



# Kings County Board of Education

**Area 1**  
*Mickey Thayer*

**Area 2**  
*Mary Gonzales-Gomez*

**Area 3**  
*Tawny Robinson*

**Area 4**  
*Adam T. Medeiros*

**Area 5**  
*Alicia Ramirez*

**Kings County Board of Education**  
**Regular Meeting**  
**Wednesday, January 12, 2022**  
**Kings County Office of Education, 1144 W. Lacey Blvd., Hanford, CA 93230**  
**4:00 p.m.**

**The Kings County School Board continues to offer hybrid meetings, allowing for attendance in person and virtually to accommodate those members of the public who wish to attend remotely. The Trustees may attend in person or remotely and will adhere to the requirements of the Brown Act in either case.**

**Members of the public may join the meeting from your computer, tablet, or smartphone by clicking on the Zoom link below:**

<https://www.google.com/url?q=https://kingscoe.zoom.us/j/82276652853?pwd%3DWWV6VFhR0RpTEJyWEhERlQ4WWZwUT09&sa=D&source=calendar&ust=1642015121033068&usg=AOvVaw3di9w3m2r1KyPGamZilDR0>

For direct mailing of Zoom link contact [cmarroqu@kingscoe.org](mailto:cmarroqu@kingscoe.org)

1. Call to Order ~ *President Robinson*
2. Pledge of Allegiance ~ *President Robinson*

## **COMMENTS FROM THE PUBLIC**

Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comment to no more than 3 minutes and the total time for public input on an agenda item shall not exceed 20 minutes.

3. Review of Kings County Board of Education Proposed Changes to Trustee Areas in Accordance with Education Code §1002 and the 2020 Census Data ~ *Todd Barlow*
4. **PUBLIC HEARING:** Kings County Board of Education Proposed Changes to Trustee Areas in Accordance with Education Code §1002 and the 2020 Census Data ~ *Todd Barlow*

## **ACTION:**

5. Consider Recommendation to County Committee on School Organization of Trustee Area Boundary Map ~ *Todd Barlow*
6. Consider Approval of Minutes of December 15, 2021, Organizational Meeting ~ *President Robinson (Pgs. 1-5)*
7. Consider Approval of Resolution A011222 Kings County Director of Finance's Statement of Investment Policy and Delegating Investment Authority to the Kings County Director of Finance ~ *Jamie Dial (Pgs. 6-33)*
8. Consider Approval of the School Accountability Report Card 2020-2021 for Kings County Special Education Shelly Baird School ~ *Rebecca Jensen (Pgs. 34-36)*
9. Consider Approval of the School Accountability Report Card 2020-2021 for J.C. Montgomery School ~ *Joy Santos (Pgs. 57-80)*
10. Consider Approval of Supplement to the Annual Update for the 221-22 Local Control and Accountability Plan Year for Kings County Office of Education ~ *Joy Santos (Pgs. 81-90)*

## **DISCUSSION:**

1. Superintendent's Report ~ *Todd Barlow*

## **COMMENTS FROM THE BOARD**

### **Coming Events**

**Next County Board Meeting: February 9, 2022**

*Academic Decathlon ~ January 29, 2022, Lemoore Service Center*

*Academic Decathlon ~ Super Quiz ~ February 5, 2022, Lemoore Service Center*

**Minutes of  
Kings County Board of Education  
Organizational Meeting  
December 15, 2021**

<b>CALL TO ORDER:</b>	President Gonzales-Gomez called the meeting to order at 4:00 p.m. and led the audience in reciting the Pledge of Allegiance.
<b>MEMBERS PRESENT:</b>	Other board members in attendance included: Ms. Alicia Ramirez, Mrs. Mickey Thayer, Mr. Adam T. Medeiros, and Mrs. Tawny Robinson. Mr. Barlow served as ex-officio secretary.
<b>OTHER PARTICIPANTS:</b>	Others participants included: Mrs. Jamie Dial, Mr. Ivo Denham, and Mrs. Lisa Horne. Zoom attendees included: Mrs. Karen Ormsby, Kings County Grand Jury, Mrs. Joy Santos, Mrs. Rebecca Villa, and Ms. Marlene Tapia. Cathy Marroquin presided as the recording secretary.
<b>COMMENTS FROM THE PUBLIC:</b>	Mr. Barlow revisited his memorandum to staff of the latest California Department of Public Health's mask mandate, which is effective December 15, 2021, through January 15, 2022. The position of the superintendent is to adhere to the original mandate recognizing the County Office is not a school site in direct contact with students and will adhere to the guidelines governing public meetings. He advised board members of their options regarding attending the meeting virtually, even while on site, which would meet the tenets of the Brown Act.
<b>CONSIDER ACCEPTANCE OF DONATION FROM LEPRINO FOODS:</b>	Mrs. Villa reported the Hanford and Lemoore Family Resource Centers are honored to be the recipient of the Leprino Foods Company Foundation Grant Program, which donated \$24,300 to its program. As an extra bonus, Leprino Foods employees have committed to volunteering at both Family Resource sites. A representative from Leprino Foods was scheduled to attend today's meeting to receive full recognition; however, she became unavailable to attend.
<b>PUBLIC HEARING: KINGS COUNTY BOARD OF EDUCATION PROPOSED CHANGES TO TRUSTEE AREA IN ACCORDANCE WITH EDUCATION CODE §1002 AND THE 2020 CENSUS DATA:</b>	<p>President Gonzales-Gomez convened the meeting to a public hearing at 4:10 p.m. to receive comment on the proposed changes to trustee areas identified in the 2020 census to have population growth resulting in an excess of 10% deviation within the 5 trustee areas. Mr. Barlow reported the affected areas include trustee areas 3 and 5. A second public hearing is scheduled for January 12, 2022, with finale adoption of a revised trustee area boundary map scheduled for February 9, 2022.</p> <p>Hearing no further comments the public hearing closed at 4:12 p.m.</p>
<b>REVIEW OF KINGS COUNTY BOARD OF EDUCATION PROPOSED CHANGES TO TRUSTEE AREAS IN ACCORDANCE WITH EDUCATION CODE §1002 AND THE 2020 CENSUS DATA:</b>	Mr. Barlow reiterated the public comment process ensures members of the public are afforded opportunity to express input into the development of revising trustee area boundaries. The next opportunity for a public hearing is scheduled for January 12, 2022, with final adoption on February 9, 2022.

**ELECT PRESIDENT AND VICE  
PRESIDENT:**

On motion by Vice President Medeiros, the nomination of Mrs. Robinson to serve as President was seconded by Mrs. Thayer.

The nomination of Vice President Medeiros to continue to serve as Vice President was unanimously carried.

Meeting dates shall continue on the 2<sup>nd</sup> Wednesday of each month, unless otherwise noted, was unanimously carried.

Member Ramirez shall continue as county board representative on the Kings County School Boards Association.

AYES: 5, Gonzales-Gomez, Medeiros, Robinson, Ramirez, Thayer  
NOES: 0  
ABSENT: 0

**APPROVE MINUTES OF  
NOVEMBER 10, 2021:**

On motion by Mr. Medeiros, seconded by Ms. Ramirez, the minutes of November 10, 2021, were unanimously approved as follows:

AYES: 5, Robinson, Medeiros, Ramirez, Thayer, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

**APPROVE RESOLUTION A121521  
CALIFORNIA STATE PRESCHOOL  
PROGRAM CONTRACT:**

On motion by Mrs. Thayer seconded by Mrs. Gonzales-Gomez, Resolution A121521 California State Preschool Program was approved as follows:

California State Preschool Program  
Continued Funding Application  
Authorized Signature

Kings County Office of Education  
Resolution A121521

**RESOLUTION REGARDING CALIFORNIA STATE PRESCHOOL PROGRAM  
CONTRACT APPROVAL AND AUTHORIZED SIGNATURE**

**Statement of Approval**

**WHEREAS**, I am authorized by the California State Preschool Program's governing authority to execute the Continued Funding Application, signifying their intent to automatically renew the current contract for FY 2022-23, under new terms and conditions to be established by the California Department of Education, unless rejected in writing prior to the effective date of the new CSPP contract on July 1, 2022.

**WHEREAS**, I have supervisory authority over the California State Preschool Program, and I have actual, personal knowledge of the information provided in the Continued Funding Application and certify that it is true and correct in all material respects.

**WHEREAS**, I am familiar with and will ensure that the California State Preschool Program complies with all applicable program statutes and regulations.

APPROVE RESOLUTION A121521  
CALIFORNIA STATE PRESCHOOL  
PROGRAM CONTRACT (CON'T):

**NOW, THEREFORE BE IT RESOLVED**, This resolution be adopted in order to certify the approval of the Kings County Office of Education's Governing Board to enter into a contract with the California Department of Education's-California State Preschool Program, vendor number 1016 for the purpose of providing child care and development services and to authorize the designated personnel to electronically sign contract documents for Fiscal Year 2022-2023.

PASSED AND ADOPTED by the Governing Board on December 15, 2021 by the following vote:

AYES: 5  
NOES: 0  
ABSENT: 0

STATE OF CALIFORNIA (SS)  
COUNTY OF KINGS)

I, Todd Barlow, Clerk/Secretary of the Kings County Office of Education's Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date: December 15, 2021.

/s/ Todd Barlow

December 15, 2021

Clerk/Secretary of the Governing Board

Date

APPROVE DONATIONS FROM:  
CAL VIVA,  
LEPRINO FOODS,  
PLEASANT VALLEY STATE  
PRISON:

Mrs. Villa extended public appreciation to donors for their support to the Family Resource Center. Both the Hanford and Lemoore Centers strive to promote early literacy and school readiness to encourage children to become successful and thrive in their educational learning. On motion by Mr. Medeiros, seconded by Ms. Ramirez, the motion was unanimously carried as follows:

AYES: 5, Robinson, Medeiros, Ramirez, Thayer, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

APPROVE EDUCATOR  
EFFECTIVENESS BLOCK GRANT  
PLAN:

Mrs. Santos reported this one-time funding provide funding for professional learning opportunities for teachers, administrators, paraprofessionals, and classified staff with the goal of promoting educator equity, quality, and effectiveness. On motion by Mrs. Thayer, seconded by Mr. Medeiros, the Educator Effectiveness Block Grant was unanimously approved as follows:

AYES: 5, Robinson, Medeiros, Ramirez, Thayer, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

APPROVE BOARD BYLAW #9250  
REMUNERATION,  
REIMBURSEMENT, AND OTHER  
BENEFITS:

Mr. Barlow presented Board Bylaw #9250 for a fourth reading. Under the section titled Reimbursement of Expenses, language was added that reads: ***and shall be approved at the board meeting in advance or at the subsequent meeting.*** On motion by Mr. Medeiros, seconded by Mrs. Thayer, Board Bylaw #9250 was unanimously approved as follows:

AYES: 5, Robinson, Medeiros, Ramirez, Thayer, Gonzales-Gomez  
NOES: 0  
ABSENT: 0



**APPROVE COLLECTIVE  
BARGAINING AGREEMENT FOR  
2021-22 FISCAL YEAR:**

Mr. Denham requested board approval of the Collective Bargaining Agreements Disclosures for the 2021-22 Fiscal Year. The California Department of Education requests each public school employer have on file a signed Disclosure of Collective Bargaining Agreement illustrating the percentage and cost of the proposal, as well as the on-going or one-time nature of the agreement. On motion by Mrs. Thayer, seconded by Mrs. Gonzales-Gomez, the Collective Bargaining Agreements Disclosures were unanimously approved as follows:

AYES: 5, Robinson, Medeiros, Ramirez, Thayer, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

**APPROVE 2021-22 FIRST  
INTERIM REPORT:**

Mrs. Dial illustrated at this reporting of the 2021-22 First Interim Report, the financial position of the Kings County Office of Education is prepared with the latest information available from CDE. The general fund budget is over \$43 million. There is a projected unrestricted balance of approximately \$11,386,736 of which \$1,500,000 is reserved for economic uncertainties. On motion by Mrs. Thayer, seconded by Ms. Ramirez, the 2021-22 First Interim Report was unanimously approved as follows:

AYES: 5, Robinson, Medeiros, Ramirez, Thayer, Gonzales-Gomez  
NOES: 0  
ABSENT: 0

**REVIEW OF DISPOSAL OF FIXED  
ASSETS:**

Mr. Denham submitted the list of items slated for disposal for the board's review. The items have been valued at less than \$25,000 and requires no action and serves as review purposes only.

