

Fresno County Special Education

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

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.

2022-23 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	Christina Borges
Email Address	cborges@fcoe.org
School Website	https://specialeducation.fcoe.org/
County-District-School (CDS) Code	10-10108-6069488

2022-23 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 Address	www.fcoe.org

2022-23 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 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.
- 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-nine special day classrooms throughout Fresno County
- Targeted intervention classes for students with Emotional Disturbances
- Preschool through adult aged programs for students with Extensive Support Needs
- Programs for students who are Deaf or Hard of Hearing including classes with instruction in sign language
- Preschool through sixth grade classes for students with Autism Spectrum Disorders
- Deaf and Hard of Hearing itinerant services
- Visually Impaired itinerant services
- Orthopedically Impaired itinerant services
- Infant and toddler intervention services
- Audiologist services
- Orientation and mobility
- Occupational therapy
- Physical therapy
- Adapted physical education
- Speech and language therapy

2022-23 School Overview

- School psychology 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 which allow 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). Infants and preschool students 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. 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	26
Grade 1	46
Grade 2	42
Grade 3	35
Grade 4	52
Grade 5	35
Grade 6	39
Grade 7	32
Grade 8	30
Grade 9	33
Grade 10	31
Grade 11	39
Grade 12	145
Total Enrollment	585

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	35.0
Male	65.0
Non-Binary	0
American Indian or Alaska Native	0.5
Asian	7.9
Black or African American	3.4
Filipino	0.2
Hispanic or Latino	74.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.9
White	10.9
English Learners	18.1
Foster Youth	2.4
Homeless	1.4
Migrant	0.3
Socioeconomically Disadvantaged	80.2
Students with Disabilities	100.0

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	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	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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	2.00	2.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	2.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.40	0.00
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	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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-nine 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 mainstream 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 give students the opportunity 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 Collaborative Instruction Reinforcing Communication and Language Environment (CIRCLE) 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 instructed with materials aligned to the Alternate Achievement Standards and mastery is assessed utilizing the California Alternate Assessment (CAA). Highly specialized and "hands on" instructional materials are utilized. The materials are selected 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. All students enrolled in ESN utilize Unique Learning Systems (ULS), a core curriculum for students who are performing within a participatory level of instruction. It is an internet based special education program that is comprised of over 30 lessons and instructional downloads centered around a monthly theme. ULS 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:

- 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

Students also have access to News2You, Positivity, and Language programs through ULS. These programs provide students with access to current events, social emotional learning, and vocabulary development units.

Technology, specialized software, and specialized equipment are an important component of all special education classrooms. Smart boards have been installed in all classrooms to offer opportunities for more interactive instructional opportunities and access to Unique Learning Systems 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. In addition, approximately 400 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. 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

12/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Accelerated Reader CASSLS CyberHigh Engage NY Edmark Handwriting without Tears Fairview 5 component reading intervention Houghton-Mifflin	Yes	0%

	Macmillan/McGraw Hill Treasures PCI Environmental Print Read Naturally Reading Milestones STAR Curriculum Starfall Superkids Unique Learning Systems		
Mathematics	Algebra to Go/Houghton Mifflin CyberHigh Engage NY Envision Math Houghton Mifflin Harcourt STAR Curriculum Unique Learning Systems Touchmath	Yes	0%
Science	CyberHigh Project Discovery Unique Learning Systems Scholastic	Yes	0%
History-Social Science	American Journey/Glencoe McGraw Hill (Grade 8) CyberHigh News2You	Yes	0%
Foreign Language	N/A		
Health	Circles Positivity Unique Learning Systems	Yes	0%
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

The Fresno County Special Education Department operates seventy-nine special day classrooms. Twenty-six of these classrooms are located across three special education centers. The remaining fifty-three classrooms are located on ten separate integrated district sites 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 2022 and facilities received an overall rating of Good. All three special education campuses have been modernized within the past seventeen 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 upgraded the public address system at Sutherland and Ramacher Centers to ensure every classroom is available to receive time sensitive and important information.

