



Agenda

Thursday, January 16, 2025

[1:30 PM]

Fresno County Office of Education 1111 Van Ness Avenue, Fresno, California 93721

PLEASE NOTE: Prior to action by the Fresno County Board of Education (Board) on any item on this agenda, the public may comment by submitting a Request to Address the Board form prior to the start of the meeting. It may become necessary to act on an item out of agenda order. In compliance with the Americans with Disabilities Act of 1990 and the federal rules and regulations adopted in implementation thereof, any individual with a disability who requires reasonable accommodation to access the Board's meeting room or to otherwise participate at the meeting, including auxiliary aids or interpreter services, is to contact Angela Bowlin, administrative assistant to the Board, at (559) 265-3090 at least two business days before the meeting. Public records relating to an open session item that are distributed to all or a majority of the Board members prior to a Board meeting are available for public inspection at the Fresno County Office of Education, 1111 Van Ness Avenue, Fresno, California during normal business hours. Open session proceedings are recorded and such recording is kept in accordance with Board Bylaws 9324.

Page

A. OPENING CEREMONY

President Clyde

1. Call Meeting to Order
2. Flag Salute
3. Roll Call – Establish Quorum

Public Relations

Jenny Brietigam

4. Inspirational Reading

Student Representative

Jacob Cavazos

5. Career Technical High School Report


B. ADOPT AGENDA

President Clyde

1. Agenda for January 16, 2025, Board Meeting

C. APPROVAL OF MINUTES


President Clyde


1. Minutes for December 21, 2024, Board Meeting. 6 - 12
[Bdmin Dec 2024.pdf](#) 

D. EMPLOYEE OF THE MONTH

Public Relations

Jennifer Brietigam


1. 13
Employee of the Month for December 2024
[December 2024 Miller 112524.pdf](#) 

2. 14
Employee of the Month for January 2025
[January 2025 Gamboa121724.pdf](#) 

E. RECOGNITION

Public Relations

Lisa Birrell

1. 15
Superintendent's Superstar for January 2025
[Superintendents Superstar January 121624.pdf](#) 

F. RECESS

G. COMMUNITY INPUT

The public may address the Board pursuant to established procedures. No action shall be taken pursuant to California Government Code section 54954.3. Individual speakers shall be allowed three minutes to address the Fresno County oard of Education per Board Bylaw 9323.


H. PUBLIC HEARING

1. There is no public hearing.

I. REPORTS/INFORMATION/Discussion


Administration

Superintendent Copher

1. Presentation - FCSS Staff & Programs 16
[Amy Luna.pdf](#) 


Educational Innovation & Support

Dr. Jennifer J. Enns

2. Quarterly Report for Williams Lawsuit Compliance Settlement Agreement, Second Quarter (October 1, 2024 – December 31, 2024) 17 - 18
[Williams 2nd Qtr Report.pdf](#) 

Educational Innovation & Support

Dr. Jeffrey Hunt

3. Charter School Annual Update - Kepler Neighborhood Charter School 19 - 27
[INFORMATION ITEM- Charter School Update-Kepler Neighborhood Charter School.pdf](#) 

J. ACTION ITEMS

Instructional Division

Dr. Diane Lira

1. Consider Approval of the Alternative Education Department School Accountability Report Card for 2023-2024. 28 - 74
[Action Item- Alt Education Department School Accountability Report Card for 2023-2024.pdf](#) 



Instructional Division

Dr. Diane Lira

2. Consider Approval of the Special Education Department School Accountability Report Card for 2023-2024. 75 - 101
[Action Item- Special Education School Accountability Report Card for 2023-2024.pdf](#) 



Administration

Superintendent Copher

3. Consider Adoption of FCBE Resolution No. 2025-01 in the Matter of Observing February as Black History Month 102 - 104
[Action- Black History Month.pdf](#) 
[Resolution No. 2025-01.pdf](#) 




Administration

Superintendent Copher

4. Consider Adoption of FCBE Resolution No. 2025-02 in the Matter of Recognizing February 19th as the Day of Remembrance: Japanese American Evacuation 105 - 107
[Action- Day of Remembrance.docx](#) 
[Resolution No. 2025-02 Day of Remembrance of Japanese American.pdf](#) 

Board of Education

President Clyde

5. Association of California County Boards of Education (ACCBE) Membership 108 - 114
[ACCBE Membership.pdf](#) 
[ACCBE - Organization.pdf](#) 
[ACCBE DUES v.2.pdf](#) 

K. CLOSED SESSION

There are no closed session items.

L. TRUSTEE ACTIVITIES

1. Travel Requests - Consider approval of travel requests by Board members
2. Travel Expenses and Reimbursements – Consider Approval of Travel Expenses and Reimbursements of Board members
3. Receipt of Correspondence
4. Comments by Board Members

M. SUPERINTENDENT’S REPORT

Administration

Superintendent Copher

N. FUTURE AGENDA ITEMS

O. NEXT MEETING

The next regular Board meeting will be held on February 18, 2025, at Fresno County Office of Education, 1111 Van Ness Avenue, Fresno, CA 93721.

P. ADJOURNMENT

- | | | |
|----|---|-----------|
| 1. | Special Events Calendar
2024-2025 Spec Events Cal REV DEC 23 for January Board Mtg.pdf  | 115 - 116 |
| 2. | Monthly Board Budget Summary Report
Monthly Budget Summary Report.pdf  | 117 |

Board Agenda: January 16, 2025



Fresno County Board of Education

Trustee Area 1
Kimberly Tapscott-Munson

Trustee Area 2
Bryan Burton

Trustee Area 3
Itzi Robles

Trustee Area 4
Dr. Marcy Masumoto

Trustee Area 5
Dr. Allen Clyde

MINUTES December 19, 2024

A. OPENING CEREMONY

1. **Call Meeting to Order.** President Martinez called the meeting to order at 1:31 p.m.
2. **Flag Salute.** The pledge of allegiance was recited.
3. **Roll Call – Establish Quorum.** Board Members Present: President Martinez, Vice President Clyde, Member Burton, Member Masumoto, and Member Tapscott-Munson. A quorum was established.

County Superintendent and Staff Present: Dr. Michele Cantwell-Copher, Fresno County Superintendent of Schools, and Ex-Officio Secretary and Executive Officer of the Board; Kevin Otto, Deputy Superintendent Business Services; Dr. Diane Lira, Deputy Superintendent Instructional Division; Jason Parkin, General Counsel; Jennifer Breitigam, Public Relations Officer, and Angela Bowlin, Administrative Assistant to the Board.

4. Inspirational Reading was given by Jennifer Brietigam
5. Jacob Cavazos, Student Representative, reported on Career Technical Education Charter High School.

B. ADOPT AGENDA

Adopted Agenda of December 19, 2024, Regular Board Meeting. The motion to adopt the agenda was made by Vice President Clyde, and seconded by Member Masumoto; the motion carried by the following roll call vote:

- President Martinez - Yes
- Vice President Clyde – Yes
- Member Burton – Yes
- Member Masumoto – Yes
- Member Tapscott-Munson – Yes

C. APPROVAL OF MINUTES

Approved Minutes for November 21, 2024, Regular Board Meeting. The motion to approve the minutes for November 21, 2024, Regular Board Meeting was made by Member Masumoto, and seconded by Member Burton; the motion carried by the following roll call vote:

- President Martinez - Yes
- Vice President Clyde – Yes
- Member Burton – Yes
- Member Masumoto – Yes
- Member Tapscott-Munson – Yes

D. TRANSITION OF BOARD MEMBERS AND ANNUAL ORGANIZATIONAL MEETING

D.1 RECOGNIZED OUTGOING BOARD MEMBER

Recognized outgoing board member, James Martinez, Trustee Area 3

D.2 ACTION ITEM

Adopted FCBE Resolution No. 2024-45 In the Matter of Unopposed Nominations for Board Election; No Election; Seating at Annual Organizational Meeting. The motion to adopt was made by Vice President Clyde, seconded by Member Masumoto, the motion carried by the following roll call vote:

President Martinez - Yes
Vice President Clyde – Yes
Member Burton – Yes
Member Masumoto – Yes
Member Tapscott-Munson – Yes

D.3 ADMINISTRATION
OF OATH OF OFFICE

Superintendent Copher administered Oath of Office to the following Board Members:

- Bryan Burton, Board Member, Trustee Area 2
- Itzi Robles, Board Member, Trustee Area 3
- Dr. Allen Clyde, Board Member, Trustee Area 5

D.4 ANNUAL
ORGANIZATIONAL
MEETING

1. Election of Board President

Superintendent Copher called for nominations for Board President. Member Tapscott-Munson nominated Member Clyde to be elected Board President. There being no further nominations, Member Burton moved to elect Member Clyde as Board President; seconded by Member Tapscott-Munson; the motion carried by the following roll call vote:

Member Burton – Yes
Member Clyde – Yes
Member Masumoto – Yes
Member Robles - Yes
Member Tapscott-Munson – Yes

Member Clyde was elected Board President

Superintendent Copher turned the meeting over to President Clyde, who then called for nominations for Vice President.

2. Election of Board Vice President

President Clyde called for nominations for Board Vice President. Member Burton nominated Member Masumoto to be elected Board Vice President. There being no further nominations, President Clyde closed the nominations and asked for a motion to elect Member Masumoto as Board Vice President. Member Burton moved to elect Member Masumoto Board Vice President, seconded by Member Tapscott-Munson; motion carried by the following roll call vote:

President Clyde - Yes
Member Burton – Yes
Member Masumoto – Yes
Member Robles – Yes
Member Tapscott-Munson - Yes

Member Masumoto was elected Board Vice President.

3. Adoption of Schedule for Regular Meetings

Member Burton moved to adopt the following schedule for regular County Board meetings for 2025, seconded by Vice President Masumoto:

2025 Regular Board Meeting Dates

- January 16, 1:30 p.m.
- February 18, 1:30 p.m.
- March 20, 1:30 p.m.
- April 17, 1:30 p.m.
- May 15, 1:30 p.m.
- June 17, 1:30 p.m.
- July 17, 1:30 p.m.
- August 21, 1:30 p.m.
- September 18, 4:30 p.m., 5:00 p.m. public hearing regarding textbook sufficiency
- October 16, 1:30 p.m.
- November 20, 1:30 p.m.
- December 18, 1:30 p.m., annual organizational meeting

The motion carried by the following roll call vote:

- President Clyde - Yes
- Vice President Masumoto – Yes
- Member Burton – Yes
- Member Robles – Yes
- Member Tapscott-Munson – Yes

E. EMPLOYEE OF THE MONTH

The employee of the month presentation was postponed.

F. RECOGNITION

Kimberly Romero Gonzalez, Tranquility High School, was recognized as the December Superintendent Superstar.

G. RECESS

A recess was called at 2:40 p.m. for the reception celebrating the honorees. President Clyde reconvened the meeting at 2:54 p.m.

H. COMMUNITY INPUT

1. Received comments from Hector Romero, CSEA Chapter 573, regarding board meetings being recorded and archived.
2. Received comments from Luann Ramirez, CSEA Chapter 573, regarding Action Item K-5.

I. PUBLIC HEARING

There was no public hearing.

J. REPORTS

1. Presentation – FCSS Staff and Programs
2. African American Student Leadership Conference Update

K. ACTION ITEMS

1. **Approved the Award Construction Services Agreement to the lowest responsive and responsible bidder for the Student Behavioral Health Incentive Program (SBHIP) Wellness Centers Project No. C2024-09 Group D.** The motion to approve was made by Member Burton, seconded by Member Robles; the motion carried by the following roll call vote:
 - President Clyde - Yes
 - Vice President Masumoto – Yes
 - Member Burton – Yes
 - Member Robles – Yes
 - Member Tapscott-Munson – Yes

2. **Adopted FCBE Resolution No. 2024-46 Recognizing School Boards Appreciation Month as January 2025.** The motion to adopt was made by Member Robles, seconded by Member Tapscott-Munson; the motion carried by the following roll call vote:
- President Clyde - Yes
 - Vice President Masumoto – Yes
 - Member Burton – Yes
 - Member Robles – Yes
 - Member Tapscott-Munson – Yes

A motion was made by Member Burton to modify the agenda to call Closed Session Item L out of order, seconded by Vice President Masumoto; the motion carried by the following roll call vote:

- President Clyde - Yes
- Vice President Masumoto – Yes
- Member Burton – Yes
- Member Robles – Yes
- Member Tapscott-Munson – Yes

L. CLOSED SESSION

Expulsion Appeal No. 2024-03, Fresno Unified School District (Education Code § 48920). Based on the hearing transcript and records presented to the Respondent district’s administrative hearing panel, the County Board made the following findings:

1. The district governing board did not proceed without or in excess of its jurisdiction in expelling the pupil.
2. The pupil was afforded a fair hearing before the district governing board.
3. There was not a prejudicial abuse of discretion by the district governing board.
4. There is not now relevant evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board.

