



# 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 13, 2021

4:00 p.m.

Kings County Office of Education, 1144 W. Lacey Blvd., Hanford, CA 93230

*On March 12, 2020, as part of a larger effort to address the outbreak of COVID-19, Governor Gavin Newsom issued an executive order allowing state and local legislative bodies to hold meetings via conference calls. Board members may attend regular, special, or emergency meetings by telephone (or video conference), and the Governor's executive order waives requirements which normally apply to teleconference attendance. Some or all board members may attend this meeting by phone.*

**Please join the meeting from your computer, tablet, or smartphone by clicking on the link below:**

<https://kingscoe.zoom.us/j/84342458518?pwd=L0RobkZVeHp4dkRXMDNQdnRhEJmQT09#success>

1. Call to Order ~ *President Gonzales-Gomez*
2. Pledge of Allegiance ~ *President Gonzales-Gomez*

### 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.*

### ACTION:

3. Approve Minutes of December 15, 2020, Organizational Meeting ~ *President Gonzales-Gomez (Pgs. 1-6)*
4. Approve Resolution A011321 CalPERS Retiree Exemption ~ *Jamie Dial (Pgs. 7-9)*
5. Approve School Accountability Report Card 2019-20 Kings County Special Education Shelly Baird School ~ *Joy Santos (Pgs. 10-25)*
6. Approve School Accountability Report Card 2019-20 J.C. Montgomery School ~ *Joy Santos (Pgs. 26-41)*
7. Approve Local Control Accountability Plan Federal Addendum ~ *Andrea Perez (Pgs. 42-87)*
8. Approve Board/Superintendent Policy with Exhibits 1312.3 *Uniform Complaint Procedures (2<sup>nd</sup> reading)* ~ *Andrea Perez (Pgs. 88-112)*
9. Approve Board Policy and Administration Regulations 6020 *Parent Involvement (2<sup>nd</sup> reading)* ~ *Andrea Perez (Pgs. 113-130)*

### DISCUSSION:

1. Superintendent's Report ~ *Todd Barlow*

### COMMENTS FROM THE BOARD

***Disclaimer:** Public health officials recommend against large gatherings and that anyone attending today's meeting does so at their own risk. We may limit the number of attendees, and we will ensure social distancing is practiced. Effective December 5, 2020, and per CDPH guidelines masks are required to be worn.*

### Coming Events

Next Board Meeting: February 10, 2021 ~ 4:00 p.m.

**Minutes of  
Kings County Board of Education  
Organizational Meeting  
December 15, 2020**

<b>CALL TO ORDER:</b>	President Gonzales-Gomez called the meeting of the Kings County Board of Education to order at 4:00 p.m. This meeting was held via Zoom call-in with the option of attending in-person. Mrs. Robinson led in reciting the Pledge of Allegiance.
<b>MEMBERS PRESENT:</b>	Board members present were: Mrs. Gonzales-Gomez, Mr. Adam T. Medeiros, Mrs. Tawny Robinson, Mrs. Mickey Thayer, and Ms. Alicia Ramirez. Mr. Barlow served as ex officio secretary and a quorum was established.
<b>OTHER PARTICIPANTS:</b>	Others participating via Zoom were: Mrs. Andrea Perez, Mrs. Dawn Sanger, and Mr. Richard Valle, Kings County Board of Supervisor. In attendance were: State Assemblyman Rudy Salas, Mr. Raul Gomez, Mr. Ivo Denham, Mrs. Joy Santos, Mrs. Michelle Shannon, Mrs. Jamie Dial, and Mr. Ed Bonham. Guests of Ms. Ramirez were also present. Mrs. Cathy Marroquin served as the recording secretary.
<b>ADMINISTER OATH OF OFFICE:</b>	Assemblyman Salas administered the oath of office to Mrs. Mickey Thayer, Mrs. Mary Gonzales-Gomez, Mrs. Tawny Robinson, and Ms. Alicia Ramirez. A brief intermission immediately followed.
<b>CONDUCT ANNUAL ORGANIZATIONAL OF THE KINGS COUNTY BOARD OF EDUCATION:</b>	<p>President Gonzales-Gomez called for nominations for the positions of President and Vice-President. Member Thayer nominated Mrs. Gonzales-Gomez to serve as President and also nominated Mr. Medeiros to the position of Vice President. The motion was seconded by Ms. Ramirez and the motion was carried.</p> <p>On motion by Vice-President Medeiros, the board shall continue to meet the 2<sup>nd</sup> Wednesday with the exception of December, which shall be held on the 3<sup>rd</sup> Wednesday. Meetings will begin at 4:00 p.m. The motion was seconded by Member Thayer and the motion was carried.</p> <p>On motion by Member Thayer, seconded by Vice-President Medeiros, newly elected member Ms. Ramirez was appointed to represent the Kings County Board of Education on the Kings County School Boards Association.</p>
<b>COMMENTS FROM THE PUBLIC:</b>	Mr. Valle extended congratulations to the newly elected and reelected board members to the Kings County Board of Education and for their service to the communities they represent.
<b>APPROVE MINUTES OF NOVEMBER 4, 2020:</b>	<p>On motion by Member Thayer, seconded by Vice-President Medeiros, the minutes of the November 4, 2020, meeting were unanimously approved as follows:</p> <p>AYES: 4, Robinson, Medeiros, Thayer, Gonzales-Gomez NOES: 0 ABSENT: 1, Estes</p>

**APPROVE TEMPORARY COUNTY  
CERTIFICATES:**

Mrs. Shannon presented Temporary County Certificates for the period of September through December 2020. On motion by Member Robinson, seconded by Member Thayer, the Temporary County Certificates were approved as presented:

**Temporary County Certificates  
September/October/November/December 2020**

**Kings Co. District's Consortium (Substitutes)**

Carrigan, Zachary – Emergency Career Substitute Permit  
Eddy, Stanley – Emergency Career Substitute Permit, Renewal  
Lopez, Kleo – Emergency Career Substitute Permit, Renewal  
Martyn, Grant – Emergency Career Substitute Permit, Renewal  
Zoldak, Dominic – Emergency Substitute Permit for Prospective Teachers, Renewal

**Armona Unified SD**

Huntsman, Gabriela – Emergency Substitute Permit for Statutory Leave, Multiple Subject  
Parreira, Holly – Emergency Short Term Staff Permit/Multiple Subject  
Sharma, Desiree – Emergency Special Education Limited Assignment/M/S; ASD

**Corcoran Unified SD**

Martinez, Stephanie – Emergency Short Term Staff Permit/Math  
Schales, Samantha – Emergency Teaching Permit for Statutory Leave, Social Science  
Wooden, Rebecca – Preliminary Multiple Subject/based on OOS license  
Wooden, Rebecca – Emergency CLAD Permit

**Hanford Elementary SD**

Faccinto, Marissa – Emergency Teaching Permit for Statutory Leave, Renewal  
Robertson, Haily – Emergency Teaching Permit for Statutory Leave, Renewal

**Hanford Joint Union High SD**

Cordero, Matthew - Emergency Teaching Permit for Statutory Leave, mild/moderate  
Schneider, Karen – Waiver Designated Subjects Special Subject Teaching Credential, NJROTC

**Kit Carson**

Hofer, Rebecca – Emergency CLAD Permit  
Leonardo, Jennifer – Emergency Teaching Permit for Statutory Leave, Multiple Subject

**Lakeside Unified SD**

Ramirez, Summer – Emergency Provisional Internship Permit/Multiple Subject

**Lemoore Elementary SD**

Adams, Katie – Emergency Teaching Permit for Statutory Leave, Multiple Subject, Special Education

**Lemoore High SD**

Burkett, Valarie – Waiver, Single Subject/Physical Education  
Calderon, Armando – Waiver, 30 day substitute basic skills requirement  
Castaneda, Lourdes – Emergency Provisional Internship Permit/Mild-Moderate  
Guzman, Merissa – Emergency Short Term Staff Permit/Mild-Moderate  
Hurd, Brandy – Emergency Provisional Internship Permit/Special Ed/Mild-Moderate  
Lerma, Robert – Waiver, Single Subject/Geo Science  
Lopez Juarez, Jennifer – Emergency Short Term Staff Permit/Mild-Moderate  
Luikart, Julie – Emergency General Education Limited Assignment Permit/Chemistry  
Rice, Bryan – Waiver, Administrative Services, Renewal  
Rodriguez, Sarah – Emergency CLAD Permit, Renewal

**Pioneer USD**

Barragan, Lindsey – last name is Lara Ramirez, Renewal

**Kings County Office of Education**

Murrill, Crystal – Preliminary Education Specialist Teaching Credential, Moderate/Severe  
Slaughter, Janelle - Emergency Teaching Permit for Statutory Leave, M/M; M/S  
Kiedrowski, Paige – Emergency CLAD Permit, Renewal  
Martinez, Natalia – Emergency Teaching Permit for Statutory Leave, Visual Impairments  
Sanchez, Destiney – Emergency Teaching Permit for Statutory Leave, M/M; M/S  
Thull-Askins, Christina – Preliminary Administrative Service Credential

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



**APPROVE RESOLUTION A121520  
CALPERS RETIREE EXEMPTION:**

Mrs. Dial presented Resolution A121520 CalPERS Retiree Exemption on behalf of the Hanford Elementary School District (HESD). On motion by Member Medeiros, seconded by Member Robinson, Resolution A121520 CalPERS Retiree Exemption was unanimously approved as follows:

**KINGS COUNTY OFFICE OF EDUCATION  
RESOLUTION FOR 180-DAY WAIT PERIOD EXCEPTION  
G.C. sections 7522.56 & 21221(h)  
Resolution A121520  
December 15, 2020**

WHEREAS, in compliance with Government Code section 7522.56 the Kings County Board of Education must provide CalPERS this certification resolution when hiring a retiree before 180 days has passed since his or her retirement date; and

WHEREAS, Jeri Higdon, PERS ID #4049489317 retired from Hanford Elementary School District in the position of Classified Program Manager, effective December 31, 2020; and

WHEREAS, section 7522.56 requires that post-retirement employment commence no earlier than 180 days after the retirement date, which is June 29, 2021 without this certification resolution; and

WHEREAS, section 7522.56 provides that this exception to the 180-day wait period shall not apply if the retiree accepts any retirement-related incentive; and

WHEREAS, the Kings County Board of Education, the Hanford Elementary School District and Jeri Higdon certify that Jeri Higdon has not and will not receive a Golden Handshake or any other retirement-related incentive; and

WHEREAS, the Kings County Board of Education hereby appoints Jeri Higdon as an interim appointment retired annuitant to the vacant position of Classified Program Manager for the Hanford Elementary School District under Government Code section 21221(h), effective January 4, 2020; and

WHEREAS, an appointment under Government Code section 21221(h) requires an active, publicly posted recruitment for a permanent replacement; and

WHEREAS, the current status of this recruitment is beginning on November 5, 2020 by Hanford Elementary School District; and

WHEREAS, this section 21221(h) appointment shall only be made once and therefore will end on June 30, 2021; and

WHEREAS, no matters, issues, terms or conditions related to this employment and appointment have been or will be placed on a consent calendar; and

WHEREAS, the employment shall be limited to 960 hours per fiscal year for all CalPERS employers; and

WHEREAS, the compensation paid to retirees cannot be less than the minimum nor exceed the maximum monthly base salary paid to other employees performing comparable duties, divided by 174 to equal the hourly rate; and

WHEREAS, the maximum base salary for this position is \$8,862.42 and the hourly equivalent is \$50.93, and the minimum base salary for this position is \$7,575.67 and the hourly equivalent is \$43.54; and

WHEREAS, the hourly rate paid to Jeri Higdon will be \$50.93; and

WHEREAS, Jeri Higdon has not and will not receive any other benefit, incentive, compensation in lieu of benefit or other form of compensation in addition to this hourly pay rate; and

THEREFORE, BE IT RESOLVED THAT the Kings County Board of Education hereby certifies the nature of the employment of Jeri Higdon as described herein and detailed in the employment agreement /contract/appointment document held with Hanford Elementary School District and that this appointment is necessary to fill the critically needed position of Classified Program Manager for the Hanford Elementary School District by January 4, 2020 because of the need for specified knowledge and oversight that would be hindered by the hiring and training limitations related to the COVID-19 pandemic.

**APPROVE RESOLUTION A121520  
CALPERS RETIREE EXEMPTION  
(CON'T):**

**PASSED AND ADOPTED** this 15 day of December, 2020, by the following vote:

AYES: 5  
NOES: 0  
ABSENT: 0

/s/ Mary Gonzales-Gomez, President  
/s/ Mickey Thayer, Member  
/s/ Tawny Robinson, Member

/s/ Alicia Ramirez, Member  
/s/ Adam T. Medeiros, Member

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

**APPROVE BUDGET OVERVIEW FOR  
PARENTS (BOP):**

Mrs. Perez reported in accordance with Education Code §52064.1, the *Budget Overview for Parents* is prepared to serve as transparency for stakeholders in reviewing the overall budgets of school districts in areas of State, Local, and Federal funding revenue.

On motion by Member Thayer, seconded by Member Robinson, the Budget Overview for Parents was approved as follows:

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

**APPROVE 2020-2021 FIRST INTERIM  
REPORT:**

Mrs. Dial provided a summary of the 2020-21 First Interim Budget for the Kings County Office of Education. The report was prepared with the most recent state, federal, and local information available at the time of reporting. The General Fund budget is over \$39 million at this reporting and the unrestricted balance is approximately \$8,668,545 of which \$1,500,000 is reserved for economic uncertainties. On motion by Member Medeiros, seconded by Member Ramirez, the 2020-21 First Interim Budget Report was approved as follows:

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

**APPROVE PLAN FOR STUDENT  
ACHIEVEMENT FOR J.C.  
MONTGOMERY SCHOOL:**

Mrs. Santos requested the Plan for Student Achievement for J.C. Montgomery School be tabled until the February meeting.