**SUPERINTENDENT'S REPORT:**

Mr. Barlow presented the Superintendent's Report:

- No local school districts are considering vaccine mandates at this time and regular discussions and/or meetings with superintendents confirm that no course of action will be facilitated denying students access to in-person instruction;
- The Kings County Health Department has developed a Dashboard to access vaccination information: <http://www.kcdph.org/>;
- Farm Day will be held on March 17, 2022;
- The Educational Services Department outlined upcoming KCOE events for the board's review. Board members are encouraged to volunteer and/or attend the events;
- Kings County Foster Youth were the benefactors over this holiday season receiving backpacks, toys, and a variety of holiday gifts. Special thank you to the Foster Youth staff for their untiring efforts to bring joy to every child.

BOARD COMMENTS:

Mrs. Gonzales-Gomez reported:

- She recently attended the retired teachers luncheon with the choir from Hanford West performing the entertainment;
- Dr. Guadalupe Solis has concluded his interim position as Superintendent for the Corcoran Unified School District;
- Visitations were made to the Shelly Baird class on the Fremont campus. The teacher is doing a wonderful job in the classroom;
- Mary inquired as to the status of KCSBA. Mr. Barlow explained the group recently met and have planned a follow-up meeting on December 23 following district organizational meetings.

Mrs. Thayer reported:

- The recently attended CSBA Conference was well attended and as customary, the key note speakers were uplifting and motivating.

Ms. Ramirez reported:

- The office of Assemblyman Salas has distributed holiday toys throughout the county to less fortunate youth;
- The Assemblyman's office has received concerns regarding the Armona School District based on the 10 new portables that have been added; however, no new staff has been hired;
- Delays with the Internet and lack of availability continue to be a concern with Armona families.

Mr. Medeiros reported:

- He has attended board meetings across the county and observed the citizens of this community are upset with the recent vaccine mandates. Families opposing vaccinations are passionate about their student(s) not being vaccinated;
- Adam extended a thank you to KCOE for the shirts and the high quality of work being conducted at KCOE.

There being no further comments, the meeting adjourned at 5:36 p.m.

Sincerely,



Todd Barlow, Ex officio Secretary

**DISCUSSION/ACTION  
KINGS COUNTY INVESTMENT POLICY**

<b>DATE</b>	January 12, 2022
<b>TOPIC</b>	<b>RESOLUTION A011222-APPROVE THE KINGS COUNTY DIRECTOR OF FINANCE’S STATEMENT OF INVESTMENT POLICY AND DELEGATING INVESTMENT AUTHORITY TO THE KINGS COUNTY DIRECTOR OF FINANCE</b>
<b>ISSUE</b>	On an annual basis, we present the approval of the investment policy and give investment authority to the Kings County treasurer. The investment policy is reviewed by the treasury oversight committee, which includes a County Office representative and a school district representative.
<b>BACKGROUND</b>	The investment policy ensures that the county treasurer operates within Government Code and maintains a high level of stability and safety of the investment pool.
<b>RESOURCE</b>	Jamie Dial, extension 7091 Resolution A011222 Statement of Investment Policy, January 2022
<b>RECOMMENDATION</b>	The administration recommends the approval of the resolution.

BEFORE THE BOARD OF TRUSTEES OF THE  
KINGS COUNTY OFFICE OF EDUCATION  
OF KINGS, STATE OF CALIFORNIA

\*\*\*\*\*

IN THE MATTER OF APPROVING  
THE KINGS COUNTY DIRECTOR OF  
FINANCE'S STATEMENT OF INVESTMENT  
POLICY AND DELEGATING  
INVESTMENT AUTHORITY TO THE  
KINGS COUNTY DIRECTOR OF FINANCE  
UNDER CALIFORNIA GOVERNMENT CODE  
SECTIONS 53607, 53646 AND 53684 /

RESOLUTION NO. A011222

WHEREAS, under Government Code section 53646, the Kings County Director of Finance ("Treasurer") may render an annual statement of investment policy to the Kings County Board of Supervisors and to the governing board of any local agency which has funds on deposit in the Kings County Treasury; and

WHEREAS, on December 14, 2021 the Kings County Board of Supervisors approved the Director of Finance's Statement of Investment Policy dated January 1, 2022 ("Investment Policy"); and

WHEREAS, the Investment Policy has been submitted to the District Board of Trustees ("District Board") for approval under Government Code section 53646; and

WHEREAS, under Government Code section 53646, the Treasurer may render a quarterly report ("Quarterly Report") to each local agency which has funds on deposit in the County Treasury and for which the Treasurer has made investments; and

WHEREAS, the KINGS COUNTY OFFICE OF EDUCATION ("District") has funds on deposit with the Kings County Director of Finance ("Treasurer"); and

WHEREAS, when keeping, holding, depositing and investing District funds on the District's behalf, the Treasurer acts as the "ex-officio" treasurer of the District; and

WHEREAS, the District Board has authority under Government Code sections 53607 and 53684 to delegate authority to the Treasurer to deposit and invest District funds under the provisions of Government Code sections 53601 and 53635; and

WHEREAS, the District Board now wishes to approve the Director of Finance's Statement of Investment Policy and to delegate investment authority to the Kings County Director of Finance ("Treasurer") for the ensuing twelve-month period.



NOW, THEREFORE, BE IT RESOLVED as follows:

1. Pursuant to Government Code section 53646, the District Board hereby approves the Investment Policy.
2. Pursuant to Government Code section 53646, the District Board acknowledges and approves the procedures utilized by the Treasurer in rendering and submitting each Quarterly Report, under the provisions of which the Treasurer shall render each such report. Under the provisions of Government Code section 53607, the Treasurer shall prepare a monthly report and maintain it on file in his/her office for review and inspection by the District Board, staff and designated agents.
3. Pursuant to Government Code sections 53607 and 53684, and subject to the requirements of Government Code sections 53601 and 53635, the District Board hereby delegates to the Kings County Director of Finance ("Treasurer") the discretionary authority to deposit, invest or reinvest the funds of the District in the County Treasury commencing on the date of approval of this resolution and continuing for the ensuing twelve months. Without limiting his discretion in any way, the Treasurer is hereby expressly authorized to invest such District funds in the Treasurer's Pooled Investment Portfolio.
4. The District Board hereby delegates to the Treasurer the discretionary authority to determine which District funds on deposit in the Kings County Treasury are monies which are sinking funds or money not required for immediate use within the meaning of Government Code section 53601 and which monies are excess funds within the meaning of Government Code section 53684.
5. The Treasurer shall assume full responsibility for such deposit and investment transactions until such time as the District Board revokes this delegation of authority or until the date which is twelve months from the date of approval of this resolution, unless renewed on or before that date by the District Board.

The foregoing resolution was adopted upon motion by Trustee \_\_\_\_\_, seconded by Trustee \_\_\_\_\_, at a regular meeting held on the 12<sup>th</sup> day of January, 2022, by the following vote:

AYES:  
NOES:  
ABSENT:

\_\_\_\_\_  
President of the County Board of Education  
KINGS COUNTY OFFICE OF EDUCATION

WITNESS my hand and seal of said Board of Trustees this 12<sup>th</sup> day of January, 2022.

\_\_\_\_\_  
Clerk of said Board of Trustees

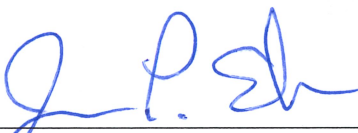
**COUNTY OF KINGS**

**DIRECTOR OF FINANCE'S**

**STATEMENT OF**

**INVESTMENT POLICY**

**JANUARY 1, 2022**

  
\_\_\_\_\_  
James P. Erb, CPA  
Director of Finance

Approved by CTOC    December 2, 2021  
Approved by BOS    December 14, 2021

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## **I. AUTHORITY**

Kings County Ordinance No.557, adopted on January 14, 1997 as an urgency ordinance, delegated to the County Director of Finance the authority to continue to invest or reinvest the funds of the County and the funds of other depositors in the County treasury, pursuant to Section 53600 et seq., inclusive of Section 53684, of the California Government Code. The County Director of Finance, as agent of the county, trustee, and fiduciary, assumes full responsibility for the investment program. The Board of Supervisors shall annually review the Director of Finance's performance and may annually renew this delegation of authority for a one-year period pursuant to Government Code 53607. The Board of Supervisors may also revoke the investment authority by County ordinance.

## **II. POLICY STATEMENT**

Annually, the County Director of Finance shall prepare an Investment Policy, pursuant to G.C. 27133 and G.C. 53646, that will be reviewed by the County Treasury Oversight Committee and rendered for approval to the Board of Supervisors and local agencies.

The purpose of this Statement of Investment Policy (Policy) is to establish cash management and investment guidelines for the County Director of Finance, who is responsible for the stewardship of the Kings County Investment Pool. Each transaction and the entire portfolio must comply with California Government Code Section 53601 et seq., Section 53635 et seq., and this policy. All portfolio activities will be judged by the Standard of Prudence and ranking of investment objectives. Those activities which violate its spirit and intent will be deemed to be contrary to the policy.

## **III. POOLED INVESTMENT FUND OVERSIGHT COMMITTEE**

In accordance with California Government Code Section 27130 et seq., the Board of Supervisors, in consultation with the County Director of Finance, has created a County Treasury Oversight Committee (Resolution No. 95-081, December 5, 1995) to allow local agency representatives participation in the policies that guide the investment of depositor funds. The primary responsibilities of the committee include: (a) to review and monitor the County Director of Finance's Statement of Investment Policy, (b) to cause an annual audit to be conducted to determine the County Treasury's compliance, and (c) to establish criteria for depositor withdrawal of funds for the purpose of investing or depositing outside the County Treasury pool. The meeting of the Oversight Committee shall be open to the public and subject to the Ralph M. Brown Act.

A member of the Oversight Committee may not be employed by an entity that has contributed to the campaign for any member of a legislative body of any local agency that has deposited funds into the county treasury, in the previous three years or during the period that the employee is a member of the committee. While serving on the Oversight Committee, a member may not directly or indirectly raise money for any member of a legislative body of any local agency that has deposited funds into the county treasury. Finally, a member may not secure employment with, or

be employed by, bond underwriters, bond counsel, security brokerages or dealers, or a financial services firms, with whom the Director of Finance is doing business during the period that the person is a member of the committee or for one year after leaving the committee.

The Oversight Committee is not allowed to direct individual investment decisions, select individual investment advisors, brokers, or dealers, or impinge on the day-to-day operations of the County treasury and investment operations.

#### **IV. INVESTMENT OBJECTIVES**

The Pooled Investment Fund shall be prudently invested in order to earn a reasonable return, while awaiting application for governmental purposes. The specific objectives for the Pooled Investment Fund are ranked in order of importance.

**A. SAFETY OF PRINCIPAL** - The preservation of principal is the primary objective. Each transaction shall seek to ensure that capital losses are avoided, whether they are from securities default or erosion of market value. The objective will be to mitigate credit risk and interest rate risk.

**1. Credit Risk** is the risk of loss due to the failure of the security issuer or backer. Credit risk is mitigated by: (a) limiting investments to the safest types of securities; (b) pre-qualifying the financial institutions, broker/dealers, intermediaries, and advisors with which the Treasury will do business; and (c) diversifying the investment portfolio so that potential losses on individual securities will be minimized.

**2. Interest Rate Risk** is the risk that the market value of securities in the portfolio will fall due to changes in general interest rates. Interest rate risk is mitigated by: (a) structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities on the open market prior to maturity, and (b) by investing operating funds primarily in shorter-term securities.

**B. LIQUIDITY** - As a second objective, the Pooled Investment Fund should remain sufficiently flexible to enable the County Director of Finance to meet all operating requirements which may be reasonably anticipated in any depositor's fund. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). No more than 35% of the portfolio may be invested in securities maturing in three to five years and during peak tax collection no more than 30%. Percent restrictions shall be applicable only for the date of purchase. Any future percent deviations due to cash flow demands reducing the total investment portfolio shall not be considered out of compliance. Furthermore, since all possible cash demands cannot be anticipated, the portfolio shall consist largely of securities with active secondary or resale markets (dynamic liquidity).

**C. PUBLIC TRUST** - In managing the Pooled Investment Fund, the County Director of Finance and the authorized investment staff should avoid any transactions that might impair public confidence in Kings County and the participating local agencies. Investments should be made

with precision and care, considering the probable safety of the capital as well as the probable income to be derived.

**D. MAXIMUM RATE OF RETURN** - As the fourth objective, the Pooled investment Fund is designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of least importance compared to the safety and liquidity objectives described above. The core of investments are limited to relatively low risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities can be sold prior to maturity for the following reasons: (1) a declining credit security to minimize loss of principal; (2) a security swap to improve the quality, yield, or target duration in the portfolio; (3) the liquidity needs of the portfolio require that the security be sold; (4) a call notification of a make-whole bond which, given unfavorable market conditions, could deteriorate the price of the bond on the redemption date, or (5) to realize a profit. If there is a realized loss of principal, the loss will first be allocated against the interest earned in the current quarter on the sold security. If the security's current interest is not sufficient to cover the loss, then the Director of Finance may allocate the loss against a profit realized from selling a security in the same quarter, and/or the total current and future portfolio interest earnings. In the event of an imminent loss of principal for which the security's interest would not be sufficient to cover the loss, the Director of Finance may withhold from the total current and future portfolio interest earnings to reserve against a future maximum anticipated actual loss.