A motion to adopt the above findings of fact was made by Member Burton, seconded by Vice President Masumoto; motion carried by the following roll call vote:

- President Clyde - Yes
- Vice President Masumoto – Yes
- Member Burton – Yes
- Member Robles – Yes
- Member Tapscott-Munson – Yes

Based on the hearing transcript and records presented to the Respondent district’s administrative hearing panel, the County Board ordered to affirm the district governing board’s decision. A motion to adopt this order was made by Member Burton, seconded by Vice President Masumoto; motion carried by the following roll call vote:

- President Clyde - Yes
- Vice President Masumoto – Yes
- Member Burton – Yes
- Member Robles – Yes
- Member Tapscott-Munson – Yes

K. ACTION ITEMS
continued

3. **Adopted FCBE Resolution No. 2024-47 Recognizing Reverend Dr. Martin Luther King, Jr. Day as January 20, 2025.** The motion to adopt was made by Member Tapscott-Munson, seconded by Member Robles; the motion carried by the following roll call vote:
- President Clyde - Yes
 - Vice President Masumoto – Yes
 - Member Burton – Yes
 - Member Robles – Yes
 - Member Tapscott-Munson – Yes

4. **Approved Appointment of Committee Representatives and Designation of Duties to Board Members as follows:**

Matters and Projects with Fresno County Superintendent of Schools are as follows:

- **ROP Advisory Board of Management:**

Representative: Bryan Burton

Alternate: Kimberly Tapscott-Munson

- **Facilities:**

Representative: Dr. Allen Clyde

Alternate: Bryan Burton

- **Charter Review:**

Representative: Dr. Allen Clyde

Alternate: Itzi Robles

Designation of Duties to Board Members are as follows:

- **Board Projects:**

Representative: Kimberly Tapscott-Munson

Alternate: Bryan Burton

- **Board Seminar:**

Representative: Board President

Alternate: Vice President

- **City of Fresno School Liaison Committee:**

Representative: Board President

Alternate: Vice President

Motion to approve appointments was made by was made by Member Burton, seconded by Member Robles; motion carried by the following roll call vote:

President Clyde - Yes

Vice President Masumoto – Yes

Member Burton – Yes

Member Robles – Yes

Member Tapscott-Munson – Yes

5. The County Board took action to set the salary/compensation of the Fresno County Superintendent of Schools as follows:
- A 2% salary increase for the 1/1/2025 – 12/31/2025 year with all other compensation to remain the same. The County Board will re-evaluate the County Superintendent’s salary/compensation by December 2025.
- A motion to approve this action was made by Member Burton, seconded by President Clyde; the motion carried by the following roll call vote:

President Clyde - Yes
Vice President Masumoto – Yes
Member Burton – Yes
Member Itzi – No
Member Tapscott-Munson – No

L. TRUSTEE ACTIVITIES 1. **Travel Requests.** A motion to approve travel request for Itzi Robles to attend the CISC Symposium 2025, 2/18/25 -2/21/25, Anaheim, CA was made by Vice President Masumoto; seconded by President Clyde; the motion carried by the following roll call vote:

President Clyde - Yes
Vice President Masumoto – Yes
Member Burton – Yes
Member Robles – Yes
Member Tapscott-Munson – Yes

2. **Travel Expenses & Reimbursements.** A motion to approve the total reimbursement amount of \$1,870.62 consisting of \$611.65 for Member Burton, \$536.32 for Vice President Masumoto, and \$722.65 for Member Tapscott-Munson was made by Vice President Masumoto; seconded by Member Burton; the motion carried by the following roll call vote:

President Clyde - Yes
Vice President Masumoto – Yes
Member Burton – Yes
Member Robles – Yes
Member Tapscott-Munson – Yes

3. **Receipt of Correspondence.**

Member Burton:

- Received an email regarding State Center CCD – Forwarded to Superintendent

4. **Comments by Board Members.**

Member Tapscott-Munson:

- CSBA AEC Update

Member Robles:

- Board Agenda with all attachments accessible by the public
- Board Meetings recorded and archived

Member Masumoto:

- CSBA Delegate Assembly Update
- ACCBE (Association CA County Board of Education) Membership
- FCSTA – Dinner Meeting 1/21/25, Farber Education Complex
- New Board Member Training, 1/29/25, FCSS

M. SUPERINTENDENT’S
REPORT

Superintendent Copher reported on the following:

- Congrats to Itzi Robles
- Congrats to Dr. Allen Clyde, FCBE President
- Congrats to Bryan Burton
- Unity MLK, Jr. Garlanding Ceremony
- FCSTA Dinner Meeting, 1/21/25, Farber Educational Complex
- 1/1/25 Ethics Training (online)
- Happy Holidays

N. FUTURE AGENDA
ITEMS

- ACCBE Membership

O. NEXT MEETING

The next regular Board meeting will be held on January 16, 2025, at 1:30 p.m., in conference room 301, Fresno County Office of Education.

P. ADJOURNMENT

The motion to adjourn was made by Member Burton, and seconded by Vice President Masumoto, the motion carried by the following roll call vote:

- President Clyde - Yes
- Vice President Masumoto – Yes
- Member Burton – Yes
- Member Robles – Yes
- Member Tapscott-Munson – Yes

The meeting was adjourned at 5:47 p.m.

/ab

**Employee of the Month
December 2024**

Rachel Miller
Content Coordinator, Teacher Development

It is with pleasure that we honor Rachel Miller, Content Coordinator in Teacher Development, as the December 2024 Employee of the Month.

Rachel consistently demonstrates exceptional drive, enthusiasm and commitment to her team and organization. She gives 100% to everything she does while maintaining a positive attitude that uplifts those around her. Rachel's ability to be the "team cheerleader" motivates and inspires everyone, creating an uplifting work environment that fosters collaboration and success.

Rachel approaches every task with great intention and thoughtfulness. She meticulously plans each step to ensure the success of her team. One of her greatest strengths is her ability to explain the reasoning behind systems and procedures, offering valuable context that helps others understand the "how" and the "why" of their work.

She approaches every challenge with grace and determination and is never content with the status quo. As a result, the educators she supports always receive the best. Rachel is also the "giver" in her department. She has an extraordinary memory of the program's logistical elements and the personal stories of the teachers she serves.

She's an active listener, always willing to set aside her tasks to lend a supportive hand. Her selflessness, positive spirit and sense of humor brighten her team daily.

**Employee of the Month
January 2025**

Marisa Gamboa
Executive Leadership Coach, Regional Community Schools

It is with pleasure that we honor Marisa Gamboa, Executive Leadership Coach in Regional Community Schools, as the January 2025 Employee of the Month.

Marisa is a standout team member dedicated to fulfilling job responsibilities with a remarkable commitment to going above and beyond the call of duty. Her approach is not just about meeting expectations, but embracing a creative and thoughtful mindset. Marisa has spent countless hours building her knowledge about Community Schools, and as a result, her team and those she serves count on her knowledge and creative ways of thinking about her work.

Marisa consistently brings a unique and innovative perspective, tackling challenges with unconventional yet practical solutions. What truly sets her apart is her thoughtfulness in every endeavor. She not only stays current with her ever-changing work, but does so in a way that considers the broader impact on her team and organization. She shows genuine care for the well-being of her team and a commitment to fostering a positive work environment.

Marisa is more than an exemplary team member; she is a creative force, consistently injecting fresh ideas, perspectives and a thoughtful approach into her work.

RECOGNITION

TOPIC	Superintendent's Superstar January 2025
ISSUE	Rylee Hess, Rafer Johnson Junior High School
BACKGROUND	<p>Rylee is in 8th grade at Rafer Johnson Junior High School in the Kingsburg Elementary Charter School District. As this year's Star Student Award recipient for her school, she possesses a heart full of resilience and a radiant spirit. Her journey through middle school has been anything but easy. Rylee has risen above, continually inspiring her peers, teachers and community with her strength and determination.</p> <p>Rylee is known for her cheerful disposition and unwavering commitment to embodying her school's core values of patience, integrity, justice, humanity and courage. She is a source of light in her school, always greeting her classmates with a smile and offering support to those in need. She demonstrates patience in her interactions, integrity in her actions, a keen sense of justice in her kindness to others, and humanity through her empathy. Above all, Rylee's courage is undeniable; she faces each day with an open heart and a willingness to overcome obstacles.</p> <p>In the classroom, Rylee strives to be the best she can be, pushing herself academically and personally. Her work ethic and positive outlook make her a role model for her classmates, proving that strength and joy can coexist, even in the face of adversity. As a Star Student, Rylee represents the values and determination that will surely carry her to great success in high school and beyond.</p>
RESOURCE	Lisa Birrell, Program Coordinator, Communications Strategy & Outreach
PRESENTER	Superintendent Dr. Michele Cantwell-Copher



AMY LUNA, SAFETY AND RISK MANAGER

Amy brings over 20 years of experience in campus safety and emergency management to her role as Safety & Risk Manager for the Fresno County Superintendent of Schools.

Previously, Amy served with the Fresno State Police Department, where she held various roles supporting and leading safety policies, programs, and training initiatives aimed at fostering a secure campus environment.

Amy's extensive experience includes developing and delivering training on safety topics, managing emergency communications, conducting environmental assessments, writing and implementing policies, overseeing investigations, managing construction projects, implementing software tools, and compiling federally mandated reports.

At FCSS, Amy combines her two passions, education and safety –to support the organization's commitment to a culture of safety. She currently works with schools to compile annual Comprehensive Safe School Plans, manage the Workplace Violence Prevention Program, and oversee the Injury and Illness Prevention Plan, among other initiatives.

Excited to contribute to FCSS, Amy is dedicated to building upon the great work already in place, ensuring that safety remains a priority for all staff, students, and schools within the organization.



REPORT

TOPIC	Quarterly Report for Williams Lawsuit Compliance Settlement Agreement
ISSUE	Report to the Board on any Williams Lawsuit Compliance Settlement complaints received in the second quarter of the 2024-2025 school year (October 1, 2024 – December 31, 2024)
BACKGROUND	As part of the Williams Lawsuit Compliance Settlement Agreement, all districts are mandated to report to the Board of Trustees on a quarterly basis, summarized data on any complaints received and the nature and resolution of all complaints. These complaints may include (a) instructional material insufficiencies, (b) teacher vacancies or misassignments, or (c) facilities concerns.
PRESENTER	Jennifer J. Enns, Ed.D., Executive Leadership Coach EDUCATIONAL INNOVATION & SUPPORT 497.3822
RESOURCE	Corey Greenlaw, Ed.D., Assistant Superintendent EDUCATIONAL INNOVATION & SUPPORT 265.4046

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

District: Fresno County Superintendent of Schools

Person completing this form: Corey Greenlaw, Ed.D.

Title: Assistant Superintendent, Educational Innovation and Support

Quarterly Report Submission Date - check one

- 1st Quarter July 1 - September 30 (Due October 2024)
- 2nd Quarter October 1 – December 31 (Due January 2025)
- 3rd Quarter January 1 – March 31 (Due April 2025)
- 4th Quarter April 1 – June 30 (Due July 2025)

Date for information to be reported publicly at governing board meeting: January 16, 2025

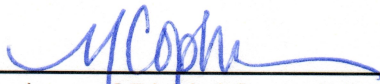
Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Michele Cantwell-Copher, Ed.D.

