

Kings County Special Education

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Kings County Special Education
Street	959 Katie Hammond Ln.
City, State, Zip	Hanford, Ca, 93230-4334
Phone Number	(559) 589-7097
Principal	Katie Sullivan and Amber Jennings
Email Address	katie.sullivan@kingscoe.org / amber.jennings@kingscoe.org
School Website	https://www.kingscoe.org/Page/338
Grade Span	P-12
County-District-School (CDS) Code	16101656069298

2024-25 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

2024-25 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-nine (29) classes which are placed on comprehensive school campuses around Kings County. There are seven (7) preschool classes at the Early Learning Center located in Hanford. The ELC has

2024-25 School Description and Mission Statement

one satellite classroom located at Avenal Elementary School and also provides push-in special education and related services at local state preschools. 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.

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 each student and ensure they will have the opportunities to interact within their communities to the greatest extent possible.
- 2. School is student-centered and focused on the individual strengths of each student.
- 3. Educational programs are individualized.
- 4. Community-based instruction occurs within the student’s community.
- 5. Parental/Family involvement is essential to facilitate student progress.
- 6. School provides a variety of educational opportunities in a variety of settings.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	59
Grade 1	39
Grade 2	17
Grade 3	19
Grade 4	19
Grade 5	18
Grade 6	15
Grade 7	23
Grade 8	12
Grade 9	20
Grade 10	18
Grade 11	22
Grade 12	60
Total Enrollment	341

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	29.3
Male	70.4
Non-Binary	0.3
American Indian or Alaska Native	2.1
Asian	0.3
Black or African American	3.8
Filipino	2.6
Hispanic or Latino	73.3
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.3
White	15
English Learners	1.5
Foster Youth	1.8
Homeless	1.2
Socioeconomically Disadvantaged	78.6
Students with Disabilities	100

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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/Incomplete/NA	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/Incomplete/NA	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

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.40	32.96	12.00	31.71	231142.40	83.24
Intern Credential Holders Properly Assigned	8.60	24.70	8.60	22.71	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	2.38	0.80	2.19	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.30	9.55	5.60	14.93	11746.90	4.23
Unknown/Incomplete/NA	10.50	30.35	10.70	28.44	14303.80	5.15
Total Teaching Positions	34.80	100.00	37.90	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	1.00	0.00	0.5
Misassignments	10.40	2.30	0.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	11.40	2.30	0.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.50	1.90	3.3
Total Out-of-Field Teachers	0.50	1.90	3.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	35.70	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.90	0	0

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

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

Year and month in which the data were collected		2024/09	
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 disability) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity 2021 (6th-12th grade students with emotional disability).	Yes	0%
Mathematics	McGraw-Hill My Math, 2019 (TK-5 students with emotional disability) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity (students with emotional disability)	Yes	0%
Science	McGraw-Hill Inspire Science, 2019 (TK-5 students with emotional disability) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity (students with emotional disability)	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 disability)	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		0%

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

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-nine (29) classes which are placed on comprehensive school campuses around Kings County. There are seven (7) preschool classes at the Early Learning Center located in Hanford. The ELC has one satellite preschool class located at Avenal Elementary School and one itinerant teacher who provides push-in special education support to students with disabilities enrolled in local State Preschools. 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

2024/12

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	3	2	3	2	46	47
Mathematics (grades 3-8 and 11)	2	3	2	3	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	127	117	92.13	7.87	1.71
Female	38	32	84.21	15.79	0.00
Male	89	85	95.51	4.49	2.35
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	82	93.18	6.82	1.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	5.56
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	58	93.55	6.45	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	127	117	92.13	7.87	1.71

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	127	117	92.13	7.87	2.56
Female	38	32	84.21	15.79	3.13
Male	89	85	95.51	4.49	2.35
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	88	82	93.18	6.82	3.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	0.00
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	58	93.55	6.45	3.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	127	117	92.13	7.87	2.56

