Kings County Special Education
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Kings County Special Education
Street	959 Katie Hammond Ln.
City, State, Zip	Hanford, Ca, 93230-4334
Phone Number	(559) 589-7097
Principal	Dr. Andrea Hooyer and Dr. Michelle Bailey
Email Address	andrea.hooyer@kingscoe.org michelle.bailey@kingscoe.org
School Website	https://www.kingscoe.org/Page/338
County-District-School (CDS) Code	16101656069298

2023-24 District Contact Information

District Name	Kings County Office of Education
Phone Number	(559) 584-1441
Superintendent	Todd Barlow
Email Address	todd.barlow@kingscoe.org
District Website	http://www.kingscoe.org

2023-24 School Description and Mission Statement

Kings County Special Education, known as Shelly Baird School, is designed to address the needs of students with Extensive Support Needs within Kings County. This regionalized program is made up of classes that serve students who have developmental disabilities such as Autism or Intellectual Disability, students who have significant emotional needs, and students who have significant orthopedic impairments or are medically fragile. Shelly Baird serves students from preschool through our adult transition program, ages three (3) to twenty-two (22). The school currently runs fourteen (14) classes on the main Shelly Baird campus in Hanford and twenty-four (24) classes which are placed on comprehensive school campuses around Kings County. There are eight (8) preschool classes at the Early Learning Center located in Hanford. The mission of Shelly Baird is to provide a high quality educational program to help our students soar towards independence and reach their maximum potential.

Vision Statement
Shelly Baird school will excel at providing a high quality nurturing learning environment where staff, parents, and the community are inspired to collaborate in an innovative fashion meet the unique challenges of moderate and severe disabilities and work collaboratively to support and serve our students so they can achieve success and maximum independence.

Mission Statement
The mission of Shelly Baird School is to have a comprehensive program of such quality as to be recognized by the State of California as exemplary.

Program Goals
1. Ensuring students have the skills to be successful and functional members of society: communication, social skills, and life skills.
2. There will be improved communication and involvement among regular education, special education, parents, students, administrators, and community agency personnel.
3. There will be a positive, supportive environment in which students and staff can work and learn on a daily basis.

Fundamental Values and Beliefs
1. Respect is the cornerstone of all our interactions and behaviors. We acknowledge the dignity and worth of one another and strive never to diminish another by our conduct or attitudes.

2023-24 School Description and Mission Statement

2. School should be student-centered
3. Educational programs should be individualized
4. Community-based instruction should occur within the student's community
5. Parental/Family involvement is essential to facilitate student progress
6. School should provide a variety of educational opportunities in a variety of settings
7. School staff should have a positive attitude, make allowances for differences, and encourage individuality and creativity

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	16
Grade 2	20
Grade 3	17
Grade 4	19
Grade 5	17
Grade 6	17
Grade 7	12
Grade 8	22
Grade 9	20
Grade 10	23
Grade 11	22
Grade 12	63
Total Enrollment	319

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.2%
Male	66.8%
American Indian or Alaska Native	1.6%
Asian	0.3%
Black or African American	5%
Filipino	1.9%
Hispanic or Latino	73%
Two or More Races	3.1%
White	15%
English Learners	9.4%
Foster Youth	1.9%
Homeless	1.3%
Socioeconomically Disadvantaged	66.5%
Students with Disabilities	99.4%

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)	13.50	43.58	14.60	43.19	228366.10	83.12
Intern Credential Holders Properly Assigned	1.80	5.91	1.80	5.38	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	11.40	37.09	11.40	33.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.61	2.30	6.80	12115.80	4.41
Unknown	3.60	11.81	3.60	10.77	18854.30	6.86
Total Teaching Positions	30.90	100.00	33.90	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)	13.60	43.95	15.60	47.34	234405.20	84.00
Intern Credential Holders Properly Assigned	4.50	14.48	4.50	13.60	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	7.50	2.30	7.04	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	6.18	1.90	5.80	11953.10	4.28
Unknown	8.60	27.86	8.60	26.18	15831.90	5.67
Total Teaching Positions	31.00	100.00	33.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	10.40	2.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	11.40	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	1.90
Total Out-of-Field Teachers	0.50	1.90

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	35.7	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)	14.9	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	2023/08

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Wonders and Wonders English Language Development, 2019 (TK-5 students with emotional disturbance)	Yes	0%

	Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity 2021 (6th-12th grade students with emotional disturbance).		
Mathematics	McGraw-Hill My Math, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity (students with emotional disturbance)	Yes	0%
Science	McGraw-Hill Inspire Science, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity (students with emotional disturbance)	Yes	0%
History-Social Science	McGraw-Hill Impact Social Studies, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity (students with emotional disturbance)	Yes	0%
Foreign Language	Edgenuity Spanish, 2020 Edgenuity German, 2020 Edgenuity French, 2020	Yes	0%
Health	Edgenuity Health, 2020	Yes	0%
Visual and Performing Arts	Edgenuity Visual Arts, 2020 Edgenuity Art History, 2020	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

School Facilities: The school currently runs fourteen (14) classes on the main Shelly Baird campus in Hanford and twenty-four (24) classes which are placed on comprehensive school campuses around Kings County. There are eight (8) preschool classes at the Early Learning Center located in Hanford. Shelly Baird School's main campus is over thirty years old. It is comprised of fourteen classrooms, a multipurpose room, and administration offices. The district takes great efforts to ensure the school, all classrooms, bathrooms, and other facilities are clean, safe, and functional. To assist in this effort, the county office uses a facility survey instrument developed by the State of California Office of Public School Construction, known as the FIT or Facilities Inspection Tool.

Year and month of the most recent FIT report	2023/10

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		

School Facility Conditions and Planned Improvements

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	3	3	3	3	47	46
Mathematics (grades 3-8 and 11)	1	2	1	2	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	123	116	94.31	5.69	3.45
Female	41	37	90.24	9.76	5.41
Male	82	79	96.34	3.66	2.53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	75	92.59	7.41	4.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	4.35
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	78	96.30	3.70	3.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	116	94.31	5.69	3.45

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	123	116	94.31	5.69	1.72
Female	41	37	90.24	9.76	0.00
Male	82	79	96.34	3.66	2.53
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	75	92.59	7.41	2.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	24	23	95.83	4.17	0.00
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	78	96.30	3.70	2.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	123	116	94.31	5.69	1.72

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

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	--	0.00	29.47	30.29

2022-23 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	62	60	96.77	3.23	5.00
Female	21	20	95.24	4.76	0.00
Male	41	40	97.56	2.44	7.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	40	97.56	2.44	5.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	10	90.91	9.09	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	48	97.96	2.04	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	62	60	96.77	3.23	5.00

2022-23 Career Technical Education Programs

Shelly Baird School does not offer traditional CTE courses such as pathways; however, students can participate in CTE classes online through Edgenuity. For the 2020-21 school year 2 student(s) earned a diploma. For the 2021-22 school year, the classes that have been added were Food Safety and Sanitation, and all students will finish the course with their food handlers license. Sixty-seven (67) other CTE courses are offered to students through Edgenuity. The school is working to add a transition plan between middle and high school. For the 2022-23 school year, we are currently talking with West Hills/ Lemoore College and COS Hanford to discuss dual enrollment opportunities.

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94%	94%	94%	75%	81%
Grade 7	75%	83%	83%	83%	83%
Grade 9	86%	--%	79%	--%	79%

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.

2023-24 Opportunities for Parental Involvement

The School Accountability Report Card (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 for the school district and each school site involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students' input is garnered using our educational partner engagement processes. Consolidated Application programs are reviewed at least annually during School Site Council Meetings while seeking English Learner parent input. The School Site Council held hybrid meetings where attendees were able to provide School Plan for Student Achievement (SPSA) input in-person or via Zoom. English Learner feedback was obtained and used to inform the SPSA as well. Educational Partner input was considered as we collaboratively reviewed the most recent state and local data and identified the potential issues regarding equitable access. We administer surveys to educational partners, which are utilized to inform the planning, implementation, and evaluation of programs and services provided. Surveys are provided electronically to staff. Surveys in English and Spanish for parents were sent home. Follow-up calls were made to parents to solicit further input verbally. We also describe these processes within our SPSA, Local Control and Accountability Plan (LCAP), LCAP Federal Addendum, and all other federal or grant-funded required plans. These activities are also outlined in school and district engagement policies. Community input is continuously solicited via online forums and during public hearings/meetings. Bargaining units meet in-person to provide input. Kings County Office of Education district administration, the site Principals, and the Assistant Superintendent of Special Education collaborated virtually and in-person. Shelly Baird believes the active partnership built between parents, students, staff, and community partners while working together sets the stage and encourages students to achieve more.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	8.3	16.7	18.2	25	33.3	33.3	9.4	7.8	8.2
Graduation Rate	4.2	0	0	16.7	16.7	14.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	11	0	0.0
Female	0.0	0.0	0.0
Male	11	0	0.0
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	11	0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	11	0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	344	336	211	62.8
Female	114	110	76	69.1
Male	230	226	135	59.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	2	40.0
Asian	1	1	1	100.0
Black or African American	18	17	4	23.5
Filipino	6	6	2	33.3
Hispanic or Latino	250	245	162	66.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	10	83.3
White	52	50	30	60.0
English Learners	35	34	29	85.3
Foster Youth	7	6	3	50.0
Homeless	4	4	4	100.0
Socioeconomically Disadvantaged	237	232	153	65.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	344	336	211	62.8

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.59	3.60	2.33	2.11	8.13	5.08	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.33	0
Female	1.75	0
Male	2.61	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.4	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.92	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.38	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.33	0

2023-24 School Safety Plan

A Safety Committee meeting is scheduled annually to review our Safety School Plan and make updates. Members include Administrators of each program run by the Kings County Office of Education, School Resource Officer, school nurse, a teacher, a classified employee, and parent representatives. The plan is updated annually and approved before March 1st. Contents of the School Safety Plan include safe school strategies/programs, crisis response procedures, as well as policies and regulations related to safety/crisis issues. Safety training and practice drills are held regularly throughout the school year. The school contracts with the Hanford Police Department to provide a School Resource Officer to further enhance safety on campus. Safety updates are reviewed and discussed with staff at departmental staff meetings throughout the year.
This year we are working with ActVnet. ActVnet syncs together Law Enforcement, Fire Departments, and EMS with School Sites and their information. The platform is used to communicate vital site information such as shut-off valves, school emergency protocols, and school personnel information. ActVnet also gives law enforcement real-time access to live camera feeds from school sites, allowing them to immediately gain situational awareness in the case of an emergency. Making real-time communication and coordination between first responders and schools feasible. In addition we have new signage for our classrooms, buildings, and gates to align with first responders emergency training. Last updated and reviewed: 2/2/23.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
2	1	2		
4	1	3		
5	3	3		
6	2	6		
Other	7	18		

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	2		
2	1	1		
3	1	2		
4	2	2		
5	2	7		
6	3	3		
Other	6	18		

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	7	2	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	1	4	0	0
5	2	3	0	0
6	1	9	0	0
Other	6	20	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

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

2022-23 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

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	2
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$19,731	$19,129	$602	$71,987
District	N/A	N/A	2,524	
Percent Difference - School Site and District	N/A	N/A	-123.0	
State	N/A	N/A	$7,607	
Percent Difference - School Site and State	N/A	N/A	-170.7	

Fiscal Year 2022-23 Types of Services Funded

Every student on the Shelly Baird campus is a student who is eligible for Special Education Services. These services are provided to students with a variety of needs and are based upon the decisions made by the Individual Education Program team. The full continuum of special education supports is available, along with Designated Instructional Services and social-emotional and behavioral supports. We have set aside our homeless reservation to support students and families with essential needs. We provide New Teacher Induction to support the professional learning of staff and instructional quality for student learning. This is provided by our county office's New Teacher Induction program. We provide professional development based on student areas of need, teacher surveys, and feedback from the School Site Council. We have a multiyear contract with Solution Tree to implement Professional Learning Communities, an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

The professional development plan for the 2023-2024 school year includes induction support for new teachers, training connected to academic content, social-emotional learning, data collection, behavioral support, and instructional strategies. Teachers working with students with exceptional needs have received training on Unique curricula. Unique is designed for students with moderate to profound disabilities. Unique Learning Systems curriculum training will help with best practices concerning our severely handicapped population and their parents. Teachers will be trained to access Edgenuity lessons, student work, and data to prevent learning loss. Educational Resource Services (ERS) provided through Tulare County Office

Professional Development

of Education will present information to teachers about virtual programs and services. Staff will be involved in ongoing training surrounding health and safety practices. Teachers have been grouped by grade band and will be meeting to discuss needs and possible solutions. All teachers have also been trained and are using Goal Book to ensure that IEPs are appropriately developed for individualized student needs. The instructional staff at Shelly Baird continue the work of establishing Professional Learning Communities. The team will continue to work on setting guaranteed skills that students will master or obtain, along with vertically aligning the skills throughout the Shelly Baird program.

Additional professional development this year: Edmark. The Edmark Reading Program is an educational tool designed to help individuals, particularly those with special needs or learning disabilities, develop and improve their reading skills. TouchMath: TouchMath is a multisensory math program designed to help students, particularly those with learning disabilities, understand and master mathematical concepts through a tactile and kinesthetic approach.

All professional development is aligned to academic content standards based on student and staff-identified needs. School staff, parents, committee members, and administrators work together to analyze student data to assist in professional development planning. We administer an annual professional development survey to all staff. We also utilize classroom observation data to gather professional development needs. We reflect our professional development implementation on our local indicator. Professional development is delivered via school workshops, conference attendance, and individual mentoring. Teachers are supported during implementation through in-class coaching with the assistance of two (2) Teachers on Special Assignments, Teacher-Principal meetings, and student performance data reporting. Cycles of coaching include modeling and feedback that accompany content training. In this manner, professional development is designed to be an ongoing learning experience.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	17