Three additional projects are underway with plans for completion by the year 2024. Those projects include portable replacements, outdoor learning areas, and upgraded playground areas.

Year and month of the most recent FIT report

November 2022

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		Repairs in progress
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		

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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	3	N/A	27	N/A	47
Mathematics (grades 3-8 and 11)	N/A	1	N/A	12	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	231	89.53	10.47	3.48
Female	73	66	90.41	9.59	1.52
Male	185	165	89.19	10.81	4.27
American Indian or Alaska Native	--	--	--	--	--
Asian	24	23	95.83	4.17	0.00
Black or African American	11	11	100.00	0.00	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	190	166	87.37	12.63	4.22
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	25	23	92.00	8.00	0.00
English Learners	34	28	82.35	17.65	3.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	208	189	90.87	9.13	2.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	258	231	89.53	10.47	3.48

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	258	231	89.53	10.47	0.87
Female	73	66	90.41	9.59	0.00
Male	185	165	89.19	10.81	1.21
American Indian or Alaska Native	--	--	--	--	--
Asian	24	23	95.83	4.17	0.00
Black or African American	11	11	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	190	166	87.37	12.63	1.20
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	25	23	92.00	8.00	0.00
English Learners	34	29	85.29	14.71	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	208	189	90.87	9.13	1.06
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	258	231	89.53	10.47	0.87

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	--	5.26	--	2.56	28.5	29.47

2021-22 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	50	38	76	24	5.26
Female	22	18	81.82	18.18	0
Male	28	20	71.43	28.57	10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	37	26	70.27	29.73	3.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	26	68.42	31.58	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	38	76	24	5.26

2021-22 Career Technical Education Programs

High school students enrolled in special day classes are offered the opportunity to participate in a multiyear sequence of courses that integrates core academic knowledge 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 as reflected in each student's Individual Transition Plan. Tools such as Core Rubrics, used to address transition readiness skills, the Transition Passport, a collection of abilities, goals, needs and desires required for effective transition planning, and the Transition Planning Assessment, a planning tool to aid in the writing and development of student goals, are embedded in the curriculum used in our classes for transition-age youth. College and career exploration is provided in the classroom and is designed to prepare students for employment and independent living. Many students are also afforded the opportunity to complete work-based experiences. Community partners currently provide students work-based experiences in restaurants, grocery stores, parks and recreations, mail rooms, pool service, and many more.

Several students also participate in Workability (WAI), a transition program funded by the California Department of Education. Workability provides students the opportunity to complete their secondary education while also obtaining marketable job skills. The employability of students improves through occupational class training and on-the-job subsidized or unsubsidized work experience. A requirement of WAI is that the district representatives 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.

Fresno County Special Education also partners with the Department of Rehabilitation (DOR) to offer a Transition Partnership Program (TPP). Students receive coursework in job exploration counseling, work readiness training, and paid and unpaid work-based learning experiences provided by classroom teachers and project specialists. The Department of Rehabilitation provides self-advocacy instruction and postsecondary counseling services. An added benefit is that all students that participate are enrolled as DOR clients to support them with competitive integrated employment opportunities after they leave our program.

Nineteen students also participated in a food service and hospitality track of career training at the Kids Café 2019, which is a county-funded work-based classroom that serves as a public restaurant. Students receive direct instruction which aligns with an introductory level to several of the Food Service and Hospitality Pathway Standards. Students experienced on-the-job instruction provided by Café Assistants covering topics in: the basic principles of sanitation and safe food handling (B3.0); applying the basics of food preparation in a professional kitchen (B6.0); applying the basics of baking (B7.0); applying the knowledge and skills essential for effective customer service (B8.0); and applying the basic procedures and skills needed for food and beverage service (B9.0). Nineteen students that participated in the program completed their food handler certificates.

2021-22 Career Technical Education (CTE) Participation

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

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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	76%	41%	55%	10%	48%
Grade 7	59%	48%	48%	52%	41%
Grade 9	75%	50%	63%	41%	47%

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.