**APPROVE PLAN FOR STUDENT  
ACHIEVEMENT FOR KINGS COUNTY  
SPECIAL EDUCATION SCHOOLS:**

Mrs. Santos requested the Plan for Student Achievement for Kings County Special Education be tabled until the February meeting.

**APPROVE BOARD/SUPERINTENDENT  
POLICY AND ADMINISTRATION  
REGULATION #5125 STUDENT  
RECORDS:**

Mr. Bonham submitted for second reading Board/Superintendent Policy and Administrative Regulation #5125 *Student Records*. No further changes have been incorporated into the policy and it's the administration's recommendation to approve the policy as presented. On motion by Member Thayer, seconded by Member Robinson, Board/Superintendent Policy and Administrative Regulation #5125 *Student Records* was unanimously approved.

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



**APPROVE REVIEW  
BOARD/SUPERINTENDENT POLICY,  
ADMINISTRATION REGULATION WITH  
EXHIBIT #5125.1 RELEASE OF  
DIRECTOR INFORMATION:**

Mr. Bonham submitted for second reading Board/Superintendent Policy, Administration Regulation with Exhibit #5125.1 *Release of Directory Information*. No further changes have been incorporated into the policy and it's the administration's recommendation to approve the policy as presented. On motion by Member Thayer, seconded by Member Ramirez, Board/Superintendent Policy, Administration Regulation with Exhibit #5125.1 *Release of Directory Information* was unanimously approved.

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

**REVIEW DISPOSAL OF FIXED  
ASSETS:**

Mr. Denham provided the Fixed Asset Disposal list as informational purposes for the county board. No action is required.

**REVIEW BOARD/SUPERINTENDENT  
POLICY WITH EXHIBITS #1312.3  
UNIFORM COMPLAINT PROCEDURES:**

Mrs. Perez reported this past September, the county board approved Board/Superintendent Policy #1312.3 *Uniform Complaint Procedures*; however, the California Department of Education has undergone a federal review, revealing further changes are required to the latest version. Changes have been incorporated to comply with current law. The policy will be presented in January for final adoption following the board's review.

**REVIEW BOARD POLICY AND  
ADMINISTRATION REGULATION  
#6020 PARENT INVOLVEMENT:**

Mrs. Perez submitted Board Policy and Administrative Regulation #6020 *Parent Involvement* for first reading. Updates have been incorporated to meet compliance of Title 1 Part A mandates. The policy will be presented in January for final adoption following the board's review.

**SUPERINTENDENT'S REPORT:**

Mr. Barlow provided the Superintendent's Report:

- Mr. Barlow, along with Mr. Bonham, reported delivery of equipment to begin upgrading the current Network has been received. Following the unpacking, labeling, and configuration installations began at Kettleman City and Avenal in the Reef-Sunset School District;
- The county office will be closed December 28 through January 1;
- As of this reporting COVID data is not favorable to Kings County. Districts strive to continue with in-person instruction to the best of their ability;
- Visitations to several districts for the purpose of administering oaths to newly elected or reelected board members has been uplifting and confirms district board members truly have the best interest of their staff and students in mind;
- The annual Excellence in Education annual event was ultimately cancelled for 2020-21. In lieu, recognition was provided in a newspaper publication illustrating the recipients and their school districts.

**BOARD COMMENTS:**

Member Medeiros extended his appreciation to Mr. Barlow and his staff for their diligence and communicative efforts in coping with the COVID crisis. The professionalism of the staff never wavered during this time;

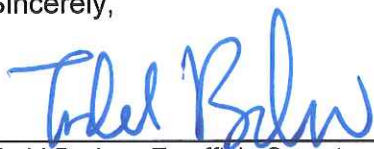
Member Ramirez thanked the board and Mr. Barlow for the kindness shown in welcoming her to the board;

Member Robinson stated the Reading Literacy Program is in the planning stages in conjunction with Fresno State. More information will be made available as the date approaches.

ADJOURN:

There being no further comments, the meeting adjourned at 5:30 p.m.

Sincerely,

A handwritten signature in blue ink, appearing to read "Todd Barlow", is written over a horizontal line.

Todd Barlow, Ex officio Secretary

KINGS COUNTY OFFICE OF EDUCATION  
BOARD ACTION ITEM

TOPIC	<b>RESOLUTION A011321 – CALPERS RETIREE EXEMPTION</b>
DATE	January 13, 2021
ISSUE	CalPERS requires the County Board of Education to complete a resolution to allow a district retiree an exemption for the 180-Day Waiting Period in times of emergency. It is requested by Hanford Elementary that the resolution be adopted in order for a retiree to work in an interim appointment as a retired annuitant.
BACKGROUND	CalPERS requires the County Board of Education to complete a resolution to allow a district retiree an exemption for the 180-Day Waiting Period in times of emergency.
RESOURCE	Jamie Dial, 589-7091 Resolution A011321 CalPERS Retiree Exemption
RECOMMENDATION	The administration recommends the approval of Resolution A011321 – Resolution for CalPERS Retiree Exemption for Hanford Elementary School District.



**KINGS COUNTY OFFICE OF EDUCATION  
RESOLUTION FOR 180-DAY WAIT PERIOD EXCEPTION  
G.C. sections 7522.56 & 21221(h)  
Resolution A011321  
January 13, 2021**

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**PASSED AND ADOPTED** this 13 day of January 2021, by the following vote:

AYES:

NOES:

ABSENT:

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Mary Gonzales-Gomez, President

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Alicia Ramirez, Member

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Mickey Thayer, Member

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Adam T. Medeiros, Vice-President

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Tawny Robinson, Member

COVER SHEET FOR  
ACTION ITEM

January 13, 2021

TOPIC: School Accountability Report Card (SARC) 2019-2020  
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: Joy Santos, Program Director  
[joy.santos@kingscoe.org](mailto:joy.santos@kingscoe.org)  
  
Andrea Perez, Director  
[andrea.perez@kingscoe.org](mailto:andrea.perez@kingscoe.org)  
  
Kings County Office of Education  
1144 West Lacey Boulevard  
Hanford, CA 93230  
Phone: (559) 589-7094

RECOMMENDATION: Administration recommends approval of the  
Kings County Special Education Shelly Baird  
School Accountability Report Card.



# **Kings County Special Education School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021**

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

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

## **DataQuest**

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

## **California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Kings County Special Education
Street	959 Katie Hammond Ln.
City, State, Zip	Hanford, Ca, 93230-4334
Phone Number	(559) 589-7097
Principal	Rebecca Jensen, Assistant Superintendent, SpEd
Email Address	rebecca.jensen@kingscoe.org
Website	www.kingscoe.org/domain/144
County-District-School (CDS) Code	16101656069298

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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 reaching their maximum potential.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	28
Grade 1	24
Grade 2	25
Grade 3	22
Grade 4	18
Grade 5	18
Grade 6	24
Grade 7	26
Grade 8	20
Ungraded Elementary	0
Grade 9	12
Grade 10	11
Grade 11	25
Grade 12	68
Ungraded Secondary	0
Total Enrollment	321

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	1.9
Asian	0.3
Filipino	3.1
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	0.6
White	19.3
Two or More Races	3.1
Socioeconomically Disadvantaged	64.5
English Learners	14
Students with Disabilities	99.1
Foster Youth	0.6
Homeless	2.2



## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	24	28	29	32
Without Full Credential	8	6	9	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which 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	McGraw-Hill Wonders and Wonders ELD, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) APEX, 2014 (students with emotional disturbance)	Yes	0%
Mathematics	McGraw-Hill My Math, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) APEX, 2014 (students with emotional disturbance)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	McGraw-Hill Inspire Science, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) APEX, 2014 (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) APEX, 2014 (students with emotional disturbance)	Yes	0%
<b>Foreign Language</b>	APEX Spanish, 2019 Edgenuity Spanish, 2020 Edgenuity German, 2020 Edgenuity French 2020	Yes	0%
<b>Health</b>	APEX Health, 2019 Edgenuity Health, 2020	Yes	0%
<b>Visual and Performing Arts</b>	APEX Art, 2019 APEX Music Appreciation, 2019 Edgenuity Visual Arts, 2020 Edgenuity Art History, 2020	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0%

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

## 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, the FIT or Facilities Inspection Tool.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 20/10**

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



## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	0	N/A	5	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	2	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
<b>Science (grades 5, 8 and high school)</b>	0	N/A	5	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</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>Female</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>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>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>White</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>Socioeconomically Disadvantaged</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>Students with Disabilities</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>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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



## Career Technical Education Programs (School Year 2019-2020)

Shelly Baird School does not offer CTE-courses, but students may co-enroll in other programs within the county. In the 2019-20 school year, one student at the school participated in CTE programs. This student completed an introduction to web design class. Two (2) students earned a diploma and completed the class. Both 11 and 12th-grade students participated in career workability, completed Free Application for Federal Student Aid (FASFA), college applications, and job placements. For 20-21, the classes that were added included a basic computer application class, an introduction to web design, and an advanced web design class. The school is working to add a transition plan between middle and high school.

### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	3
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

### 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020-2021)

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 and English Learner Advisory Committee meetings. The School Site Council held hybrid meetings where attendees were able to provide SPSA input in-person or via Zoom. English Learner Advisory Committee 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 administered a survey to stakeholders, which was utilized to inform the planning, implementation, and evaluation of programs and services provided. The survey was 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, LCP, LCAP Federal Addendum, LCAP in the Spring, and school and district engagement policies. 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. Information from families and staff collected in July 2020, August 2020, and September 2020 were used to inform the Operations Written Report and the Learning Continuity Attendance Plan. Shelly Baird believes the active partnership built between parents, students, and staff while working together sets the stage and encourages students to achieve more.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	9.5	0	17.4	36.6	43.5	25	9.1	9.6	9
Graduation Rate	9.5	16.7	13	33.8	21.7	22.5	82.7	83	84.5

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	8.7%	8.9%	9.1%	9.3%	3.5%	3.5%
Expulsions	0.0%	0.0%	0.45%	0.47%	0.08%	0.08%

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

## School Safety Plan (School Year 2020-2021)

A Safety Committee meeting is scheduled annually to review our Safety School Plan and make updates. Members include Administrators of each program run by Kings County Office of Education, School Resource Officer, school nurse, a teacher, a classified employee, and parent representatives. The plan was most recently updated in October 2020. Contents of the School Safety Plan, include but are not limited to, the following: safe school strategies and programs, crisis response procedures, and policies and regulations related to safety/crisis issues. Safety trainings 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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	9	5	0	0	9	4	0	0	2	0	0	0
1	0	0	0	0	0	0	0	0	2	2	0	0
2	0	0	0	0	0	0	0	0	2	0	0	1
3	1	1	0	0	0	0	0	0	2	1	0	0
4	0	0	0	0	0	0	0	0	2	0	0	0
5	12	2	0	0	6	1	0	0	2	1	0	0
6	7	2	0	0	6	3	0	0	2	7	0	0
Other**	9	6	0	0	9	10	0	0	0	20	0	0

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	2	4	0	0	3	9	0	0	3	6	0	0
Mathematics	2	3	0	0	3	8	0	0	2	6	0	0
Science	9	1	0	0	4	6	0	0	2	3	0	0
Social Science	3	3	0	0	4	6	0	0	11	7	0	0

\*Number of classes indicates how many classrooms 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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.4
Social Worker	0
Nurse	2
Speech/Language/Hearing Specialist	5
Resource Specialist (non-teaching)	3
Other	3.75

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$27,056	\$27,008	\$48	\$61,775.36
District	N/A	N/A	\$2,014	
Percent Difference - School Site and District	N/A	N/A	-190.7	
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	-197.5	

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

## Types of Services Funded (Fiscal Year 2019-2020)

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. These times include fall, winter, and spring break. 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 New Teacher Induction program. We provide professional development based on student areas of need, teacher surveys, and feedback from School Site Council.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,921.00	
Mid-Range Teacher Salary	\$65,849.00	
Highest Teacher Salary	\$84,777.00	
Average Principal Salary (Elementary)	\$104,187.50	
Average Principal Salary (Middle)	\$105,147.00	
Average Principal Salary (High)	\$106,106.00	
Superintendent Salary	\$176,025.00	
Percent of Budget for Teacher Salaries	10.54%	
Percent of Budget for Administrative Salaries	0.97%	

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	13	14	14



Professional development planned for the 2020-2021 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 on-going 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. More recently, we are delivering professional development and continuing support virtually due to COVID-19. Cycles of coaching include modeling and feedback that accompany content training. In this manner, professional development is designed to be an ongoing learning experience.

COVER SHEET FOR  
ACTION ITEM

January 13, 2021

TOPIC: School Accountability Report Card (SARC) 2019-2020  
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, Program Director  
[joy.santos@kingscoe.org](mailto:joy.santos@kingscoe.org)  
  
Andrea Perez, Director  
[andrea.perez@kingscoe.org](mailto:andrea.perez@kingscoe.org)  
  
Kings County Office of Education  
1144 West Lacey Boulevard  
Hanford, CA 93230  
Phone: (559) 589-7094

RECOMMENDATION: Administration recommends approval of the J. C.  
Montgomery School Accountability Report Card.

# **J.C. Montgomery School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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

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

#### **DataQuest**

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

#### **California School Dashboard**

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

## About This School

### School Contact Information (School Year 2020-2021)

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

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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 nineteen (19) 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 2019-2020 school year, the school served one-hundred and eleven students (111) with the majority only detained once; however, they comprised one-hundred and thirty-nine (139) stays.

#### School Vision

Alternative school students will become confident, cooperative, responsible, and respected citizens, who achieve personal and academic success, develop social skills. Learn to get along with others and become productive members of the community.