## **V. STANDARD OF CARE**

**A. PRUDENCE** - The County Director of Finance, as a trustee and therefore a fiduciary, is subject to the Prudent Investor Standard-which states, "When investing, reinvesting, purchasing, acquiring, exchanging, selling, or managing public funds, the county treasurer shall act with care, skill, prudence, and diligence under the circumstances then prevailing, specifically including, but not limited to, the general economic conditions and the anticipated needs of the county and other depositors, that a prudent person acting in a like capacity and familiarity with those matters would use in the conduct of funds of a like character and with like aims, to safeguard the principal and maintain the liquidity needs of the county and the other depositors." The standard of prudence to be used by investment staff shall be the "prudent person" standard, which provides, "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital, liquidity needs, as well as the probable income to be derived." This standard shall be applied in the context of managing an overall portfolio.

When investing, reinvesting, purchasing, acquiring, exchanging, selling and managing public funds the County Director of Finance shall act with the care, skill, prudence and diligence to meet the aims of the investment objectives listed in order in Section IV., Investment Objectives. Investment staff acting in accordance with written procedures and this Policy and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or

market price changes, provided deviations from expectations are reported in a timely fashion and the liquidity and the sale of securities are carried out in accordance with the terms of this policy.

**B. ETHICS AND CONFLICT OF INTEREST** - Treasury staff involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. The investment staff shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. The investment staff shall refrain from undertaking personal investment transactions with the same individual with whom business is conducted on behalf of the treasury.

Pursuant to Government Code Section 27133(d), the County Director of Finance, individual Treasury employees, or any member of the County Treasury Oversight Committee may not accept honoraria, gifts, and gratuities from advisors, brokers, dealers, bankers, or other persons with whom the County Treasury conducts business in an amount exceeding \$50.00.

**C. DELEGATION OF AUTHORITY** - Authority to manage the investment program is granted to the County Director of Finance by the Kings County Board of Supervisors. The moneys invested will be actively managed by the Director of Finance and his/her staff, who shall carry out established written procedures and internal controls for the operation of the investment program consistent with this Policy. No person may engage in an investment transaction except as provided under the terms of this Policy and the procedures established by the Director of Finance. The Director of Finance shall be responsible for all transactions undertaken and shall establish a system of controls to regulate the activities of subordinate staff. (See also Safekeeping and Custody, Internal Controls VI B. below). The authority to execute investment transactions for the portfolio shall be limited to the Assistant Director of Finance - Treasury, the Treasury Manager, and in the absence of the Treasury Manager, the Accounting Specialist-Treasury Operations.

## **VI. SAFEKEEPING AND CUSTODY**

**A. DEPOSITORY INSTITUTIONS** – As far as possible, all money belonging to, or in the custody of the County Director of Finance shall be deposited for safekeeping in state or national banks selected by the Director of Finance, or may be invested as set forth in Section VII. To be eligible to receive funds, the bank shall have received an overall rating of not less than “satisfactory” in its most recent evaluation by the appropriate federal financial supervisory agency of its record of meeting the credit needs of California’s communities pursuant to Section 2906 of Title 12 of the United States Code.

**B. AUTHORIZED FINANCIAL DEALERS AND INSTITUTIONS** - Schedule 1- Statement of Authorized Firms, on page 15, is a list of County Director of Finance approved financial institutions and broker/dealers authorized to provide investment services to the Treasury. Authorized firms can be added or deleted only with the Director of Finance’s approval. Any changes will result in modification to Schedule 1, but will not be considered a revision to this policy. Changes to authorized firms shall be reported to the County Treasury Oversight Committee and Board of Supervisors within two (2) weeks. The authorized parties include



"primary" dealers or divisions of a primary dealers, selected on the basis of creditworthiness, capital adequacy, availability of investment inventory, and experience in trading in authorized investments. Firms utilized for money market mutual funds must either attain the highest ranking or the highest letter and numerical rating provided by not less than two of the three largest nationally recognized statistical-rating organizations (NRSRO) OR have retained an investment adviser registered or exempt from registration with the Securities and Exchange Commission with not less than five years experience (i) investing in the securities and obligations as authorized in G.C. 53601, or (ii) managing money market mutual funds; and have assets under management in excess of five hundred million dollars (\$500,000,000). All financial institutions and broker/dealers who desire to become qualified firms for County Treasury investment transactions must supply the audited financial statements, proof of National Association of Securities Dealers (NASD) certification, proof of State registration, completed broker/dealer questionnaire, and certification of having read the Kings County Investment Policy. An annual review of the financial condition of qualified firms will be conducted by the Assistant Director of Finance - Treasury.

The Treasury shall not do any investment business with any broker, brokerage, dealer, or securities firm that has, within any consecutive 48-month period following January 1, 1996, made a political contribution, in an amount exceeding the limitations contained in Rule G-37 of the Municipal Securities Rulemaking Board, to any member of the Board of Supervisors or any candidate for those offices. Firms must provide corporate policy statements regarding compliance with political contributions limitations of Rule G-37.

**C. INTERNAL CONTROLS** - The County Director of Finance is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the investment portfolio are protected from loss, theft, or misuse. The internal control structure is designed to provide reasonable assurance that these objectives are met. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

Daily, or when next available, the County Director of Finance or designee will

(1) Review and initial all Investment Purchase Orders to verify compliance with the overall Policy, Investment Parameters, and Authorized Institutions.

(2) Review and initial the "Daily Balance Sheet" to insure continuous compliance of portfolio investments (percentage distribution ) to the Policy and Investment Parameters.

Weekly, the County Director of Finance or designee will verify that the Portfolio Percentage Report by investment type is balanced to the Daily Balance Sheet.

Monthly, all funds maintained by the County Director of Finance, including cash in treasury, deposits in transit, Kings County Department of Finance's checking account balance, and investment holdings will be audited by the County Department of Finance – Accounting Division.

Quarterly, the County Director of Finance or designee will report compliance of the investment portfolio to the Director of Finance's Statement of Investment Policy. (See Section IX. Reporting Methods on page 12)

Annually, the County Treasury Oversight Committee shall hire an external auditor to conduct an independent review to assure compliance of the Director of Finance's investment activities with the Statement of Investment Policy.

**D. SAFEKEEPING** - All securities purchased either outright or on repurchase agreements shall be held in safekeeping by a third party bank trust department acting as agent for the County under terms of a custody agreement executed by the bank and the Director of Finance. The only exceptions authorized are purchases from Local Agency Investment Fund (LAIF), collateralized time deposits, collateralized bank money market accounts, and investments in money market mutual funds.

**E. VOLUNTARY DEPOSITORS** - If a local agency determines the agency has excess funds which are not required for immediate use and with the consent of the County Director of Finance, the legislative or governing body may, by resolution or minute order, authorize the deposit of excess funds into the County Treasury for the purpose of investment pursuant to Government Code Section 53635. At no time will the County Treasury accept deposits of personal funds unless by Court order.

The County Director of Finance shall, on a case by case basis, determine the terms and conditions under which a city, public district, or any public or municipal corporations located within Kings County, and not required to deposit their funds in the County Treasury, may voluntarily deposit funds for investment purposes. The County Director of Finance shall evaluate each proposed deposit request prior to approving the deposit into the Treasury. The County Director of Finance must make a finding that the proposed deposit will not adversely affect the interests of the other depositors in the County Investment pool, prior to approving the deposit.

**F. WITHDRAWAL OF FUNDS FOR EXTERNAL INVESTMENT** -The County Treasury Oversight Committee's approved policy statement on "Treasury Restrictions on Withdrawal for External Investment" establishes the terms and conditions for Treasury depositors withdrawing funds for investment outside the County investment pool. (See Appendix A on page 17 and 18)

Any local agency, public entity, or public official that has funds on deposit in the County Treasury investment pool and that seeks to withdraw funds for the purpose of investing or depositing those funds outside the County Treasury pool, shall submit a resolution or minute order approved by the legislative or governing body requesting the withdrawal of the funds. Funds withdrawn shall become the responsibility of the requesting legislative body, and the Director of Finance will be held harmless from liability.

The County Director of Finance shall evaluate each proposed withdrawal for its consistency with the County Treasury Oversight Committee policy prior to approving the withdrawal. The County Director of Finance must also make a finding that the proposed withdrawal will not adversely affect the interests of the other depositors in the County Treasury pool, prior to approving the withdrawal.

## **VII. SUITABLE AND AUTHORIZED INVESTMENTS**

**A. INVESTMENT TYPES** - The County treasury may invest money among the following authorized investments and within the limits imposed by Government Code 53601 et seq. or 53635 et seq., or as more further restricted in Schedule 2-Investment Parameters on page 16:

- 1. United States Treasury Bills, Notes, Bonds, and Certificates of Indebtedness**, or those for which the full faith and credit of the United States are pledged for the payment of principal and interest.
- 2. Registered state warrants or treasury notes or bonds of the State of California**, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by the State or by a department, board, agency, or authority of the State.
- 3. Registered treasury notes or bonds of any of the other 49 states** including bonds payable solely out of the revenues from revenue-producing property owned, controlled, or operated by a state or by a department, board, agency, or authority of any of the other 49 states, in addition to California.
- 4. Bonds, notes, warrants, or other evidences of indebtedness of any local agency within the State of California**, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by the local agency, or by a department, board, agency, or authority of the local agency.
- 5. Federal agency or United States government-sponsored enterprise obligations, participations, or other instruments**, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.
- 6. Banker's Acceptances (BA)** otherwise known as Bills of Exchange or Time Drafts, both domestic and foreign, drawn on and accepted by a commercial bank.
- 7. Commercial Paper (CP)** of "prime" quality issued by corporations that are organized and operating within the United States and having total assets in excess of five hundred million dollars (\$500,000,000).

**8. Negotiable Certificates of Deposit** issued by a nationally or state chartered bank or a savings association or federal association, or by a federally- or state-licensed branch of a foreign bank.

**9. Certificates of Deposit Account Registry Service (CDARS)** placed with a local CDARS member. CDARS are fully insured as to principal and interest that may be accrued by the Federal Deposit Insurance Corporation (FDIC) or the National Credit Union Administration (NCUA).

**10. Collateralized Time Deposits** issued by a nationally or state-chartered bank or savings and loan association within the State of California with an overall rating of not less than “satisfactory” in its most recent evaluation by the appropriate federal financial supervisorial agency of its record of meeting the credit needs of California’s communities pursuant to Section 2906 of Title 12 of the United States Code.

**11. Repurchase Agreements or Reverse Repurchase Agreements, or Securites Lending Agreement** purchased in compliance with the Government Code 53601(j). Repurchase agreements must be issued by nationally or state-chartered banks or primary security dealers with whom the County Director of Finance has entered into a Master Repurchase Agreement.

**12. Medium Term Corporate Notes (MTN)**, defined as all corporate and depository institution debt securities with a maximum remaining maturity of five years or less, issued by corporations organized and operating within the United States or by depository institutions licensed by the United States or any state and operating within the United States.

**13. Shares of Beneficial Interest** issued by diversified management companies (1) that invests in the securities and obligations as authorized by subdivision (a) to (k), inclusive, or subdivisions (m) to (o) inclusive of Government Code 53601, and that comply with the investment restrictions of Article 2 of the Government Code (commencing with Section 53630), or (2) that are money market funds registered with the Securities and Exchange Commission under the Investment Company Act of 1940. (15 U.S.C. Sec 80a-l, and following.)

**14. Local Agency Investment Fund (LAIF)** an investment pool created by Government Code 16429.1 in which the State Treasurer invests pooled political subdivision funds.

**15. Notes, Bonds, or other obligations** secured by a valid first priority security interest in eligible securities listed in Section 53651 having a market value at least equal to that required by Section 53652.

**16. Shares of beneficial interest issued by a joint powers authority** organized pursuant to Section 6509.7 that invests in the securities and obligations authorized in subdivisions (a) to (q), inclusive. Each share shall represent an equal proportional interest in the underlying pool of securities owned by the joint powers authority. To be eligible under this section, the joint powers authority issuing the shares shall have retained an investment adviser that meets all of the following criteria:

(1) The adviser is registered or exempt from registration with the Securities and Exchange Commission.



