

Special Education Division

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Special Education Division
Street	6200 S. Mooney Blvd.
City, State, Zip	Visalia
Phone Number	5597302910
Principal	Sarah Hamilton
Email Address	sarahh@tcoe.org
School Website	www.tcoe.org
County-District-School (CDS) Code	California

2023-24 District Contact Information

District Name	Tulare County Office of Education
Phone Number	559-730-2910
Superintendent	Tim Hire
Email Address	tim.hire@tcoe.org
District Website	www.tcoe.org

2023-24 School Description and Mission Statement

Approximately 7,500 students from birth to 21 years of age are served by Special Education in the 43 school districts in the county and by the Tulare County Office of Education.

In Tulare County, all 43 school districts are part of the Tulare County/District Special Education Local Plan Area (SELPA). The Tulare County Office of Education houses the SELPA office and acts as the administrative head of the SELPA. The governance of the SELPA is vested in the Superintendent's Governance Committee composed of superintendents representing the 43 districts and by the Tulare County Superintendent of Schools, Tim A. Hire.

The Tulare County Office of Education provides special education services for students in the 26 small school districts and for students with developmental delays throughout the county.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	36
Grade 1	47
Grade 2	52
Grade 3	62
Grade 4	52
Grade 5	66
Grade 6	63
Grade 7	72
Grade 8	80
Grade 9	64
Grade 10	76
Grade 11	70
Grade 12	337
Total Enrollment	1,077

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33.2%
Male	66.8%
American Indian or Alaska Native	0.3%
Asian	1.9%
Black or African American	1.5%
Filipino	0.9%
Hispanic or Latino	78.9%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	0.6%
White	15.5%
English Learners	10%
Foster Youth	1.9%
Homeless	0.7%
Migrant	0.5%
Socioeconomically Disadvantaged	75.2%
Students with Disabilities	99.9%

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.50	51.38	120.70	60.54	228366.10	83.12
Intern Credential Holders Properly Assigned	4.50	4.97	10.30	5.21	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.50	4.97	8.30	4.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	2.76	22.30	11.20	12115.80	4.41
Unknown	32.50	35.91	37.50	18.85	18854.30	6.86
Total Teaching Positions	90.50	100.00	199.30	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)	82.40	61.64	173.80	67.18	234405.20	84.00
Intern Credential Holders Properly Assigned	11.50	8.59	17.10	6.64	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.30	4.73	16.00	6.20	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.80	2.86	7.40	2.89	11953.10	4.28
Unknown	29.60	22.16	44.10	17.08	15831.90	5.67
Total Teaching Positions	133.80	100.00	258.70	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	4.50	6.30
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.50	6.30

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.50	3.80
Total Out-of-Field Teachers	2.50	3.80

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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)	13.3	0

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

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

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

The AcCEL program does not utilize textbooks for instruction due to the need for students to have access to highly modified curriculum and instruction. The primary curriculum is Unique Learning System which is a standards based product specifically designed for students with significant disabilities. Supplemental materials are also provided to the students based on their needs which can include access to online instructional tools or hands-on materials and manipulatives to enhance instruction.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	Assigned Copy
Reading/Language Arts	N/A		0
Mathematics	N/A		0
Science	N/A		0
History-Social Science	N/A		0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0

School Facility Conditions and Planned Improvements

Following the FIT report, the issues listed have been resolved.

Year and month of the most recent FIT report

September 2022

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		Yettem Learning Center- Break Room - Classroom 1 and Front Office have ceiling tiles with water spots.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Yettem Learning Center- Cobweb in blinds and dead pests in glue trap. Girls & boys restroom - unable to clean well due to boxes of supplies being stored in area.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Yettem Learning Center - Staff room water fountain does not work. Kitchen water fountain has small leak. Classroom 2 has small amount of water coming from fountain.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Yettem Learning Center Back Yard - cobwebs around windows and exterior walls. Stucco peeling. Tree branches growing into fence areas. Grass and tree need to be trimmed in pump area.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	5	5	30	29	47	46
Mathematics (grades 3-8 and 11)	4	2	20	18	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	480	451	93.96	6.04	5.32
Female	151	140	92.72	7.28	4.29
Male	329	311	94.53	5.47	5.79
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	404	384	95.05	4.95	5.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	49	43	87.76	12.24	6.98
English Learners	56	53	94.64	5.36	11.32
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	369	354	95.93	4.07	5.65
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	480	451	93.96	6.04	5.32

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	480	452	94.17	5.83	2.21
Female	151	139	92.05	7.95	1.44
Male	329	313	95.14	4.86	2.56
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	404	383	94.80	5.20	2.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	49	44	89.80	10.20	0.00
English Learners	56	55	98.21	1.79	1.82
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	369	354	95.93	4.07	2.82
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	480	452	94.17	5.83	2.21

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)		--	--	4.55	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	236	211	89.41	10.59	15.17
Female	70	58	82.86	17.14	12.07
Male	166	153	92.17	7.83	16.34
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	186	170	91.40	8.60	14.12
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	37	31	83.78	16.22	25.81
English Learners	15	11	73.33	26.67	9.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	182	166	91.21	8.79	15.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	236	211	89.41	10.59	15.17

2022-23 Career Technical Education Programs

The AcCEL Program does not offer CTE coursework at this time.