#### School Mission

Alternative Education Students will:

\*Be provided with structure and discipline

- \*Learn the importance of strong ethics and good character
- \*Understand the relevance of education to daily living
- \*Become more confident and universally aware
- \*Develop essential skills and problem-solving strategies
- \*Set goals and plan for the future utilizing individual strengths
- \*Continue a lifetime of learning

#### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 8	2
Grade 9	5
Grade 10	5
Grade 11	9
Grade 12	10
Total Enrollment	31

#### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	22.6
American Indian or Alaska Native	3.2
Hispanic or Latino	61.3
White	6.5
Two or More Races	6.5
Socioeconomically Disadvantaged	100
English Learners	9.7
Students with Disabilities	22.6
Foster Youth	6.5
Homeless	6.5

## 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



## Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	3	4	3	32
Without Full Credential	1	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which 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	Character-Based Learning, 2018 FSU ERWC - Grades 7-12, 2013 Edgenuity Common Core English - Grades 6-12, 2020 iLit ELD 2019 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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<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>	APEX Spanish, 2019 Edgenuity Spanish, 2020 Edgenuity German, 2020 Edgenuity French 2020	Yes	0%
<b>Health</b>	APEX Health, 2019 Edgenuity Health, 2020	Yes	0%
<b>Visual and Performing Arts</b>	APEX Art, 2019 APEX Music Appreciation, 2019 Edgenuity Visual Arts, 2020 Edgenuity Art History, 2020	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		0%

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

## School Facility Conditions and Planned Improvements

The Juvenile Detention Facility located on 1424 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.

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 20/12**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	There is about a 24" run in the carpet in room 2.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	
<b>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</b>	Good	
<b>Overall Rating</b>	Exemplary	

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	0	N/A	5	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	2	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	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
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight, and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	--	N/A	5	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**Career Technical Education Programs (School Year 2019-2020)**

Career Technical Education (CTE) Programs

Students at J.C. Montgomery School receive bi-weekly career pathway support from Kings County ROP Career Advisers and personnel. Students enrolled at J.C. Montgomery are typically there for a short time (from a few days to a few months), and have the option to enroll in these classes in their home high schools when released.

CTE participation was limited in the 2019-20 school year to those who were present during the time the ROP Career Adviser came in to present to the students. For the 2020-21 school year, Edgenuity CTE coursework became available to students. Both 11 and 12th-grade students participated in career workability. The Career Advisor supported students in completing college applications, applying for Free Application for Federal Student Aid (FASFA), and career exploration. Some students were also placed in jobs.

#### Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0%

#### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

#### 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 areas of physical education.

#### California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

## Opportunities for Parental Involvement (School Year 2020-2021)

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 a hybrid meeting 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 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, LCP, LCAP Federal Addendum, LCAP in the Spring, and school and district engagement policies. The school provided one of the two surveys in August 2020 to parents, students, and staff. The survey was provided electronically to staff and students. Surveys in English and Spanish for parents were mailed home. 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. Information collected in July 2020, August 2020, and September 2020 were used to inform the Operations Written Report and the Learning Continuity Attendance Plan. 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.

### State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	63%	68.2%	35.3%	36.6%	43.5%	25%	9.1%	9.6%	9%
Graduation Rate	22.2%	27.3%	35.3%	33.8%	21.7%	22.5%	82.7%	83%	84.5%

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	9.8%	10.1%	9.1%	9.3%	3.5%	3.5%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.08%

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

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

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

## School Safety Plan (School Year 2020-2021)

### School Safety Plan

J.C. Montgomery 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.

## Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
<b>English Language Arts</b>	3	14	0	0	3	23	0	0	2	2	0	0
<b>Mathematics</b>	5	7	0	0	5	9	0	0	4	5	0	0
<b>Science</b>	4	8	0	0	5	7	0	0	3	2	0	0
<b>Social Science</b>	2	22	0	0	2	25	0	0	2	1	0	0

\*Number of classes indicates how many classrooms 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.

## Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
<b>Academic Counselors*</b>	44.3

\*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.

## Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.40
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1
Other	1.3

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$27,068	\$20,693	\$6,375	\$93,598
District	N/A	N/A	\$2,014	
Percent Difference - School Site and District	N/A	N/A	104.0	
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	-19.5	

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

### Types of Services Funded (Fiscal Year 2019-2020)

Students at J.C. Montgomery receive services that are very individualized. Students receive instruction in core state standards. In addition, there are integrated and designated ELD instruction lessons each day. Course recovery is available through APEX for high school students. In addition, APEX tutorial modules are used to assist struggling students. Students' independent reading and math level baselines are attained through Let's Go Learn upon entry into the school. They are then assigned the appropriate intervention lessons for Math and ELA. Let's Go Learn is used to progress monitor regularly to re-assigned appropriately leveled lessons. There is a Resource Specialist (RSP) teacher at JCM to assist students in goals per their IEP. The Transition Specialist assists students when entering and exiting to help ensure students remain on track with their academic year. They will also assist in directing communication with students, staff, parents, guardians, and other agencies in relation to the incarcerated students of J.C. Montgomery School. The parent outreach support is a key component of the Transition Specialist position. These are all important pieces of our supplemental educational services.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,921.00	
Mid-Range Teacher Salary	\$65,849.00	
Highest Teacher Salary	\$84,777.00	
Average Principal Salary (Elementary)	\$104,187.50	
Average Principal Salary (Middle)	\$105,147.00	
Average Principal Salary (High)	\$106,106.00	

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$176,025.00	
Percent of Budget for Teacher Salaries	10.54%	
Percent of Budget for Administrative Salaries	0.97%	

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	0

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

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	40	49	67

#### 2018-2019

Professional development provided for the 2018-2019 school year included: Induction support for new teachers, planning and collaboration, English Language Development (ELD) training, California State Standards & 21st Century learning technology instruction, Transitional Specialist support, Certificated Instructional Staff for Verification Process for Special Settings (VPSS), special education teacher coaching, and physical education teacher instruction to support students with special needs.

#### 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, NGSS Science training, physical education teacher instruction, and positive classroom discipline.

#### 2020-2021

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



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. We have worked to offer professional learning using virtual tools due to distance learning environments and the COVID-19 pandemic. 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. More recently, we are delivering professional development and continuing support virtually due to COVID-19. Cycles of coaching include modeling and feedback that accompany content training. In this manner, professional development is designed to be an ongoing learning experience.

## ACTION ITEM

DATE:	January 13, 2021
TOPIC:	Local Control Accountability Plan Federal Addendum
ISSUE:	The LCAP Federal Addendum must be board approved prior to online application submission in order to apply for federal funds. We have updated the addendum to include the new educator equity definitions (Title I Part A Educator Equity Provision) and included all responses to the Title I Part A provisions in response to the new funding at JC Montgomery and Special Education Schools.
BACKGROUND:	The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs and COEs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of ESSA. The LCAP Federal Addendum Template must be approved annually by the local governing board to apply for ESSA funding.
RESOURCE:	<p>Andrea Perez Director, Foundational Services <a href="mailto:andrea.perez@kingscoe.org">andrea.perez@kingscoe.org</a> 559-589-7078</p> <p>Lisa Horne Assistant Superintendent, Human Resources <a href="mailto:Lisa.horne@kingscoe.org">Lisa.horne@kingscoe.org</a> 559-589-7094</p>
RECOMMENDATION:	Recommend that the Kings County Board of Education review and approve the LCAP Federal Addendum.

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Kings County Office of Education

## CDS Code:

1610165-1630102

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Kings County Office of Education has worked to align goals, expected outcomes, actions, and funds to support improving performance and growth of its students. We have four district LCAP Goals. They are:

Goal 1: Focus on students and maintain high expectations for learning. (Priorities 2, 4, 7 & 8)

Goal 2: Provide a positive, safe, secure, and engaging learning environment that supports the social emotional and mental health issues of our students. (Priorities 1, 5 & 6)

Goal 3: Improve parent engagement in the learning, rehabilitation, and success of students. (Priority 3)

Goal 4: Coordinate high quality educational programs and services for Kings County Foster and Expelled Youth. (Priority 9 & 10)

We have aligned district goals, state priorities, and associated metrics to federally funded actions. This connection has facilitated the inclusion of funds into our local planning process. We have included all federally funded actions in the connected goal. We also use the associated metric to evaluate the effectiveness of actions on student outcomes and future planning. We are also able to clearly articulate how supplemental programs support the district's broader strategy. Our district has been determined to be eligible for differentiated assistance during 2019-20 academic year in the areas of college/career readiness, chronic absenteeism, graduation rates and suspension rates for all students. We have been using improvement science to complete local and state data analysis, root cause analysis, systems mapping, stakeholder input, driver diagrams and pdsa plans. We will be ready to implement a change plan during the 20-21 school year. We also completed a fiscal analysis to ensure that our federal funds were targeted towards meeting the determined areas of need.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

We have two school sites. Our special education school has a main campus, and several satellite classrooms. The satellite classes are located throughout the county on school district campuses. We also have one court school, J.C. Montgomery. During the 2019-20 school year, the school staff worked alongside stakeholders to review our WASC self-study. The self-study was an internal reflection that included programmatic components, systems reviews, and an analysis of data. We had an onsite WASC accreditation visit that reviewed the components we included in our plan. This strategic plan includes expected outcomes and actions that will be utilized to achieve better outcomes for students.

Each year we review the services and programs offered to students that are supported with federal funds. During this process, we plan federal funds to support the areas of identified need.

We apply for Title I Part A funds to support our school-wide academic programs. These funds are used to support instruction for the implementation of challenging academic standards. We also apply for Title II Part A. These funds are being used to support professional development for both schools. Our special education program uses their portion to support new teacher induction programs. The juvenile court school uses these funds to support professional development for teaching staff and the Transition Specialist. The 2020-21 focus professional development areas for JCM will be improving school climate. We are also sending our Transition Specialist to a parent positive discipline series that will be used to support our parent engagement events. We also apply for Title I Part D (Neglected & Delinquent) federal funds to support students enrolled in our juvenile court school. Title I Part D is being used to support student transitions, professional development, county co-operative support services, and family engagement activities.

All actions and services are included in our district LCAP, and evaluated annually. This alignment between state, local, and federal funds is evident by the coordination of activities included in our district plan.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.



**ESSA Provisions Addressed in the Consolidated Application and Reporting System**

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

**Poverty Criteria**

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

## **ESSA Provisions Not Addressed in the LCAP**

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Kings County Office of Education operates 2 self contained sites. One services incarcerated court school students. We have 3 classroom teachers. They instruct 2 academic areas, rotating students for equal amounts of time. Our other self-contained site services K-12 moderate-severe special education students. These students are grouped by grade level range, special need, & IEP team placement. Most clustered classes have only 1 class per grade level span or focus. In addition, students are placed in a satellite class if the IEP team determines that being nearby general education peers to be beneficial to the student. By law, we are required to place students at a satellite that is closest to their home address as possible. Generally, the IEP team places more severe needs students on the main campus. We have a wide range of instructional & support staff that are designated to work with students in this program. The format of the classes, low numbers of like classrooms, student needs, and laws create complications in comparisons. We collect & analyze educator data to identify disparities. There are no low income or minority students at either site being taught at higher rates by ineffective, miss-assigned, out of field or inexperienced teachers. Students cannot be moved between the court school, special education main campus or satellites interchangeably. In theory, we are operating two self contained sites, each being similar to a single school district.

Kings County Office of Education serves two distinct populations of students, serving moderate-severe special education students. We also have a court school, J. C. Montgomery School, serving incarcerated youth. We continue to work to provide our students with appropriately assigned and credentialed teachers. We identify ineffective, out of field and inexperienced teachers by coordinating with our county office credential analyst staff. Ineffective teachers have been defined as an individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; OR a teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside their credentialed area (misassigned); OR an individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: Provisional Internship Permits, Short-Term Staff Permits, Variable Term Waivers, or Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record. Currently, there are 4 teachers at our special education school considered to be ineffective or misassigned. There are 0 teachers at JCM that meet this definition. The second educator equity category is out-of-field teachers. This is defined as a credentialed who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits are considered out of field: General Education Limited Assignment Permit (GELAP), Special Education Limited Assignment Permit (SELAP), Short-Term Waivers, Emergency English Learner or Bilingual Authorization Permits or Local Assignment Options. Currently, there are 2 teachers at our special education school that are considered to be out-of-field. There are no teachers that meet this definition at JCM. Lastly, an Inexperienced Teacher is defined as a teacher who has two or fewer years of teaching experience. Currently, there are 9 teachers at our special education schools that meet this definition. There are no teachers at JCM that are considered to be inexperienced. Information regarding staff is entered into CalPads by our internal staff and monitored by the county office of education. We also use the California Commission on Teacher Credentialing (CTC) to monitor deadlines for staff credentials. The associated state priority (basic services) and metrics are included in our LCAP Goal 2: Provide a positive, safe, secure and engaging learning environment that supports the social-emotional health of our students. We collect and report this data annually in our School Accountability Report Cards. These reports are shared with our community during board meetings, School Site Council, and English Learner Advisory Committee. We work to address these metrics in a supportive way. If we were to have any mis-assigned or out of field teachers, we would work with the county office support staff and the teacher to identify what courses need to be taken to fulfill the requirements needed. Inexperienced teachers with two or fewer years of experience are enrolled in an induction program with a local county office of education. They are also provided with a mentor. This mentor teacher supports our participating new teachers as they progress through the induction program. We contract with our local county office of education for our New Teacher Induction (NTI) program to support first and second year teachers. We ensure that all inexperienced teachers are provided with a mentor that works with them to plan, deliver, and reflect on instruction. Ineffective teachers will also be provided a district mentor to support planning observational coaching and teaching resources. Ineffective, out of field and inexperienced teachers are also provided with a minimum of one informal and one formal evaluation per school year by administrative staff. These teachers are also supported by content specialists within the curriculum & instructional program. Ongoing progress would be monitored per teacher. Overall progress for the group is reported to our board & stakeholder groups and committees. We publicly report this in our LCAP Goal 2 & Local Indicator report.

