

Special Education Division

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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/>.

2025-26 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
Grade Span	P-12
County-District-School (CDS) Code	54105466069439

2025-26 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

2025-26 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.

2025-26 School Description and Mission Statement

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	13
Kindergarten	45
Grade 1	58
Grade 2	81
Grade 3	72
Grade 4	74
Grade 5	87
Grade 6	72
Grade 7	95
Grade 8	83
Grade 9	88
Grade 10	83
Grade 11	61
Grade 12	360
Total Enrollment	1272

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	30.9
Male	69.1
American Indian or Alaska Native	0.4
Asian	1.8
Black or African American	1.2
Filipino	0.9
Hispanic or Latino	80.3
Native Hawaiian or Pacific Islander	0.5
Two or More Races	0.8
White	13.8
English Learners	13.5
Foster Youth	1.7
Homeless	2.4
Migrant	1.6
Socioeconomically Disadvantaged	77.9
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.

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)	82.4	61.64	173.8	67.18	234405.2	84
Intern Credential Holders Properly Assigned	11.5	8.59	17.1	6.64	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.3	4.73	16	6.2	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	2.86	7.4	2.89	11953.1	4.28
Unknown/Incomplete/NA	29.6	22.16	44.1	17.08	15831.9	5.67
Total Teaching Positions	133.8	100	258.7	100	279044.8	100

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)	83.9	62.44	169.9	65.02	231142.4	83.24
Intern Credential Holders Properly Assigned	12	8.93	23.7	9.09	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7	5.21	17	6.53	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.4	1.69	11746.9	4.23
Unknown/Incomplete/NA	31.5	23.43	46.1	17.67	14303.8	5.15
Total Teaching Positions	134.4	100	261.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	93	81.57	193.1	66.11	230039.4	100
Intern Credential Holders Properly Assigned	18	15.78	28.3	9.71	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	.0263	20.3	6.95	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.4	4.93	12112.8	4.34
Unknown/Incomplete/NA	0	0	35.9	12.29	13705.8	4.91
Total Teaching Positions	114	100	292.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	6.30	7	6.9
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	6.30	7	6.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	3.80	0	0
Total Out-of-Field Teachers	3.80	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	0	0	0.5

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own 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
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

Occupational Training Program, L.B. Hill and Maple Learning Center are rated exemplary; Yette Learning Center all has an overall rating of Good. General cleanliness and interior surface concerns are being addressed for Yette Learning Center.

Year and month of the most recent FIT report

September 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	Pest control continues to be a challenge; contract with pest control service is in place. Cleaning service contacted about general cleaning in some building areas.
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	6	4	31	33	47	48
Mathematics (grades 3-8 and 11)	4	3	20	22	35	37

2024-25 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	494	470	95.14	4.86	4.47
Female	146	134	91.78	8.22	6.72
Male	348	336	96.55	3.45	3.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	400	381	95.25	4.75	4.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	67	63	94.03	5.97	3.17
English Learners	79	78	98.73	1.27	5.13
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	5.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	395	379	95.95	4.05	4.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	494	470	95.14	4.86	4.47

2024-25 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	494	469	94.94	5.06	2.99
Female	146	134	91.78	8.22	3.73
Male	348	335	96.26	3.74	2.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	400	380	95.00	5.00	2.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	63	94.03	5.97	1.59
English Learners	79	78	98.73	1.27	5.13
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	5.26
Military	0	0	0	0	0

Socioeconomically Disadvantaged	395	378	95.70	4.30	3.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	494	469	94.94	5.06	2.99

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	8.87	0	7.93	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	302	274	90.73	9.27	13.14
Female	84	74	88.10	11.90	13.51
Male	218	200	91.74	8.26	13.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	249	227	91.16	8.84	12.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	40	34	85.00	15.00	20.59
English Learners	37	35	94.59	5.41	8.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	229	212	92.58	7.42	14.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	301	273	90.70	9.30	13.19

2024-25 Career Technical Education Programs

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

2024-25 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	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	0
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.

2024-25 California Physical Fitness Test Participation Rates

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	81.8	85.7	84.4	87.0	88.3
Grade 7	81.4	86.0	83.7	81.4	87.2
Grade 9	84.2	84.2	84.2	82.9	82.9

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.

2025-26 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 and ELAC meetings.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	43.9	1.4	1.4	32.5	10.7	6.2	8.2	8.9	8
Graduation Rate	0	0	0	44.4	57.8	54.2	86.2	86.4	87.5

2024-25 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	73	0	0.0
Female	20	0	0.0
Male	53	0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	55	0	0.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	16	0	0.0
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	66	0	0.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	73	0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1195	1125	535	47.6
Female	369	342	164	48.0
Male	826	783	371	47.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	9	45.0
Black or African American	15	13	6	46.2
Filipino	--	--	--	--
Hispanic or Latino	951	894	435	48.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	--	--	--
White	170	162	74	45.7
English Learners	169	159	85	53.5
Foster Youth	24	23	8	34.8
Homeless	39	38	23	60.5
Socioeconomically Disadvantaged	988	948	452	47.7
Students Receiving Migrant Education Services	23	23	13	56.5
Students with Disabilities	1195	1125	535	47.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.44	0.43	0	3.25	2.79	1.67	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 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.

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

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	1	4	0	0
1	0	0	0	0
2	1	1	0	0
3	0	0	0	0
4	1	1	0	0
5	1	1	0	0
6	3	9	0	0
Other	7	50	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17		
1	3	4		
2	3	5		
3	2	11		
4	1	2		
5	2	5		
6	2	13		
Other	6	50		

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

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				

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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				

2024-25 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

2024-25 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	6
Social Worker	
Nurse	5
Speech/Language/Hearing Specialist	14
Resource Specialist (non-teaching)	0
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-200.0	-

Fiscal Year 2024-25 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.

Fiscal Year 2024-25 Types of Services Funded

- 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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		

2024-25 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	0

Where there are student course enrollments of at least one student.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3