, post-secondary access, and the importance of siblings. Meetings are offered in a variety of formats, often allowing parents to attend virtually or in-person. To improve parent-child communication, American Sign Language (ASL) classes are provided biweekly for parents of students in our Deaf and hard-of-hearing program. Childcare and interpreting services are made available to reduce barriers to participation in parent engagement activities.

In our continued effort to improve communication with parents, Fresno County Special Education purchased ParentSquare in 2021. ParentView, an application that allows parents to see the travel path of their students riding the First Student School bus was launched in 2022.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	9.4	0.0	5.9	33.2	37.7	42.2	7.8	8.2	8.9
Graduation Rate	11.3	19.4	23.5	24.0	25.1	23.3	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	34	8	23.5
Female	17	2	11.8
Male	17	6	35.3
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	23	3	13.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	31	7	22.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	34	8	23.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	632	612	311	50.8
Female	226	219	114	52.1
Male	405	392	196	50.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	42	42	12	28.6
Black or African American	18	15	5	33.3
Filipino	--	--	--	--
Hispanic or Latino	491	476	253	53.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	12	12	8	66.7
White	60	58	28	48.3
English Learners	122	121	63	52.1
Foster Youth	14	13	3	23.1
Homeless	17	17	9	52.9
Socioeconomically Disadvantaged	543	530	271	51.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	631	612	311	50.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.16	2.25	2.37	2.11	3.45	3.28	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.37	0.00
Female	1.77	0.00
Male	2.72	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	2.38	0.00
Black or African American	5.56	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.00	0.00
English Learners	0.00	0.00
Foster Youth	7.14	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.21	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.38	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Fresno County Special Education center-based programs located at Beth Ramacher Educational Complex, Monte Vista School, and Sutherland Center have Comprehensive School Safety Plans that have been developed and approved by the School Site Council, the Safe School Committee, and the County Board of Education. These plans are updated on an annual basis with the most recent update occurring in February of 2024. The School Safety Plan is available for review at the Office of the Fresno County Superintendent of Schools and its website. Each plan focuses on the school's vision, areas of strength, and areas of need with goals and objectives for improvement in school culture and school physical condition. The Safe School Committee takes into consideration resources available through law enforcement and community agencies to identify any changes in the community or neighborhoods that might assist in building an accurate and effective Safe School Plan. Also included are Fresno County Superintendent of Schools policies, procedures, and schedules for drills and evacuations, and standard operating procedures related to staff and student safety and safe school operations including a reunification plan, site-specific discipline and rules, and procedures for ingress and egress of pupils, parents, and employees to and from school. The specialized needs of our students are considered and resources available specifically for individuals with disabilities are included in the 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. In addition to reactive-based safety procedures and a tactical response plan, each of the three special education sites has developed a safety team devoted to creating and implementing positive intervention supports and strategies in which each team determines what steps are needed to proactively ensure a safe and secure school site.   During the 2024-2025 school year, each center-based program was equipped with a visitor management system which requires all visitors to check in the office and receive a visitor badge before entering campus.

Special day classes located on district campuses adhere to the policies and procedures as outlined in each attended district and their respective school's Safe School Plan.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	8.7	8.7	0	0

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	7.1	7.1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	8.7	8.7	0	0

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	0	0	0	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	14
Social Worker	0
Nurse	10
Speech/Language/Hearing Specialist	14
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	69804.64	55964.54	13840.10	93696.05
District	N/A	N/A	13787.34	93371.40
Percent Difference - School Site and District	N/A	N/A	0.4	0.3
State	N/A	N/A	10,771	
Percent Difference - School Site and State	N/A	N/A	24.9	

Fiscal Year 2023-24 Types of Services Funded

Fresno County Special Education supports students ages 3 through 22 with a variety of educational supports and programs. Each is designed to meet the individualized educational plan and provide access to core content to the extent possible for students with moderate to severe disabilities. Special Education funding through federal, state, and local allocations support the educational needs and programs for all students served through Fresno County Special Education. Sources of funds to provide for the County Operated Programs for Special Education include the following:

- Special education property tax
- Federal IDEA grants
- Federal Title grants, as appropriate
- Federal and State mental health funding, as appropriate
- Lottery funds
- LCFF transfers from member LEAs with students enrolled in the programs
- Home-to-School transportation funding, plus LEA billback charges, as appropriate
- Exchange fees for other SELPAs, and fee-for-services
- Low Incidence funding, as appropriate
- Out of home care funding
- State special education base rate funding
- WorkAbility I grant
- Department of Rehabilitation Transition Partnership Program grant
- The Local Educational Agency Medi-Cal Billing Option Program (LEA BOP)
- LCFF transfers from FCSS

These funds are used to pay for all expenditures necessary to operate each of the three county-operated special education centers and their off-sites, and low-incidence services within the SELPA region. Services supported through these funds include academic, functional, transitional, behavioral, and social-emotional instruction and curriculum. Educationally-Related Mental Health funds support students by providing counseling and mental health support to students and their families. Title 1,2,3,and 4 funding is generated and used as part of a school-wide program addressing areas of identified need through the School Plan for Student Achievement annual evaluation and needs assessment.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	n/a	n/a
Mid-Range Teacher Salary	n/a	n/a
Highest Teacher Salary	n/a	n/a
Average Principal Salary (Elementary)	n/a	n/a
Average Principal Salary (Middle)	n/a	n/a
Average Principal Salary (High)	n/a	n/a
Superintendent Salary	n/a	n/a
Percent of Budget for Teacher Salaries	n/a	n/a
Percent of Budget for Administrative Salaries	n/a	n/a

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Employees of the special education department have access to many professional development opportunities. In-person, virtual, and self-paced training is available through several sources. Virtual self-paced options are available through Keenan, our risk management company. Keenan provides training in the following areas: situational awareness in special education, child abuse prevention, equipment safety in lifting and transferring, best practices in transportation, liability concerns in the special education environment, and supervision for students with exceptional needs. Additionally, many employees are expected to annually renew certificates in CPR, first aid, defensive driving, mandated reporting, and crisis intervention/de-

Professional Development

escalation of behavior. Employees may also access virtual self-paced training through the Badge and Bridge Projects, developed by the department. In-person topics include TeachTown implementation, Motivational Interviews, behavior support, and course of study implementation.

Fresno County Special Education provides ongoing support for teachers new to the field or placed in a new classroom assignment. The FCSS Peer Assistance and Coaching Program and FCSS Induction Program are available for teachers to receive ongoing support during the critical first years in the classroom. Induction is a program which provides a pathway for teachers seeking to clear their credential. FCSS programs that provide teacher support utilize evidence-based practices such as cycles of inquiry, reflection and peer coaching and collaboration. Coaches are experienced and highly skilled educators who provide mentoring and support to new and experienced teachers and participants. Coaches also receive training and information on research-based professional development that fosters their coaching skills and instructional leadership. Participating teachers receive a stipend, which can be used to purchase classroom materials or attend conferences or other professional development opportunities.

Fresno County Special Education also supports individuals starting their administrative career through the FCSS Clear Administrative Services Credential (CASC) Program. FCSS's CASC Program is an approved pathway by the CCTC and offers job-embedded, site-based, individualized coaching. This is a two-year program that includes one-on-one coaching with a skilled administrator, an Individualized Learning Plan (ILP), professional and personalized learning opportunities, and a culminating portfolio representing two years of leadership development based upon the California Professional Standards for Educational Leaders (CPSEL). In addition, principals, and other administrators, receive high-quality professional learning opportunities throughout their careers and other school leaders receive professional development through various conferences, training, and resources.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	13	31	30