## **Parent and Family Engagement**

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

The Kings County Office of education values parent and family engagement. Our LCAP goal 3 is dedicated to this state priority: Improve parent engagement in the learning, rehabilitation and success of students. We develop our written parent and family engagement policy with our School Site Councils. We review the policy annually, incorporate suggestions for improvement and approve it at a council meeting. This includes garnering prior input from our English Learner Advisory Committee. These committees include parents from low income, minority, and migrant families. This policy is available at our district office and posted on our public website. We distribute the policy annually by including it in our Parent Student Handbook. We also provide each family the Parent Student Title I Compact at back to school night. These are part of the new student enrollment package as well. Our parent compact includes information on how to monitor a child's progress and how to work with your child's teacher to improve educational achievement. We assist parents of children served by the school or district in understanding such topics as the challenging state academic standards, state and local assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children. Each teacher presents an overview of the state standards for the grade level at back to school night, and teachers work with parents to support students learning at home during parent conferences, School Site Council, and ELAC. We send annual letters home to parents that describe the state assessment and results. In addition to conversations with individual families, we provide our School board, English Learner Advisory Committee and the School Site Council with state assessment data. We have also included these data points as expected outcomes in our LCAP. Goal 1: Focus on students and maintain high expectations for learning, and includes the following metrics: 2A) Implementation of State Standards & ELD, 4A) State Assessment, 4D) State Language Assessment, 4E) Reclassification Rate, and 4G) EAP Participation. This data is collected and shared with all stakeholder groups, used to analyze for action effectiveness, reviewed as part of the annual update, and used to revise future expected outcomes. We also survey parents during the fall and spring each school year.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

During the school year, we hold events such as Parent events are held on the special education site, such as Back to School Nights, Family Proms, and Halloween Trunk or Treat. The court school holds weekly parent and family visitations for students. Parent education is included as an action within our LCAP. Goal 2 Actions 3 Transition Specialist works closely with schools and families as students exit court school. Goal 3 Action 3 includes a Parent Committees and Education for parent involvement activities. The Transition Specialist at JCM and support staff at Shelly Baird focus on increasing communication with families and providing resources to improve children's achievement. This position also assists with school-home communication, such as arranging meetings. We also discuss positive parent contact during staff meetings, and sites keep communication logs to document parent contact. We use our district website, phone calls and messaging applications to communicate important events and provide special announcements regarding school activities with families. We also send translate all notes, letters, and announcements sent home. 19.35% of JC Montgomeryis and 28.66% of Shelly Baird families were EL or RFEP from Spanish speaking families. This meets the 15% and above translation need requirement. Translation is completed by bilingual staff, and is reviewed by the Principal for approval prior to sending home. We have a parent volunteer policy to support and encourage parent volunteers at Shelly Baird. This is not allowable at JCM as it is a secure facility for incarcerated youth. We coordinate with community resources to support student health and nutrition education. We ensure participation for parents and families with limited English proficiency by providing translation at all meetings. Translations are completed by qualified bilingual staff members. The special education school, Shelly Baird, and district office have bilingual staff to greet and answer parent calls as well. JC Montgomery School has bilingual staff on site to assist with home calls, and are supported by district staff at the county office. We work with parents from both schools to set meeting dates and locations. Most meetings for Baird parents are held on the main school campus. JCM parents and staff meet offsite at a county office facility due to restrictions on visitors. We also ensure access for parents or family members with disabilities. Translators are also available at all parent information nights, events, conferences, and parent meetings. We use the bi-annual survey results, discussion from stakeholder meetings, School Site Council, and ELAC to garner additional parental suggestions and requests. Each school year, we work to improve family nights based on input. We will continue to review any suggestions or requests, and incorporate them to improve family engagement using our surveys, committees, board, LCAP, and SPSA stakeholder processes.

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The district follows a set process for identifying eligible neglected or delinquent children. We complete the following steps annually. First, the county provides a list of the group home addresses within the county to districts. County offices do not have traditional district boundaries. Each year we work with CDE to gather information from all group homes in Kings County. We report this information directly to CDE. If we did have a specific group home connected to our court school or special education programs, then the district would search our SIS system for students listing the group home address as their home address. For court school students, our Transition Specialist works closely with home districts as students leave our court school program. If students are entering a non-title I school, we will work with districts to ensure students are receiving program services that are similar in nature to the Title I services provided at their other sites. We have very few schools in the county that are not school-wide Title I. The court school program participates in Title I N/D. We have worked to align Title I Part A and D services to provide aligned support. We sometimes have students leave our court school, and re-enter our moderate-severe special education school. Staff at both school sites work collaboratively to ensure that these students receive services offered at that school-wide Title I program. We work to ensure that we are gathering baseline data for the numbers of students leaving our schools and entering non-title I schools. This information is gathered by the LEA is used to determine the set aside funds to support students receiving comparable services. If students are attending a Title 1 funded school, they already receive comparable Title 1 services per the funding provided to the school. If they attend a non-Title I funded school, the district will use the set aside funds to provide comparable services. Currently all of our school sites are school-wide Title I funded programs.

TAS: N/A

Neglected or delinquent: Our court school Title I N/D program supports a full time Transition Specialist to support court to home school transitions. This position is also provided with professional learning opportunities, copies, and materials and supplies to support students. The Specialist will meet regularly with students, probation, teachers, administrators and home district staff. We are also providing teachers with professional learning to support academics, instructional differentiation, culturally responsive training, and Universal Design for Learning.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

If we were operating a targeted assistance school program, we would set aside funds to support eligible students. Students identified in this process will receive comparable services that are aligned to the nature of our Title I program. The following description includes services that align to the nature of our school-wide program. If a student were to attend a non-title I program, we would provide them with instructional aide academic support, teacher professional development, coaching and modeling, staff instructional support, and literacy and math intervention. We would prioritize students at academic risk. Our school district staff would coordinate and monitor services. School site staff would be responsible for delivering and implementing services with the support of the district. We would annually evaluate services for effectiveness using aligned metrics within the school plan. We would use data such as state and local assessments, surveys, school climate suspension rates, English Learner language acquisition data, and other LCAP or SPSA aligned metrics.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Kings County Office of Education has an updated homeless board policy that addresses the McKinney-Vento Homeless Assistance Act. Our foundational services department staff operate the County Services Education for Homeless Children and Youth Grant. The support provides ongoing professional development for districts and internal county office schools. We work closely with our internal site Homeless Liaisons to identify staff professional development needs, analyze and collect accurate data, and support students in need. The Director of the foundational services team coordinates the state Title I county office lead group, and coordinates the co-op services for our internal site. We worked collaboratively to identify needs at our individual schools using data, site staff input, and student needs. Each year, we will use this process to set aside funds for homeless students. We plan to use the set aside funds to support students with food baskets before each period of school break at our special education school. This will include the day before fall, winter, and spring breaks. Each student identified as homeless will receive food to help during these periods of time when the school may not be providing breakfast and lunch services. Students at our court school live at the facility. They are provided food, counseling, health, and clothing during their period of incarceration. We are working alongside probation staff to monitor student release dates. Our Principal or Transition Specialist will meet with students individually once the court has decided to release them. We will be garnering student needs for school supplies, or items of clothing to assist with their transition to their home district. Upon enrollment at our court school, the Principal or Transition Specialist assists office staff with the review of student enrollment forms. At our special education school, the Principal assists office staff with review of student enrollment forms. Students reported as homeless during initial enrollment are immediately enrolled in both schools. There is no need for transportation at our court school. For special education, we normally provide door to door transportation for students. Some families prefer to bring students. Students are placed at the court school by court order, so there is no school of origin decision within the facility. Students at our special education school are placed by IEP. Students are placed based on their best interest according to their academic and behavioral needs. Attendance of homeless students are monitored using regular profile assessment monitoring, daily collections of goal related data, and embedded assessments within curriculum programs. This data is reviewed by individual teachers, at grade level team meetings, and during IEP meetings. We provide individualized support as academic, social, emotional, or behavioral interventions as needed. Our court school is in session for 223 instructional days. Our special education school offers an extended year program for students. In total, these programs assist students in filling identified instructional gaps.

## Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

The Kings County Office of Education works to facilitate effective transitions for students. Our special education program provides services for our early childhood preschool students transitioning to elementary school. At our special education site, we transition students between pre-school and TK/K. Students are reassessed to ensure we are using current data. We invite the district of residence representative to observe how the student is functioning within our preschool classroom. Then, we hold a transition meeting to discuss student placement. We review the enrollment process with parents at the transition meeting. Parents are invited to visit a TK/K classroom, and are invited to all welcome back events. District events often include meet and greets and TK/K Round-ups. Our special education teachers meet students right before the start of the school year.

Our juvenile court school, J.C. Montgomery, doesn't services preschool students. We seldom have students in any elementary grades. If we did enroll an elementary student, we would place them according to their current grade level within a mixed-grade level cohort. Placements in cohorts are determined by the probation department, and depend on case status. Our Transition Specialist would communicate with parents, the home district, and probation to determine additional needs. We would work with the home district to support curriculum needs to align to elementary course work. We hold regular START meetings during periods of enrollment to progress monitor student growth. Once a student is released, our Transition Specialist works with parents and the home district to ensure notification and support enrollment needs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.



#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our district also works to facilitate effective transitions between middle school to high school and high school to postsecondary institutions. Our special education school works closely with our general education districts to integrate students as often as possible. Students integrate into recess, lunch periods and other appropriate school-wide activities with their general education peers. As the need arises, all students are provided tours of the middle school. We also provide campus photos and relay social stories to students. At this time, we also revisit and revise behavior plans as needed. Our special education program utilizes the same curriculum platforms between elementary and middle school to support learning continuity. We work very closely with home districts as we transition students from middle school to high school. We provide classroom and campus tours for students entering their home district in high school. Prior to school starting, the high school counselor and our staff hold a transition meeting to facilitate a smooth transition and consider student needs. Some of our students are on a diploma track, and have transition goals for high school to postsecondary. These are worked on weekly, and are focused on creating resumes, interviewing skills, and researching college and career interests. As graduation nears, they take tours of local community colleges. We support the completion of college applications, academic advisory meetings, and the FAFSA. Their IEP will follow them to support accommodations needed for postsecondary success. We hold exit meetings for students on certificate track with parents and CVRC workers. This team collaborates to determine best placement. Students tour programs throughout the year, and transitioning to the selected program is a year long focus. We support all students in taking classes at our local community colleges and assist with all applications.

J.C. Montgomery sometimes enrolls middle school students. Middle and high school students are placed according to their current grade level within a mixed-grade level cohort. Placements in cohorts are determined by the probation department, and depend on case status. Our Transition Specialist communicates with parents, the home district, and probation to determine additional needs. Due to the needs of our student population, the digital curriculum platforms would be used to support students in middle school. We hold regular START meetings during periods of enrollment to progress monitor student growth. Once a student is released, our Transition Specialist works with parents and the home district to ensure notification and support enrollment needs. The Transition Specialist meets with students and parents if students transition between middle school and high school while in our program. Students are enrolled in courses as they align to graduation requirements, monitored using the START process, and documented using transcripts. We are working to analyze CTE needs to provide additional electives. We are also using a digital platform to support broader course offerings. Our Transition Specialist supports students in college applications and FAFSA completion. If students are within 30 credits of graduation, dual enrollment with our local community college is offered. In addition, graduated students with our facility are offered online college courses.

#### **Additional Information Regarding Use of Funds Under this Part**

##### **ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Kings County Office of Education utilizes Title I funds at each school site. Title I Part A is being used to support the areas of ELA, Math, engagement, and school climate. Our special education school is providing a part time instructional support teacher, or TOSA, to assist teachers with instructional modeling, lesson design, coaching, and planning to support involvement of educational student outcomes. Our court school is utilizing their apportionment to support 50% of an instructional aide to support students in challenging academic standards. This will include professional development for the paraprofessional to support individual or small group intensive intervention. We will also be purchasing materials and supplies for individual or small group instruction. These programs are differentiated for students to support areas of instructional needs. Each site has chosen to focus on actions developed with stakeholders using a site needs assessment. We are not using funds to service gifted and talented students or school library programs.





## **TITLE I, PART D**

### **Description of Program** **ESSA SECTION 1423(1)**

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Kings County Office of Education Title I N&D Program services incarcerated students at J.C. Montgomery School. We serve 130-150 students over the course of each year. Students are predominantly 9-12 high school age students. We sometimes have middle school students, and occasionally elementary students. Students come to us having been incarcerated due to failure to successfully abide by the law. Students are often challenged with credit deficiency, disengagement from school, local community, poverty, drug use/abuse, mental health issues, lack of both social & academic skills, mindset of academic failure & educational despondence, lack of self-discipline and/or esteem, unemployment, and disinterest, & historic failure in education. Consequently, students often have a general hopelessness regarding their futures. Our programs are often students' "last chance" at successfully engaging in education & securing choices for life as productive community citizens. Kings County is a rural agricultural community, with some cities spread far apart. There is limited access to centralized services. Further, it is home to 3 state prison institutions. There are additional struggles with gang violence, as well as some of the highest poverty, unemployment, & teenage pregnancy rates in the region. Our students bring to us all of the commensurate challenges that the aforementioned details & demographics bring, so our students remain at the highest "at-risk" students within the county. J.C. Montgomery School, which is supported by Title I program, was developed with an understanding & appreciation of the unique challenges our students face, as well as the limited and transient nature of their time enrolled in our programs. (Excerpt LCAP summary). During 2020-21 N&D funds will be spent to support a full time Transition Specialist. This position coordinates student entrance & exit from the Court school program in the form of guidance, support, & resources. The Transition Specialist works collaboratively during transition meetings with County Probation Department assigned to the Juvenile Services Center, Mental Health Department, Human Resources Staff, Behavioral Health, Homeless, Foster Youth Staff, & parents. We work to ensure that students have ongoing services that are deemed necessary & beneficial. The Transition Specialist meets with each student exiting the juvenile institution to establish learning goals for district enrollment, employment, & post-secondary education. Academic, social-emotional, & behavioral support is provided for students, as well as crisis counseling as needed. One of the requirements for the Transition Specialist is to hold or be eligible to apply for a Pupil Personnel Services Credentials as a School Psychologist or School Counselor. Appropriate post-release follow-ups with released or transferred minors are provided for students as they enter other educational settings to prevent at-risk youth from dropping out of school. This position continues to work with public and private agencies to facilitate the individual minor's educational & vocational plans in addition to wrap-around services. There are also minimal costs for the position to attend professional development opportunities that pertain to the position, and technology replacement for their work device. This position is vital to assist our student population.