CAASPP Test Results in Science for All Students

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

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

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

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

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

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	60	86.96	13.04	1.67
Female	27	22	81.48	18.52	0.00
Male	42	38	90.48	9.52	2.63
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	42	89.36	10.64	2.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	38	35	92.11	7.89	2.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	60	86.96	13.04	1.67

2023-24 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. For the 2022-23 school year, Shelly Baird School continues to offer a wide range of classes through Edgenuity, providing students with access to CTE courses in a non-traditional format. While these courses are not part of a conventional CTE pathway, due to the unique individualized needs of students attending Shelly Baird School, Edgenuity allows teachers to offer and differentiate instruction, ensuring that all students in our program have the opportunity to engage with valuable career-focused content. Additionally, Shelly Baird has continued its efforts to collaborate with Lemoore College and COS Hanford to explore dual enrollment opportunities, further expanding students' access to college-level coursework and supporting their transition to higher education.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	47%	35%	47%	47%	35%
Grade 7	87%	83%	78%	91%	83%
Grade 9	78.26%	56.52%	56%	60.87%	57%

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

The 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 Program Managers, Program Director, 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	16.7	18.2	78.9	33.3	33.3	65.7	7.8	8.2	8.9
Graduation Rate	0.0	0.0	15.8	16.7	14.8	31.4	87.0	86.2	86.4

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	19	3	15.8
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	14	2	14.3
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	18	3	16.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	19	3	15.8

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	380	366	212	57.9
Female	112	108	63	58.3
Male	267	257	148	57.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	18	17	6	35.3
Filipino	--	--	--	--
Hispanic or Latino	273	265	161	60.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	56	52	25	48.1
English Learners	26	26	18	69.2
Foster Youth	11	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	297	290	170	58.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	376	364	211	58.0

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.6	2.33	1.84	8.13	5.08	5.86	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.84	0.00
Female	1.79	0.00
Male	1.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.20	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	18.18	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.02	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.86	0.00

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

2024-25 School Safety Plan

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

2024-25 School Safety Plan

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 reviewed and updated on 12/10/24.

D. Other SARC Information

Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	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		
4	1	4		
5	2	3		
6	1	9		
Other	6	20		

2023-24 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	2		
2	1	1		
4	1	1		
5	1	5		
6	2	8		
Other	6	20		

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				
Mathematics				
Science				
Social Science				

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1 Mental Health Clinician (LCSW)
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	3 school psychologists
Social Worker	Same as Mental Health Clinician
Nurse	1 RN, 5 LVNs
Speech/Language/Hearing Specialist	0-Contracted through SELPA
Resource Specialist (non-teaching)	0
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$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	\$10,771	
Percent Difference - School Site and State	N/A	N/A	-178.8	

Fiscal Year 2023-24 Types of Services Funded

Every student on the Shelly Baird campus is a student who is eligible for Special Education Services and are referred to attend from their home district through the IEP process. 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 Specialized Academic Instruction 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. All new teachers participate in New Teacher training held at the beginning of each school year. Teachers and classified staff are also provided ongoing professional development focused on Safety Care, individualized behavior intervention plans, strategies, and techniques. 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 2022-23 Teacher and Administrative Salaries

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

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

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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, use of the Content Connector Standards and SEACO Standards, instructional strategies, social-emotional learning, data collection, and behavioral support. Teachers working with students with exceptional needs have received training on Unique curricula. Unique is designed for students with severe 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. 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 continues to work on creating a guaranteed viable curriculum focusing on the essential 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.

The professional development plan for the 2024-2025 school year. PD for instructional assistants and registered behavior technicians. Continue to work with Solution Tree on PLCs and increasing instructional rigor throughout daily lesson plans and activities. Continue to train our instructional assistants on classroom strategies effective for student learning. Safetycare

Professional Development

training to all staff to assist students who are experiencing self-injurious behaviors and/or are escalated.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	14	17	26