Print Name of District Superintendent



Signature of District Superintendent

January 16, 2025

Date

INFORMATION

TOPIC	Charter School Update-Kepler Neighborhood Charter School
ISSUE	Presentation of Charter School Board Annual Update for Kepler Neighborhood Charter School
BACKGROUND	The Fresno County Board of Education (FCBE) authorizes seven charter schools, and the Fresno County Superintendent of Schools (FCSS) performs oversight activities on behalf of the FCBE. The Kepler Neighborhood Charter School Board Update provides an overview of operations and annual summative outcomes at Kepler Neighborhood Charter. It includes a written update and a brief presentation from the charter leader.
PRESENTER	Dr. Jeffrey Hunt- Director of Charter Schools Educational Innovation and Support Division (559) 265-3074 Rickie Dhillon- Chief Executive Officer Kepler Neighborhood Charter School

Charter School Board Update

Kepler Neighborhood Charter

Charter Leader Superintendent Rikki Dhillon	County Board Authorized Since July 1, 2018
Current Charter Term 2021-2026	2023-24 Charter Performance Category Middle Performing
Location 1462 Broadway Street, Fresno CA 93721	Program Description Site-Based
Grade Levels Served TK-8	State & Federal Technical Assistance None

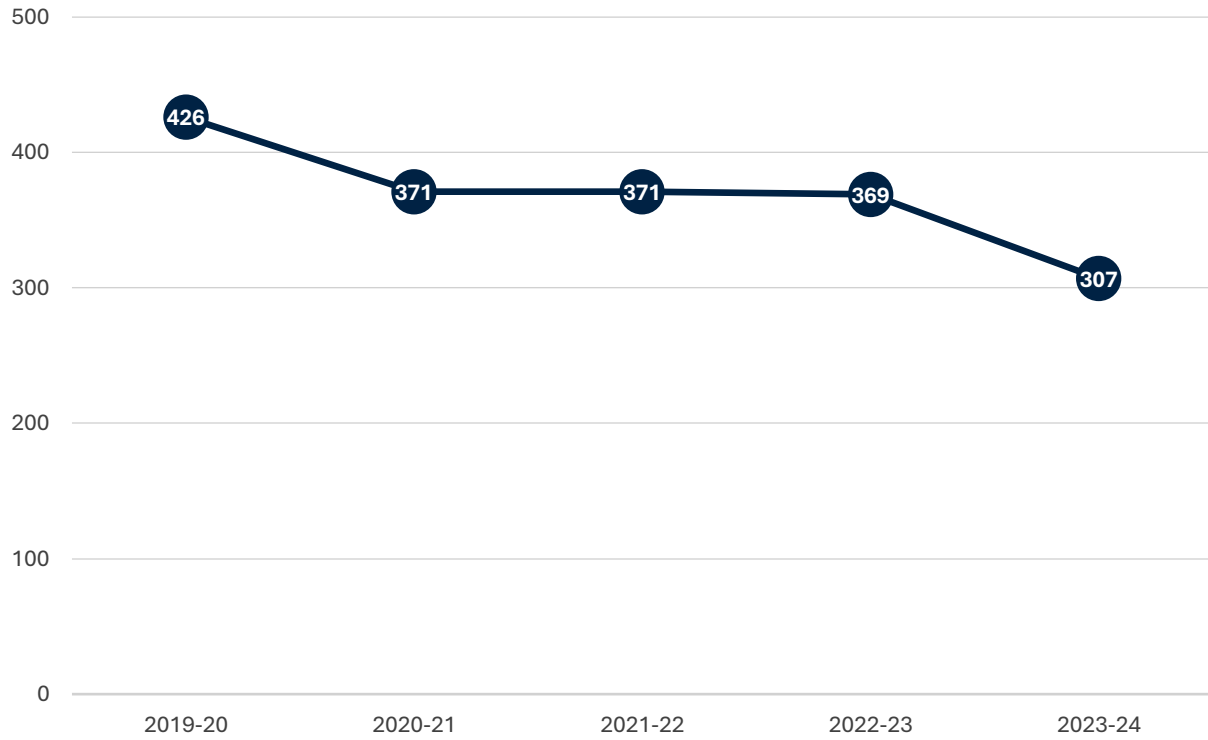
Enrollment

The tables and graphs illustrate the subgroup enrollment and trends at Kepler Neighborhood Charter School. Data is sourced from the California Department of Education’s DataQuest database, reflecting enrollment on Census Day (the first Wednesday in October). Students may belong to multiple groups, such as being both Homeless Youth and socioeconomically disadvantaged.

Enrollment by Student Group (2023-24)

Subgroup	Enrollment
Migrant Education	0
Foster Youth	2
Homeless Youth	11
English Learners	13
Students with Disabilities	35
Socioeconomically Disadvantaged	222
All Students	307

Five-Year Census Day Enrollment



Five-Year Census Day Enrollment by Race/Ethnicity

Race/Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
African American	10%	14%	10%	14%	12%	11%
American Indian or Alaska Native	1%	0%	2%	1%	1%	1%
Asian	2%	1%	1%	2%	2%	3%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	50%	57%	54%	61%	63%	64%
Not Reported	0%	0%	23%	1%	1%	1%
Pacific Islander	0%	0%	0%	0%	0%	0%
Two or More Races	8%	7%	2%	7%	7%	4%
White	30%	21%	8%	16%	14%	16%
Total	380	426	371	371	369	307

California School Dashboard

Important Notes

- State indicators were not reported on the Accountability Dashboard for the 2019-20 and 2020-21 school years.
- In 2021-22, only the STATUS was reported due to the absence of comparable data for color representation.
- Generally, a student group needs at least 30 students to produce a performance level.
- Student outcomes for groups with 30 or more students are shaded with the appropriate dashboard color.
- Student groups with no data to report are not included in this document.

Distance from Standard

“Distance from Standard” (DFS) measures how far each student’s score deviates from the lowest possible scale score that meets the standard (Level 3). The tables below show the average DFS for each student group.

California Dashboard Colors

The color-coded performance system in the California School Dashboard includes five colors that represent different levels of school performance:

- Red: This is the lowest performance level.
- Orange: Indicates below-standard performance.
- Yellow: Represents meeting the standard performance.
- Green: Signifies exceeding the standard performance.
- Blue: Reflects the highest performance level.

These color indicators help in easily identifying how schools and districts are performing across key areas. This visual system is designed to provide a clear and accessible way to understand the different levels of educational success.

Smarter Balanced Summative Assessments

Each year, students in grades 3-8 and 11 participate in the Smarter Balanced Summative Assessments. These assessments use "Distance from Standard" (DFS) to gauge performance in English Language Arts and Mathematics. DFS measures how well students meet grade-level expectations; a score above 0 indicates that students have Met or Exceeded the standards. The following tables show the average DFS scores for each student group.

English Language Arts

Student Group	2018-19	2021-22	2022-23	2023-24
Schoolwide	-38	-60.9 Low	-35.8	-31.4
English Learner	-76.4	-99.2	-74.6	-36.1
Socioeconomically Disadvantaged	-63	-78.7 Very Low	-45.8	-45.1
Students with Disabilities	-91.7	-102.9	-46.6	-114.7
African American	-88.5	-93.9	-46.1	-60.4
Hispanic or Latino	-65.5	-70.1 Very Low	-47.5	-43.6
White	+34.3	+6.9 Medium	+29	+40.8
Two or More Races	-56.2	-19.5	+29.6	*

Mathematics

Student Group	2018-19	2021-22	2022-23	2023-24
Schoolwide	-65.3	-88 Low	-82.3	-61.2
English Learner	-82.4	-117.4	-101.8	-75.6
Socioeconomically Disadvantaged	-87.8	-100.7 Very Low	-91.6	-78.4
Students with Disabilities	-113.6	-138.8	-103.1	-147.3
African American	-117.4	-92.4	-84	-112.7
Hispanic or Latino	-102.8	-103.1 Very Low	-94.3	-70.7
White	+17.6	-4.9 Medium	-13.1	+17.7
Two or More Races	-41.9	-75.1	-86.5	*

Chronic Absenteeism

A student is considered chronically absent if they miss 10% or more expected days of attendance in a school year. This indicator applies only to students in grades K-8.

Chronic Absenteeism

Student Group	2018-19	2021-22	2022-23	2023-24
Schoolwide	22.3%	55.7% Very High	42.1%	-38.3%
English Learner	4.8%	40.7%	31.8%	23.1%
Foster Youth	50%	33.3%		
Homeless		71.4%	54.2 %	46.2%
Socioeconomically Disadvantaged	26.1%	62.3% Very High	45.8%	43.2%
Students with Disabilities	28.6%	56% Very High	36.5%	41.7%
African American	37.8%	48.1% Very High	25.5%	45.5%
Hispanic or Latino	22.5%	62.3%	48.1%	40.6%
White	16.7%	41%	35.6%	22.9%
Two or More Races	22.6%	46.7%	30.8%	8.3%

Suspension

This indicator shows the percentage of students who were suspended for a total of one full day or more at any point during the school year.

Suspension

Student Group	2018-19	2021-22	2022-23	2023-24
Schoolwide	1.2%	0.9% Low	5.5%	9.6%
English Learner	4%	0%	8.3%	15.4%
Foster Youth	0%	0%	6.3%	*
Homeless	0%	0%	6.1%	13.3%
Socioeconomically Disadvantaged	1.8%	0.6% Low	6.3%	8.6%
Students with Disabilities	3.4%	0% Very Low	7.5%	13.5%
African American	1.9%		9.8%	7.7%
American Indian or Alaska Native		0% Very Low	*	*
Hispanic or Latino	1.6%	0.8% Low	4.6%	10.5%
White		1.6% Medium	6%	8.2%
Two or More Races	3%	3.2% High	6.9%	*

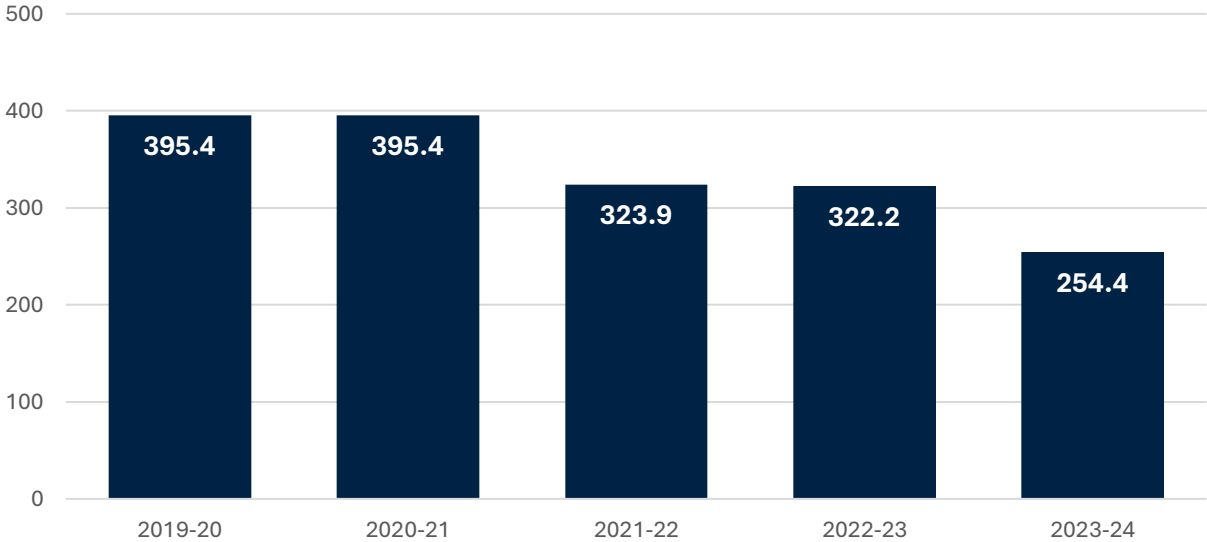
English Learner Progress

This indicator shows the percentage of English Learners who are advancing towards English language proficiency. Progress is measured by comparing the current year's English Language Proficiency Assessments for California (ELPAC) results with those from the previous year.