- (2) The adviser has not less than five years of experience investing in the securities and obligations authorized in subdivisions (a) to (q), inclusive.
- (3) The adviser has assets under management in excess of five hundred million dollars (\$500,000,000).

**17. Supranational Debt Obligations** United States dollar-denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development (IBRD), International Finance Corporation (IFC), or Inter-American Development Bank (IADB) only, eligible for purchase and sale within the United States. Authorized by CGC 53601 (q) and this policy.

**B. RESTRICTIONS ON AUTHORIZED INVESTMENTS-** In accordance with G.C. 53601.6, the County Treasury shall not invest any funds in inverse floaters, range notes, or mortgage derived interest-only strips. Additionally, no funds shall be invested in any security that could result in zero interest accrual if held to maturity. No funds shall be invested in Medium Term Corporate Notes with a make-whole call provision that, at time of purchase, are priced at a premium. No shares of beneficial interest will be purchased where the principal dollars invested are subject to daily net asset value (NAV) adjustments of the fund's portfolio except for the CalTrust. The Treasury shall not invest in financial options and futures contracts directly, but may purchase authorized investments of callable securities with imbedded call provisions. The Treasury will not purchase an authorized investment below the credit quality restriction of Schedule 2 - Investment Parameters, but may elect to hold an instrument to maturity that has been later downgraded by the nationally recognized statistical-rating organization i.e. Moody's, Standard and Poors, or Fitch.

**C. COMPETITIVE BIDDING -** Bids for investment products shall be taken from a minimum of three authorized institutions. Awards will be made giving consideration to safety, liquidity, a balanced portfolio, and diversification. Exceptions to the above would involve repurchase agreements, securities possessing unique characteristics which would make competitive bidding impractical, or market circumstances in which competitive bidding could be adverse to the best interest of the Director of Finance's investment program.

**D. COLLATERALIZATION -** In accordance with California Government Code 53652, 53601 (j) full collateralization of public deposits is required for collateralized time deposits, collateralized bank money market accounts, and repurchase agreements. The Director of Finance may waive collateralization for that portion of any deposit that is fully insured by the FDIC per Government Code 53653.

## **VIII. INVESTMENT PARAMETERS**

**A. DIVERSIFICATION -** The investments will be diversified by security type and institution within the percent restrictions of Government Code 53601, 53601.8, 53635, 53635.2, and 53635.8 or as further defined in Schedule 2, Investment Parameters. Percent restrictions shall be applicable only for the date of purchase. Any future percent deviations due to cash flow demands reducing the total investment portfolio shall not be considered out of compliance.

Maximum investment amounts in any issuer name shall be limited as provided in the Investment Parameters on page 16.

**B. MAXIMUM MATURITIES** - Maturity limitations for each instrument type shall be restricted as provided in Government Code 53601, 53601.8, 53635, and 53635.8 or as further defined in Schedule 2 - Investment Parameters on page 16. No investment shall be made in any security, other than a security underlying a repurchase agreement authorized in this policy, which at the time of investment has a term remaining to maturity in excess of five years, unless a legislative body has granted express authority to make that investment either specifically or as part of an investment program approved by that legislative body no less than three months prior to the investment.

## **IX. REPORTING**

**A. METHODS** - The County Director of Finance or designee shall prepare an investment report at least quarterly, including a succinct management summary that provides a clear picture of the status of the investment portfolio. This summary will be prepared in a manner, which will allow the reader to ascertain whether investment activities have conformed to the investment policy.

The report will be provided within 30 days following the end of the quarter covered by the report and submitted to the County Board of Supervisors, County Administrative Officer, Finance Director, other members of the County Treasury Oversight Committee, and pool participants.

The report will include the following:

1. A Statement of Compliance with the Investment Policy.
2. A listing of individual securities and moneys held at the end of the reporting period to include:
  - (a) The type of instrument.
  - (b) The name of the issuer.
  - (c) Purchase date, maturity date, and days to maturity.
  - (d) Issuers rating.(Long term or short term, as appropriate)
  - (e) Par and dollar amount invested in each security.
  - (f) The current market value of securities as of the date of the report and the source of the valuation.
3. A statement estimating the ability of the County Treasury to meet its pool's expenditure requirement for the next six months.
4. A statement of the method of interest accounting used.
5. Portfolio Sector Allocation and Quality Allocation graphs.
6. A Statement of Interest Earnings Report for the Quarter.

7. If applicable, a description of any of the local agency's funds, investments, or programs, that are under the management of contracted parties, but excluding funds deposited into the Local Agency Investment Fund administered by the State Treasurer.

**B. QUARTERLY INTEREST CALCULATION AND APPORTIONMENT** - Gross interest for the quarter is the total interest earned on an accrual basis on the Treasury portfolio investments for that quarter. Administrative expenses pursuant to G.C. 27013 are deducted to arrive at net interest to be apportioned. Administrative expenses consist of audit expenses, direct banking expenses, not otherwise recovered directly from Treasury depositors, safekeeping fees, plus actual quarterly Treasury operational expenses. The net earnings for the quarter are divided by the Treasury's total average daily balance creating an "interest allocation factor" or "daily interest factor" for each average dollar invested. Multiply the "interest allocation factor" by the quarterly average daily balance of each fund to determine the interest earnings for each fund. Interest is apportioned quarterly to all depositors in the Treasury pool. The "interest allocation factor" can be converted into the annualized quarterly interest rate; multiply the factor by the number of days in the year, and divide that answer by the number of days in the quarter.

## **X. POLICY EXCEPTIONS & REVISIONS**

**A. EXEMPTION** - Any previously legal investments, that settled prior to the effective date and that no longer meet the current guidelines of this Policy, shall be exempted from the new requirements. At maturity or liquidation, such moneys shall be reinvested only as provided by this Policy.

Moneys held by a trustee or fiscal agent and pledged to the payment or security of bonds or other indebtedness, or obligations under a lease, installment sale, or other agreement of a local agency, or certificates of participation in those bonds, indebtedness, or lease installment sale, or other agreements, may be invested in accordance with the statutory provisions governing the issuance thereof. The proceeds of sales, or funds set aside for the repayment, of any notes or other indebtedness issued shall not be invested for a term that exceeds the term of the notes.

**B. AMENDMENTS** - This policy shall be reviewed at least on an annual basis. Any changes shall be submitted by the Director of Finance to the County Treasury Oversight Committee for consideration and comments, and the Board of Supervisors for review and approval.

**KINGS COUNTY DIRECTOR OF FINANCE'S  
SCHEDULE 1 - STATEMENT OF AUTHORIZED FIRMS**

The Treasury is authorized to conduct investment security transactions with the following investment firms and broker/dealers, designated by the Federal Reserve Bank as primary government dealers or divisions of primary dealers. Security transactions with firms, other than those appearing on this list, are prohibited.

- A. Firms designated by the Federal Reserve Bank as Primary Government Dealers or a division of a Primary Dealer:

UBS Financial Services Inc., an affiliate of UBS Securities LLC  
RBC Capital Markets, LLC  
Wells Fargo Securities, LLC  
Cantor Fitzgerald & Co.

- B. Firms designated for the purchase of money market mutual funds pursuant to G.C. 53601 (l) and (p):

BlackRock  
Bank of the West  
CalTRUST

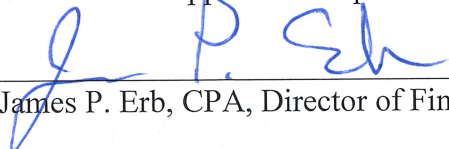
- C. Firms designated for repurchase agreements with Master Repurchase Agreements on file:

UBS Financial Services Inc., an affiliate of UBS Securities LLC

- D. State of California, Local Agency Investment Fund

- E. Purchases directly from major issuers of commercial paper, bankers acceptances, negotiable certificates of deposit, or collateralized time deposits, meeting the requirements set forth in section 53635, 53601(g), 53601(i), 53601(n), respectively, and 53635.2 of the California Government Code.

To ensure compliance with the County Director of Finance's Investment Policy, firms designated in A and C above are supplied a complete copy of the policy and must certify having read it.

  
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James P. Erb, CPA, Director of Finance

Dated: January 1, 2022



SCHEDULE 2 – INVESTMENT PARAMETERS (Revised 11/18/15)

AUTHORIZED INVESTMENTS	DIVERSIFICATION	PURCHASE RESTRICTIONS	MATURITY	CREDIT QUALITY (NRSRO)
U.S. Treasury notes, bills, bonds or other certificates of indebtedness	95% Max.	None	Max. 5 years	N/A
Notes, participations, or obligations issued by Federal agencies or United States government-sponsored enterprises (GSE)	85% Max.	None	Max. 5 years	N/A
Bonds, notes, warrants or certificates of indebtedness issued by the State of California or local agencies or County of Kings or any other State	20% or \$20mm Max.	None	Max. 5 years unless prior BOS approval	L/T rating A or A2 or better
Bankers Acceptances	40% Max.	Max. \$5mm any one name	Max. 180 days	S/T rating A-1 or P-1 L/T rating (if Outstanding) AA- or Aa3 or better
Commercial paper of corporations organized and operating within the U.S. with total assets exceeding \$500 mm	40% Max.	Max. 10% in any one name, No Extendable CP	Max. 270 days.	S/T rating A-1 or P-1 L/T rating (if Outstanding) AA- or Aa3 or better
State of California Local Agency Investment Fund	Max. Dollars allowed by State Treasurer	Max. Transactions allowed by State Treasurer	Overnight liquidity	N/A
Negotiable CD's issued by National or State chartered banks or a federally- or <i>state</i> - licensed branch of a foreign bank	25% Max. (CDs + CDARS)	G.C. 53638 policy restrictions	Max. 3 years	L/T rating AA- or Aa3 or better
Certificates of Deposit Account Registry Service (CDARS)	25% Max (CDs + CDARS)	G.C. 53601.8 & 53635.8 conditions apply	Max. 3 years	100% FDIC/NCUA insured as to Principal and Interest
Collateralized Time Deposits.	10% Max.	Collateral policy restrictions G.C. 53601(n)	Max. 24 months	
Repurchase Agreements with collateral restricted to U. S. Treasury, Federal Agencies, or United States government-sponsored enterprises (GSE)	10% Max.	Master Repurchase and Tri-Party Custodial Agreements to be on file. 102% haircut	Max. 1 year	
Reverse Repurchase Agreements or Securities Lending on U.S. Treasury & Federal Agency Securities in portfolio	10% Max with approval of the Director of Finance	G.C. 53601(j) Reverse Repurchase and Securities Lending restrictions	Max. 92 days unless guaranteed spread	
Corporate Notes on U.S. Corp or U.S. Subsidiary of a foreign corp.	30% Max.	Max. \$15mm any one name Make - Whole Call Restrictions	Max. 5 years	L/T rating AA- or Aa3 or better
Asset Backed Securities on U.S. Corp.	0% Max.	Not authorized	Not authorized	Not Authorized
Money Market mutual funds that invest in eligible securities meeting Government Code requirements.	20% Max.  10% per fund	Fund 5 years or more old NAV pricing <b>restriction</b> No front or back loads	Overnight liquidity	L/T rating: Highest rating from two NRSRO, i.e. AAA, Aaa, etc. Retain Investment Advisor per G.C. 53601(l) & (p)
Supranationals – Washington dollar denominated IBRD, IFC or IADB	20% Max. 10% per Name	Max. 10% in any one name	Max. 5 years	L/T rating: Highest rating from two NRSRO, i.e. AAA, Aaa, etc.

## APPENDIX A

### COUNTY TREASURY OVERSIGHT COMMITTEE

Policy Statement and Authorized Practice Approved March 4, 1996

#### Treasury Restrictions on Withdrawal for External Investment

Authorization: Pursuant to Government Code Section 27130 and Kings County Board of Supervisor's Resolution No. 95-081, dated December 5, 1995, the Kings County Treasury Oversight Committee is authorized to establish criteria on the withdrawal of funds on deposit in the County Treasury investment pool for the purpose of investing or depositing those funds outside the County Treasury pool.

Request for Withdrawal: Any local agency, public entity, or public official that has funds on deposit in the County Treasury investment pool and that seeks to withdraw funds for external deposit or investment, shall first submit a request by resolution or minute order approved by the legislative or governing body for withdrawal of the funds.

Assessment of Withdrawal Impact: The County Director of Finance shall evaluate all requests for withdrawal to determine if the interests of the other Treasury depositors in the County Treasury pool will be adversely affected. If the County Director of Finance determines that the combined number of requests or total dollar amount requested is sufficient to constitute a "run on the treasury", no withdrawal requests shall be processed until the County Treasury Oversight Committee has reviewed the treasury financial position and assists the Director of Finance in establishing an action plan.