We also support other areas of identified need with this program. Title I N&D funds are also used to support the Transition Specialist in copying student individual learning plans and transition records. Students enter and exit in an ongoing basis, at varying grade levels and with individual academic needs. We need to provide custom plans for students to ensure seamless transitions in and out of our instructional program. We have also started a supplemental online based intensive literacy program to support identified students with targeted lessons. Classroom teachers monitor student progress & offer additional support as needed. We are also planning teacher professional development that will include customized learning, modeling, coaching, and observation by a content specialist via a contract with county consultant staff. This professional development will include professional learning community support collaboration, analysis of student data, and impact on instructional planning, integrated & designated ELD. Support for the consolidated application reporting, online, onsite federal reviews, training, & professional development for con-app programs, technical assistance development, and alignment of school plans, preparation, and updating of the federal addendum, and financial reporting requirements for federal programs. An MOU is established each school year for 10% of the allocation to provide ongoing technical assistance and support. We feel that focusing on state priorities 2 (implementation of state standards), 4 (pupil achievement), and 3 (parent engagement) will enhance our instructional program for students.

### **Formal Agreements** **ESSA SECTION 1423(2)**

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Kings County Office of Education Alternative Education program worked with the probation department to finalize an MOU. This agreement will be reviewed annually. It includes the five guiding principles for providing high-quality education in the juvenile justice system to secure settings that were jointly published by the US Department of Education and US Department of Justice in 2014. The five guiding principles are: Safe, healthy facility-wide climate that prioritizes educational needs for all students; necessary funding to support the educational needs of students; recruitment, employment, and retention of qualified educational staff; rigorous and relevant curricular aligned to state academic and career and technical education standards to promote college and career readiness; and utilize formal processes and procedures that includes statutes, MOUs, and practices. The MOU was created to meet AB 2276, which requires the county office of education and county probation departments to have a joint transition planning policy that includes collaboration with relevant local educational agencies relating to pupils who are being released from juvenile court schools. The agreement includes a shared obligation for supporting students in continuing their education once released from juvenile detention. The County Office of Education agrees to provide student information, transition support, relevant academic information, coordination, and communication with school districts within Kings County, and parent information and support regarding re-enrollment in public schools prior to and upon release from our court school. Probation staff responsibilities include providing student information that includes anticipated release dates, actual release dates, and school enrollment follow-up. We are working together to ensure that we assist our students in continuing their education uninterrupted.

**Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our court school services delinquent children and youth and provides an instructional program that includes all required core content area, we have compiled a list of all of our district graduation requirements upon entry we do a transcript evaluation for each student. These requirements are used as we enroll students in proper courses, so they may work to meet graduation requirements. We also offer credit recovery for those students that are credit deficient. Our program is WASC accredited. This process included a WASC review of our instructional program. This assists students in successfully transferring credits gained during their enrollment in our program. We work with staff to provide standards aligned professional development that includes coaching, modeling and feedback. Instructional staff must submit weekly lesson plans that indicate the standards taught and the integrated ELD strategies to be used. We have developed a tool that includes differentiated instructional strategies and student engagement that is used to provide instructional feedback. Monthly Professional Learning Communities work to improve instruction as they reflect on student performance data. Our program staff follow up with student and families after release to collect data on credits earned, high school graduation, employment status, and post-secondary enrollment our program continues to strive to align to local district programs and ensure students receive high quality instruction. Our Transition Specialist evaluates each student's transcripts to ensure they are enrolled in classes that are similar to those enrolled in their home district. We also track progress to ensure that students are offered intervention courses or credit recovery as needed. We work with districts within the county on identifying the components of their school-wide or targeted assistance programs to ensure that the nature of our program offerings are comparable.

**Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We communicate with our schools to facilitate successful school transitions. The school secretary provides information to each school upon student enrollment and release. Once students are released, our Transition Specialist works with district counselors and staff to ensure they are provided with updated transcripts upon release in order to create a smoother educational transition for students. These transcripts are used for student placement, class assignments, graduation requirements, and determination of additional student supports as offered under the participating school programs. Since some of our students qualify for a lesser graduation requirement, we also provide additional information pertaining to the student's rights per AB 2306. We also ensure that students and families are aware of eligibility. Our school Principal also participates in the county state and federal program director meetings where federal program requirements, district offerings, and information is presented and discussed. Each district also sends a representative.

**Educational Needs****ESSA SECTION 1423(5)**

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our student population is weighted more heavily with high needs student groups. 100% of our students are low income, 25% of students have an identified disability, and 21% are English Learners. Many of our students are affiliated with gangs. We have also had a higher rate of students convicted or detained for adult crimes. This composition requires an intensive level of support for all academic, social-emotional and behavior needs. Our educational program includes a Resource Specialist Teacher that works with students with special needs. This support includes individual pull out and classroom push in support. We have components for students with learning difficulties that require additional intervention. IReady, an intervention program, will be used for ELA and Math. We also have an independent reading program that teacher's use to monitor reading comprehension, LightSail. Both of these programs are funded with state funds. We have also decided to increase our literacy intervention program for identified students. Our Transition Specialist and teaching staff work with student's home schools to facilitate enrollment and provide pertinent educational reports. We hold an exit transition meeting where all information is shared with district staff. We also follow up with students 90 days after enrollment.

The facility staff works with students to ensure that students are released with necessary medication, medical referrals, family service referrals, and social service contacts. For example, many families need their medical or financial support services re-instated. Students are provided with substance abuse counseling services while in our program. All forms, assessments, records, and appointments are confirmed prior to student release. If it is determined that students are in need of anger management during their incarceration, they are provided with family, group and individual counseling services. These programs are continued upon release.

**Social, Health, and Other Services****ESSA SECTION 1423(6)**

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We hold a transition meeting for each student as they exit our programs. Our Transition Specialist, teaching staff, home district staff, probation staff, behavioral health staff, social-services staff, parents, and students are included. Referrals for community resources related to all areas of need are provided. Students leave the facility with medication, confirmed appointments, review of court ordered participation requirements, and additional options for support are discussed. An individualized student plan is created. These resources also include parenting information for teen parents, and prenatal information for pregnant students. We are planning to include a positive discipline parent education class for our parenting students during the 2020-21 school year. About 10-15% of our students are parents. Probation officers review the requirements for post-release monitoring. This staff also goes to the home school after enrollment to discuss provisions, and continues to follow up on progress. Our Transition Specialist supports communication between schools as needed.

## **Postsecondary and Workforce Partnerships**

### **ESSA SECTION 1423(7)**

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our school staff work with local post-secondary partners to support students' continuing education. We assist all seniors in completing the FAFSA. We also facilitate the completion of the math and ELA placement test for students interested in attending our local community college. We work with all students to complete any required forms and applications. Our local community college presents on program offerings such as: HVAC Repair, Culinary Arts, Bakery, EMT, and Welding. Our local state university, Fresno State, presents to parents regarding community college transfers. Following the 2018-19 school year, we had 10 students accepted or enrolled into post-secondary education. We had no students receive Cal-Grants to assist with financial support in 2019-20. We will continue to work with students to complete the FAFSA to apply for available financial aid. Our Transition Specialist works directly with students to enroll and select college courses. We currently do not have any mentoring services. We continue to work with post-secondary partners as students complete higher education.

## **Parent and Family Involvement**

### **ESSA SECTION 1423(8)**

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Kings County Office of Education has an existing MOU between the office and the correctional facilities. KCOE has a designated parent contact, and provides parents with information and rights regarding school re-enrollment. We also participated in a multi-agency transition meeting, which includes parents. Our MOU includes language that requires probation staff to follow up with students and parents, if KCOE notifies them the student has not enrolled in school. We also are given access to parents on visiting days, which is used to administer parent surveys. These surveys are used to provide written input into our educational program, our local indicator report, and district LCAP outcome evaluations. Although we do not have a formal agreement, we work cooperatively with the local Indian tribal Council, Santa Rosa Department of Education. This cooperation includes sharing educational updates with staff. Our LCAP goal 3 includes parent engagement: Improve parent engagement in the learning, rehabilitation and success of students.

## **Program Coordination**

### **ESSA SECTION 1423(9–10)**

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

We coordinate our programs with other state programs by aligning goals, outcomes, actions and services within our LCAP. County workability staff present to students monthly on items that include job preparedness, resumes, work ethic, and professionalism. Mental health services are provided to students during the school day, which requires scheduling coordination. We also work with probation staff, so students can access counseling services, legal services, medical services, or other court services during the school day as needed. Our staff participates in all safety drills that probation holds. We have aligned our safety plan to theirs. We also provide school educational services that are included under the Juvenile Justice and Delinquency Prevention Act of 1974.

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Kings County Office of Education has a current MOU with the county probation staff. This document contains detailed information regarding agency roles. Specifically item 1.6 states that probation will follow-up on student's upon release. This facilitation includes school enrollment. Item 2.7 delineates the responsibility for probation to follow up with students if they are not re-enrolled in school. They also monitor students while they are in the facility. We provide educational information to probation while students are detained that assists probation with court reporting. This information includes attendance, grades, and behavior. We continue to work with the county probation officers to assist in meeting the needs of children in our program.

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Kings County Office of Education coordinates IEP programs for students enrolled at JCM. We inform probation of a change in placement for students once enrolled. Upon enrollment, we request all student records from previous school districts. This record request includes any IEP documentation and psychological evaluations. We invite district staff to all IEPs for students with home addresses within their boundaries. Our county school is included in the county SELPA. This group discusses program components, and provides additional professional development for support staff. Our staff uses the same special education database as other districts to minimize any disruptions to student services. We coordinate with probation to include all parents and students in IEP meetings. This requires advance notification and scheduling. The MOU between the county office of education and probation includes student information system reports. These reports include program participation, such as IEP. Our staff continue to work to ensure awareness of student's individualized education program.

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

County JCM staff provides information to students and parents regarding alternative education programs. These include program information about charter school options, which are available as independent study or online programs. We provide a list of these programs at each transition meeting, as students are preparing to exit. We answer any questions they may have. Our leadership staff discuss the importance of continuing school, earning credit toward graduation, and school engagement. We work to support alternative placements that meet the needs of our diverse students.



## **TITLE II, PART A**

### **Professional Growth and Improvement**

#### **ESSA SECTION 2102(b)(2)(B)**

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Kings County Office of Education has a system for professional learning to support teachers, principals, or other school leaders that supports a quality learning environment for all. We use a variety of data to identify needs for professional learning. We garner staff input via surveys, as well as discussions in staff meetings and PLCs. We also analyze student data, and classroom observational data to identify professional development needs. We administer an annual professional development survey to all staff, and use the results to plan for the following year's professional development. This professional development plan is included in our district LCAP, and shared with all stakeholders for input. This information includes: aligned metrics, outcomes, planned actions, and effectiveness results. They are discussed with School Site Council, ELAC, school board, parents, staff, and district leaders to garner additional ideas and feedback. We have focused our professional learning based on site and program needs. Our special education school utilizes Title II Part A to support induction for new teachers. They have a high number of new teachers each year. Our juvenile court school plans to use funds to support staff in two ways. We will be purchasing professional development materials for teachers to use during coaching sessions to increase the effectiveness of instructional strategies. Our Transition Specialist will be attending a positive discipline for parents training. This will be used to provide parent education during our coffee hour and for our parenting students.

Staff is provided ongoing support throughout their careers in our district. Beginning teachers participate in induction with a local county office of education. The Kings County Office of Education's New Teacher Induction (NTI) program is designed as a two-year, individualized, job-embedded system of mentoring support and professional learning that begins in the teacher's first year of teaching. KCOE New Teacher Induction provides a pathway for teachers seeking to clear Preliminary Multiple Subject and/or Single Subject credential(s) and Preliminary or Level I Education Specialist credential(s). They are also provided with a site mentor teacher, which supports planning, instructional delivery, and reflection. They also participate in the weekly PLC meetings. All instructional staff, teachers and principals, participate in 3 hours of scheduled professional development or collaboration each month. This is held on an early release day. This work is supported by internal district instructional staff, outside support providers, and county content specialists. Priorities for professional development for the Principal are identified via self reflection, district leadership guidance, Superintendent recommendation, and site staff needs. Topics for professional development may include human resources, fiscal, special education, leadership, and facilities. The Principal also participates in staff professional development related to updated instructional programs, assessments, and state standards. Participating in professional development activities provides staff at all levels experience that can be used for career advancement. We have a tiered salary schedule that increases as certificated staff obtain additional units. These units must be approved by the Superintendent to align to school and student needs. When planning, we include support for all phases of implementation and evaluation or analysis. Alignment is achieved by ensuring that the district and site goals and actions are driven by a shared belief, input and a comprehensive review of all pertinent data outcomes related to priorities. The professional learning focus is driven by a shared purpose for student learning, which is aligned to Goal 1 of the district LCAP: Focus on students & maintain high expectations for learning.