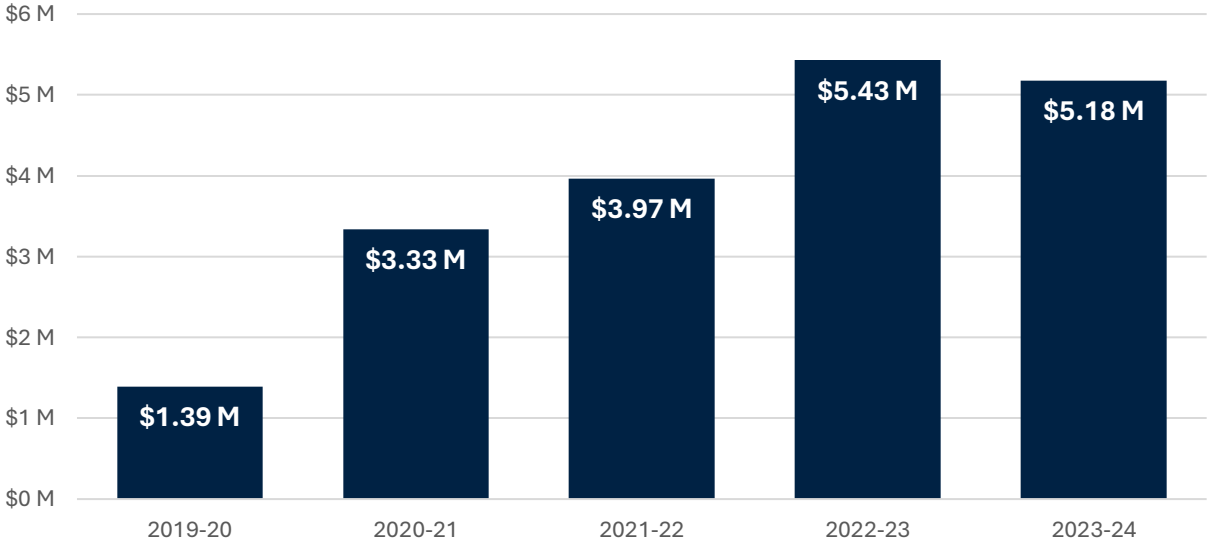
English Learner Progress

Student Group	2018-19	2021-22	2022-23	2023-24
Schoolwide			61.1% Progressing	*

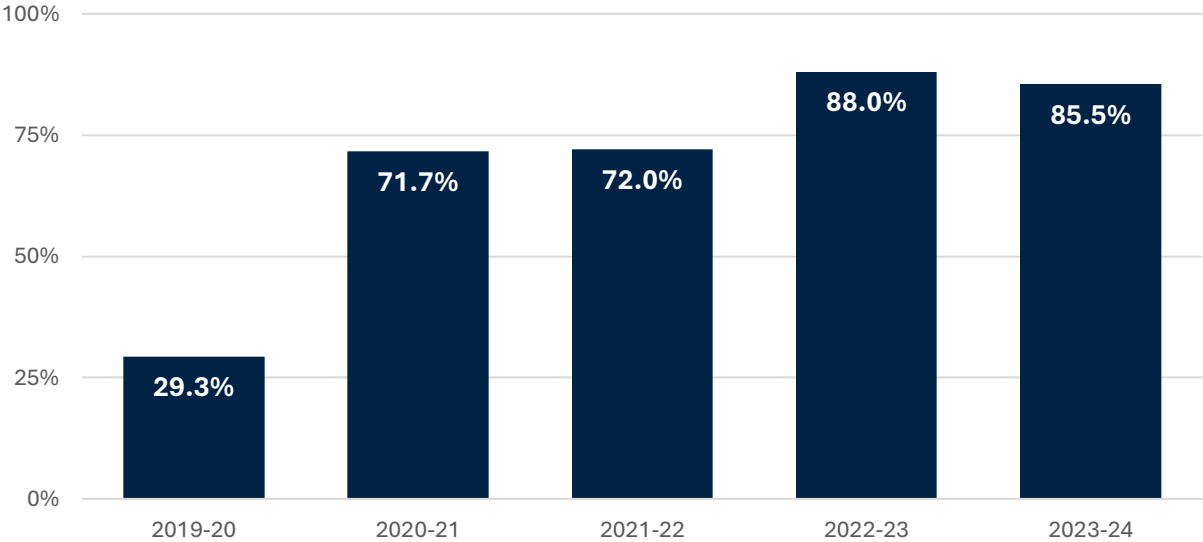
Five-Year School ADA



Five-Year School Ending Fund Balance



Five-Year School Reserve Percentage



ACTION

TOPIC Alternative Education Department School Accountability Report Card for 2023-2024

ISSUE Approval of the 2023-2024 Report Card

BACKGROUND Under the provisions of Proposition 98, schools in California are required to prepare annual School Accountability Report Cards. Two cards are being presented for board approval—one for the Alice M. Worsley School serving minors in Fresno County’s residential institutions, and one for Violet Heintz Education Academy (VHEA) Community School serving Probation and district referred students. The purpose of these report cards is to inform the local school community about conditions and progress being made in our schools. This information is to be kept on FCSS’ web site for access by the general public.

PRESENTER Diane Lira, Deputy Superintendent
Instructional Division
(559) 265-4072

Phillip Menchaca, Director
Alternative Education
(559) 774-6205

Joe Hammond, Principal II
Alternative Education
(559) 774-6206

RESOURCE Laurie Lloyd, Associate Director
Educational Innovation & Support Division
(559) 774-6401

Alice M. Worsley School, Fresno County Court School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

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

2024-25 School Contact Information

School Name	Alice M. Worsley School, Fresno County Court School
Street	3333 E. American Ave
City, State, Zip	Fresno, CA 93725
Phone Number	(559) 600-4950
Principal	Joe Hammond
Email Address	jhammond@fcoe.org
School Website	
Grade Span	K-12
County-District-School (CDS) Code	10-10108-1030337

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Alice M. Worsley School may serve middle and/or high school students. Students at Alice M. Worsley School reside at the Fresno County Juvenile Justice Campus, primarily a detention facility of the Fresno County Probation Department who provides custodial care for youth involved in the adjudication process through the juvenile courts. Instruction in the Court School program is offered year round, and the length of school enrollment for each student varies as determined by the adjudication process. The schools' October 2024 Census Day Enrollment included 79 students. 29 students received educational services on the campus' designated long-term, or commitment, side of the campus resulting in enrollment that may be up to seven years. Conversely, 50 students received educational services in the designated short-term side of the campus,

2024-25 School Description and Mission Statement

or detention while awaiting court proceedings, resulting in enrollment that may range from a few days to several weeks.

The school's progress indicators include student data from the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), and local diagnostic, benchmark and curriculum-embedded assessments in reading, writing, and math. In addition, credits earned for long-term high school students are monitored for support needed in goal attainment. Indicators are monitored and reviewed throughout the school year at regularly scheduled administrative team meetings, site leadership meetings, and professional learning communities. The Court School's curricular emphasis has a solid foundation of the California State Standards, while maintaining particular attention to the various needs and learning styles represented by all students. School personnel are also focused on successful implementation of research-based practices in accordance with our district goals. The instructional program on the Commitment Campus may offer Career Technical Education/Regional Occupational Program courses that include Environmental Horticulture Science and Welding. Industry-level welding certifications may be earned in the Welding classes. Other industry certifications may be earned online and include OSHA-10 and eFoodhandlers. Additional course opportunities may include after-school and Saturday classes for enrichment and/or intervention, as well as dual enrollment in collaboration with the State Center Community College District. In addition, School-wide Positive Behavioral Interventions & Supports, a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving academic and behavior outcomes for students are implemented.

Alice M. Worsley School has achieved full accreditation by the Western Association of Schools and Colleges (WASC) for over 25 years. Student Learning Outcomes (SLOs) were revisited and revised in 2021. The school and community members determined the SLOs to remain relevant and essential: 1) Students will demonstrate progress toward proficiency in academics, 21st century skills, and college and career readiness, 2) Students will exhibit pro-social behavior, demonstrate self-discipline, responsibility, and encourage peer improvement, and 3) Students will successfully transition and continue on an educational and/or career path. FCSS' Court and Community Schools completed a full WASC self-study and review in November 2021, and earned a six year accreditation. The school's mission is to assess students' educational needs; provide educational opportunities for all students in developing positive self-esteem, academic skills, practical life skills, and social skills; and assist students in completing their high school education, provide relevant career technical education, and/or in transitioning students to other appropriate educational programs.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	1
Grade 9	4
Grade 10	18
Grade 11	22
Grade 12	29
Total Enrollment	75

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	8
Male	92
American Indian or Alaska Native	1.3
Asian	2.7
Black or African American	22.7
Hispanic or Latino	62.7
Native Hawaiian or Pacific Islander	1.3
Two or More Races	1.3
White	8
English Learners	13.3
Foster Youth	9.3
Socioeconomically Disadvantaged	100
Students with Disabilities	30.7

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)	5.20	27.58	139.70	53.20	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	11.80	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.00	3.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.80	52.00	69.60	26.52	12115.80	4.41
Unknown/Incomplete/NA	3.80	20.32	32.30	12.32	18854.30	6.86
Total Teaching Positions	19.00	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)	7.90	39.97	148.00	54.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	2.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.60	7.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	10.30	51.58	69.50	25.78	11953.10	4.28
Unknown/Incomplete/NA	1.60	8.40	25.60	9.49	15831.90	5.67
Total Teaching Positions	19.90	100.00	269.90	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.90	42.24	156.00	58.95	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.00	3.02	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.70	4.43	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	8.30	44.43	64.60	24.44	11746.90	4.23
Unknown/Incomplete/NA	2.40	13.23	24.20	9.14	14303.80	5.15
Total Teaching Positions	18.70	100.00	264.60	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	9.80	10.30	8.3
Total Out-of-Field Teachers	9.80	10.30	8.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.4	0

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

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

Beginning with District Professional Learning Communities, academic discipline specific committees were assigned to work with FCSS consultants to guide the process of curriculum selection. The committees were comprised of site administration, teachers on special assignment, and content specific classroom teachers. The group reviewed a selection of CA Standards aligned curricula and rated using criteria from the Instructional Materials Evaluation Tool to align with the shifts and major features of the California State Standards.

The committees also reviewed and piloted supplemental curriculum to support core instruction, needs of the students, rigor and relevance, and universal access. Cross curricular themes were identified and implementation is ongoing as shared at site Professional Learning Communities and monitored and supported via classroom visits/walk throughs, evaluations, and teacher and student surveys.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6 – 8 Collections Houghton Mifflin Harcourt Grades 6 – 8 Intervention/Intervention for English Learners (ELD) Escalate English Houghton Mifflin Harcourt 2017 Grades 7-12 Collections Houghton Mifflin Harcourt Grades 7 – 12 Character Based Literacy 2020 Grades 7 - 12 ACE Curriculum 2020 Designated ELD Grades 9 – 12 Escalate English 2017	Yes	0%

	<p>Houghton Mifflin Harcourt</p> <p>Voyager Sopris Learning REWARDS Explicit, Short-Term Reading Intervention Grades 4-12</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p>		
Mathematics	<p>Big Ideas Math (Grades 6-8), California Edition Big Ideas Learning, LLC 2015</p> <p>Integrated Mathematics I Houghton Mifflin Harcourt 2015</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p>	Yes	0%
Science	<p>McGraw Hill Inspire Science (Grades 6-8) (Pilot) McGraw Hill 2019</p> <p>The Living Earth, NGSS Integrating Biology and Earth Science Biozone 2018</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p>	Yes	0%
History-Social Science	<p>My World Interactive World History: Ancient Civilizations (Grade 6) Pearson 2019</p> <p>My World Interactive World History: Medieval and Early Modern Times (Grade 7) Pearson 2019</p> <p>My World Interactive American History: Growth and Conflict (Grade 8) Pearson 2019</p> <p>The Modern World (Grades 9-10) Pearson 2019</p> <p>United States History, The Twentieth Century (Grades 11-12) Pearson 2019</p> <p>Economics Today and Tomorrow Glencoe 2012 (Grade 12)</p> <p>United States Government: Democracy in Action Glencoe 2010</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p>	Yes	0%

Foreign Language	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	Yes	0%
Health	From School to Work Goodheart-Wilcox 2009 Fitness for Life: 6th Edition (Physical Education) Human Kinetics 2014 Cyber High Office of the Fresno County Superintendent of Schools	Yes	0%
Visual and Performing Arts	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	Yes	0%

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

School Facility Conditions and Planned Improvements

Alice M. Worsley Court School is located at the Fresno County Juvenile Justice Campus, a facility owned and operated by the County of Fresno and constructed in July 2006. The campus maintenance and repairs are maintained through contracted services between the County of Fresno and the Fresno County Probation Department, not by the Fresno County Superintendent of Schools (FCSS). However, school site administration communicates maintenance needs and requests with the Probation Department by utilizing a digital maintenance process for requesting repairs. Maintenance responses and repairs are then provided by the Probation Department's contracted provider of Fresno County.