Approval or Disapproval: The County Director of Finance shall approve all requests upon the finding that other Treasury depositors will not be adversely affected. If other Treasury depositors are perceived to be adversely impacted, the County Director of Finance may postpone action on any withdrawal request until the County Treasury Oversight Committee has reviewed the situation.

Approved Withdrawal Criteria: Approved withdrawals will be processed dependent on availability of funds, the type of investments required to be liquidated, market conditions, settlement periods, and dollar amounts to be withdrawn. The following are target goals for withdrawals:

- a. If adequate liquidity exists in short term investments and requires minimal liquidation and settlement, withdrawals of amounts up to \$1,000,000.00 shall be processed immediately upon the County Director of Finance's approval.
- b. If the County Treasury liquidity position is such as to require liquidation of more difficult investment(s), the below processing times shall apply based on the withdrawal dollar amounts and market factors.

- (1). If the withdrawal amount is less than \$1,000,000.00, and favorable market conditions exist, requests shall be processed within three workdays.

(2). If the withdrawal amount is greater than \$1,000,000.00, or unfavorable market conditions exist, requests shall be processed within five workdays.

Disclaimer of Liability: Any and all funds withdrawn from the County Treasury investment pool for the purpose of investing or depositing such funds outside the pool shall become the responsibility of the legislative body requesting the action. The County Director of Finance or County of Kings shall in no manner be held responsible or liable for withdrawn funds or investments purchased with said funds. The request of any legislative body, by resolution or minute order, authorizing the withdrawal of funds for deposit or investment outside the County Treasury investment pool must provide a disclaimer of liability. The Director of Finance shall not honor any such withdrawal request if a disclaimer clause is not provided.

## GLOSSARY OF TERMS

**AGENCIES OR FEDERAL AGENCIES:** Federal sponsored agency securities including discount notes, or interest bearing notes, and bonds. The agencies were created by Congress to reduce the cost of capital for certain borrowing sectors of the economy deemed to be important enough to warrant assistance, such as farmers, homeowners, and students.

**ASKED PRICE:** The lowest price at which a dealer is willing to sell a security.

**BANKERS ACCEPTANCES (BA'S):** A time draft or bill of exchange that is accepted payment by banks engaged in financing of international trade. The accepting institution guarantees payment of the bill as well as the issuer.

**BID:** Price at which someone is willing here and now to purchase a security.

**BOOK VALUE:** The value at which a security is carried on the inventory list or other financial records of an investor. The Book Value may differ significantly from the security's current value in the market.

**BROKER:** Person or firm acting as intermediary between buyer and seller.

**CALLABLE BOND:** A bond issue in which all or part of its outstanding principal amount may be redeemed before maturity by the issuer under specified conditions.

**CERTIFICATES OF DEPOSIT (CD'S):** A time deposit with a specific maturity evidenced by a certificate. They are issued in two forms negotiable and collateralized.

**Negotiable Certificates of Deposit:** May be sold by one holder to another prior to maturity. The issuing bank agrees to pay the amount of the deposit plus interest earned to the BEARER of the certificate at maturity.

**Collateralized Time Deposits:** These certificates are collateralized and are not money market instruments since they cannot be traded in the secondary market. They are issued on a fixed maturity basis and fixed payee.

**CERTIFICATE OF DEPOSIT ACCOUNT REGISTRY SERVICES (CDARS):** Certificates of Deposit that are placed by a member bank with commercial banks, savings banks, savings and loan associations, or credit unions, such that the principal and all accrued interest during the term of the certificate are fully insured by either the FDIC OR NCUA.

**COLLATERAL:** Securities pledged by a bank to secure deposits of public funds, or an asset pledged by a borrower to a lender.

**COMMERCIAL PAPER:** An unsecured short-term promissory note issued by corporations with maturities ranging from 2 to 270 days.

**COUNTY TREASURY OVERSIGHT COMMITTEE:** A committee established by Board of Supervisors Resolution No. 95-081, dated December 5, 1995 to allow local agency representatives participation in the policies that guide the investment of depositor funds. The primary responsibilities include: (1) review and monitor the County Director of Finance's investment policy, (2) cause an annual audit to be conducted to determine the county treasury's compliance, and (3) establish criteria for depositor withdrawal of funds for the purpose of investing or depositing outside the county treasury pool.

**COUPON RATE:** The annual rate of interest that a bond's issuer promises to pay the bondholder on the bond's face value.

**DEALER:** A dealer, as opposed to a broker, acts as a principal in all transaction, buying and selling for his own account.

**DEBENTURE:** A longer-term debt instrument issued by a corporation that is unsecured by other collateral. Hence, only the good faith and credit standing of the issuer backs the security.

**DELIVERY VERSUS PAYMENT:** There are two methods of delivery of securities: delivery vs. payment and delivery vs. receipt. Delivery vs. payment is delivery of securities with an exchange of money for the securities. Delivery vs. receipt is delivery of securities with an exchange of a signed receipt for the securities.

**DISCOUNT:** The difference between the cost price of a security and its maturity when quoted at lower than face value. A security selling below original offering price shortly after sale also is considered to be at a discount.

**DISCOUNT SECURITIES:** Non-interest bearing money market instruments that are issued at a discount and redeemed at maturity for full face value, e.g. U.S. Treasury Bills

**DIVERSIFICATION:** A process of investing assets among a range of security types by sector, maturity, and quality rating.

**DOLLAR WEIGHTED AVERAGE MATURITY:** The sum of the amount of each outstanding investment multiplied by the number of days to maturity, divided by the total amount of outstanding investments.

**FEDERAL CREDIT AGENCIES:** Agencies of the Federal government set up to supply credit to various classes of institutions and individuals, e.g. S&L's, small business firms, students, farmers, farm cooperatives, and exporters.

**FEDERAL DEPOSIT INSURANCE CORPORATION (FDIC):** A federal agency that insures bank deposits, currently up to \$250,000 per deposit.

**FEDERAL FARM CREDIT BANKS (FFCB):** is a nationwide system of lending institutions that provide credit and related services to farmers, ranchers, producers and harvesters of agricultural products, and other farm related businesses.

**FEDERAL FUNDS RATE:** The rate of interest at which Fed funds are traded. This rate is currently pegged by the Federal Reserve through open-market operations.

**FEDERAL HOME LOAN BANKS (FHLB):** The institutions that regulate and lend to savings and loan association. The Federal Home Loan Banks play a role analogous to that played by the Federal Reserve Banks vis-à-vis member commercial banks.

**FEDERAL HOME LOAN MORTGAGE CORPORATION (FHLMC) :** is a federally chartered and stockholder-owned corporation. Freddie Mac purchases mortgage loans from qualified financial institutions and resales these loans in the form of guaranteed mortgage securities.

**FEDERAL NATIONAL MORTGAGE ASSOCIATION (FNMA):** FNMA, like GNMA was chartered under the Federal National Mortgage Association Act in 1938. FNMA is a federal corporation working under the auspices of the Department of Housing and Urban Development (HUD). It is the largest single provider of residential mortgage funds in the United States. Fannie Mae, as the corporation is called, is a private stockholder-owned corporation. The corporation's purchases include a variety of adjustable mortgages and second loans, in addition to fixed-rate mortgages. FNMA's securities are also highly liquid and are widely accepted. FNMA assumes and guarantees that all security holders will receive timely payment of principal and interest.

**FEDERAL OPEN MARKET COMMITTEE (FOMC):** Consists of seven members of the Federal Reserve Board and five of the twelve Federal Reserve Bank Presidents. The President of the New York Federal Reserve Bank is a permanent member, while the other Presidents serve on a rotating basis. The Committee periodically meets to set Federal Reserve guidelines regarding purchases and sales of Government Securities in the open market as a means of influencing the volume of bank credit and money.

**FEDERAL RESERVE SYSTEM:** The central bank of the United States created by Congress and consisting of a seven member Board of Governors in Washington, D.C., 12 regional Federal Reserve Banks, their 24 branches, and all national and state banks that are members of the system.

**FLOATER:** A derivative that has its coupon determined by using the yield of other securities.

**FUTURES:** Futures contracts are the units of trading at a commodity exchange. They are legally binding agreements made within the confines of an exchange trading area. All futures contracts call for the purchase or sale of a physical commodity of financial instrument on dates from one month to more than two years in the future.

**GOVERNMENT NATIONAL MORTGAGE ASSOCIATION (GNMA or Ginnie Mae)** Securities influencing the volume of bank credit guaranteed by GNMA and issued by mortgage bankers, commercial banks, savings and loan associations, and other institution. Security holder is protected by full faith and credit of the U.S. Government. Ginnie MAE securities are backed by the FHA, VA, or FMHM mortgages. The term "passthroughs" is often used to describe Ginnie Maes.



**GOVERNMENT-SPONSORED ENTERPRISES (GSE):** General term for several privately owned, publicly chartered agencies created to reduce borrowing costs for certain sectors of the economy such as farmers, homeowners and students. The GSEs that issue debt instruments include: Federal Home Loan Banks, Federal National Mortgage Association, Federal Home Loan Mortgage Corporation, Federal Farm Credit System, Federal Agricultural Mortgage Corporation, and the Student Loan Marketing Association.

**LIQUIDITY:** A liquid asset is one that can be converted easily and rapidly into cash without a substantial loss of value. In the money market, a security is said to be liquid if the spread between bid and asked prices is narrow and reasonable sales can be done at those quotes.

**LOCAL AGENCY INVESTMENT FUND (LAIF):** The aggregate of all funds from political subdivisions that are placed in the custody of the California State Treasurer for investment and reinvestment.

**MARKET RISK:** The risk that the value of a security will rise or decline as a result of changes in market conditions.

**MARKET VALUE:** The price at which a security is trading and could presumably be purchased or sold.

**MASTER REPURCHASE AGREEMENT:** A written contract covering all future transactions between the parties to repurchase--reverse repurchase agreements that establishes each party's rights in the transaction. A master agreement will often specify, among other things, the right of the buyer-lender to liquidate the underlying securities in the event of default by the seller-borrower.

**MATURITY:** The date upon which the principal or stated value of an investment becomes due and payable.

**MONEY MARKET:** The market in which short-term debt instruments (bills, commercial paper, banker's acceptances, etc.) are issued and traded.

**MONEY MARKET MUTUAL FUND:** Mutual funds that invest solely in money market instruments (short-term debt instruments, such as Treasury bills, commercial paper, bankers' acceptances, etc.).

**NATIONALLY RECOGNIZED STATISTICAL-RATING ORGANIZATION (NRSRO)** Independent credit rating agencies which are utilized to analyze and rate the quality of the issuers underlying debt.

**OFFER:** The price asked by a seller of securities. (When you are buying securities, you ask for an offer.)

**OPEN MARKET OPERATIONS:** Purchases and sales of government and certain other securities in the open market by the New York Federal Reserve Bank as directed by the FOMC in order to influence the volume of money and credit in the economy. Purchases inject reserves into the bank system and stimulate growth of money and credit; sales have the opposite effect. Open market operations are the Federal Reserve's most important and most flexible monetary policy tool.

**OPTIONS:** The buyer of a call option has the right to buy the underlying security at fixed price. The option seller is obligated to sell the security if the buyer chooses to exercise the option.

**PORTFOLIO:** Collection of securities held by an investor.

**PRIMARY DEALER:** A group of government securities dealers who submit daily reports of market activity and positions and monthly financial statements to the Federal Reserve Bank of New York and are subject to its informal oversight. Primary dealers include Securities and Exchange Commission (SEC)-registered securities broker-dealer, banks and a few unregulated firms.

**PRUDENT PERSON RULE:** An investment standard. In California the law requires that a fiduciary, such as a trustee, may invest money only in a list of securities approved by the State, the authorized investments. The trustee may invest in a security if it is one, which would be bought by a prudent person of discretion and intelligence who is seeking a reasonable income and preservation of capital.

**QUALIFIED PUBLIC DEPOSITORIES:** A financial institution which does not claim exemption from the payment of any sales or compensating use or ad valorem taxes under the laws of this state, which has segregated for the benefit of the commission eligible collateral having a value of not less than its maximum liability and which has been approved by the Public Deposit Protection Commission to hold public deposits.

**RATE OF RETURN:** The yield obtainable on a security based on its purchase price or its current market price. This may be the amortized yield to maturity on a bond or the current income return.

**REINVESTMENT RISK:** The risk that a fixed-income investor will be unable to reinvest income proceeds from a security holding at the same rate of return currently generated by that holding.

**REPURCHASE AGREEMENT (RP or REPO):** A holder of securities sells these securities to an investor with an agreement to repurchase them at a fixed price on a fixed date. The security "buyer" in effect lends the "seller" money for the period of the agreement, and the terms of the agreement are structured to compensate him for this. Dealers use RP extensively to finance their positions. Exception: When the Fed is said to be doing RP, it is lending money, this is increasing bank reserves.