### **Prioritizing Funding**

#### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Fiscal resources (state and federal) are prioritized based on the analysis of student need, staff survey feedback, professional learning resources, and staff time. We utilize the formula provided by CDE to calculate each site's allocation. This includes the use of student enrollment based on cbeds day. Currently staff needs are prioritized based on student need, the comprehensive needs assessment, ongoing data analysis, and stakeholder input. An analysis for the adequacy of funds to support identified professional learning needs is completed as part of the planning process. The resources we allot may be fiscal (state and federal), time, or staff to support the learning. Resources are used strategically with other funding streams to support identified activities and a comprehensive professional learning plan. The alignment of resources and focused consistency assists our district in creating implementation sustainability. We are not eligible this school year for comprehensive support and improvement or targeted support and improvement.

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Professional learning is an integral part of our instructional planning process. We include professional development in district strategic plans. Specific actions supported by Title II funds are used to support induction of special education teachers, support instructional strategies to support differentiated instruction, and positive parent discipline for the Transition Specialist. We have implemented professional learning as monthly collaboration meetings, PLCs, to focus on analyzing student group achievement data. We are also working to plan engaging standards based lessons that include higher level questioning. We are also providing professional learning in the area of math, science, integrated and designated ELD. We are using other funds to support these areas of professional development. Cycles of professional learning will include content knowledge building, modeling, observational coaching, feedback, and planning support. We work with our county categorical director to ensure that all activities fall within the uses of Title II Part A funding. Our LCAP includes Goal 1: Focus on students & maintain high expectations for learning (Priorities 2, 4, 7, & 8). The district LCAP includes professional development in this goal, which is evaluated for effectiveness using aligned metrics. The aligned data is collected and analyzed several times per year. We use it as we develop and analyze our Local Indicator Report, Professional Development Plan, and LCAP. The information is reported and discussed with all stakeholder groups, site and district committees. Stakeholder groups include teachers, principals, other school leaders, specialized instructional support personnel, parents, community partners, and experts in related programs and activities. The data is monitored to ensure improvement towards expected outcomes, and modified if needed. Observational data, collected quarterly, is used to create and adjust planned professional learning and PLC sessions. We also compare student group data to identify any disparities. This analysis is discussed during PLCs. This evidence based approach allows for us to monitor impacts to student learning. We feel that site and district alignment contribute to a coherent system of learning that supports identified priorities, metrics, and positive outcomes.



## California Equity Tools

### California Department of Education LCAP Federal Addendum Data Collection Tool (Template) Out-of-Field Teachers and Minority Students

#### I. Instructions

1. Complete the three tables (starting on page two) below using your local data and Data Quest—see “Educator Equity Data Collection Instructions.”
2. In a narrative form, answer the questions that follow each table.



## II. Table 1. Out-of-Field Teachers and Minority Students: Elementary Schools

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
J. C. Montgomery	31	29	93.55%	3	0	0%
Kings County Special Education	321	259	80.69%	36	2	5.56%
<b>LEA Total</b>	<b>352</b>	<b>288</b>	<b>81.82%</b>	<b>39</b>	<b>2</b>	<b>5.13%</b>

## III. Questions for Table 1

- 1. Describe the educator equity data trends in your district for elementary schools and minority students. What is the distribution of out-of-field teachers working with low-income students?** There are two at our special education site that are considered out of field. This leads to a 5.56% rate for the site. Court school students are all considered to be low income as they are wards of the court. If one teacher at the court school were considered to be ineffective, our percents would be largely impacted.
- 2. What conditions and policies may have contributed to your educator equity data?** The Kings County Office of Education operates 2 self contained sites. One services incarcerated court school students. We have 3 classroom teachers. They instruct 2 academic areas, rotating students for equal amounts of time. Our other self-contained site services K-12 moderate-severe special education students. These students are grouped by grade level range, special need, & IEP team placement. Most clustered classes have only 1 class per grade level span or focus. In addition, students are placed in a satellite class if the IEP team determines that being nearby general education peers to be beneficial to the student. By law, we are required to place students at a satellite that is closest to their home address as possible. Generally, the IEP team places more severe needs students on the main campus. We have a wide range of instructional & support staff that are designated to work with students in this program. The format of the classes, low numbers of like classrooms, student needs, and laws create complications in comparisons. We collect & analyze educator data to identify disparities. Requirements and teacher numbers at each site make it difficult to transfer teachers from one site to the other. This also makes comparing the sites more difficult. The lesser numbers of teachers at the court school site impact the final percents greatly. The current teacher shortage and additional credential requirements dually impact the designated percents at our special education site. Students cannot be moved between the court school, special education main campus or satellites interchangeably. In theory, we are operating two self contained sites, each being

similar to a single school district. Ineffective, out of field and inexperienced teachers are also provided with a minimum of one informal and one formal evaluation per school year by administrative staff. These teachers are also supported by content specialists within the curriculum & instructional program. Ongoing progress is monitored per teacher. Overall progress for the group is reported to our board & stakeholder groups and committees. We publicly report this in our LCAP Goal 2 & Local Indicator report. Our district and school staff will continue to provide support, coaching, modeling, mentoring, feedback and professional learning opportunities as teachers work to complete requirements.





## California Equity Tools

### California Department of Education LCAP Federal Addendum Data Collection Tool (Template) Inexperienced Teachers and Minority Students

#### I. Instructions

1. Complete the three tables (starting on page two) below using your local data and Data Quest—see “Educator Equity Data Collection Instructions.”
2. In a narrative form, answer the questions that follow each table.





## II. Table 1. Inexperienced Teachers and Minority Students: Elementary Schools

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
J. C. Montgomery	31	29	93.55%	3	0	0%
Kings County Special Education	321	259	80.69%	36	9	25%
<b>LEA Total</b>	<b>352</b>	<b>288</b>	<b>81.82%</b>	<b>39</b>	<b>9</b>	<b>23.08%</b>

## III. Questions for Table 1

- Describe the educator equity data trends in your district for elementary schools and minority students. What is the distribution of inexperienced teachers working with minority students?** 25% of teachers at our special education site are considered inexperienced. There are only 3 teachers at our court school. One inexperienced teacher, as compared to the nine special education teachers, would exceed 25%. There is a slightly higher percent of minority students at our court school, but this population changes rapidly as students enter and exit the program throughout the school year.
- What conditions and policies may have contributed to your educator equity data?** The Kings County Office of Education operates 2 self contained sites. One services incarcerated court school students. We have 3 classroom teachers. They instruct 2 academic areas, rotating students for equal amounts of time. Our other self-contained site services K-12 moderate-severe special education students. These students are grouped by grade level range, special need, & IEP team placement. Most clustered classes have only 1 class per grade level span or focus. In addition, students are placed in a satellite class if the IEP team determines that being nearby general education peers to be beneficial to the student. By law, we are required to place students at a satellite that is closest to their home address as possible. Generally, the IEP team places more severe needs students on the main campus. We have a wide range of instructional & support staff that are designated to work with students in this program. The format of the classes, low numbers of like classrooms, student needs, and laws create complications in comparisons. We collect & analyze educator data to identify disparities. Requirements and teacher numbers at each site make it difficult to transfer teachers from one site to the other. This also makes comparing the sites more difficult. The lesser numbers of teachers at the court school site impact the final percents greatly. The current teacher shortage and additional credential requirements dually impact the designated percents at our special education site. Students cannot be moved between the court school, special

education main campus or satellites interchangeably. In theory, we are operating two self contained sites, each being similar to a single school district. We provide new teachers with intern support classes, coaching, mentoring, and new teacher induction programs that are operated by our county office staff. Ineffective, out of field and inexperienced teachers are also provided with a minimum of one informal and one formal evaluation per school year by administrative staff. These teachers are also supported by content specialists within the curriculum & instructional program. Teacher progress is monitored. Overall progress for the group is reported to our board & stakeholder groups and committees. We publicly report this in our LCAP Goal 2 & Local Indicator report. Our district and school staff will continue to provide support, coaching, modeling, mentoring, feedback and professional learning opportunities as teachers work through the beginning stages of their careers.



## California Equity Tools

### California Department of Education LCAP Federal Addendum Data Collection Tool (Template) Inexperienced Teachers and Low-Income Students

#### I. Instructions

1. Complete the three tables (starting on page two) below using your local data and Data Quest—see “Educator Equity Data Collection Instructions.”
2. In a narrative form, answer the questions that follow each table.



## II. Table 1. Inexperienced Teachers and Low-Income Students: Elementary Schools

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
J. C. Montgomery	31	31	100%	3	0	0%
Kings County Special Education	321	207	64.49%	36	9	25%
<b>LEA Total</b>	<b>352</b>	<b>238</b>	<b>67.61%</b>	<b>39</b>	<b>9</b>	<b>23.08%</b>

## III. Questions for Table 1

- 1. Describe the educator equity data trends in your district for elementary schools and low-income students. What is the distribution of inexperienced teachers working with low-income students?** 25% of our teachers at our special education school are considered inexperienced. There are only 3 teachers at our court school. One inexperienced teacher, as compared to the nine special education teachers, would exceed 25%. There is a slightly higher percent of minority students at our court school, but this population changes rapidly as students enter and exit the program throughout the school year.
- 2. What conditions and policies may have contributed to your educator equity data?** The Kings County Office of Education operates 2 self contained sites. One services incarcerated court school students. We have 3 classroom teachers. They instruct 2 academic areas, rotating students for equal amounts of time. Our other self-contained site services K-12 moderate-severe special education students. These students are grouped by grade level range, special need, & IEP team placement. Most clustered classes have only 1 class per grade level span or focus. In addition, students are placed in a satellite class if the IEP team determines that being nearby general education peers to be beneficial to the student. By law, we are required to place students at a satellite that is closest to their home address as possible. Generally, the IEP team places more severe needs students on the main campus. We have a wide range of instructional & support staff that are designated to work with students in this program. The format of the classes, low numbers of like classrooms, student needs, and laws create complications in comparisons. We collect & analyze educator data to identify disparities. Requirements and teacher numbers at each site make it difficult to transfer teachers from one site to the other. This also makes comparing the sites more difficult. The lesser numbers of teachers at the court school site impact the final percents greatly. The current teacher shortage and additional credential requirements dually impact the designated percents at our special education site. Students cannot be moved between the court school, special education main campus or satellites interchangeably. In theory, we are operating two self contained sites, each being similar to a single school district. We provide new teachers with intern support classes, coaching, mentoring, and new

teacher induction programs that are operated by our county office staff. Ineffective, out of field and inexperienced teachers are also provided with a minimum of one informal and one formal evaluation per school year by administrative staff. These teachers are also supported by content specialists within the curriculum & instructional program. Teacher progress is monitored. Overall progress for the group is reported to our board & stakeholder groups and committees. We publicly report this in our LCAP Goal 2 & Local Indicator report. Our district and school staff will continue to provide support, coaching, modeling, mentoring, feedback and professional learning opportunities as teachers work through the beginning stages of their careers.





California Department of Education  
LCAP Federal Addendum Data Collection Tool (Template)  
Out-of-Field Teachers and Low-Income Students

I. Instructions

1. Complete the three tables (starting on page two) below using your local data and Data Quest—see “Educator Equity Data Collection Instructions.”
2. In a narrative form, answer the questions that follow each table.





## II. Table 1. Out-of-Field Teachers and Low-Income Students: Elementary Schools

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
J. C. Montgomery	31	31	100%	3	0	0%
Kings County Special Education	321	207	64.49%	36	2	5.56%
<b>LEA Total</b>	<b>352</b>	<b>238</b>	<b>67.61%</b>	<b>39</b>	<b>2</b>	<b>5.13%</b>

## III. Questions for Table 1

- 1. Describe the educator equity data trends in your district for elementary schools and low-income students. What is the distribution of out-of-field teachers working with low-income students?** There are two at our special education site that are considered out of field. This leads to a 5.56% rate for the site. Court school students are all considered to be low income as they are wards of the court. If one teacher at the court school were considered to be ineffective, our percents would be largely impacted.
- 2. What conditions and policies may have contributed to your educator equity data?** The Kings County Office of Education operates 2 self contained sites. One services incarcerated court school students. We have 3 classroom teachers. They instruct 2 academic areas, rotating students for equal amounts of time. Our other self-contained site services K-12 moderate-severe special education students. These students are grouped by grade level range, special need, & IEP team placement. Most clustered classes have only 1 class per grade level span or focus. In addition, students are placed in a satellite class if the IEP team determines that being nearby general education peers to be beneficial to the student. By law, we are required to place students at a satellite that is closest to their home address as possible. Generally, the IEP team places more severe needs students on the main campus. We have a wide range of instructional & support staff that are designated to work with students in this program. The format of the classes, low numbers of like classrooms, student needs, and laws create complications in comparisons. We collect & analyze educator data to identify disparities. Requirements and teacher numbers at each site make it difficult to transfer teachers from one site to the other. This also makes comparing the sites more difficult. The lesser numbers of teachers at the court school site impact the final percents greatly. The current teacher shortage and additional credential requirements dually impact the designated percents at our special education site. Students cannot be moved between the court school, special education main campus or satellites interchangeably. In theory, we are operating two self contained sites, each being

similar to a single school district. Ineffective, out of field and inexperienced teachers are also provided with a minimum of one informal and one formal evaluation per school year by administrative staff. These teachers are also supported by content specialists within the curriculum & instructional program. Teacher progress is monitored. Overall progress for the group is reported to our board & stakeholder groups and committees. We publicly report this in our LCAP Goal 2 & Local Indicator report. Our district and school staff will continue to provide support, coaching, modeling, mentoring, feedback and professional learning opportunities as teachers work to complete requirements.





## California Equity Tools

### California Department of Education LCAP Federal Addendum Data Collection Tool (Template) Ineffective / Misassigned Teachers and Minority Students

#### I. Instructions

1. Complete the three tables (starting on page two) below using your local data and Data Quest—see “Educator Equity Data Collection Instructions.”
2. In a narrative form, answer the questions that follow each table.



