

Fresno County Special Education

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.

2021-22 School Contact Information

School Name	Fresno County Special Education
Street	1111 Van Ness Ave.
City, State, Zip	Fresno, CA 93721
Phone Number	(559) 265-3040
Principal	Trina Frazier
Email Address	tfrazier@fcoe.org
School Website	
County-District-School (CDS) Code	10-10108-6069488

2021-22 District Contact Information

District Name	Fresno County Superintendent of Schools
Phone Number	(559) 265-3000
Superintendent	Jim A. Yovino
Email Address	jyovino@fcoe.org
District Website Address	www.fcoe.org

2021-22 School Overview

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 commitment is to partnership with local school districts and is a critical component to the success of the students we serve.

Our mission is to:

- Retain high quality teachers and educators
- Implement instructional practices that promote student success and continuous learning
- Develop supportive professional relationships with colleagues, families and community members
- Provide student-focused, high quality programs and services utilizing evidence-based interventions and curriculum

The 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 services and programs to students with special education needs, including the following:

- Targeted Intervention classes for students with Emotional Disturbance
- Programs for students with Extensive Support Needs
- Adult Transition Program for students with extensive support needs, ages 18 – 22 years
- Programs for students who are Deaf or Hard of Hearing including classes with instruction in sign language
- Classes for students with Autism Spectrum Disorders
- Classes for preschool students with Autism Spectrum Disorders
- Deaf/Hard of Hearing Itinerant services
- Visually Impaired Itinerant services
- Orthopedically Impaired Itinerant services
- Infant/Toddler Intervention Services
- Audiologist services
- Orientation and Mobility
- Occupational Therapy
- Physical Therapy

2021-22 School Overview

- Adapted Physical Education
- Speech and Language Therapy

The goal of Special Education is to empower every student with special needs through individualized services in the least restrictive setting. The Fresno County Superintendent of Schools Special Education department provides educational services to individuals ages birth through 22 years who have various forms of developmental disabilities or other disabilities that impairs 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 the California Assessment of Student Performance and Progress (CAASPP) statewide assessments as indicated in their Individualized Education Program. Assessment options include the Smarter Balanced Assessment System (SBAC), California Alternate Assessment (CAA), Physical Fitness Testing (PFT), and language proficiency testing (ELPAC). 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 Special Education program supports the rights of all students with disabilities to receive a free and appropriate public education in the least restrictive environment. In the area of Autism, Fresno County Special Education is proud of the research based innovative options and expanded services that are offered for young children with autism. For students with extensive support needs, we are proud of the strides made in providing functional skills-based instruction and work experience 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. 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	36
Grade 1	39
Grade 2	38
Grade 3	46
Grade 4	33
Grade 5	40
Grade 6	30
Grade 7	31
Grade 8	36
Grade 9	28
Grade 10	34
Grade 11	56
Grade 12	130
Total Enrollment	577

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	6.9
Black or African American	4.9
Filipino	0.2
Hispanic or Latino	75.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.9
White	10.2
English Learners	15.3
Foster Youth	2.4
Homeless	2.4
Socioeconomically Disadvantaged	72.6
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

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

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Fresno County 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 extensive support needs and are aligned to the Alternate Achievement Standards assessed on the California Alternate Assessment (CAA). Fresno County Superintendent of Schools (FCSS) operated classrooms for students with emotional disturbance utilizes 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 FCSS operated autism program may utilize district adopted materials or non-adopted materials. The FCSS Special Education Department has also purchased specialized reading intervention programs and social skills training programs for use with students with autism, challenging behaviors, emotional disturbances, and deaf or hard of hearing disabilities. For students with extensive support needs, highly specialized instructional materials are provided that offer relevant, "hands on" approaches that are relevant for use with this population. The materials are evaluated through a standards mapping process and aligning of the content standards. The Special Education Administrators of County Offices (SEACO) Content Access Guide for Students with Moderate Severe Disabilities has been disseminated to the teachers and training has been provided in implementing components aligned to grade level standards. The Steps to Success: Blueprints for the Achievement of All Students, is utilized in K-12 classrooms for students with moderate to 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 or Smart boards have been installed in all classrooms at the three centers, 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 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, 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 300 iPads were purchased to be used with students with various communication needs in the Fresno County Special Education 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 for which 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. Instruction in the standards associated with the California Healthy Youth Act is also delivered to all students as required as part of the annual instructional plan. 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

12/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Accelerated Reader Amplify	Yes	0%

	<p>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 Reading Milestones STAR Curriculum Starfall Superkids Unique Learning Systems</p>		
Mathematics	<p>Algebra to Go/Houghton Mifflin CyberHigh Education.com Engage NY Envision Math Houghton Mifflin McGraw Hill Project Discovery STAR Curriculum Unique Learning Systems Touchmath</p>	Yes	0%
Science	<p>CyberHigh Project Discovery Unique Learning Systems</p>	Yes	0%
History-Social Science	<p>American Journey/Glencoe McGraw Hill (Grade 8) CyberHigh Holt</p>	Yes	0%
Health	<p>Circles Lifesmart Positive Prevention Plus Special Education Unique Learning Systems</p>	Yes	0%

School Facility Conditions and Planned Improvements

The Fresno County Special Education Department operates seventy-six special day classrooms. Many of these classrooms are located on integrated sites by host districts 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 November of 2021 and facilities received an overall rating of Good. All three special education campuses have been modernized within the past sixteen 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. Complaints are resolved in accordance with FCSS adopted procedures.