**REVERSE REPURCHASE AGREEMENT:** A dealer of securities buys securities from an investor with an agreement to sell them at a fixed price on a fixed date. The security "buyer" in effect lends the "seller" or "investor" money for the period of the agreement, and the terms of the agreement are structured to compensate the dealer for this. Investors use reverse-repos to meet temporary cash shortages without liquidating the investments.

**SAFEKEEPING:** A service to customers rendered by banks for a fee whereby securities and valuables of all types and descriptions are held in the bank's vaults for protection.

**SECONDARY MARKET:** A market made for the purchase and sale of outstanding issues following the initial distribution.

**SECURITY:** Any investment instrument authorized for purchase under Government Code 53601 or 53635.

**SECURITIES AND EXCHANGE COMMISSION (SEC):** Agency created by Congress to protect investor in securities transactions by administering securities legislation.

**SECURITIES LENDING AGREEMENT:** An agreement under which a local agency agrees to transfer securities to a borrower who, in turn, agrees to provide collateral to the local agency. During the term of the agreement, both the securities and the collateral are held by a third party. At the conclusion of the agreement, the securities are transferred back to the local agency in return for the collateral.

**SUPRANATIONALS:** An international organization, or union, whereby member states transcend national boundaries or interests to share in the decision-making and vote on issues pertaining to the wider grouping.

**SURPLUS FUNDS:** All moneys are not required to meet the banks demands on the treasury to redeem check warrants on any given day are considered "surplus funds" for investments.

**TREASURY BILLS:** A non-interest bearing discount security issued by the U.S. Treasury to finance the national debt. Most bills are issued to mature in three months, six months, or one year.

**TREASURY NOTES:** A interest bearing security issued by the U.S. Treasury to finance the Federal debt with a maturity range of from zero to ten years.

**TREASURY BOND:** Long-term U.S. Treasury securities having initial maturities between ten to thirty years.

**TRI-PARTY CUSTODIAL AGREEMENT:** A third party custodian bank agrees to safekeep the repo collateral in a segregated custody account for the client. The custodian bank independently prices the collateral and ensures that the collateral is properly securitized.

**UNIFORM NET CAPITAL RULE (SEC RULE 15C3-1):** Securities and Exchange Commission requirement that member firms as well as nonmember broker-dealers in securities maintain a maximum ratio of indebtedness to liquid capital of 15 to 1; also called net capital rule and net capital ratio. Indebtedness covers all money owed to a firm, including margin loans and commitments to purchase securities, one-reason new public issues are spread among members of underwriting syndicates. Liquid capital includes cash and assets easily converted into cash.

**YIELD:** The rate of annual income return on an investment expressed as a percentage. (a) INCOME YIELD is obtained by dividing the current dollar income by the current market price for the security. (b) NET YIELD or YIELD TO MATURITY is the current income yield minus any premium above par or plus any discount from par in purchase price, with the adjustment spread over the period of the date of purchase to the date of maturity of the bond.

**YIELD-TO-CALL (YTC):** The rate of return an investor earns from a bond assuming the bond is redeemed (called) prior to its nominal maturity date.

**YIELD CURVE:** A graphic representation that depicts the relationship at a given point in time between yields and maturity for bonds that are identical in every way except maturity. A normal yield curve may be alternatively referred to as a positive yield curve.

**YIELD-TO-MATURITY:** The rate of return yielded by a debt security held to maturity when both interest payments and the investor's potential capital gain or loss are included in the calculation of return.

## ACTION ITEM

DATE:	January 12, 2022
TOPIC:	Approval of the School Accountability Report Card (SARC) 2020-2021 for Kings County Special Education Shelly Baird School
ISSUE:	Schools are required to annually update and publish school reports to provide parents and community with important school information.
BACKGROUND:	Since November 1988, state law has required schools receiving state funding to prepare and deliver SARCS. This is also a requirement in the federal education law, ESSA.
RESOURCE:	Rebecca Jensen, M.S. Assistant Superintendent, Special Education rebecca.jensen@kingscoe.org 559-589-7097
RECOMMENDATION:	Recommend the Kings County Board of Education approves the School Accountability Report Card (SARC) 2020-2021 for Kings County Special Education Shelly Baird School

# Kings County Special Education

## 2020-21 School Accountability Report Card

Upload of your logo is optional.

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.



## 2021-22 School Contact Information

<b>School Name</b>	Kings County Special Education
<b>Street</b>	959 Katie Hammond Ln.
<b>City, State, Zip</b>	Hanford, Ca, 93230-4334
<b>Phone Number</b>	(559) 589-7097
<b>Principal</b>	Helen Copeland, Principal
<b>Email Address</b>	rebecca.jensen@kingscoe.org
<b>School Website</b>	www.kingscoe.org/domain/144
<b>County-District-School (CDS) Code</b>	16101656069298

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Kings County Special Education, known as Shelly Baird School, is designed to address the needs of students with moderate to severe disabilities within Kings County. This regionalized program is made up of classes that serve students who have developmental disabilities such as Autism or Intellectual Disability, students who have significant emotional needs, and students who have significant orthopedic impairments or are medically fragile. Shelly Baird serves students from preschool through our adult transition program, ages three (3) to twenty-two (22). The school currently runs thirteen (13) classes on the main Shelly Baird campus in Hanford and seventeen (17) classes which are placed on traditional school campuses around Kings County. The mission of Shelly Baird is to provide a quality educational program to help our students soar towards independence and reach their maximum potential.

### Vision Statement

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

### Mission Statement

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

### Program Goals

1. Students will be as self-sufficient as possible in their home, school, workplace, and community.
2. There will be improved communication and involvement among regular education, special education, parents, students, administrators, and community agency personnel.
3. There will be a positive, supportive environment in which students and staff can work and learn on a daily basis.

### Fundamental Values and Beliefs

- Respect is the cornerstone of all our interactions and behaviors. We acknowledge the dignity and worth of one another and strive never to diminish another by our conduct or our attitudes.
- School should be student-centered
- Educational programs should be individualized

## 2021-22 School Overview

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
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### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2021/08	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Wonders and Wonders ELD, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity 2021 (6th-12th grade students with emotional disturbance)	Yes	0%
<b>Mathematics</b>	McGraw-Hill My Math, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity 2021 (6th-12th grade students with emotional disturbance).	Yes	0%

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

## School Facility Conditions and Planned Improvements

School Facilities: The special education program is housed at the Shelly Baird main campus and seventeen satellite classrooms located throughout the county. Shelly Baird School's main campus is over thirty years old. It is comprised of fourteen classrooms, a multipurpose room, and administration offices. The district takes great efforts to ensure the school, all classrooms, bathrooms, and other facilities are clean, safe, and functional. To assist in this effort, the county office uses a facility survey instrument developed by the State of California Office of Public School Construction, known as the FIT or Facilities Inspection Tool.

**Year and month of the most recent FIT report**

2021/11

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

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

## 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).

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

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

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

#### Options

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

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

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

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>N/A Student Groups</b>	<b>N/A Total Enrollment</b>	<b>N/A Number Tested</b>	<b>N/A Percent Tested</b>	<b>N/A Percent Not Tested</b>	<b>N/A Percent At or Above Grade Level</b>
<b>All Students</b>	N/A	N/A	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A

<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

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

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

## 2020-21 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. In the 2020-21 school year, students did not participate in CTE due to COVID-19 and modified schedules. 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.

## 2020-21 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 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 stakeholder 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. Stakeholder 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 stakeholders, which are utilized to inform the planning, implementation, and evaluation of programs and services provided. Surveys are provided electronically to staff. Surveys in English and Spanish for parents were sent home. Follow-up calls were made to parents to solicit further input verbally. We also describe these processes within our SPSA, Local Control and Accountability Plan (LCAP), LCAP Federal Addendum, and all other federal or grant-funded required plans. These activities are also outlined in school and district engagement policies. Community input is continuously solicited via online forums and during public hearings/meetings. Bargaining units meet in-person to provide input. Kings County Office of Education district administration, the site Principals, and the Assistant Superintendent of Special Education collaborated virtually and in-person. Shelly Baird believes the active partnership built between parents, students, and staff while working together sets the stage and encourages students to achieve more.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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



## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

A Safety Committee meeting is scheduled annually to review our Safety School Plan and make updates. Members include Administrators of each program run by the Kings County Office of Education, School Resource Officer, school nurse, a teacher, a classified employee, and parent representatives. The plan is updated annually and approved before March 1st. Contents of the School Safety Plan include safe school strategies/programs, crisis response procedures, as well as policies and regulations related to safety/crisis issues. Safety training and practice drills are held regularly throughout the school year. The school contracts with the Hanford Police Department to provide a School Resource Officer to further enhance safety on campus. Safety updates are reviewed and discussed with staff at departmental staff meetings throughout the year.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
3				
4				
5				
6				

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

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

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

## 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				
1				
2				
3				
4				
5				
6				

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				

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

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

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

## 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				

## 2020-21 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	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$13,643	\$13,610	\$33	\$61,878
District	N/A	N/A	\$2,014	
Percent Difference - School Site and District	N/A	N/A	-193.6	
Percent Difference - School Site and State	N/A	N/A		

## 2020-21 Types of Services Funded

Every student on the Shelly Baird campus is a student who is eligible for Special Education Services. These services are provided to students through a variety of needs and are based upon the decisions made by the Individual Education Program team. The full continuum of special education supports is available, along with Designated Instructional Services and social-emotional and behavioral supports. We have set aside our homeless reservation to support students and families with food during times when school is closed. We provide New Teacher Induction to support the professional learning of staff and instructional quality for student learning. This is provided by our county office's New Teacher Induction program. We provide professional development based on student areas of need, teacher surveys, and feedback from the School Site Council.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b>	

## Professional Development

The professional development plan for the 2021-2022 school year includes induction support for new teachers, training connected to academic content, social-emotional learning, data collection, behavioral support, and instructional strategies. Teachers at Shelly Baird have completed learning management system training focused on Google Classroom. The Diagnostic Center has proven to be a helpful partner for virtual resources that can be modified to meet the needs of students with disabilities. Trauma-informed professional development will be provided by internal consultants to address the new emotional needs of students arising from the pandemic. Teachers will be trained to access Edgenuity lessons, student work, and data to prevent learning loss. Unique Learning Systems curriculum training will help with best practices in relation to our severely handicapped population and their parents. Educational Resource Services (ERS) provided through Tulare County Office of Education will be presenting information to teachers surrounding programs and services available virtually. Curriculum consultants will visit Baird Google Classroom virtual sessions to develop training based on specific classroom and student needs. Staff will be involved in ongoing training surrounding health and safety practices. Like group teachers (based on age group or disability) will be meeting to discuss needs and possible solutions. Professional development specific to the Picture Exchange Communication System (PECS) will be held to focus on use during distance learning. Monthly meetings are held virtually to evaluate student needs that may require additional training.

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 a variety of 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 KCOE consultants, Teacher-Principal meetings, and student performance data reporting. Cycles of coaching include modeling and feedback that accompany content training. In this manner, professional development is designed to be an ongoing learning experience.

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

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	14	14

## ACTION ITEM

DATE:	January 12, 2022
TOPIC:	Approval of the School Accountability Report Card (SARC) 2020-2021 for J.C. Montgomery School
ISSUE:	Schools are required to annually update and publish school reports to provide parents and community with important school information.
BACKGROUND:	Since November 1988, state law has required schools receiving state funding to prepare and deliver SARCS. This is also a requirement in the federal education law, ESSA.
RESOURCE:	Joy Santos Assistant Superintendent, Educational Services joy.santos@kingscoe.org 559-589-7068
RECOMMENDATION:	Recommend the Kings County Board of Education approves the School Accountability Report Card (SARC) 2020-2021 for J.C. Montgomery School



# J.C. Montgomery School

## 2020-21 School Accountability Report Card

Upload of your logo is optional.

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	J.C. Montgomery School
<b>Street</b>	1450 Forum Dr.
<b>City, State, Zip</b>	Hanford, CA 93230
<b>Phone Number</b>	(559) 589-2623
<b>Principal</b>	Mrs. Elizabeth Norris
<b>Email Address</b>	elizabeth.norris@kingscoe.org
<b>School Website</b>	www.kingscoe.org/domain/136
<b>County-District-School (CDS) Code</b>	16101651630102

## 2021-22 District Contact Information

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

## 2021-22 School Overview

Kings County Office of Education in conjunction with the Kings County Probation Department operates J.C. Montgomery School and serves incarcerated youth in Kings County. The purpose of the school is to provide high-quality education and personal growth opportunities to incarcerated youth in a challenging, safe, and supportive learning environment.