## II. Table 1. Ineffective / Misassigned Teachers and Minority Students: Elementary Schools

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Ineffective/ Misassigned Teachers	% Ineffective/ Misassigned Teachers
J. C. Montgomery	31	29	93.55%	3	0	0%
Kings County Special Education	321	259	80.69%	36	4	11.11%
<b>LEA Total</b>	<b>352</b>	<b>288</b>	<b>81.82%</b>	<b>39</b>	<b>4</b>	<b>10.26%</b>

## III. Questions for Table 1

- Describe the educator equity data trends in your district for elementary schools and minority students. What is the distribution of ineffective/misassigned teachers working with minority students?** 11.11% of teachers at our special education school are considered ineffective or misassigned, but this percent is based on only 4 teachers. If one teacher at the court school were considered to be ineffective, our percents would be largely impacted. Rates of minority students are higher at the court school, by 12.86%. This student population changes rapidly as students transition in and out of our programs throughout the school year. The population of our special education school is more stable as students are placed in this program per their IEP.
- What conditions and policies may have contributed to your educator equity data? The Kings County Office of Education operates 2 self contained sites. One services incarcerated court school students. We have 3 classroom teachers. They instruct 2 academic areas, rotating students for equal amounts of time. Our other self-contained site services K-12 moderate-severe special education students. These students are grouped by grade level range, special need, & IEP team placement. Most clustered classes have only 1 class per grade level span or focus. In addition, students are placed in a satellite class if the IEP team determines that being nearby general education peers to be beneficial to the student. By law, we are required to place students at a satellite that is closest to their home address as possible. Generally, the IEP team places more severe needs students on the main campus. We have a wide range of instructional & support staff that are designated to work with students in this program. The format of the classes, low numbers of like classrooms, student needs, and laws create complications in comparisons. We collect & analyze educator data to identify disparities. Requirements and teacher numbers at each site make it difficult to transfer teachers from one site to the other. This also makes comparing the sites more difficult. The lesser numbers of teachers at the court school site impact the final percents greatly. The current teacher shortage and additional credential requirements dually impact the designated percents at our

special education site. Students cannot be moved between the court school, special education main campus or satellites interchangeably. In theory, we are operating two self contained sites, each being similar to a single school district. Ineffective, out of field and inexperienced teachers are also provided with a minimum of one informal and one formal evaluation per school year by administrative staff. These teachers are also supported by content specialists within the curriculum & instructional program. We are working with sites to provide cultural responsiveness training this school year. Teacher progress is monitored. Overall progress for the group is reported to our board & stakeholder groups and committees. We publicly report this in our LCAP Goal 2 & Local Indicator report. Our district and school staff will continue to provide support, coaching, modeling, mentoring, feedback and professional learning opportunities as teachers work to complete requirements.



## California Equity Tools

### California Department of Education LCAP Federal Addendum Data Collection Tool (Template) Ineffective / Misassigned Teachers and Low-Income Students

#### I. Instructions

1. Complete the three tables (starting on page two) below using your local data and Data Quest—see “Educator Equity Data Collection Instructions.”
2. In a narrative form, answer the questions that follow each table.





## II. Table 1. Ineffective / Misassigned Teachers and Low-Income Students: Elementary Schools

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Ineffective/ Misassigned Teachers	% Ineffective/ Misassigned Teachers
J. C. Montgomery	31	31	100%	3	0	0%
Kings County Special Education	321	207	64.49%	36	4	11.11%
<b>LEA Total</b>	<b>352</b>	<b>238</b>	<b>67.61%</b>	<b>39</b>	<b>4</b>	<b>10.26%</b>

## III. Questions for Table 1

- Describe the educator equity data trends in your district for elementary schools and low-income students. What is the distribution of ineffective/misassigned teachers working with low-income students?** 11.11% of teachers at our special education site are considered ineffective or misassigned, but this percent is based on only 4 teachers. Court school students are all considered to be low income as they are wards of the court. If one teacher at the court school were considered to be ineffective, our percents would be largely impacted.
- What conditions and policies may have contributed to your educator equity data?** The Kings County Office of Education operates 2 self contained sites. One services incarcerated court school students. We have 3 classroom teachers. They instruct 2 academic areas, rotating students for equal amounts of time. Our other self-contained site services K-12 moderate-severe special education students. These students are grouped by grade level range, special need, & IEP team placement. Most clustered classes have only 1 class per grade level span or focus. In addition, students are placed in a satellite class if the IEP team determines that being nearby general education peers to be beneficial to the student. By law, we are required to place students at a satellite that is closest to their home address as possible. Generally, the IEP team places more severe needs students on the main campus. We have a wide range of instructional & support staff that are designated to work with students in this program. The format of the classes, low numbers of like classrooms, student needs, and laws create complications in comparisons. We collect & analyze educator data to identify disparities. Requirements and teacher numbers at each site make it difficult to transfer teachers from one site to the other. This also makes comparing the sites more difficult. The lesser numbers of teachers at the court school site impact the final percents greatly. The current teacher shortage and additional credential requirements dually impact the designated percents at our special education site. Students cannot be moved between the court school, special education main campus or satellites interchangeably. In theory, we are operating two self contained sites, each being

similar to a single school district. Ineffective, out of field and inexperienced teachers are also provided with a minimum of one informal and one formal evaluation per school year by administrative staff. These teachers are also supported by content specialists within the curriculum & instructional program. Teacher progress is monitored. Overall progress for the group is reported to our board & stakeholder groups and committees. We publicly report this in our LCAP Goal 2 & Local Indicator report. Our district and school staff will continue to provide support, coaching, modeling, mentoring, feedback and professional learning opportunities as teachers work to complete requirements.



COVER SHEET FOR  
ACTION ITEM

January 13, 2021

TOPIC: Board Policy/ Superintendent Policy 1312.3: Uniform Complaint Procedures Revision

ISSUE: This Board Policy was last revised in September, 2020. Revisions are being presented for approval.

BACKGROUND: Uniform Complaint Procedures (UCP) are policies for written and signed statements by individuals, public agencies, or organizations alleging a violation of federal or state laws governing certain educational programs. County Offices and School Districts are required to have policies that describe the Uniform complaint process. Revisions made are to maintain compliance with current law. CDE has recently released a new version based on a federal review.

RESOURCE: Andrea Perez, Director  
[Andrea.perez@kingscoe.org](mailto:Andrea.perez@kingscoe.org)

Lisa Horne, Assistant Superintendent  
[Lisa.horne@kingscoe.org](mailto:Lisa.horne@kingscoe.org)

Kings County Office of Education  
1144 West Lacey Boulevard  
Hanford, CA 93230  
Phone: (559) 589-7094

RECOMMENDATION: Administration recommends approving the revised board policy.

# Kings County Board of Education and County Superintendent of Schools Board/Superintendent Policy

BP/SP 1312.3  
Community Relations

## UNIFORM COMPLAINT PROCEDURES

This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by the Kings County Office of Education of federal or state laws or regulations governing educational programs, ~~including non-compliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).~~

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying, ~~or charging pupil fees for participation in an educational activity or non-compliance with the requirements of our LCAP.~~ **A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.**

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying, ~~and non-compliance with laws relating to pupil fees or non-compliance with the requirements of our LCAP in~~ **programs and activities funded directly by the state or receiving any financial assistance from the state.**

If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

**The Kings County Office of Education developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the board.**

~~The Responsibilities of the Kings County Office of Education~~

~~We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations.~~

~~We shall investigate and seek to resolve, in accordance with our UCP process, any complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by the Kings County Office of Education that are subject to the UCP.~~

~~The Kings County Office of Education developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by our board or authorized designee.~~

According to state and federal codes and regulations, the programs and activities subject to UCP are:

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical Education (federal) **and technical education and career technical and technical training programs**
- Child Care and Development
- Compensatory Education
- Consolidated Application **Categorical Aid Programs**
- Course Periods without Educational Content
- **Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.**
- Education **and gradation requirements** of Pupils in Foster Care, Pupils who are Homeless, **Pupils from Military Families, and Pupils Formerly in Juvenile Court** Pupils now enrolled in a School District, ~~and Pupils of Military Families~~
- Every Student Succeeds Act
- Local Control Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

**And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.**

The following complaints shall be referred to **the specified agencies** ~~other agencies~~ for appropriate resolution and are not subject to our UCP **complaint procedures** ~~process~~ set forth in this document ~~unless these procedures are made applicable by separate interagency agreements:~~

**(a)** Allegations of child abuse shall be referred to **the applicable** County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

**(b)** Health and safety complaints regarding ~~a Child Development Program~~ shall be referred to ~~Department of Social Services for licensed facilities~~ **operating a Child Development Program shall be referred to DSS.** ~~, and to the appropriate Child Development regional administrator for licensing exempt facilities.~~

**(c)** Employment discrimination, ~~harassment, intimidation or bullying~~ complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). **The complainant shall be notified in writing in a timely manner of any DFEH transferal.** ~~Allegations of fraud shall be referred to the Legal, Audits and Compliance Branch in the California Department of Education (CDE).~~

### **The Responsibilities of the Kings County Office of Education**

**We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.**

### **The UCP Annual Notice**

**We disseminate on an annual basis the UCP Annual Notice which is a written notice of our UCP complaint procedures.**

**This notice may be made available on our website and shall include the following:**

- Addresses all our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties;**
- Information regarding allegations about discrimination, harassment, intimidation, or bullying;**
- the list of all federal and state programs within the scope of the UCP;**
- the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person(s) currently occupying that position, if known;**

- a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs that they are assigned to investigate;
- a statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the Health and Safety Code (HSC) a notice, separate from the UCP Annual Notice, shall be posted in each California state preschool program classroom in each school in the local educational agency notifying Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925, and (2) the location at which to obtain a form to file complaint.

#### Pupil Fees

~~A pupil fee is a fee, deposit, or charge imposed on pupils, or a pupil's parents or guardians, in violation of state codes and constitutional provisions which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers. Educational activities are those offered by a school, school district, charter school, or county office of education that constitute a fundamental part of education, including, but not limited to, curricular and extracurricular activities.~~

~~A pupil fee includes, but is not limited to, all of the following:~~

~~A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.~~

~~A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.~~

~~A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.~~

#### The Local Control Accountability Plan

~~The LCAP is an important component of the Local Control Funding Formula (LCFF), the revised school finance system that overhauled how California funds its K-12 schools. Under the LCFF we are required to prepare an LCAP, which describes how we intend to meet annual goals for our pupils, with specific activities to address state and local priorities identified pursuant to California Education Code (EC) Section 520630(d).~~

#### The UCP Annual Notice

~~We ensure annual dissemination of a written notice of our complaint procedures to all students, employees, parents or guardians of students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties that includes information regarding allegations about discrimination, harassment, intimidation or bullying.~~

~~Our UCP Annual Notice shall also include information regarding the requirements of EC Section 49010 through 49013 relating to pupil fees and information regarding the requirements of EC Section 52075 relating to the LCAP.~~

~~Our UCP Annual Notice shall be in English and in the primary language, pursuant to section 48985 of the Education Code, or mode of communication of the recipient of the notice.~~

#### Filing UCP Complaints

**All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.**

**Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints.**

~~When Filing Pupil Fees UCP Complaints~~

~~A pupil fees complaint may be filed with the principal of a school or our Superintendent or her designee.~~

~~A pupil fees complaint and/or an LCAP complaint may be filed anonymously if the complaint provides evidence or information leading to the evidence to support an allegation or noncompliance.~~

~~A pupil fees complaint shall be filed no later than one year from the date the alleged violation occurred.~~

Name or title: Assistant Superintendent  
Unit or Office: Human Resources  
Address: Kings County Office of Education  
1144 W. Lacey Blvd.  
Hanford, California 93230  
Phone: 559-584-1441, extension 7094  
Electronic mail address: [lisa.horne@kingscoe.org](mailto:lisa.horne@kingscoe.org)

**A pupil fee includes the purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.**

**A pupil fees complaint may be filed with the principal of a school or with our superintendent or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.**

**For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that is adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.**

**We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.**



## ~~When Filing All UCP Complaints~~

~~We will provide an opportunity for complainants and/or representatives to present evidence or information.~~

~~Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.~~

~~Refusal by the Kings County Office of Education to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.~~

~~The complaint will be investigated and a written report with a Decision will be issued to the complainant by us in 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.~~

~~This report will contain the following elements:~~

- ~~i. \_\_\_\_\_ The findings of fact based on the evidence gathered~~
- ~~ii. \_\_\_\_\_ Conclusion of law~~
- ~~iii. \_\_\_\_\_ Disposition of the complaint~~
- ~~iv. \_\_\_\_\_ The rationale for such disposition~~
- ~~v. \_\_\_\_\_ Corrective actions, if any are warranted~~
- ~~vi. \_\_\_\_\_ Notice of the complainant's right to appeal our Decision to the CDE~~

## ~~UCP Complaint Investigation~~

### ~~Investigating UCP Complaints~~

**The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information.**

**Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.**

**Refusal by the Kings County Office of Education to provide the investigator with access to records and/or other important information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding**

**based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.**

~~The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is:~~

Name or title: \_\_\_\_\_ Assistant Superintendent  
Unit or Office: \_\_\_\_\_ Human Resources  
Address: \_\_\_\_\_ Kings County Office of Education  
\_\_\_\_\_ 1144 W. Lacey Blvd.  
\_\_\_\_\_ Hanford, California 93230  
Phone: \_\_\_\_\_ 559-584-1441, extension 7094  
Electronic mail address: [lisa.horne@kingscoe.org](mailto:lisa.horne@kingscoe.org)

~~The staff member, position, or unit responsible to receive and investigate UCP complaints and ensure our compliance in our agency is knowledgeable about the laws and programs assigned to investigate.~~

~~The Kings County Office of Education will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in EC Section 200 and 220 and Government Code (GC) Section 11135, including any actual or perceived characteristics as set forth in Penal Code (PC) Section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity we conduct, which is funded directly by, or that receives or benefits from any state financial assistance.~~

~~Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.~~

**We ensure that** All complainants are protected from retaliation.

~~We advise complainants of the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws.~~

**We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.**

UCP Complaint Resolution

**We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of**

the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- the findings of fact based on the evidence gathered;
- a conclusion that provides a clear determination for each allegation as to whether we are in compliance with the relevant law;
- corrective actions if we find merit in a complaint;

-including complaints of Pupil Fees; LCAP, Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,

-for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall to to the affected pupil,

-With respect to a pupil fees complaint, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse all pupils, parents and guardian who paid a pupil fee within one year prior to the filing of the complaint;

- a notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and
- the procedures to be followed for initiating an appeal to the CDE.