Facility inspections of the school areas are administered annually in the form of a Facility Inspections Tool report (FIT) by the Facilities Department of the Office of the Fresno County Superintendent of Schools (FCSS). FCSS Facilities conducted a FIT inspection in December 2024

Year and month of the most recent FIT report December 2024

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	5	4	29	28	46	47
Mathematics (grades 3-8 and 11)	0	0	13	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	35	28	80.00	20.00	3.57
Female	--	--	--	--	--
Male	33	27	81.82	18.18	3.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	21	15	71.43	28.57	6.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	28	80.00	20.00	3.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	37	28	75.68	24.32	0.00
Female	--	--	--	--	--
Male	35	27	77.14	22.86	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	23	15	65.22	34.78	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	28	75.68	24.32	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	9.09	7.69	2.94	5.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	20	13	65.00	35.00	7.69
Female	--	--	--	--	--
Male	18	11	61.11	38.89	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	13	65.00	35.00	7.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Career Technical Education (CTE)/Regional Occupational Courses (ROP) courses during the 2024-2025 school year include Welding and Environmental Horticulture Science. The CTE instructors collaborate with all teachers at weekly professional learning communities and monthly district professional learning communities for supporting students' academic and behavioral goals, including the enhancement of soft skills and goal setting. As of the 2024-2025 school year, at least 80 former students/graduates have gainfully obtained employment as a result of earning welding certifications at Alice M. Worsley School, certified by the American Welding Association. Both CTE Industry Sectors maintain an active advisory committee comprised of the instructors the CTE/ROP District Coordinator and a minimum of three industry representatives.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	14.29
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	12	12	12	12	12

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Alice M. Worsley School provides for opportunities for meaningful interactions to strengthen communication among parents, collaborative site-based agencies, and the school community. The agencies work in concert to effectively foster the school-to-home relationship with a common goal of supporting overall student wellness and academic progress. Examples may include:

Regularly scheduled evening meetings, up to 12 per school year, with parents, students, school community personnel, and general community members/educational partners for the joint development of support and services to students.

Review and assistance in understanding the state's academic content standards, state and local assessment results, and discussion of the school's monitoring and reporting processes.

Review of supports for over all student wellness and progress, including student, staff and parent survey data and district-paid parenting workshops.

Schedule of monthly meetings for school and various, essential campus agency personnel who meet to plan for students' success, including but not limited to Transition/Exit Meetings.

Additionally, school personnel contact information is distributed at minimum through weekly mailings to parents of new students of the annually updated Alternative Education's Parent Notifications, postings on the school website, through the use of ParentSquare online app that uses parent/family emails and text messages, and at flexibly scheduled meetings including the Court Schools' Parent Teacher Association (PTA) General Meetings.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	52.0	65.6	61.3	33.2	37.7	42.2	7.8	8.2	8.9
Graduation Rate	19.4	15.6	16.1	24.0	25.1	23.3	87.0	86.2	86.4

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	62	10	16.1
Female	--	--	--
Male	52	10	19.2
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	14	2	14.3
Filipino	0	0	0.00
Hispanic or Latino	39	8	20.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	16	4	25.0
Homeless	12	1	8.3
Socioeconomically Disadvantaged	62	10	16.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	16	3	18.8

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	518	158	11	7.0
Female	91	12	1	8.3
Male	427	146	10	6.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	--	--	--
Black or African American	116	42	3	7.1
Filipino	--	--	--	--
Hispanic or Latino	322	90	6	6.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	46	14	2	14.3
English Learners	79	19	2	10.5
Foster Youth	72	25	3	12.0
Homeless	--	--	--	--
Socioeconomically Disadvantaged	518	158	11	7.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	130	47	4	8.5

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	7.45	11.44	8.11	2.11	3.45	3.28	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.11	0.00
Female	2.20	0.00
Male	9.37	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	10.34	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.70	0.00
English Learners	5.06	0.00
Foster Youth	9.72	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.15	0.00

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

2024-25 School Safety Plan

The Alice M. Worsley Comprehensive Safe School Plan is in compliance with federal, state, and local regulations as related to health and safety at school and school-sponsored events. The plan is inclusive of policies, procedures, and guidance for violence prevention, emergency preparedness, crisis intervention, and student and employee safety. The Comprehensive Safe School Plan shall be used during an emergency incident involving an FCSS facility. In addition, the school also adheres to the safety plan of the Fresno County-operated facility as the school is located on the grounds of the Fresno County Juvenile Justice Campus.

The FCSS Comprehensive Safe School Plan is updated annually in February and reviewed with site faculty each school year in its entirety no later than September of each school year. The plan was last reviewed with site faculty on August 13, 2024. The School Site Council participates in the development of the Comprehensive Safe School Plan and they approved it on March 18, 2024. Key elements as related to health and wellness, safety, and campus culture are reviewed and referenced throughout the year as needed among the school community and stakeholders.

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	2	70		
Mathematics	5	26		
Science	4	22		
Social Science	2	63		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	68		
Mathematics	6	26		
Science	6	19		
Social Science	3	57		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	47		
Mathematics	4	23		
Science	5	14		
Social Science	2	42		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	75

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	29,090	937	28,153	91,095
District	N/A	N/A	13,602	
Percent Difference - School Site and District	N/A	N/A	69.7	25.1
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	89.3	

Fiscal Year 2023-24 Types of Services Funded

Programs and services available at the school are developed by evaluation of Student Learning Outcomes, state and local assessment data, and student, staff, and educational partner survey feedback. Through collaborative Local Control Accountability Plan (LCAP) meetings, site and district Professional Learning Communities, Coaches Planning and Administrative meetings, School Site Council, and other parent-school meetings, jointly developed school goals may include: improvement of the school climate, a heavier focus on successful student transitioning from our site, continued effective staff development, effective integration of technology in teaching and learning for students and staff, and continued improvement of support for all students in achieving academic and behavioral gains.

The school team will continue to meet the individual academic needs of students through a combination of academic and emotional/behavioral supports. The school will continue to contract with FCSS Departments for services and support for curriculum and instruction with writing across the curriculum, Trauma Informed Care training and practices, enhancement of teaching and learning with visual and performing arts practices, enhancement of teaching and learning with instructional technology, and project-based thematic learning.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
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		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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

The focus for professional development is on enhancing our implementation of and engaging instructional strategies with the Common Core State Standards and practices, in accordance with our district set goals while maintaining particular attention to the various needs and learning styles represented by our students. Administration and school personnel will continue to monitor progress of the focus on learning and collective inquiry to best practice. In addition, the school continues to provide strategies complementary to School-wide Positive Behavioral Interventions & Supports, a decision making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students.

Professional development opportunities will continue to be aligned to support our identified critical areas of need of the school community. Needs were identified by school staff, administration, students and stakeholder groups through Local Control Accountability Plan meetings at minimum and include: literacy/writing across the curriculum, numeracy, English Language Development, Next Generation Science Standards, trauma informed care, 21st Century Learning Skills, and the integration of visual and performing arts practices to enhance teaching and learning. Teachers are supported through conference attendance, after-school workshops or professional learning communities in discipline-specific cohorts, in-class or virtual coaching, teacher-principal meetings, weekly site professional learning communities, district professional learning communities, and student performance data review and analyses to inform instruction at site-specific professional learning communities. The numbers reported in the three-year data table represent professional development dedicated to staff development and continuous improvement. The school has a 60-minute weekly professional learning community for teachers and administration to attend.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	38

Violet Heintz Education Academy (VHEA)

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

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

2024-25 School Contact Information

School Name	Violet Heintz Education Academy (VHEA)
Street	4939 E. Yale Ave.
City, State, Zip	Fresno CA, 93727
Phone Number	(559) 443-4850
Principal	Phil Menchaca
Email Address	pmenchaca@fcoe.org
School Website	
Grade Span	7-12
County-District-School (CDS) Code	10-10108-1030899

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

As part of the Alternative Education program, the mission of the Fresno County Community Schools is to assess students’ educational needs and provide educational opportunities for all students to facilitate the development of positive self-esteem, academic skills, practical life skills, and social skills. We aim to provide relevant career and technical education, assist students in completing their high school education, and/or transitioning to other appropriate educational or career programs. FCSS’ Alternative Education program completed a full WASC accreditation in November 2021 and received a six-year accreditation with a mid-term progress report written during the fall of 2024.

2024-25 School Description and Mission Statement

Violet Heintz Education Academy (VHEA) serves probation and district-referred students in grades 7-12. We believe every student can learn and will flourish in a positive and safe learning environment. The programs and services offered, along with a low student-to-staff ratio, allow staff to design instruction and support to best meet the needs of each individual student. Student services include site-based mentors, behavioral health services to students and their families, support from school psychologists, and truancy intervention supports. In addition, behavioral specialist services are underway. Most students return to their district of residence after completing a semester of enrollment or one year; however, some students satisfy high school graduation requirements and earn a high school diploma through VHEA.

VHEA recently transitioned from a primarily Independent Study to a seat-based model to deliver instruction based on grade-level content standards. Independent Study remains an option for students who are best served by the flexibility offered by the program. The curriculum is designed to provide for the broad differences in the student population's ages, grade levels, and academic abilities. Our school's progress indicators include student data from the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), the California Physical Fitness Test, and local diagnostic, benchmark and curriculum-embedded assessments in reading, writing, and math. Indicators are monitored and reviewed throughout the school year at regularly scheduled administrative team meetings, site leadership meetings, and professional learning communities.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	12
Grade 9	11
Grade 10	12
Grade 11	9
Grade 12	11
Total Enrollment	56

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	23.2
Male	76.8
American Indian or Alaska Native	1.8
Asian	3.6
Black or African American	23.2
Hispanic or Latino	62.5
Two or More Races	3.6
White	5.4
English Learners	12.5
Foster Youth	1.8
Homeless	1.8
Socioeconomically Disadvantaged	89.3
Students with Disabilities	8.9

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)	1.70	24.75	139.70	53.20	228366.10	83.12
Intern Credential Holders Properly Assigned	0.10	1.73	11.80	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.00	3.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	58.56	69.60	26.52	12115.80	4.41
Unknown/Incomplete/NA	1.00	14.82	32.30	12.32	18854.30	6.86
Total Teaching Positions	6.90	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)	2.00	29.97	148.00	54.83	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	2.23	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	20.60	7.66	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.60	66.57	69.50	25.78	11953.10	4.28
Unknown/Incomplete/NA	0.20	3.31	25.60	9.49	15831.90	5.67
Total Teaching Positions	6.90	100.00	269.90	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.00	34.06	156.00	58.95	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.00	3.02	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.70	4.43	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.20	53.92	64.60	24.44	11746.90	4.23
Unknown/Incomplete/NA	0.70	12.02	24.20	9.14	14303.80	5.15
Total Teaching Positions	5.90	100.00	264.60	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.00	4.60	3.2
Total Out-of-Field Teachers	4.00	4.60	3.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	18.40	0	0

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

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

Beginning with District Professional Learning Communities, academic discipline-specific committees were assigned to work with FCSS consultants to guide the curriculum selection process. The committees comprised site administration, a guidance learning specialist, a teacher on special assignment, and content-specific classroom teachers. The group reviewed a selection of CA Standards-aligned curricula. It was rated using criteria from the Instructional Materials Evaluation Tool to align with the shifts and major features of the California State Standards.