J.C. Montgomery provides a rigorous and relevant education program to incarcerated students. One of the goals of the school is to provide a curriculum aligned with the California State Standards, this allows students to return to their district of residence schools with minimum interruption in learning. Many students who enroll are deficient in school credits and are struggling academically. Teachers provide intervention programs and strategies to assist students in closing learning gaps. While reports on CBEDS day indicate the school served twenty three (23) students, it is only a snapshot in time for the month of October. Students enter and leave J.C. Montgomery and Kings County Juvenile Center almost daily. Students may be enrolled for one (1) day or over a year in duration in some cases. Entering and leaving the juvenile center may be due to placement/release by the court, commitment time completed or moving to another adult or juvenile facility. During the 2020-2021 school year, the school served ninety-one students (91) with the majority only detained once; however, they comprised ninety-four (94) stays.

### School Vision

J.C. Montgomery will help students to chart a new course by building a trusting and fair environment that inspires student growth and success.

### School Mission

J.C. Montgomery will support student learning through culturally responsive and trauma-informed teaching practices. J.C. Montgomery will take an assets-based approach that identifies the strengths and personal goals of each student.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
-------------	--------------------

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
---------------	-----------------------------

## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2020/11	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	FSU ERWC - Grades 7-12, 2013 Edgenuity Common Core English - Grades 6-12, 2020 Edge ELD 2020	Yes	0%
Mathematics	Carnegie Learning, 2019 Edgenuity Common Core Math, 2020	Yes	0%
Science	HMH California The Living Earth (Biology), 2020 HMH Science Dimensions Earth (Earth), 2020 Edgenuity Biology, 2020 Edgenuity Physics, 2020 Edgenuity Physical Science, 2020 Edgenuity Environmental Science, 2020 Edgenuity Chemistry, 2020 Edgenuity Earth and Space Science, 2020	Yes	0%

<b>History-Social Science</b>	Glencoe United States Government, 2008 Glencoe Economics Today and Tomorrow, 2008 Glencoe The American Vision, 2006 Glencoe World History Modern Times, 2006 Glencoe World Geography and Culture, 2008 Glencoe The American Journey, 2006 Glencoe Medieval & Early Modern Times, 2006 Holt Ancient Civilization, 2006 Edgenuity World and Regional Geography, 2020 Edgenuity World History, Culture, and Geography, 2020 Edgenuity Principles of American Democracy, 2020 Edgenuity United States History and Geography, 2020	Yes	0%
<b>Foreign Language</b>	Edgenuity Spanish, 2020 Edgenuity German, 2020 Edgenuity French 2020	Yes	0%
<b>Health</b>	Edgenuity Health, 2020	Yes	0%
<b>Visual and Performing Arts</b>	Edgenuity Visual Arts, 2020 Edgenuity Art History, 2020	Yes	0%
<b>Science Laboratory Equipment</b> (grades 9-12)	Science Lab Equipment appropriate for Juvenile Court facility	Yes	0%

## School Facility Conditions and Planned Improvements

The Juvenile Detention Facility located on 1450 Forum Drive in Hanford, CA is the only juvenile detention facility in Kings County. The Kings County Juvenile Detention Center is very similar to the design and functions of a facility geared towards the rehabilitation and care of juvenile offenders. The detention center contains medical facilities, psychological assessment facilities, a dining hall, single and double occupancy rooms, and the J.C. Montgomery School. All students who attend the J.C. Montgomery School are court-ordered to attend the school and are housed within the facility. The classrooms are located inside buildings that are maintained by the Kings County Probation Department. The care and upkeep of classrooms are achieved in coordination with the County Probation Department.

**Year and month of the most recent FIT report**

2021/11

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

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
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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).

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

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

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

#### Options

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

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

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

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

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

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	17	17	100%	0%	0%
Female	1	1	100%	0%	0%
Male	16	16	100%	0%	0%
American Indian or Alaska Native	0	0	N/A	N/A	N/A
Asian	0	0	N/A	N/A	N/A

<b>Black or African American</b>	4	4	100%	0%	0%
<b>Filipino</b>	0	0	N/A	N/A	N/A
<b>Hispanic or Latino</b>	13	13	100%	0%	0%
<b>Native Hawaiian or Pacific Islander</b>	0	0	N/A	N/A	N/A
<b>Two or More Races</b>	0	0	N/A	N/A	N/A
<b>White</b>	0	0	N/A	N/A	N/A
<b>English Learners</b>	6	6	100%	0%	0%
<b>Foster Youth</b>	1	1	100%	0%	0%
<b>Homeless</b>	1	1	100%	0%	0%
<b>Military</b>	0	0	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	17	17	100%	0%	0%
<b>Students Receiving Migrant Education Services</b>	0	0	N/A	N/A	N/A
<b>Students with Disabilities</b>	3	3	100%	0%	0%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	17	17	100%	0%	0%
<b>Female</b>	1	1	100%	0%	0%
<b>Male</b>	16	16	100%	0%	0%
<b>American Indian or Alaska Native</b>	0	0	N/A	N/A	N/A
<b>Asian</b>	0	0	N/A	N/A	N/A
<b>Black or African American</b>	4	4	100%	0%	0%
<b>Filipino</b>	0	0	N/A	N/A	N/A
<b>Hispanic or Latino</b>	13	13	100%	0%	0%
<b>Native Hawaiian or Pacific Islander</b>	0	0	N/A	N/A	N/A
<b>Two or More Races</b>	0	0	N/A	N/A	N/A
<b>White</b>	0	0	N/A	N/A	N/A
<b>English Learners</b>	6	6	100%	0%	0%
<b>Foster Youth</b>	1	1	100%	0%	0%
<b>Homeless</b>	1	1	100%	0%	0%
<b>Military</b>	0	0	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	17	17	100%	0%	0%
<b>Students Receiving Migrant Education Services</b>	0	0	N/A	N/A	N/A

<b>Students with Disabilities</b>	3	3	100%	0%	0%
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\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A		N/A		N/A	

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

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

## 2020-21 Career Technical Education Programs

### Career Technical Education (CTE)

Incorporation of Edgenuity in 2020-2021 created more access for students to complete A-G requirements and career preparation courses. Students are provided with access to Edgenuity to explore CTE courses in multiple pathways. However, many students qualify for reduced credits for high school graduation granted through AB 2306 so they do not complete the additional coursework. The transition specialist meets with students individually to help complete the FAFSA and research post-secondary opportunities. They also work with probation staff and students on dual enrollment opportunities through West Hills College for students close to high school graduation. Additionally, students are offered the opportunity to enroll in certification classes that may help them obtain employment, such as CPR First Aid Classes and California Food Handling certification upon graduating.

IEP students receive support from the IEP teacher for post-secondary goals. These goals are supported throughout the length of a student's enrollment at JCM. Students with college and career readiness goals are given questionnaires, career interest surveys and spoken to directly regarding college and career readiness. Students have practiced filling out job applications and creating resumes. Students explore college and career interests with the IEP teacher using the internet to explore local colleges, career and technical schools that are of interest to students.

JCM is currently in the planning stages of adding an Art, Media, and Entertainment Pathway that integrates with all core subjects. An advisory committee is under formation and will guide skills needed for students to be College and Career Ready in the field of Music Production.

## 2020-21 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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students' input is garnered using our stakeholder engagement processes. Consolidated application programs are reviewed at least annually during School Site Council Meetings. The School Site Council held hybrid meetings where attendees were able to provide SPSA input in-person or via Zoom. English Learner Committee feedback was obtained during the School Site Council meeting and used to inform the SPSA as well. Stakeholder input was considered as we collaboratively reviewed the most recent state and local data and identified the potential issues regarding equitable access. We also regularly administer two surveys per year to stakeholders, which are utilized to inform the planning, implementation, and evaluation of programs and services provided. We also describe these processes within our SPSA, LCAP Federal Addendum, LCAP in the Spring, and school and district engagement policies. The school provided one of the three surveys in February 2021 to parents, students, and staff to gather feedback that assisted in shaping the new 2021-2022 LCAP. The survey was provided electronically to parents, staff, and students. The survey was provided in English and Spanish for parents. Reminders were sent via Blackboard and social media. Follow-up calls were made to parents to solicit further input verbally. Community input was solicited during a public hearing. Bargaining units met in-person to provide input. Kings County Office of Education district administration, the site Principal, and the Assistant Superintendent of Special Education collaborated virtually and in-person. Additional surveys were sent to parents, staff, and students in May and September 2021 to gather input on the use of In-Person Instruction Grants (IPI), Expanded Learning Opportunity Grants (ELO), and Elementary and Secondary School Emergency Relief (ESSER) funds. Information collected through the surveys and parent representation on School Site Council was used to inform the 2021-2022 LCAP, the 2021-2022 SPSA, and the Western Association of School and Colleges (WASC) Progress Report. J.C. Montgomery believes the active partnership built between parents, students, and staff while working together sets the stage and encourages students to achieve more.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

#### 2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

### C. Engagement

#### State Priority: School Climate

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

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



## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>						
<b>Expulsions</b>						

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>			
<b>Expulsions</b>			

## 2020-21 Suspensions and Expulsions by Student Group

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

## 2021-22 School Safety Plan

### School Safety Plan

J.C. Montgomery (JCM) School is located in the Kings County Juvenile Center, operated by the Kings County Probation Department. The Safety School Plan is reviewed annually by the Kings County Juvenile Center staff members, and students. The plan is also reviewed and approved annually by the School Site Council.

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. JCM promotes educationally and psychologically healthy environments for all students. JCM recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school faculty, school programs, and school improvement efforts. Although keeping students safe requires a community-wide effort, schools are an important piece of the undertaking to keep students safe. JCM's efforts are illustrated and incorporated within the safety plan as an expansive range of strategies and programs.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				
3				
4				
5				
6				

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

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

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

## 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				
1				
2				
3				
4				
5				
6				

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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				

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

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

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

## 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				

## 2020-21 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	

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$25,565	\$7,000	\$18,565	\$94,318
<b>District</b>	N/A	N/A	\$2,938	\$65,848
<b>Percent Difference - School Site and District</b>	N/A	N/A	145.3	35.6
<b>Percent Difference - School Site and State</b>	N/A	N/A	-19.5	

## 2020-21 Types of Services Funded

Students at J.C. Montgomery (JCM) receive very individualized services. Students receive instruction in core state standards. JCM has increased its course offerings through Edgenuity, allowing students to obtain more credits based on student achievement rather than a time-based model. One-on-one teacher and instructional aide support are also used to provide intervention and support identified students. Students' independent reading and math level baselines are attained through iReady assessments upon entry into the school. They are then assigned the appropriate intervention lessons for Math and ELA. iReady is used to progress monitor regularly to appropriately leveled lessons. The Resource Specialist (RSP) teacher at JCM assists students with their goals per their Individualized Education Program (IEP). The Transition Specialist assists students when entering and exiting to help ensure students remain on track with their academic goals. They will also assist in directing communication with students, staff, parents, guardians, and other agencies concerning the incarcerated students of J.C. Montgomery School. Parent outreach support is a key service provided by the Transition Specialist. These are all important components of our supplemental educational services.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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		

## 2020-21 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

## Professional Development

### 2019-2020

Professional development provided for the 2019-2020 school year included: Induction support for new teachers, English Language Development (ELD) training for both Designated and Integrated, Professional Learning Communities (PLCs) data instruction, Math practice, Next Generation Science Standards (NGSS) training, physical education teacher instruction, and positive classroom discipline.

### 2020-2021

Professional development for the 2020-2021 school year included: Induction support for new teachers, History-Social Science, Common Lit Distance Learning Support, Distance Learning Lesson Design, Math practice, NGSS training, Universal Design for Learning (UDL) foundational teachings, Fall CUE Conference, LightSail tutorials, English Language Arts (ELA) instruction, Solution Tree Special Education (SPED) Workshop, iReady tutorials, Edgenuity training, Positive Discipline support, and Social-Emotional Learning (SEL) Lessons.

### 2021-2022

Professional development plan for the 2021-2022 school year includes: Expanding on the work of the previous year, there will be a focus on emotional disturbance in trauma-informed training and targeting students with Tier III behavioral needs. The culturally responsive training this year will expand to include lesson design. There will also be a focus on Resource Support Program (RSP) training and coaching.