Year and month of the most recent FIT report

November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		All noted repairs have been completed or scheduled.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		All noted repairs have been completed or scheduled.
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		All noted repairs have been completed or scheduled.

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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	171	62.41	37.59	7.6
Female	89	52	58.43	41.57	9.62
Male	185	119	64.32	35.68	6.72
American Indian or Alaska Native	--	--	--	--	--
Asian	21	12	57.14	42.86	0
Black or African American	12	4	33.33	66.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	205	132	64.39	35.61	7.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	16	59.26	40.74	6.25
English Learners	37	18	48.65	51.35	0
Foster Youth	12	6	50	50	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	88	60.69	39.31	4.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	274	171	62.41	37.59	7.6

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	274	160	58.39	41.61	0.63
Female	89	49	55.06	44.94	0.00
Male	185	111	60.00	40.00	0.90
American Indian or Alaska Native	--	--	--	--	--
Asian	21	11	52.38	47.62	0.00
Black or African American	12	4	33.33	66.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	205	124	60.49	39.51	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	16	59.26	40.74	0.00
English Learners	37	15	40.54	59.46	0.00
Foster Youth	12	5	41.67	58.33	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	82	56.55	43.45	1.22
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	274	160	58.39	41.61	0.63

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A

American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A

Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A

Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A

Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	--	N/A	--	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	1	2.63	97.37	--
Female	--	--	--		
Male	30	1	3.33		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	22	1	4.55	95.45	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	0	0.00	100.00	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	1	5.00	95.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	1	2.63	97.37	--

2020-21 Career Technical Education Programs

Career Technical Education (CTE) 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 curriculum and work based experience. Adopted curriculum and modules are implemented through Project Discovery, and experience and work-based exposure through real-life opportunities in a sheltered work environment. 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.

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, and table setting and decoration. All instruction occurs through the collaboration of a restaurant manager and the students' teachers.

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2019-2020 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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

The Fresno County Special Education Department recognizes the responsibility of the school to involve the parent or guardian in all aspects of the special education process. Documents that seek parental consent and provide prior written notice are kept up to date and provided as mandated by law. A parent handbook is provided to parents on an annual basis.

Parents are invited and encouraged to participate in the School Site Council (SSC), Community Advisory Committee (CAC), back to school events, field trips, open houses, parent information nights, and various community support groups. With parent input, a parent engagement policy and compact has been developed by the SSC. Components of the parent compact outlines the responsibilities and recommendations of the student, school, and parent to maintain positive relationships and engagement throughout the school year. Parental participation is sought in the development of each student's individualized education program at least annually and at the time of transition.

A school climate survey was sent to families in the spring of 2021 to seek their feedback on our schools performance in several categories including: teaching and learning, school safety, interpersonal relationships, institutional environment, parent involvement and, transportation. The results of the survey were used to plan professional development for the 2021-2022

2021-22 Opportunities for Parental Involvement

school year.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	7.4	5.1	0.0	40.8	37.1	36.6	9.0	8.9	9.4
Graduation Rate	22.2	35.9	11.1	18.8	21.3	18.1	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	36	4	11.1
Female	19	1	5.3
Male	17	3	17.6
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	28	2	7.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	31	3	9.7
Students Receiving Migrant Education Services	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	623	610	175	28.7
Female	228	224	62	27.7
Male	395	386	113	29.3
American Indian or Alaska Native	3	3	1	33.3
Asian	45	43	16	37.2
Black or African American	27	26	11	42.3
Filipino	1	1	1	100.0
Hispanic or Latino	463	458	119	26.0
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	11	11	3	27.3
White	71	66	24	36.4
English Learners	102	100	22	22.0
Foster Youth	20	20	8	40.0
Homeless	17	17	7	41.2
Socioeconomically Disadvantaged	459	451	129	28.6
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	623	610	175	28.7

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.33	0.00	5.43	0.21	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.82	4.47	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

The Fresno County Special Education center-based programs located at Beth Ramacher Educational Complex, Monte Vista School, and Sutherland Center have Safe School Plans that have been developed by the School Site Council and the Safe School Committee. These plans are updated on an annual basis with the most recent update occurring in February of 2021 after review by the School Site Council. 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 neighborhoods that might assist in building an accurate and effective 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. Safe School Planning professional development is provided for site leaders to ensure accurate preparation for and completion of the Safe School Plan. Apart from reactive based safety procedures, each of the three special education sites has developed a team devoted to creating and implementing positive intervention supports and strategies in which each team determines what steps are needed to ensure a safe and secure school site.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	6	7		
1				
2				
3	8	2		
4				
5	8	1		
6	8	7		
Other	8	12		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	3	3		
1				
2				
3	1	2		
4	3	3		
5	2	4		
6	2	8		
Other	6	38		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	5	1		
1				
2				
3				
4	1	2		
5				
6	3	5		
Other	7	34		

2020-21 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.