2022-23 Career Technical Education (CTE) Participation

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

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	74.6	68.7	70.1	67.2	67.2
Grade 7	81.5	79.0	77.8	76.5	77.8
Grade 9	71.9	71.9	73.2	71.7	71.7

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

As integral members of the IEP team, parents are afforded the opportunity to participate in the development of annual academic, pre-vocational, vocational, behavioral and social goals for their child. Parents are encouraged to participate in Back-to-School nights, open house, school events and various support groups.

Parents are invited to serve on the Community Advisory Committee (CAC) which meets monthly to support and promote a free, appropriate public education for students with special needs. Parents are invited to participate in School Site Council meetings.

Parents of all students receiving special education services are surveyed annually to obtain feedback and suggestions for improvement, information from the surveys is analyzed and used to develop future goals.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	100	4.6	7.14	47.4	15.1	32.5	9.4	7.8	8.2
Graduation Rate	0	0	92.85	48.8	49.3	44.4	83.6	87	86.2

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

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	98	0	0.0
Female	36	0	0.0
Male	62	0	0.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	78	0	0.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	12	0	0.0
English Learners	13	0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	88	0	0.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	98	0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1149	1115	651	58.4
Female	380	366	234	63.9
Male	769	749	417	55.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	21	21	14	66.7
Black or African American	19	17	11	64.7
Filipino	10	10	5	50.0
Hispanic or Latino	904	879	528	60.1
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	7	7	5	71.4
White	181	174	85	48.9
English Learners	123	120	77	64.2
Foster Youth	24	23	13	56.5
Homeless	10	8	4	50.0
Socioeconomically Disadvantaged	871	853	491	57.6
Students Receiving Migrant Education Services	6	5	2	40.0
Students with Disabilities	1148	1115	651	58.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.44	0.20	3.39	3.25	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.44	0
Female	0.26	0
Male	0.52	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.33	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.1	0
English Learners	0	0
Foster Youth	4.17	0
Homeless	0	0
Socioeconomically Disadvantaged	0.46	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.44	0

2023-24 School Safety Plan

The Choices Prevention Programs Office provides training and regional coordination for Safe School Plans Training and Crisis Response Training.

The Tulare County Office of Education conducts quarterly Safety Committee meetings. Safety Committee members include representatives from each division who are responsible for distributing Safety Committee meeting information to their respective groups. Site specific safe school plans are kept at individual sites and are reviewed annually.

Each school has a Comprehensive School Safety Plan that is reviewed and revised annually. The plan includes policies to address Child Abuse Reporting, Suspension and Expulsion, Discrimination and Harassment, Dress Code, Safe Ingress and Egress, Discipline Procedures, Behavior Health Services, Hate Crime, Disaster Procedures, Crisis Management and Suicide Prevention. Fire and Safety practice drills are held to ensure that students and staff are able to successfully implement the plans. Classrooms and playgrounds are inspected regularly for hazardous situations as well as recommendations for repairs. Staff members are provided initial and updated training in CPR, first aid, proper lifting procedures and back safety, and blood-borne pathogens.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	1		
1	1	1		
2	1	2		
4	1	2		
5	3	1		
6	2	10		
Other	8	40		

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	3	1		
3	8	1		
4	3	1		
5	1	5		
6	1	7		
Other	7	45		

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	2	3	0	0
1	0	0	0	0
2	0	0	0	0
3	1	2	0	0
4	1	1	0	0
5	2	4	0	0
6	2	12	0	0
Other	7	47	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

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

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

2021-22 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	4.5
Social Worker	
Nurse	5
Speech/Language/Hearing Specialist	5
Resource Specialist (non-teaching)	0
Other	4

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$60,666.28	\$60,666.28	0	\$108,664.23
District	N/A	N/A	-	
Percent Difference - School Site and District	N/A	N/A	-	-
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	-	-

Fiscal Year 2022-23 Types of Services Funded

Related Services: Services that are necessary to help a student benefit from his/her special education program. These services are agreed upon during a student's Individualized Education Program (IEP) meeting. The Related Services specialists may provide services directly to students or may work with the general or special education teacher in collaboration to support the IEP goals. Related Services may include, but are not limited to:

- Adapted Physical Education (APE)-Instruction to enable an orthopedically handicapped or similarly impaired child to participate in physical activities with other classmates.
- Assistive Technology (AT)- Technology used by individuals with disabilities to perform tasks that might otherwise be difficult or impossible.
- Audiological Services (AUD) - Hearing evaluations may be provided for students who have a suspected hearing loss that is affecting their education or if they have failed numerous hearing screenings at school.
- Deaf and Hard of Hearing Services (D/HH) - Support and services for deaf and hard of hearing students enrolled in general or Special Education classrooms.
- Low Incidence Services (LI) - Students with low-incidence disabilities (deaf, blind, deaf/blind or orthopedically impaired) who may need readers, equipment, transcribers, interpreters.
- Occupational and Physical Therapy (OT/PT) - Direct and consultation services to assist students whose large (PT) or small (OT) muscle deficiencies impact their educational program.
- Orientation and Mobility Services (OM) - Training of the visually impaired in skills necessary to safely navigate within the school and community.
- Speech and Language Services (SLP) - Therapeutic services for students who have difficulties producing speech sounds correctly, understanding and expressing language.
- Visually Impaired services (VI) - Specialized instruction for the blind or visually impaired, including providing Braille instruction and adapted materials, such as Braille or large-print books, magnifiers, etc.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

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

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

Staff are provided professional development opportunities to develop skills in alternative curriculum implementation and IEP development. All staff are trained in Crisis Prevention Intervention strategies and CPR/First Aid. In addition, staff are provided opportunities to attend professional development specific to Applied Behavior Analysis.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3