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 a variety of 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 Kings County Office of Education (KCOE) consultants, teacher-principal meetings, and student performance data reporting. Some professional development and continuing support will be delivered virtually due to evolving COVID-19 protocols. Cycles of coaching include modeling and feedback that accompany content training. In this manner, professional development is designed to be an ongoing learning experience.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	49	67	96

## ACTION ITEM

DATE:	January 12, 2022
TOPIC:	Approval of the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year for Kings County Office of Education
ISSUE:	LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.
BACKGROUND:	Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA.
RESOURCE:	Joy Santos Assistant Superintendent, Educational Services <a href="mailto:joy.santos@kingscoe.org">joy.santos@kingscoe.org</a> 559-589-7068
RECOMMENDATION:	Recommend the Kings County Board of Education approves the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year for Kings County Office of Education



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kings County Office of Education	Joy Santos Assistant Superintendent of Education Services	joy.santos@kingscoe.org (559)589-7068

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Following is a description of how and when the Kings County Office of Education engaged or plans to engage its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Kings County Office of Education has made continuous efforts to solicit educational partner feedback and is committed to the idea that meaningful feedback is an integral part of developing effective plans. As such, the Kings County Office of Education uses a variety of meetings and activities to involve educational partner voice in all plans including, but not limited to:

- 1) Expanded Learning Opportunities Grant (current plan in place),
- 2) Educator Effectiveness Block Grant (current plan in place),
- 3) A-G Completion Improvement Grant Program: A-G Access Grant (anticipated plan),
- 4) A-G Completion Improvement Grant Program: A-G Learning Loss Mitigation Grants (anticipated plan),
- 5) Ethnic Studies Curricula Block Grant (anticipated plan),
- 6) California Pre-kindergarten Planning and Implementation Grant Program (anticipated plan),

Discussions and reviews of data, possible areas of focus, and proposed actions/services are all a part of our collaborative process. The following educational partners are actively involved in the development process: students, teachers, staff, parents, community, bargaining units (to include certificated and classified personnel), district administration, site principals, School Site Councils (including parents, teachers/staff, and administration), site English learner representatives, and the Special Education Local Plan Area (SELPA). Our School Site

Council (SSC) functions as our Parent Advisory Council. All board meetings and School Site Council meetings are open to the public. Translations of documents and translators are available at each convening.

J.C. Montgomery provides surveys in the Fall and Spring of each school year to parents, students, and staff. Surveys are provided electronically to staff and students. Surveys in English and Spanish for parents are also mailed home. Reminders are sent via Blackboard and social media in their system-identified languages. Follow-up calls are routinely made to parents to solicit further input verbally. Community input is also solicited during public hearings, School Site Council Meetings, and via website postings. Bargaining units meet in person to provide input. Kings County Office of Education district administration, the site principal, and the SELPA director collaborate virtually and in person. As such, this feedback was also used to develop this plan. The School Site Council holds quarterly hybrid meetings (in-person and via Zoom) where attendees are provided the needs assessment data and asked to provide input. English Learner Representative feedback is obtained before or during School Site Council meetings. Kings County Office of Education is not required to establish an English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (DELAC) as the enrollment of English Learner students does not meet the minimum requirement. Educational partner feedback is consistently considered as we collaboratively review the most recent state and local data and identify possible root causes behind equitable access. Options are provided for remote participation in public meetings and public hearings surrounding the planning process include the opportunity for educational partners to join meetings via Zoom and telephone. Meeting conditions are based on current safe health practices as suggested by the local health department.

Additionally, a survey was sent out to families, students, and staff to obtain feedback regarding the Expanded Learning Opportunities Grant. The Educator Effectiveness Block Grant was also submitted at a public meeting for feedback before board approval in a subsequent meeting.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Kings County Office of Education did not receive the Concentration Grant Add-on funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Following is a description of how and when Kings County Office of Education engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Kings County Office of Education has made continuous efforts to solicit educational partner feedback and is committed to the idea that meaningful feedback is an integral part of developing effective plans. As such, the Kings County Office of Education uses a variety of meetings and activities to involve educational partner voice in all plans including, but not limited to:

- 1) Elementary and Secondary School Emergency Relief (ESSER II) (no formal plan required),

## 2) Elementary and Secondary School Emergency Relief (ESSER III) (current plan in place),

Discussions and reviews of data, possible areas of focus, and proposed actions/services are all a part of our collaborative process. The following educational partners are actively involved in the development process: students, teachers, staff, parents, community, bargaining units (to include certificated and classified personnel), district administration, site principals, School Site Councils (including parents, teachers/staff, and administration), site English learner representatives, and the Special Education Local Plan Area (SELPA). Our School Site Council (SSC) functions as our Parent Advisory Council. All board meetings and School Site Council meetings are open to the public. Translations of documents and translators are available at each convening.

J.C. Montgomery provides surveys in the Fall and Spring of each school year to parents, students, and staff. Surveys are provided electronically to staff and students. Surveys in English and Spanish for parents are also mailed home. Reminders are sent via Blackboard and social media in their system-identified languages. Follow-up calls are routinely made to parents to solicit further input verbally. Community input is also solicited during public hearings, School Site Council Meetings, and via website postings. Bargaining units meet in person to provide input. Kings County Office of Education district administration, the site principal, and the SELPA director collaborate virtually and in person. As such, this feedback was also used to develop this plan. The School Site Council holds quarterly hybrid meetings (in-person and via Zoom) where attendees are provided the needs assessment data and asked to provide input. English Learner Representative feedback is obtained prior to or during School Site Council meetings. Kings County Office of Education is not required to establish an English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (DELAC) as the enrollment of English Learner students does not meet the minimum requirement. Educational partner feedback is consistently considered as we collaboratively review the most recent state and local data and identify possible root causes behind equitable access. Options are provided for remote participation in public meetings and public hearings surrounding the planning process include the opportunity for educational partners to join meetings via Zoom and telephone. Meeting conditions are based on current safe health practices as suggested by the local health department.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Following is a description of how Kings County Office of Education is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, as well as the successes and challenges experienced during implementation.

In the first interim, the Elementary and Secondary School Emergency Relief (ESSER II) revised budget showed non-personnel expenses totaling approximately \$14,000 and actuals through 11/30/2021 totaling approximately \$13,000. These expenses include: Edgenuity software differentiation (rigorous instructional offerings & supplemental student materials) and Cengage.

Next, included in the first interim, the Elementary and Secondary School Emergency Relief (ESSER III) revised budget showed personnel expenses totaling approximately \$10,000 and actuals through 11/30/2021 totaling \$0 as the extra days have not yet been completed. These expected expenses include increased days/time for the transitional specialist from 190 to 215 for 3 years.

Successes regarding the implementation of the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan have included increased safety precautions to keep students and staff healthy and safe. Through this, we have also been able to support efforts to keep students and staff in school. An increase in technology and supplies have also supported health precautions. Funding to increase staff support to deliver rigorous instructional offerings and address learning loss was also key to supporting academic success.

Challenges experienced regarding the implementation of the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan have been ongoing waves of COVID-related absences. Also, although we welcomed the idea of staff support, it has been extremely difficult to fill positions.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Following is a description of how Kings County Office of Education is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Goal 1: Focus on student basic needs for engagement and maintain high expectations for student achievement.

1.2 Support staff and instructional supplies to provide additional assistance in scaffolding academic content. Also included is professional development to train staff in appropriate instructional and social-emotional support strategies. Co-op contract to support plan administration and federal program review.

- ESSER III: increased transitional specialist support
- A-G Completion Improvement Grant Program (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)
- Educator Effectiveness Block Grant (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)

1.3 Support staff and instructional supplies to provide additional assistance in scaffolding academic content. Also included is professional development to train staff in appropriate instructional/language acquisition strategies and social-emotional support for English Learners. Co-op contract to support plan administration and federal program review.

- ESSER II: Technology
- A-G Completion Improvement Grant Program (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)

- Educator Effectiveness Block Grant (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)
- Expanded Learning Opportunities Grant (instructional aide expenses to support scaffolding of academic content)

1.4 Curriculum support to include, but not limited to: online licenses, KCOE MOU (memorandum of understanding) lesson design, curriculum adoption /replacement, Edgenuity, WASC renewal fees.

- ESSER II: Edgenuity, Zoom
- A-G Completion Improvement Grant Program (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)

1.5 Professional growth opportunities and data dissemination support to assist staff in meeting the academic and social-emotional needs of students.

- Educator Effectiveness Block Grant (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)

1.6 Resource Specialist Program support contract (MOU) for training to assist students who have an Individualized Educational Plan (IEP) in place.

- Educator Effectiveness Block Grant (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)

Goal 2: Provide a positive, safe, secure, and engaging learning environment that supports the social-emotional and mental health issues of our students. While strengthening parent engagement in the learning, rehabilitation, and success of students.

2.1 Lesson creation assistance in the form of consulting to build an engaging curriculum to academically and emotionally support students.

- Educator Effectiveness Block Grant (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)
- A-G Completion Improvement Grant Program (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)
- Expanded Learning Opportunities Grant (Movement Be MOU for writing expression lesson design expenses to support social-emotional growth while connecting with core content)

2.2 Trauma-informed training is provided to support teachers in helping students build coping skills, self-efficacy and strengthen student-staff relationships.

- Educator Effectiveness Block Grant (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)

2.3 Culturally Responsive Teaching training and activities will be provided for both teachers and parents to help them to recognize the importance of including students' cultural references in all aspects of learning.

- Educator Effectiveness Block Grant (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)
- Ethnic Studies Curricula Block Grant (no expenses at the current time, however, professional development will be provided in the future and may utilize funds)

Goals/Actions, not affected:

1.1 Staff support to focus on student basic needs for engagement and maintain high expectations for student achievement.

2.4 Parent engagement opportunities to strengthen communication with parents and provide support in the form of parent education and/or supplies for meetings.

2.5 Homeless set aside to ensure that services are provided to students who are experiencing homelessness.

Please note:

1) Goal 3 is a county-wide goal to coordinate high-quality educational programs and services for Kings County Foster & Expelled youth and is not addressed here.

2) California Pre-kindergarten Planning and Implementation Grant Program will not affect our LCAP as this will only be used to support the County Special Education school that is not represented in our LCAP.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to



reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*



If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# Kings County Board of Education

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**Area 1**

*Mickey Thayer*

**Area 2**

*Mary Gonzales-Gomez*

**Area 3**

*Tawny Robinson*

**Area 4**

*Adam T. Medeiros*

**Area 5**

*Alicia Ramirez*

## **Kings County Committee on School District Organization**

### **Regular Meeting**

**Wednesday, January 12, 2022**

**Kings County Office of Education**

**1144 W. Lacey Blvd., Hanford, CA 93230**

**4:30 p.m. or immediately following meeting of**

**Kings County Board of Education**

1. Call to Order ~ President Robinson
2. Consider Approval of Minutes of December 15, 2021, Organizational Meeting ~ *President Robinson*
3. Consider Approval of Trustee Area Boundary Map in Accordance with Education code §1002 and the 2020 Census Data ~ *Todd Barlow*

**Minutes of  
Kings County Committee on School Organization  
Organizational Meeting  
December 15, 2021**

<b>CALL TO ORDER:</b>	President Medeiros convened the meeting at 5:36 p.m.
<b>MEMBERS PRESENT:</b>	Other members in attendance included: Ms. Alicia Ramirez, Mrs. Mickey Thayer, Mr. Adam T. Medeiros, and Mrs. Tawny Robinson. Mr. Barlow served as the ex-officio secretary. A quorum was established.
<b>OTHERS PRESENT:</b>	Others in attendance included: Mrs. Cathy Marroquin, presided as the recording secretary.
<b>CONDUCT ANNUAL ORGANIZATIONAL MEETING OF THE KINGS COUNTY BOARD OF EDUCATION:</b>	President Thayer stated the organizational structure for the Kings County Committee on School Organization shall follow the organizational structure of the Kings County Board of Education set forth at its meeting of December 15, 2021. The meeting date and time shall follow the meeting schedule of the Kings County Board of Education.
<b>REVIEW OF KINGS COUNTY BOARD OF EDUCATION PROPOSED CHANGES TO TRUSTEE AREAS IN ACCORDANCE WITH EDUCATION CODE §1002 AND THE 2020 CENSUS DATA:</b>	<p>Mr. Barlow reiterated the public comment process conducted at the County Board of Education meeting ensures members of the public are afforded opportunity to express input into the development of revising trustee area boundaries. The next opportunity for public hearing is scheduled for January 12, 2022, with final adoption on February 9, 2022. The 2020 census identified residential growth in trustee areas 3 and 5. The Board will conduct a 2<sup>nd</sup> public hearing in January and prepare a recommendation for the County Committee to adopt a boundary map at its meeting of February 9, 2022.</p> <p>There being no further business the meeting adjourned at 5:43 p.m.</p> <p>Sincerely,</p> <div style="border-top: 1px solid black; padding-top: 5px; margin-top: 20px;">Todd Barlow Ex officio Secretary</div>