The committees also reviewed and piloted supplemental curriculum to support core instruction, needs of the students, rigor, and relevance, and universal access. All students have full access to seat-based and Independent Studies learning materials. Curriculum in all content areas will be offered through a digital, online platform that will help address the diverse curricular needs of all of the various grade levels served in community schools. Implementation is ongoing and progress is reviewed at site Professional Learning Communities and supported via administration's classroom visits/walk-throughs, direct support to teachers, and teacher and student surveys.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 7 – 8 Collections Houghton Mifflin Harcourt 2017 Grades 6 – 8 Intervention/Intervention for English Learners (ELD) Escalate English Houghton Mifflin Harcourt 2017 Grades 9 – 12 Character Based Literacy Santa Clara University 2020 Grades 7- 12 Chapter Books ACE Curriculum 2020 Exact Path, Edmentum English 7, Edmentum 2020	Yes	0%

	<p>English 8, Edmentum 2020</p> <p>California English 9, Edmentum 2020</p> <p>California English 10, Edmentum 2020</p> <p>California English 11, Edmentum 2020</p> <p>California English 12, Edmentum 2020</p>		
Mathematics	<p>Big Ideas Math (Grades 7-8), California Edition</p> <p>Big Ideas Learning, LLC 2015 Grades 9 - 12</p> <p>Integrated Mathematics I Houghton Mifflin Harcourt 2015</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p> <p>Exact Path, Edmentum, 2020</p> <p>PLATO Course Math 7, Edmentum 2020</p> <p>PLATO Course Math 8, Edmentum 2020</p> <p>California Integrated Mathematics I, Edmentum 2020</p> <p>California Integrated Mathematics II, Edmentum 2020</p> <p>California Algebra I Edmentum, 2020</p> <p>California Algebra II Edmentum, 2020</p> <p>California Geometry, Edmentum 2020</p>	Yes	0%
Science	<p>Grades 7 - 8 McGraw Hill Inspire Science 2019 (Pilot)</p> <p>Grades 9 - 12 The Living Earth, NGSS Integrating Biology and Earth</p> <p>Science Biozone 2018</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p> <p>Middle School Earth and Space Science, Edmentum 2020</p> <p>Middle School Life Science, Edmentum 2020</p> <p>Middle School Physical Science, Edmentum 2020</p> <p>PLATO Course Biology, Edmentum 2020</p> <p>PLATE Course High School Earth and Space Science, Edmentum 2020</p>	Yes	0%

	PLATO Course Physical Science, Edmentum 2020		
History-Social Science	<p>Grade 7 My World Interactive World History: Medieval and Early Modern Times Pearson 2019</p> <p>Grade 8 My World Interactive: Growth and Conflict Pearson 2019</p> <p>Grades 9-10 The Modern World Pearson 2019</p> <p>Grades 11 - 12 United States History, The Twentieth Century Pearson 2019</p> <p>Grades 12 Economics Today and Tomorrow Glencoe 2012</p> <p>Grade 12 United States Government: Democracy in Action Glencoe 2010</p> <p>Cyber High Office of the Fresno County Superintendent of Schools</p> <p>PLATO Course California World History and Geography, Edmentum 2022</p> <p>PLATO Course Medeval and Early Modern Times 7, Edmentum 2022</p> <p>PLATO Course Middle School US History, Edmentum 2020</p> <p>PLATO Course World History, Culture and Geography Edmentum, 2020</p> <p>PLATO Course World History Edmentum 2020</p> <p>California U.S. History, Edmentum,2020</p> <p>PLATO Course Government, Edmentum, 2020</p> <p>PLATO Course Economics, Edmentum, 2020</p>	Yes	0%
Foreign Language	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	Yes	0%
Health	<p>From School to Work Goodheart-Wilcox 2009</p> <p>Fitness for Life: 6th Edition (Physical Education) Human Kinetics 2014</p> <p>Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)</p>	Yes	0%

	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)		
	Health, Edmentum, 2020		
	Health 1: Life Management Skills, Edmentum, 2020		
Visual and Performing Arts	Cyber High Online Learning Solutions www.capassprogram.org (Office of the Fresno County Superintendent of Schools)	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

VHEA provides safe environments for student learning. School facilities are well maintained and provide sufficient space for students and staff to support teaching and learning. The Fresno County Superintendent of Schools' Facilities Department continuously monitors the school to ensure that classrooms and facilities are well maintained and support a safe learning environment before, during, and after school.

Year and month of the most recent FIT report September 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical		X		No repairs needed. Upgrades can be made.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	7	4	29	28	46	47
Mathematics (grades 3-8 and 11)	0	0	13	16	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	41	24	58.54	41.46	4.35
Female	11	5	45.45	54.55	--
Male	30	19	63.33	36.67	5.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	15	53.57	46.43	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	21	58.33	41.67	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	41	22	53.66	46.34	0.00
Female	11	4	36.36	63.64	--
Male	30	18	60.00	40.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	13	46.43	53.57	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	19	52.78	47.22	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	0.00	0.00	2.94	5.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	12	46.15	53.85	0.00
Female	--	--	--	--	--
Male	21	10	47.62	52.38	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	14	6	42.86	57.14	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	24	11	45.83	54.17	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

CTE courses were not available during the 2023-24 school year. However, the guidance learning specialist continued to provide career exploration opportunities, e-food handlers courses and certificates, resume support, and post-secondary preparation as needed. In addition, materials and equipment for a tractor-driving course have been delivered and planning for implementation is in progress during the 2024-25 school year.

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	82%	82%	82%	82%	82%
Grade 9	87%	87%	87%	87%	87%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

During the 2024-25 school year, VHEA will continue to provide opportunities for meaningful parent and community involvement in the school planning process through parent outreach efforts and development opportunities in our advisory committees. Parent outreach will include Parent Square, an online school-to-home communication tool, meetings via online platforms, and All4Youth Parent Partners. Opportunities include the School Site Council (SSC), the District English Language Learner (DELAC), Open House Night, Back to School Night, Title I, Part A meetings, and parent support meetings. This will ensure that the VHEA planning process is broad-based, collaborative, and has the commitment of educational partners, including staff, students, and parents per our district and school parent involvement policies. Parenting classes will continue to be offered, and all necessary information regarding parent participation will be shared during weekly orientation appointments as new students enroll throughout the 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	57.9	73.7	61.5	33.2	37.7	42.2	7.8	8.2	8.9
Graduation Rate	26.3	26.3	38.5	24.0	25.1	23.3	87.0	86.2	86.4

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	5	38.5
Female	--	--	--
Male	12	5	41.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	13	5	38.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	128	105	87	82.9
Female	31	24	22	91.7
Male	97	81	65	80.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	22	17	17	100.0
Filipino	--	--	--	--
Hispanic or Latino	85	69	56	81.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	--	--	--
English Learners	15	13	12	92.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	113	93	79	84.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	13	--	--	--

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	4.24	28.35	36.72	2.11	3.45	3.28	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	36.72	0.00
Female	54.84	0.00
Male	30.93	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	45.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	32.94	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	54.55	0.00
English Learners	20.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	38.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	61.54	0.00

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

2024-25 School Safety Plan

The Comprehensive School Safety Plan for VHEA Community School is revised and reviewed annually by the School Site Council.

Safety procedures, including elements of the school safety plan, are reviewed with staff throughout the school year during various trainings, meetings, and emergency drills. The school safety plan is updated yearly and presented to staff during the annual staff in-service. The School Safety Plan for VHEA will be updated in the Spring of 2025. Once the plan is updated it will be presented and approved by the SSC.

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	2	22		
Mathematics	4	8		
Science	1	13		
Social Science	2	25		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	25		
Mathematics	3	17		
Science	2	19		
Social Science	2	29		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	17		
Mathematics	4	17		
Science	4	15		
Social Science	4	17		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	64-1

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	45,371	12,837	32,534	89,708
District	N/A	N/A	13,602	
Percent Difference - School Site and District	N/A	N/A	82.1	4.7
State	N/A	N/A	\$10,771	
Percent Difference - School Site and State	N/A	N/A	100.5	

Fiscal Year 2023-24 Types of Services Funded

VHEA's student needs were identified by staff, students, administration, and educational partner groups at School Site Council meetings, professional learning communities, parent meetings, and several Local Control Accountability Plan (LCAP) collaborative meetings by analyzing local and state-level academic and behavior data. All services are aligned with the LCAP.

In addition to monitoring and support by the principal, academic needs are met with services, including a content specialist to provide instructional coaching, including pre/post local assessments and their use in driving instruction. A guidance learning specialist maintains a greater focus on overall student wellness and provides student transition support to districts of residence. Furthermore, school psychologists, TROY Center mentors, All 4 Youth staff, and campus supervisors support behavioral and social needs.

State assessment preparation, credit recovery, and independent study are available for students. Fully credentialed teachers provide instruction in each classroom. Restorative and Trauma-Informed practices enhance the teaching and learning process, and mentoring services are available throughout the school day to all students.

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
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		

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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

The focus for professional development is on enhancing our implementation of engaging instructional strategies with the Common Core State Standards and practices, in accordance with our district set goals while maintaining particular attention to the various needs and learning styles represented by our students. Administration and school personnel will continue to monitor progress of our focus on learning through our collective inquiry model of practice. In addition, the school continues to provide strategies complementary to School-wide Positive Behavioral Interventions & Supports, a decision-making framework that guides selection, integration, and implementation of evidence-based academic and behavioral practices for improving

Professional Development

academic and behavior outcomes for all students.

Professional development opportunities will continue to be aligned to support our identified critical areas of need. Needs were identified by school staff, administration, guidance learning specialist, teacher on special assignment, students and educational partners through Local Control Accountability meetings at minimum and include: literacy/writing across the curriculum, numeracy, English Language Development, Next Generation Science, trauma informed care, social/emotional support, 21st Century Learning Skills, and the integration of visual and performing arts practices to enhance teaching and learning. Teachers are supported through virtual conferences, in person trainings, after school in-person or virtual workshops, weekly professional learning communities in discipline-specific cohorts, in-class or virtual coaching, teacher-principal meetings, and district professional learning communities. The numbers reported in the three-year data table represent professional development dedicated to staff development and continuous improvement. The school has a 120- minute weekly professional learning community in which teachers and administration participate.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	55	54	

ACTION

TOPIC	Special Education Department School Accountability Report Card for 2023-2024
ISSUE	Approval of the 2023-2024 Report Card
BACKGROUND	Under the provisions of Proposition 98, schools in California are required to prepare an 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 website for access by the general public.
PRESENTER	Diane Lira, Deputy Superintendent Instructional Division (559) 265-4072 Christina Borges, Executive Director Special Education (559) 497-3901
RESOURCE	Trina Frazier, Assistant Superintendent Student Services Division (559) 265-3040 Laurie Lloyd, Associate Director Educational Innovation & Support Division (559) 774-6401

Fresno County Special Education

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

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

2024-25 School Contact Information

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

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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

Our mission is to:

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

2024-25 School Description and Mission Statement

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

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

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

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

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

About this School

2023-24 Student Enrollment by Grade Level

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

2023-24 Student Enrollment by Student Group

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

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

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

Class Assignments

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

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

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

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

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

Level 1 Learners - concrete pre-symbolic learner; Minimal to emerging communication (i.e., little to no verbal language, uses sounds/approximations/gestures/eye gaze, etc.).

Level 2 Learners - concrete symbolic learner; Communicates basic wants and needs using verbal language or AAC supports.

Level 3 Learners - symbolic learner; Communicates basic wants and needs, answers everyday and curriculum-based questions.

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

Year and month in which the data were collected

December 2024

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

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

School Facility Conditions and Planned Improvements

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

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

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

Year and month of the most recent FIT report

November 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC systems updated in 2024.
Interior: Interior Surfaces		X		Repairs in progress; Portables being replaced
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

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

2023-24 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

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

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

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

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

2023-24 Career Technical Education Programs

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

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

2023-24 Career Technical Education Programs

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

2023-24 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	28	26	25	25	28
Grade 7	24	19	19	20	20
Grade 9	30	30	30	30	30

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

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

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

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

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

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

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

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

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

2023-24 Chronic Absenteeism by Student Group

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

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

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

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

2024-25 School Safety Plan

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

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

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

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

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

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

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

Fiscal Year 2023-24 Types of Services Funded

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

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

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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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. In-person, virtual, and self-paced training is available through several sources. Virtual self-paced options are available through Keenan, our risk management company. Keenan provides training in the following areas: situational awareness in special education, child abuse prevention, equipment safety in lifting and transferring, best practices in transportation, liability concerns in the special education environment, and supervision for students with exceptional needs. Additionally, many employees are expected to annually renew certificates in CPR, first aid, defensive driving, mandated reporting, and crisis intervention/de-

Professional Development

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

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

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

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

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

ACTION

- TOPIC:** Observing February as Black History Month
- ISSUE:** Adopt Resolution No. 2025-01, Observing February as Black History Month
- BACKGROUND:**
1. Approximately 7 percent of our students in Fresno County are Black Americans.
 2. Until about 30 years ago, contributions to our nation by Black Americans were, for the most part, overlooked.
 3. By designating a Black History Month, schools are encouraged to draw attention to the positive contributions of Black Americans.
- PRESENTER:** Dr. Michele Cantwell-Copher, Superintendent
Administration
(559) 265-3010
- RESOURCE:** Allison Hernandez, Director
C&I- ELA/ELD/HSS
(559) 265-3077
- RECOMMENDATION:** The administration recommends that the Board join the Superintendent in adopting Resolution No. 2025-01 honoring the month of February as Black History Month, thereby encouraging districts in Fresno County to plan appropriate activities.

MC/tt
1/16/25



Superintendent
Dr. Michele Cantwell-Copher

District 1
Kimberly Tapscott-Munson

District 2
Bryan Burton

District 3
Itzi Robles

District 4
Dr. Marcy Masumoto

District 5
Dr. Allen Clyde

BEFORE THE FRESNO COUNTY BOARD OF EDUCATION
AND THE FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY, CALIFORNIA

In the Matter Regarding Observing
February as Black History Month

Resolution No. 2025 - 01 (FCBE)
Resolution No. 2025 - 01 (FCSS)

WHEREAS, February is designated as Black History Month; and

WHEREAS, Americans of Black descent helped develop our nation in countless ways, those recognized, unrecognized and unrecorded; and

WHEREAS, the contributions of Black American citizens as scientists, inventors, educators, farmers, homemakers, and explorers of earth and sky, have been recognized annually during Black History Month; and

WHEREAS, Black American citizens have participated in every American effort to secure, protect, and maintain the essence and substance of American democracy which is recognized in California Education Code, Section 37221; and

WHEREAS, the history and contributions of Black American citizens were consistently overlooked and undervalued in the curriculum of public education institutions prior to the Civil Rights Act of 1964; and

WHEREAS, the **History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve** states that the history curriculum of community, state, region, nation, and world must reflect the experiences of men and women of different race, religions, and ethnic groups which are integrated at every grade level

NOW, THEREFORE, BE IT RESOLVED that the Fresno County Board of Education and the Fresno County Superintendent of Schools do hereby recognize the month of February 2025 as Black History Month and encourage all educational communities to commemorate this occasion with appropriate and meaningful activities and encourage all Fresno County School Districts to participate with appropriate activities and curriculum on this day and throughout the year.

This Resolution is adopted by the Fresno County Board of Education at its meeting of January 16, 2025 by the following votes:

President Allen Clyde:	Yes	No	Abstain	Absent
Vice President Marcy Masumoto:	Yes	No	Abstain	Absent
Member Bryan Burton:	Yes	No	Abstain	Absent
Member Itzi Robles:	Yes	No	Abstain	Absent
Member Kimberly Tapscott-Munson:	Yes	No	Abstain	Absent

Allen Clyde, President

This Resolution is adopted by the Fresno County Superintendent of Schools as of the date immediately stated below as evident by her signature hereunder:

Dr. Michele Cantwell-Copher, Superintendent

Date: _____

CERTIFICATION

I am the Ex-Officio Secretary and Executive Officer of the Fresno County Board of Education and hereby certify that the foregoing resolution is the full, true, and correct resolution duly passed and adopted by the Fresno County Board of Education on the date stated above.

By: _____

Date: _____

Dr. Michele Cantwell-Copher
Fresno County Superintendent of Schools
Ex-Officio Secretary and Executive Officer of the
Fresno County Board of Education

ACTION

- TOPIC:** Consider Adoption of FCBE Resolution No. 2025-02 Recognizing February 19, 2025, as “Day of Remembrance: Japanese American Evacuation”
- ISSUE:** Recognizing February 19, 2025, as Day of Remembrance: Japanese American Evacuation
- BACKGROUND:** Recognizing February 19th as a "Day of Remembrance: Japanese American Evacuation" encourages schools to discuss the evacuation, exclusion, and incarceration of approximately 120,000 United States citizens and permanent United States residents of Japanese ancestry during World War II as fundamental violations of basic civil liberties and human rights. The California State Board of Education requires the provision of curriculum discussing the constitutional issues relating to and impact of this issue.
- PRESENTER:** Dr. Michele Cantwell-Copher, Superintendent
Administration
(559) 265-3010
- RECOMMENDATION:** The Administration recommends the Board join the County Superintendent of schools to adopt Resolution No. 2025-02 recognizing February 19, 2025, as “Day of Remembrance: Japanese American Evacuation.”

MC/tt
1/16/25



Superintendent
Dr. Michele Cantwell-Copher

District 1
Kimberly Tapscott-Munson

District 2
Bryan Burton

District 3
Itzi Robles

District 4
Dr. Marcy Masumoto

District 5
Dr. Allen Clyde

BEFORE THE FRESNO COUNTY BOARD OF EDUCATION
AND THE FRESNO COUNTY SUPERINTENDENT OF SCHOOLS
FRESNO COUNTY, CALIFORNIA

In the Matter Regarding Recognizing
February 19th as the day of
Remembrance: Japanese American
Evacuation

Resolution No. 2025 - 02 (FCBE)
Resolution No. 2025 - 01 (FCSS)

WHEREAS, on February 19, 1942, President Franklin Delano Roosevelt signed Executive Order 9066 authorizing the evacuation, exclusion and incarceration of approximately 120,000 United States citizens and permanent United States residents of Japanese ancestry during World War II; and

WHEREAS, approximately 2500 United States citizens and permanent United States residents of Japanese ancestry from throughout Fresno County were sent to camps in the United States for approximately three years (1942 - 1945); and

WHEREAS, most United States citizens and permanent United States residents of Japanese ancestry from Fresno County were relocated to War Relocation Centers in Gila River, Arizona and Jerome, Arkansas; and

WHEREAS, after being forcibly removed from their homes and prior to being transferred to concentration camps in remote locations throughout the United States, approximately 10,000 United States citizens and permanent United States residents of Japanese ancestry from the West coast were housed in assembly centers in Fresno County for two to five months where they lived in horse stalls at the Fresno Fairgrounds (Fresno Assembly Center) and temporary barracks installed at a lumber yard in Pinedale (Pinedale Assembly Center); and

WHEREAS, the Congress of the United States enacted the Civil Liberties Act of 1988 (Public Law No. 100-383), in which on behalf of the United States government, acknowledged and formally apologized for the "fundamental violations of the basic civil liberties and constitutional rights of these individuals of Japanese ancestry"; and

WHEREAS, it is stated in the Civil Liberties Act of 1988 that the Act was intended to discourage the occurrence of similar injustices and violations in the future and make more credible and sincere any declaration of concern by the United States over violations of human rights committed by other nations; and

WHEREAS, historically, textbooks used by California's public school students have not accurately portrayed the evacuation, exclusion and incarceration of persons of Japanese ancestry as a violation of basic civil liberties and human rights, nor have such textbooks included a discussion of findings of the Federal Commission on Wartime Relocation and Internment of Civilians, of court decisions that dealt with this event, nor of the passage and signing of the Civil Liberties Act of 1988; and

WHEREAS, the 1987 History/Social Science Framework states: "Attention should be paid to the effect of the war on the home front"...."The relocation and internment of . . . Japanese Americans during the war on grounds of national security was a governmental decision that should be analyzed as a violation of their human rights.

WHEREAS, on February 19, 2023, California Governor Gavin Newsom issued a proclamation designating February 19, 2023, as "Day of Remembrance: Japanese American Evacuation."

NOW, THEREFORE, BE IT RESOLVED that the Fresno County Board of Education and the Fresno County Superintendent of Schools do hereby recognize February 19, 2025 as "Day of Remembrance: Japanese American Evacuation" and encourage all Fresno County School Districts to participate with appropriate activities and curriculum on this day and throughout the year.

This Resolution is adopted by the Fresno County Board of Education at its meeting of January 16, 2025 by the following votes:

President Allen Clyde:	Yes	___	No	___	Abstain	___	Absent	___
Vice President Marcy Masumoto:	Yes	___	No	___	Abstain	___	Absent	___
Member Bryan Burton:	Yes	___	No	___	Abstain	___	Absent	___
Member Itzi Robles:	Yes	___	No	___	Abstain	___	Absent	___
Member Kimberly Tapscott-Munson:	Yes	___	No	___	Abstain	___	Absent	___

Allen Clyde, President

This Resolution is adopted by the Fresno County Superintendent of Schools as of the date immediately stated below as evident by her signature hereunder:

Dr. Michele Cantwell-Copher, Superintendent

Date: _____

CERTIFICATION

I am the Ex-Officio Secretary and Executive Officer of the Fresno County Board of Education and hereby certify that the foregoing resolution is the full, true, and correct resolution duly passed and adopted by the Fresno County Board of Education on the date stated above.

By: _____ Date: _____
Dr. Michele Cantwell-Copher
Fresno County Superintendent of Schools
Ex-Officio Secretary and Executive Officer of the
Fresno County Board of Education

ACTION

TOPIC: Association of California County Boards of Education (ACCBE) Membership

ISSUE: Consider joining ACCBE Membership

PRESENTER: Dr. Allen Clyde, Board President
(559) 265-3090



BY COUNTY BOARD MEMBERS FOR COUNTY BOARD MEMBERS

THE ASSOCIATION OF CALIFORNIA COUNTY BOARDS OF EDUCATION (ACCBE) is an independent nonprofit organization dedicated to serving and empowering County Boards of Education. Founded by county trustees for county trustees, ACCBE is committed to amplifying the collective voice of county boards, strengthening board leadership, championing equity and excellence, and driving better outcomes for students with the greatest needs.

WHAT WE DO



Advocate and Champion: Engage County Boards of Education and County Trustees as advocates in Sacramento and Washington DC to champion the programs, policies and funding that support the unique needs of the students and families we serve.



Foster Collaboration: Build strong partnerships and shared governance with county superintendents. Build coalitions with educational organizations such as the California PTA, the Small School District Association, California School Boards Association.



Member to Member Network and Support: Build strong relationships and trustee expertise through ongoing peer-to-peer learning opportunities, mentoring and professional development that focuses on excellence in governance and the unique challenges faced by the students we serve.



Promote Innovation: Support creative solutions for California's families and children with an equity lens, focusing on issues such as literacy, career education, court and community schools, and student engagement.

“The new ACCBE provides County Boards and County Board Trustees with the independent voice and strong advocacy that is essential as we serve California’s students and families with the greatest challenges.”

— Janet Wohlgemuth
CCBE President 2020
Trustee, Monterey County Board
of Education 2015-2024

“ACCBE serves as the essential voice of County Boards in advancing excellence in education, from the North State to the Southern Border, and empowers Board Trustees to address the needs of all students.”

— Joe Ross
CCBE President 2022
Trustee, San Mateo County Board
of Education 2012-2023

For more information or to become a member  accbe.org  info@accbe.org



A SHORT HISTORY

A Short History of the Association of California County Boards of Education (ACCBE)

The Association of California County Boards of Education (ACCBE) is a newly established nonprofit organization founded by county board trustees. It builds on and enhances over six decades of dedicated service to county boards of education and our trustees previously provided by the California County Boards of Education (CCBE). Today, ACCBE serves as the unified voice for all California county boards of education, focusing solely on matters important to them. ACCBE advocates for the unique needs of students and the county offices of education that support them

The Role of County Boards of Education is Unique

County offices and boards of education hold uniquely vital roles, impacting every school and student across California. Our responsibilities include supporting students and families facing significant challenges, such as those in programs for students with severe physical and cognitive disabilities, early childhood education, foster and homeless youth, and court and community schools. Our responsibilities are distinct from those of district boards of education, and in some cases, the priorities of county boards do not align with those of other educational associations. ACCBE provides a singular voice for its members, advocating exclusively through the lens of county boards. With only 58 county boards compared to more than 1,000 school district boards in California, an organization solely dedicated to county boards and the offices of education they serve is essential to ensure our unique needs are recognized and addressed.

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ACCEPT

fostering collaboration among county trustees, delivering high-quality training for new and experienced trustees, and hosting an outstanding annual conference that addressed key issues and challenges faced by county boards of education. Recent accomplishments include providing critical advocacy that resulted in \$80 million of additional, ongoing funding for county offices of education in the 2023-24 budget and publishing the new Trustee Handbook, the most comprehensive guide to county trustee roles, responsibilities, and authority.

In November of 2023, the California School Boards Association discontinued CCBE as a section of its organization and instead created a new "delegate region" comprised of county delegates. CSBA then appointed a transition team of 134 county trustees to work with CSBA staff to recommend county member services to the CSBA board. In December 2024, the CSBA Board of Directors voted on these recommendations and outlined the services it would continue to provide to county boards and trustees. Seven of the recommendations were supported as is, and eleven were modified or substantially changed.

As an organization, CSBA must balance the interests of 58 county boards with those of 1,000 school districts. CSBA is a large organization with long standing structures and systems regarding appointments, committee assignments, board decision-making, and legislative advocacy.

ACCBE – For County Boards by County Board Members: Building Partnerships and Coalitions in Support of Public Education

CSBA is a very important and influential advocate for public education. ACCBE supports the work of CSBA and encourages our members to also be members of CSBA. However, it is clear that county boards of education need a strong, independent, and agile organization that solely focuses on our needs and interests, independently advocating for the critical needs of the students and communities we serve and the unique role of county boards in the educational ecosystem. Having a separate organization for county boards mirrors the roles of the Small School District Association, California County Superintendents, and the California Parent Teacher Association, whose missions focus on their distinct interest groups. County board members from throughout California worked together throughout 2024, first to create a planning committee and then to

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ACCBE is committed to ensuring that the needs of county boards of education, trustees, and county offices are effectively represented in Sacramento and Washington, D.C. ACCBE is further committed to providing county board trustees with an organization in which they have a strong sense of ownership, member-to-member support, and mentoring, focused solely on the interests and needs of county offices of education and the students and families they serve. ACCBE is dedicated to building a strong and ongoing partnership with the California County Superintendents, as well as forming coalitions with other educational organizations in support of the needs of our members and public education.

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Dues Structure is based on county size and budget affordability (annual dues for 1/1/2025 - 12/31/2025)

Region	County	Class by Size	2023 Former CCBE Dues	2025 ACCBE DUES	County Budget 2022-2023	% of Budget for ACCBE Dues
21-24	Los Angeles	1	\$9,756	\$9,756	\$556,381,589	0.002%
17	San Diego	2A	\$7,557	\$7,557	\$326,383,271	0.002%
15	Orange	2A	\$7,557	\$7,557	\$290,797,241	0.003%
18	Riverside	2A	\$7,557	\$7,557	\$240,615,280	0.003%
16	San Bernardino	2A	\$7,557	\$7,557	\$373,623,283	0.002%
20	Santa Clara	2A	\$7,557	\$7,557	\$335,008,534	0.002%
7	Alameda	2	\$5,584	\$5,584	\$63,613,496	0.011%
6	Sacramento	2	\$5,584	\$5,584	\$128,007,938	0.004%
7	Contra Costa	2	\$5,584	\$5,584	\$86,878,796	0.006%
10	Fresno	2	\$5,584	\$5,584	\$193,688,229	0.003%
12	Kern	2	\$5,584	\$5,584	\$232,275,267	0.002%
11	Ventura	3	\$4,225	\$4,225	\$120,042,161	0.004%
8	San Joaquin	3	\$4,225	\$4,225	\$169,955,523	0.002%
5	San Mateo	3	\$4,225	\$4,225	\$97,069,053	0.004%
8	Stanislaus	3	\$4,225	\$4,225	\$127,137,438	0.003%
12	Tulare	3	\$4,225	\$4,225	\$180,676,949	0.002%
11	Santa Barbara	3	\$4,225	\$4,225	\$65,044,297	0.006%
9	Monterey	3	\$4,225	\$4,225	\$105,218,823	0.004%
4	Placer	3	\$4,225	\$4,225	\$62,475,345	0.007%
5	San Francisco	4	\$2,740	\$2,740	\$13,219,511	0.021%
3	Sonoma	4	\$2,740	\$2,740	\$73,882,497	0.004%
3	Solano	4	\$2,740	\$2,740	\$66,437,718	0.004%
8	Merced	4	\$2,740	\$2,740	\$113,562,646	0.002%
9	San Luis Obispo	4	\$2,740	\$2,740	\$36,534,456	0.007%
3	Marin	4	\$2,740	\$2,740	\$47,444,361	0.006%
9	Santa Cruz	4	\$2,740	\$2,740	\$56,519,620	0.005%
18	Imperial	4	\$2,740	\$2,740	\$77,712,466	0.004%
6	Yolo	5	\$1,825	\$1,825	\$26,692,100	0.007%
4	Butte	5	\$1,825	\$1,825	\$149,146,227	0.001%
6	El Dorado	5	\$1,825	\$1,825	\$63,415,871	0.003%
2	Shasta	5	\$1,825	\$1,825	\$37,260,135	0.005%
10	Madera	5	\$1,825	\$1,825	\$45,261,965	0.004%
10	Kings	5	\$1,825	\$1,825	\$46,787,370	0.004%
3	Napa	5	\$1,825	\$1,825	\$43,236,233	0.004%
4	Sutter	5	\$1,825	\$1,825	\$38,935,922	0.005%
1	Lake	5	\$1,825	\$1,825	\$15,212,706	0.012%
1	Humboldt	6	\$1,375	\$1,375	\$47,525,310	0.003%
1	Mendocino	6	\$1,375	\$1,375	\$29,405,623	0.005%
4	Yuba	6	\$1,375	\$1,375	\$27,550,555	0.005%
9	San Benito	6	\$1,375	\$1,375	\$14,546,929	0.009%
4	Tehama	6	\$1,375	\$1,375	\$25,607,657	0.005%
4	Nevada	7	\$961	\$961	\$21,335,268	0.005%
8	Tuolumne	7	\$961	\$961	\$17,678,924	0.005%

ACCBE INSTITUTION ANNUAL MEMBERSHIP DUES (01/01/2025 - 12/31/2025)

8	Calaveras	7	\$961	\$961	\$16,919,722	0.006%
2	Siskiyou	7	\$961	\$961	\$21,018,933	0.005%
8	Amador	7	\$961	\$961	\$8,895,154	0.011%
2	Lassen	7	\$961	\$961	\$12,309,662	0.008%
4	Glenn	7	\$961	\$961	\$24,731,585	0.004%
1	Del Norte	7	\$961	\$961	\$8,960,853	0.011%
4	Colusa	7	\$961	\$961	\$17,117,331	0.006%
2	Plumas	7	\$961	\$961	\$4,742,927	0.020%
16	Inyo	7	\$961	\$961	\$11,468,539	0.008%
10	Mariposa	7	\$961	\$961	\$5,789,989	0.017%
2	Trinity	7	\$961	\$961	\$8,741,963	0.011%
6	Mono	7	\$961	\$961	\$7,762,242	0.012%
2	Modoc	7	\$961	\$961	\$6,956,216	0.014%
4	Sierra	8	\$654	\$654	\$2,401,178	0.027%
6	Alpine	8	\$654	\$654	\$1,699,785	0.038%



Dr. Michele Cantwell-Copher
Superintendent

Special Events Calendar

12/23/2024

Date	Event	Location
January 14 5:30 PM - 7:30 PM	MLK Awards Ceremony	Clovis Veterans Memorial District - Liberty Ballroom
January 16 1:30 PM	Fresno County Board of Education Meeting	Room 301
January 16 6:00 PM - 8:30 PM	Mock Trial Round #1	Fresno County Superior Court
January 21 6:00 PM - 8:30 PM	Mock Trial Round #2	Fresno County Superior Court
January 21 5:30 PM	Fresno County School Trustees Association General Meeting	Farber Educational Campus
January 23 6:00 PM - 8:30 PM	Mock Trial Round #3	Fresno County Superior Court
January 25 10:00 AM - 6:00 PM	Academic Decathlon - Speech & Interview	Fresno State
January 28 6:00 PM - 8:30 PM	Mock Trial Round #4	Fresno County Superior Court
January 28 5:30 PM	CTEC Board Meeting	CTEC High School
January 30 6:00 PM - 8:30 PM	Mock Trial Semi Finals	Fresno County Superior Court
February 1 11:00 AM - 9:00 PM	Academic Decathlon - Super Quiz & Awards	Sunnyside High School
February 4 9:00 AM - 3:00 PM	The 18th Annual African American Student Leadership Conference	Fresno Convention Center
February 5 6:00 PM - 8:30 PM	Mock Trial Finals	Robert E. Coyle Federal Courthouse
February 6 9:00 AM	MathCounts	Fresno State
February 15 1:30 PM	Unity Fresno Festival Concert	Audra McDonald Theatre Roosevelt High School
February 18 1:30 PM	Fresno County Board of Education Meeting	Room 301
February 18 6:00 PM	Fresno County School Trustees Association Board of Directors Meeting	TBD
February 24 6:00 PM	Mock Trial Awards Ceremony	Clovis Veterans Memorial District - Liberty Ballroom
February 27 9:00 AM	Spell Off	Clovis Veterans Memorial District - Auditorium
February 28 - March 1	Central Valley Basketball Finals - CIF	Selland Arena
March 1 8:00 AM - 6:00 PM	Secondary Science Olympiad	Clovis North High School
March 7 12:00 PM	FCOE Lobby Concert feat. Clovis East HS Dance	FCOE Lobby Atrium
March 13 10:00 AM - 1:00 PM	Career Skills Challenge	Fresno City College

March 14 12:00 PM	FCOE Lobby Concert feat. Selma HS Chamber Singers	FCOE Lobby Atrium
March 15 8:00 AM - 4:00 PM	History Day	Fresno Pacific University



Fresno County Board of Education
2024-25 BUDGET STATUS SUMMARY
as of December 31, 2024

Object Description	Working Budget	Expenditures to Date	Encumbered to Date	Unencumbered Balance
1. Classified Supervisors/Admin. Salaries	\$43,300.00	\$34,390.56	\$0.00	\$8,909.44
2. Administrative & Classified Benefits	\$6,299.00	\$3,394.11	\$0.00	\$2,904.89
3. Health & Welfare	\$85,750.00	\$27,954.54	\$0.00	\$57,795.46
4. Dues & Memberships	\$19,450.00	\$19,425.00	\$0.00	\$25.00
5. Travel & Conference - Board Seminar	\$0.00	\$0.00	\$0.00	\$0.00
6. Travel & Conferences - Board Members	\$25,000.00	\$12,089.79	\$0.00	\$12,910.21
7. Postage/Freight	\$350.00	\$0.00	\$0.00	\$350.00
8. Payroll Liability Insurance	\$34.00	\$0.00	\$0.00	\$34.00
9. Materials & Supplies/Other Supplies	\$2,000.00	\$206.58	\$993.42	\$800.00
10. Professional/Consulting Services	\$8,000.00	\$0.00	\$0.00	\$8,000.00
TOTAL	\$190,183.00	\$97,460.58	\$993.42	\$91,729.00

BOARD PROJECT

	Working Budget	Expenditures to Date	Encumbered to Date	Unencumbered Balance
2022/2023 Project	\$10,000.00	\$9,998.00	\$0.00	\$2.00
2023/2024 Project	\$10,000.00	\$0.00	\$0.00	\$10,000.00