~~If Kings County Office of Education finds merit in a complaint regarding Pupil Fees, Local Control Accountabiltiy Plan (LCAP); and/or Physical Education Instructional Minutes (grades one through eight), the remedy shall go to all affected pupils and parents/guardians.~~

~~If we find merit in a complaint regarding Reasonable Accommodations to a Lactating Pupil; Course Periods without Educational Content (grades nine through twelve); and/or Education of Pupils in Foster Care, Pupils who are Homeless, former Juvenile Court Pupils now enrolled in a school district, and pupils in military families, the public school or LEA shall provide a remedy to the affected pupil.~~

~~We ensure an attempt shall be made in good faith to engage in reasonable efforts to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year of the filing of the complaint.~~

#### UCP Complaint Appeal Process

An appeal is a **written and signed** request **by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten typed (including in an email) or electronically-generated.** ~~made in writing to a level higher than the original reviewing level by an aggrieved party requesting reconsideration or a reinvestigation of the lower~~

~~adjudicating body's decision.~~

~~The A-complainant may appeal our Investigation Report Decision of a UCP complaint to the State Superintendent of Public Instruction or his or her designee at the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following: (here and after known as SSPI) regarding all specified federal and state educational programs subject to the UCP.~~

- ~~the Kings County Office of Education failed to follow its complaint procedures, and/or~~
- ~~the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or~~
- ~~the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or~~
- ~~the legal conclusion in the Investigation Report is inconsistent with the law, and/or~~
- ~~in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.~~

~~To appeal our UCP complaint report the complainant must file a written appeal within 15 calendar days of receiving our UCP complaint report.~~

~~However, to appeal our UCP complaint report regarding complaints about the State Preschool Health and Safety Issues in LEAs Exempt from Licensing the complainant must file a written appeal within 30 days of receiving the county's decision.~~

~~This appeal to the CDE must fully explain the basis for the appeal, stating how the facts of our Decision are incorrect and/or the law is misapplied.~~

~~In addition the~~ **The** appeal shall be sent to CDE with: (1)

1. A copy of the original locally filed complaint; and
2. A copy of **the LEA Investigation Report.** ~~our Decision of this originally locally filed complaint.~~

UCP Requirements Regarding State Preschool Health and Safety Issues: **Pursuant to HSC Section 1596.7925:**

**When Filing a UCP Complaint Regarding State Preschool Health and Safety Issues**

~~The UCP Annual Notice and our State Preschool Program~~

**To file a UCP complaint regarding a state preschool health and safety issue pursuant to HSC Section 1596.7925 the complainant must file with the preschool program administrator or their designee in the Kings County Office of Education.**

**A state preschool health and safety issues complaint about problems beyond the authority of the preschool program administrator shall be forwarded in a timely**

manner, but not to exceed 10 working days to our official for resolution.

**A state preschool health and safety issues complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they indicate that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If EC section 48985 is otherwise applicable, the response, if requested, and our Investigation Report shall be written in English and the primary language in which the complaint was filed.**

~~In order to identify the appropriate subjects of state preschool health and safety issues, we also have a notice that is posted in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.~~

~~When Filing a UCP Complaint Regarding State Preschool Health and Safety Issues UCP complaints regarding state preschool health and safety issues pursuant to HSC section 1596.7925 shall include the following statements:~~

~~File with the preschool program administrator or his or her designee.~~

~~A state preschool health and safety issues complaint pursuant to HSC section 1596.7925 about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to the appropriate local educational agency official for resolution.~~

~~A state preschool health and safety issues complaint pursuant to HSC section 1596.7925 may be filed anonymously. A complainant who identifies himself or herself is entitled to a response if he or she indicates that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If Section 48985 of the Education Code is otherwise applicable, the response, if requested, and report shall be written in English and the primary language in which the complaint was filed.~~

~~A complaint form for a state preschool health and safety issue pursuant to HSC section 1596.7925 shall specify the location for filing a complaint. A complainant may add as much text to explain the complaint as **they** he or she wishes.~~

**When investigating a UCP state preschool health and safety issue the preschool program administrator or the designee of the county superintendent shall**

~~The preschool program administrator or the designee of the district superintendent shall (1) make all reasonable efforts to investigate any problem with his or her authority. Investigations shall begin within 10 days of the receipt of the complaint and (2) remedy a valid complaint within a reasonable time period, but not to exceed 30 working days~~

from the date the complaint was received and report to the complainant the resolution of the complaint within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the designee of the County Superintendent.

#### **When Filing an Appeal Regarding UCP State Preschool Health and Safety Issues UCP Complaints**

##### **When filing an appeal regarding a UCP State Preschool Health and Safety Issues in our agency a**

~~A complainant not satisfied with the resolution of the LEA's preschool program administrator or designee of the County Superintendent has the right to describe the complaint at a regularly scheduled hearing of our the governing board or body and file an appeal to the State Superintendent of Public Instruction (SSPI) within 30 days of the date of the report.~~

**A The complainant who is not satisfied with the resolution proffered by the preschool program administrator or the designee of our superintendent has the right to file an appeal to the State Superintendent of Public Instruction (SSPI) within 30 calendar days of the date of the Investigation Report. shall comply with the appeal requirements of 5 CCR section 4632.**

The **complainant SSPI** shall comply with the **same appeal** requirements of 5 CCR section **4632 4633 as in the section above 'UCP Complaint Appeal Process.'** and shall provide a written Decision to the State Board of Education describing the basis for the complaint, our response to the state preschool health and safety issues complaint and its remedy or proposed remedy.

**A written appeal to the CDE shall be within 30 days of the date of the Investigation Report and accompanied by a copy of the locally filed complaint and a copy of the Investigation Report. The complainant shall specify and explain the basis for the appeal, including at least one of the following:**

- **the preschool program administrator or the designee of our superintendent failed to follow its complaint procedures, and/or**
- **the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or**
- **material findings of fact in the Investigation Report are not supported by substantial evidence, and/or**
- **the legal conclusion in the Investigation Report is inconsistent with the law, and/or**
- **if the preschool program is found noncompliant, the corrective actions fail to provide a proper remedy.**

**The SSPI or their designee shall comply with the requirements of 5 CCR section 4633 and shall provide the written Investigation Report to the State Board of Education describing the basis for the complaint, our response to the UCP state preschool health and safety issues complaint and its remedy or proposed remedy and, as appropriate, a proposed remedy for the issue described in the complaint,**

if different from our remedy.

~~We The Kings County Office of Education~~ shall report summarized data on the nature and resolution of all **UCP** state preschool health and safety issues ~~complaints pursuant to HSC section 1596.7925~~ on a quarterly basis to ~~the our~~ County Superintendent of schools and our governing board ~~or body~~. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of our governing board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

~~We are aware that~~ **All** complaints and responses are public records.

#### Legal References:

20 United States Code (**20** U.S.C.) section 6301 et seq.

34 Code of Federal Regulations (**34** CFR) sections **106.8, 34 CFR 299.10-11**

#### California Education Code (**EC**) Sections

200, **201, 210.1, 210.3**, 220, **221.1**, 222, 234.1, ~~-234.5~~ **260**, ~~262.3~~ **3031**, 8200–8498, **8235.5-8239.1, 8261, 8482-8484.65**, 8500–8538, **17002(d), 17592.72**, 32280–32289; **33126(b)(5)(A), 33126(b)(5)(B)**, 33315; **35161**, ~~33380-33384~~, 35186, 46015, ~~47606.5, 47607.3, 48645.5, 48645.7~~, 48853, 48853.5, ~~48985-48987~~, 49010-49013, 49069.5, **49531, 49556**, 51210, 51222, 51223, 51225.1-**3**, ~~51225.2, 51226-51226.1, 51228.1-51228.3~~, 52059, ~~52060-52075~~, 52300–52462, **52334.7, 52355, 52451, 52460-52462**, 52500–52617, 54440–54445, **56100(a), 56100(j), 60010**, ~~64000, 64001~~, 65000.

California Government Code (GC) sections 11135, **11136, 12960** ~~17581.6(f)~~

~~California Health and Safety Code (HSC) section 1596.7925~~

California Penal Code (PC) section 422.55, **11166**

~~California Welfare and Institutions Code (WIC) sections 300~~

**5 California Code of Regulations (CCR) Sections 4600-4640, 4690-4694**

Adopted by Board:	<u>April 2, 2003</u>
Reviewed by Board:	<u>December 10, 2003</u>
Reviewed by Board:	<u>May 2, 2007</u>
Revised by Board:	<u>October 3, 2012</u>
Adopted by Board:	<u>June 12, 2013</u>
Revised by Board:	<u>June 25, 2014</u>
Revised by Board:	<u>February 1, 2017</u>
Revised by Board:	<u>December 18, 2019</u>
Revised by Board:	<u>September 9, 2020</u>
<b>Revised by Board:</b>	<u></u>

# Kings County Board of Education and County Superintendent of Schools

## Exhibit A

Exhibit A 1312.3  
Community Relations

### UNIFORM COMPLAINT PROCEDURES

In accordance with the Kings County Office of Education's Uniform Complaint Procedures (5 CCR 4620) KCOE shall follow uniform complaint procedures when investigating complaints alleging unlawful discrimination, harassment, intimidation and bullying against any protected group. Protected groups are enumerated by Education Code §§ 200 and 220. Additionally, it is the policy of the State of California, pursuant to Section 200, that all individuals shall enjoy freedom from discrimination and/or harassment, bullying or intimidation of any kind in the educational institutions of the state. This also includes sexual harassment, which is a form of sexual discrimination (EC § 231.5).

#### I. Complainant's Contact Information

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work or Cell Phone: \_\_\_\_\_

#### II. Complainant

You are filing this complaint on behalf of: \_\_\_\_\_

☐ yourself      ☐ your child or a (student)      ☐ another student      ☐ a group

#### III. School Information

Program/School Name: \_\_\_\_\_ Location: \_\_\_\_\_

Administrator/Principal's Name: \_\_\_\_\_

#### IV. Basis of Complaint

Please check the following box(es), based on the type(s) of discrimination, harassment, intimidation, and/or bullying you experienced based on your actual or perceived characteristics. (EC §§ 200 and 220)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Age                 | <input type="checkbox"/> Marital or Parental Status    | <input type="checkbox"/> Sex                |
| <input type="checkbox"/> Ancestry            | <input type="checkbox"/> Mental or Physical Disability | <input type="checkbox"/> Sex (Title IX)     |
| <input type="checkbox"/> Color               | <input type="checkbox"/> Nationality                   | <input type="checkbox"/> Sexual Harassment  |
| <input type="checkbox"/> Ethnic Group        | <input type="checkbox"/> National Origin               | <input type="checkbox"/> Sexual Orientation |
| <input type="checkbox"/> Identification      | <input type="checkbox"/> Race or Ethnicity             |   |
| <input type="checkbox"/> Gender              | <input type="checkbox"/> Religion                      |   |
| <input type="checkbox"/> Gender Expression   |  |   |
| <input type="checkbox"/> Gender Identity     |  |   |
| <input type="checkbox"/> Genetic Information |  |   |



For allegations of noncompliance, please check the applicable program or activity referred to in your complaint:

- ☐ Accommodations for Pregnant and Parenting Pupils
- ☐ Adult Education
- ☐ After School Education & Safety
- ☐ Agricultural Career Technical Education
- ☐ Career Technical and Technical Education Federal and Career Technical and Technical Training Programs
- ☐ Child Care and Development
- ☐ Compensatory Education
- ☐ Consolidated Application **Categorical Aid Programs**
- ☐ Course Periods without Educational Content
- ☐ Education and graduation requirements for Pupils in Foster Care, Pupils who are Homeless, Pupils from Military Families, and Former and Pupils formerly in Juvenile Court Pupils Now Enrolled in a School District
- ☐ **Discrimination, Harassment, Intimidation, or Bullying against any protected group under EC 200 & 220 and Government Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC 210.3, that is funded directly by, or that receives or benefits from, any state assistance**
- ☐ Every Student Succeeds Act
- ☐ Local Control & Accountability Plans (LCAP)
- ☐ Migrant Education
- ☐ Physical Education Instructional Minutes
- ☐ Pupil Fees
- ☐ Reasonable Accommodations to a Lactating Pupil
- ☐ Regional Occupational Centers and Programs
- ☐ School Plans for Student Achievement
- ☐ School Safety Plans
- ☐ Schoolsite Councils
- ☐ State Preschool
- ☐ **Any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or Designee deems appropriate.**

## V. Details of Complaint

Please answer the following questions to the best of your ability. Attach additional sheets of paper if you need more space.

Please describe the type of incident(s) you experienced that led to this complaint, including the events or actions, in as much detail as possible:

---

List the individuals involved in the incident(s):

---

List any witnesses to the incident(s):

---

Describe the location where the incident(s) occurred:

---

Please list all the date(s) and times when the incident(s) occurred or when the alleged acts first came to your attention:

---

What steps, if any, have you taken to resolve this issue before filing a complaint?

---

Would you like a response to this complaint? