

# Kings County Special Education

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2022-23 School Contact Information

<b>School Name</b>	Kings County Special Education
<b>Street</b>	959 Katie Hammond Ln.
<b>City, State, Zip</b>	Hanford, Ca, 93230-4334
<b>Phone Number</b>	(559) 589-7097
<b>Principal</b>	Dr. Andrea Hooyer and Dr. Michelle Bailey
<b>Email Address</b>	andrea.hooyer@kingscoe.org michelle.bailey@kingscoe.org
<b>School Website</b>	www.kingscoe.org/domain/144
<b>County-District-School (CDS) Code</b>	16101656069298

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Kings County Special Education, known as Shelly Baird School, is designed to address the needs of students with moderate to severe disabilities 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 thirteen (13) classes on the main Shelly Baird campus in Hanford and seventeen (17) classes which are placed on traditional 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

The vision of Shelly Baird School is to provide each student with the opportunity to reach his/her full potential for a rich and productive future and turn challenges into accomplishments by providing each student with an individual program of instruction, which promotes maximum development.

### 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. Students will be as self-sufficient as possible in their home, school, workplace, and community.
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

- ? 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 our attitudes.
- ? School should be student-centered

## 2022-23 School Overview

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

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	24
Grade 1	21
Grade 2	18
Grade 3	22
Grade 4	21
Grade 5	19
Grade 6	15
Grade 7	19
Grade 8	20
Grade 9	23
Grade 10	21
Grade 11	11
Grade 12	69
Total Enrollment	303

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.3
Male	67.7
American Indian or Alaska Native	2.0
Asian	0.3
Black or African American	5.9
Filipino	1.7
Hispanic or Latino	70.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.3
White	16.8
English Learners	4.6
Foster Youth	2.3
Homeless	2.0
Migrant	0.0
Socioeconomically Disadvantaged	70.0
Students with Disabilities	100.0

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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
<b>Total Teaching Positions</b>	<b>30.90</b>	<b>100.00</b>	<b>33.90</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

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

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

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

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

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

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

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

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

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	35.70	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.90	

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2022/08	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

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

## School Facility Conditions and Planned Improvements

School Facilities: The special education program is housed at the Shelly Baird main campus and seventeen satellite classrooms located throughout the county. 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**

2022/11

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			1) Crack on door, window sill needs to be replaced, holes on tack board due to T.V. removal 2) Student bathroom door has holes, window sill needs to be replaced on window

## School Facility Conditions and Planned Improvements

				3) Top left panel by door from wall north-side by east-window 4) Patch west wall in MTU Clinic, replace ceiling tiles during next school break
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

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

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	123	101	82.11	17.89	2.97
<b>Female</b>	42	31	73.81	26.19	3.23
<b>Male</b>	81	70	86.42	13.58	2.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	87	72	82.76	17.24	2.78
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	17	80.95	19.05	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	91	77	84.62	15.38	2.60
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	123	101	82.11	17.89	2.97

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	123	103	83.74	16.26	0.98
<b>Female</b>	42	31	73.81	26.19	0.00
<b>Male</b>	81	72	88.89	11.11	1.41
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	87	74	85.06	14.94	0.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	21	17	80.95	19.05	0.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	91	79	86.81	13.19	1.28
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	123	103	83.74	16.26	0.98

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	--	--	--	--	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	--	--	--	--	--
<b>Female</b>	0	0	0	0	0
<b>Male</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2021-22 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.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

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

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	60%	30%	65%	65%	60%
Grade 7	82%	68%	55%	45%	91%
Grade 9	57%	35%	26%	26%	61%

## C. Engagement

### State Priority: Parental Involvement

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

## 2022-23 Opportunities for Parental Involvement

The 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, and staff 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		11.1	16.7		31.4	33.3		8.9	7.8
Graduation Rate		5.6	0		17.1	16.7		84.2	87

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

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	12	0	0.0
<b>Female</b>	--	--	--
<b>Male</b>	--	--	--
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	0	0	0.0
<b>Hispanic or Latino</b>	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	0	0	0.0
<b>White</b>	--	--	--
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	11	0	0.0
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	12	0	0.0



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	333	324	244	75.3
Female	110	105	76	72.4
Male	223	219	168	76.7
American Indian or Alaska Native	6	6	3	50.0
Asian	1	1	1	100.0
Black or African American	20	20	10	50.0
Filipino	6	6	5	83.3
Hispanic or Latino	233	226	177	78.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	11	11	100.0
White	55	54	37	68.5
English Learners	19	18	17	94.4
Foster Youth	12	11	9	81.8
Homeless	7	7	5	71.4
Socioeconomically Disadvantaged	231	226	175	77.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	332	324	244	75.3

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	4.11	4.90	2.45
<b>Expulsions</b>	0.00	0.00	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.59	3.60	2.11	8.13	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	3.60	0.00
<b>Female</b>	2.73	0.00
<b>Male</b>	4.04	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	3.43	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	9.09	0.00
<b>White</b>	3.64	0.00
<b>English Learners</b>	5.26	0.00
<b>Foster Youth</b>	8.33	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	5.19	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	3.61	0.00

## 2022-23 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.

## D. Other SARC Information Information Required in the SARC

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

### 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		

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	1	6		
Mathematics	1	6		
Science	2	3		
Social Science	2	7		

## 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				

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	2.0
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	
Other	6.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,304	\$15,304	\$0	\$68,359
District	N/A	N/A	\$2,100	
Percent Difference - School Site and District	N/A	N/A	-200.0	
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	-200.0	

## 2021-22 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 food during times when school is closed. 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	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
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

The professional development plan for the 2022-2023 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 of Education will present information to teachers about virtual programs and services. Staff will be involved in ongoing training surrounding health and safety practices. "Like" group teachers (based on age group or disability) 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 have begun the beginning work of establishing Professional Learning Communities. The team will continue to work on Mission, Vision, Values, and Goals, along with setting guaranteed skills that students will master or obtain, along with vertically aligning the skills throughout the Shelly Baird program.

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	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	14	14