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	1
Social Worker	0
Speech/Language/Hearing Specialist	27.8
Resource Specialist (non-teaching)	0
Other	20.3

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	56644.61	56270.68	373.94	80,573.57
District	N/A	N/A	13,602	
Percent Difference - School Site and District	N/A	N/A	-189.3	0.0
State			\$8,444	
Percent Difference - School Site and State	N/A	N/A	-183.0	-11.1

2020-21 Types of Services Funded

Fresno County Special Education supports students through a variety of educational funds and programs. Each is designed to meet the individualized educational plan for each student and provide access to core content to the extent possible for students with severe disabilities. Special Education funding through federal and state allocations supports 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
- 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
- Educational Related Mental Health funding
- Title 1,2,3, and 4 funding.

These funds are used to pay for all expenses to operate each of the three county-operated special education centers and their off-sites. Services taught to students and supported through these funds includes 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 school-wide multi-tiered Universal Design Learning (UDL) support programs.

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

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	0

Professional Development

In addition to support from the Fresno County Special Education Local Plan Area, and professional development provided through host districts or at the school site level, the Fresno County Special Education Department offers professional development opportunities for teachers, support staff and paraeducators during established 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, mandated reporting, and crisis intervention/de-escalation of behavior. Given the unique needs of a large segment of the student population, training addresses 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, 2) Best practices for transportation, 3) Transition and Workability, 4) Community-based Instruction, 5) SEIS IEP Procedures, 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) Case management, 17) Transition planning and implementation, 18) Human Trafficking, 19) Child Protection Agency reporting, 20) Parent Engagement, 21) Person-Centered Planning, 22) Quality IEP training, and 23) Evidence-based instructional practices.

In addition, Fresno County Superintendent of Schools operates a Mentoring Program, Peer Assistance and Coaching (PAC), and Clear Education Specialist Induction Program (CESIP) 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).

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	9

Fresno County Superintendent of Schools

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Student Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Fresno County Superintendent of Schools
Phone Number	(559) 265-3000
Superintendent	Jim A. Yovino
Email Address	jjovino@fcoe.org
District Website Address	www.fcoe.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	233	63.14	36.86	9.44
Female	102	58	56.86	43.14	10.34
Male	267	175	65.54	34.46	9.14
American Indian or Alaska Native	--	--	--	--	--
Asian	24	14	58.33	41.67	0.00
Black or African American	31	17	54.84	45.16	17.65
Filipino	--	--	--	--	--
Hispanic or Latino	270	173	64.07	35.93	8.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	21	61.76	38.24	14.29
English Learners	51	27	52.94	47.06	7.41
Foster Youth	23	15	65.22	34.78	26.67
Homeless	18	8	44.44	55.56	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	211	125	59.24	40.76	7.20
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	297	186	62.63	37.37	8.60

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	369	222	60.16	39.84	0.90
Female	102	55	53.92	46.08	0.00
Male	267	167	62.55	37.45	1.20
American Indian or Alaska Native	--	--	--	--	--
Asian	24	13	54.17	45.83	0.00
Black or African American	30	17	56.67	43.33	11.76
Filipino	--	--	--	--	--
Hispanic or Latino	271	165	60.89	39.11	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	34	21	61.76		0.00
English Learners	51	24	47.06	52.94	0.00
Foster Youth	23	14	60.87	39.13	7.14
Homeless	18	8	44.44	55.56	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	210	119	56.67	43.33	1.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	296	175	59.12	40.88	1.14

ACTION

- TOPIC:** Special Education Department School Accountability Report Card for 2020-2021
- ISSUE:** Approval of the 2020-2021 School Accountability (SARC) Report Card
- BACKGROUND:** Under the provisions of Proposition 98, schools in California are required to prepare annual School Accountability Report Card. One card is being presented for board approval for our Special Education schools that serve district referred students. The purpose of this report card is to inform the local school community about conditions and progress being made in our schools. This information is to be kept on the FCSS's web site for access by the general public.
- PRESENTER:** Hank Gutierrez, Ed.D., Deputy Superintendent
Educational Services (559) 265-4072
- RESOURCE:** Trina Frazier, Assistant Superintendent
Student Services (559) 265-3040
Christina Borges, Executive Director
Special Education (559) 497-3901
- RECOMMENDATION:** The Administration recommends the Board join the County Superintendent of Schools to approve the 2021-2022 report card.