

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Fresno County Special Education



The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
<b>School Name</b>	Fresno County Special Education	<b>District Name</b>	Fresno County Office of Education
<b>Street</b>	1111 Van Ness Ave.	<b>Phone Number</b>	559-265-3000
<b>City, State, Zip</b>	Fresno, CA 93721-2002	<b>Web Site</b>	<a href="http://www.fcoe.k12.ca.us">www.fcoe.k12.ca.us</a>
<b>Phone Number</b>	559 265-3062	<b>Superintendent</b>	Larry L. Powell
<b>Principal</b>	Charlene Samuelian, Administrator	<b>E-mail Address</b>	<a href="mailto:lpowell@fcoe.org">lpowell@fcoe.org</a>
<b>E-mail Address</b>	<a href="mailto:csamuelian@fcoe.org">csamuelian@fcoe.org</a>		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

Serving as a catalyst for student success through a commitment to partnership with school districts, parents, public and private enterprise, providing leadership for quality instruction and support programs in the new century and beyond.

We will:

- ❖ provide high quality teachers and educators who are leaders, trainer, and role model in the provision of educational services in school and the community
- ❖ apply student-centered, multiple-measures to assess students needs to promote instructional practices that contribute to student success and learning
- ❖ develop supportive professional relationships with colleagues, families and community members
- ❖ provide student-focused, high quality programs and services utilizing innovative evidence-based interventions.

The Fresno County Education Office operates special education programs as an active participant in the countywide Special Education Local Plan Area (SELPA). At the requests of the districts, the Office provides services and programs to students with special education needs by offering the following:

- ❖ Mild/Moderate classes (LD)
- ❖ Resource Specialist Programs (RSP)
- ❖ Intervention Classes for Emotionally Disturbed (ED)
- ❖ Classes for Moderate/Severely Disabled (SD) (including Deaf-Blind and Autistic)
- ❖ Communicatively Delayed (CD) Classes
- ❖ Speech Impaired (SI) Itinerant Program
- ❖ Deaf/Hard of Hearing (DHH) Itinerant Program
- ❖ Visually Impaired (VI) Itinerant Program

(continued)

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

- ❖ Orthopedically Impaired (OI) Itinerant Program
- ❖ Adapted Physical Education (APE) Itinerant Program
- ❖ Home Instruction
- ❖ Extended Assessment Service Early Intervention (EAS)
- ❖ Preschool Assessment Services
- ❖ Infant/Toddler Intervention Services
- ❖ Early Intervention (CIRCLES) Classes
- ❖ Assistive Technology Consultation (ATC)
- ❖ Adult Transition Program (ATP)

The ultimate goal of Special Education is to empower every student with special needs through individualized services of the highest quality delivered in the least restrictive setting. The department provides educational services to individuals ages birth through 21 years who have various forms of developmental and/or other disabilities. Students receive services which best allow for their needs and Special Education goals to be met. The delivery of high quality services in each program and the ability for students with disabilities to develop appropriate peer relationships are considerations that guide educational programs.

The Fresno County Office of Education supports the right of all students with disabilities to a free and appropriate education in the least restrictive environment. Our department is particularly proud of the strides made in providing inclusive opportunities, community-based instruction and work experience for students with severe disabilities. In addition, Individual Transition Plans (ITP) are written with students and their families to facilitate appropriate adult life options. Another area in which the County Office has developed innovative options for students is in the expanded services for young children with autism.

## Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

**Contact Person Name:** Charlene Samuelian, **Contact Person Phone Number:** 559 265-3062 Administrator

The Fresno County Office of Education recognizes the responsibility of the school to involve the parent in all aspects of the special education process as legally required. The procedure for timely notification, parental input and support is set up as mandated through the process from the beginning referral to the implementation of the Individual Education Plan. Forms and procedures are kept current so new and changing legal mandates can be incorporated in a timely manner.

Parents are invited to appropriate staff development activities and are encouraged to participate in the Community Advisory Committee (CAC), back to school events, open houses, parent information nights, and various community support groups.

Our Early Intervention Infant Program has regularly scheduled parent support trainings scheduled throughout the county affording families the opportunity to meet, learn and socialize with one another.

## Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	13	Grade 8	36
Grade 1	23	Grade 9	24
Grade 2	23	Grade 10	23
Grade 3	22	Grade 11	33
Grade 4	28	Grade 12	28
Grade 5	28	Ungraded Secondary	250
Grade 6	29	<b>Total Enrollment</b>	602
Grade 7	42		

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African-American	8.00%	White (Not Hispanic)	23.59%
American Indian or Alaska Native	0.66%	Economically Disadvantaged	56.00%
Asian	8.64%	English Learners	24.00%
Filipino	0.00%	Students With Disabilities	100.00%
Hispanic or Latino	59.00%		

## Average Class Size and Class Size Distribution

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom). *Note: Not applicable to Special Education.*

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

Safe School Plans were developed for the three center-based programs (Ramacher Educational Complex, Monte Vista School and Sutherland Center) and are updated annually. The plans are available for review at the Fresno County Office of Education. Each sites plan focuses on the schools vision, areas of strength, and areas of need with goals and objectives for improvement. Also included are FCOE policies and procedures as required, emergency preparedness plans and school site safe entry and exit maps and procedures for drills and evacuations. Special day classes located on district campuses adhere to the policies and procedures as outlined in each district schools safe school plan.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	1.43%	2.59%	2.14%	2.45%	2.59%	
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Eight relocatable classrooms for students with non-severe disabilities are located at elementary through high school sites at five districts. Twenty-five relocatable classrooms for students with moderate/severe disabilities are located in seven districts. Permanent classrooms for students with severe disabilities are located at three special education campuses.

The first phase of a major renovation at the Ramacher Education Complex was completed in 2006-2007 with the second phase expected to be completed in 2008-2009. Three new relocatable classrooms were completed in time for the 2006-2007 school year. Finally, plans are complete for major renovations at the Monte Vista School and Sutherland Center that will take place in 2007-2008.

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

Classrooms are of adequate size and are either maintained by FCOE or by districts based on joint agreements. Each year, a school facility inspection is completed by FCOE staff. Complaints are resolved in accordance with FCOE adopted procedures. All special campuses have developed safe school plans which were reviewed and adopted by the FCOE Board. Classes on general education campuses follow plans developed by the district in which they are located.

## School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	62	62	80	165
Without Full Credential	28	37	20	31

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	15	0
Total Teacher Misassignments	0	15	0
Vacant Teacher Positions	2	1	

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	42.7%	57.3%
All Schools in District	52.0%	48.0%
High-Poverty Schools in District	61.0%	39.0%
Low-Poverty Schools in District	42.7%	57.3%

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School
Speech/Language/Hearing Specialist	23.4
Other	5.6

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Sufficient for the needs of the program	Sufficient for the needs of the program
Mathematics	Sufficient for the needs of the program	Sufficient for the needs of the program
Science	Sufficient for the needs of the program	Sufficient for the needs of the program
History-Social Science	Sufficient for the needs of the program	Sufficient for the needs of the program
Foreign Language	N/A	N/A
Health	Sufficient for the needs of the program	Sufficient for the needs of the program
Science Laboratory Equipment (grades 9-12)	Sufficient for the needs of the program	N/A

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$18,075.00	\$3,615.00	\$14,460.00	\$57,529.00
State			\$4,943.00	
Percent Difference - School Site and State			-193%	

### Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Information regarding programs and services are described in Section I. Source of funding for special education services comes from restricted categorical state and federal dollars. Special education expenditures not covered by these funds will have a local general fund contribution applied.

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size.

Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

**No Data Available**

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	3%	3%	4%	8%	9%	10%	40%	42%	43%
Mathematics	3%	2%	2%	12%	13%	13%	38%	40%	40%
Science	0%	5%	12%	1%	5%	6%	27%	35%	38%
History-Social Science	0%	0%	0%	1%	2%	2%	32%	33%	33%

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African-American	-	-	-	-
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	2%	0%	7%	-
White (Not Hispanic)	11%	7%	-	-
Male	5%	3%	17%	-
Female	0%	0%	-	-
Economically Disadvantaged	0%	0%	0%	-
English Learners	0%	0%	-	-
Students With Disabilities	4%	2%	12%	0%

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	7%	3%	8%	8%	11%	12%	41%	42%	42%
Mathematics	7%	6%	0%	15%	15%	12%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Hispanic or Latino	0%	0%
Male	6%	0%
Economically Disadvantaged	0%	0%
English Learners	0%	0%
Students With Disabilities	8%	0%

## California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05		2005-06		2006-07		
	District	State	District	State	School	District	State
English	10	51	9	49	0	13	49
Mathematics	8	47	10	50	0	3	45

## CAHSEE Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics separately for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	100	0	0	100	0	0
Female	100	0	0	100	0	0
American Indian or Alaska Native	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	100	0	0	100	0	0
Students Receiving Migrant Education services	*	*	*	*	*	*
Students with Disabilities	100	0	0	100	0	0

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	0.0%
7	0.0%
9	0.0%

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools. "C" means this is a special education school. Statewide and similar school ranks are not applicable to special education schools.

API Rank	2004	2005	2006
Statewide	1	C	C
Similar Schools	1	C	C

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	-14	-21	28	492
Hispanic or Latino	-16	-10	--	482
White (Not Hispanic)	-12	-27	--	522
Economically Disadvantaged	-9	-20	--	474
English Learners	--	--	--	436
Students With Disabilities	--	-21	--	492

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- ❖ Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- ❖ Percent proficient on the state's standards-based assessments in English-language arts (ELA) and mathematics
- ❖ API as an additional indicator
- ❖ Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	No	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	In PI
First Year of Program Improvement	2006-2007
Year in Program Improvement	Year 2
Number of Schools Currently in Program Improvement	3
Percent of Schools Currently in Program Improvement	50.0%

## X. School Completion and Postsecondary Preparation

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)		0.6%			0.0%		3.0%	3.0%	4.0%
Graduation Rate	83.7%	97.9%	100.0%	84.0%	98.0%	100.0%	85.0%	85.0%	83.0%

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 200607 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007	
	School	District
All Students	5	0
African American	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Filipino	0	0
Hispanic or Latino	3	0
Pacific Islander	0	0
White (not Hispanic)	2	0
Socioeconomically Disadvantaged	0	0
English Learners	0	0
Students with Disabilities	5	0

## Career Technical Education Participation

This table displays information about participation in the school's CTE programs.

**Not applicable**

## Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

**Not applicable**

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08

## Advanced Placement Courses

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

**Not applicable**

## Professional Development

This section provides information on the annual number of schooldays dedicated to staff development for the most recent three-year period.

The Fresno County Office of Education is committed to providing a high level of quality professional development opportunities to all staff as a means to support effective instructional improvement. Current "best practices" methods are provided through ongoing training and workshops available to staff throughout the academic year.

Trainings/workshops offered:

- ❖ STAR Test Administration, including CAPA
- ❖ Response to Intervention (RtI)
- ❖ Learning from Each Other conference
- ❖ TEACCH
- ❖ Crisis Prevention Intervention (CPI)
- ❖ Picture Exchange Communication System (PECS)
- ❖ Alternate Dispute Resolution
- ❖ Autism Certification Training
- ❖ Pivotal Response Treatment- Refresher
- ❖ Project DATA Trainings
- ❖ Visual and Organization Strategies for Behavior Management
- ❖ M.O.V.E.
- ❖ Assistive Technology Training

Staff are also encouraged and supported to attend out-of-county Region workshops that address specific areas of need and interest.

## Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	N/A	180 Days
10	N/A	180 Days
11	N/A	180 Days
12	N/A	180 Days