2022-23 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. 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.

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. The parent compact outlines the responsibilities of the student, school, and parent to maintain positive relationships and engagement throughout the school year. The parent compact is provided in both English and Spanish.

A school climate survey was sent to families in the spring of 2022 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 2022-2023 school year.

During the 2021-2022 school year, the special education department launched the ParentSquare application. ParentSquare improves communication and engagement between home and the school community by providing information quickly in multiple languages. During the 2022-2023 school year, the special education department also launched Parent View, an application that allows parents to see the travel path of their students First Student school bus.

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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		5.1	9.4		37.1	33.2		8.9	7.8
Graduation Rate		35.9	11.3		21.3	24		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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	53	6	11.3
Female	21	5	23.8
Male	32	1	3.1
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	41	4	9.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	12	0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	49	6	12.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	53	6	11.3

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	649	590	451	76.4
Female	226	201	155	77.1
Male	423	389	296	76.1
American Indian or Alaska Native	3	3	2	66.7
Asian	49	45	34	75.6
Black or African American	29	24	14	58.3
Filipino	2	2	1	50.0
Hispanic or Latino	477	436	350	80.3
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	12	10	8	80.0
White	74	67	40	59.7
English Learners	121	113	106	93.8
Foster Youth	26	20	10	50.0
Homeless	9	8	8	100.0
Socioeconomically Disadvantaged	518	474	373	78.7
Students Receiving Migrant Education Services	6	6	5	83.3
Students with Disabilities	648	590	451	76.4

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	2.16	0.21	2.11	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.16	0.00
Female	0.88	0.00
Male	2.84	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	1.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.11	0.00
English Learners	0.00	0.00
Foster Youth	7.69	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.93	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.16	0.00

2022-23 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 and approved 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 2022. The plan will be updated in February of 2023. 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 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. In addition to 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.

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		
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		
4	1	2		
6	3	5		
Other	7	34		

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	1	1		
1	1	1		
2	2	1		
5	1	2		
6	3	2		
Other	7	37		

2019-20 Secondary 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 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				
Mathematics				
Science				
Social Science				

2020-21 Secondary 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 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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2021-22 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

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	9.0
Speech/Language/Hearing Specialist	28.8
Resource Specialist (non-teaching)	
Other	19.3

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	53331.02	52967.81	43,007.65	75,718.88
District	N/A	N/A	13,602.00	
Percent Difference - School Site and District	N/A	N/A	103.9	9.9
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A		

2021-22 Types of Services Funded

Fresno County Special Education supports students ages 3 through 22 with a variety of educational funds 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

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, plus 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 school-wide multi-tiered Universal Design Learning (UDL) support programs.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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. During the 2022-2023 school year, nine mandatory learning opportunities are being provided. Three of these opportunities are being offered through a program titled IMPACT and are based on the goals from the Single Plan for Student Achievement (SPSA). IMPACT training includes the following topics: Introduction to the SPSA & the California Dashboard, Reclassification of English Learners, and Statewide Assessment. As part of the Educator Effectiveness Block Grant, employees are being offered professional development based on topics selected from a survey conducted in the Spring of 2022. Topics include: Trauma Informed Practices, Modeling & Prompting, Behavior Momentum Intervention, and Functional Communication. The remaining trainings are being provided through Keenan, our risk management company. Keenan is providing 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-escalation of behavior.

The special education department has also rolled out voluntary professional development through the Badge Project. Employees are allowed to access online learning modules during their own time and submit completion evidence for stipends. Stipends are provided through the Elementary and Secondary School Emergency Relief (ESSER) fund. Badge topics to date include: Be Kind, Introduction to Behavior Disorders, English Learner Crusader, Gratitude & Grace, Para Pro, Saving a Life, and Who Are We.

In addition to these opportunities, employees may access professional development offered through local school districts and the the Fresno County Special Education Local Plan Area (SELPA). FCSS also offers mentoring programs called Peer Assistance and Coaching (PAC).

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	13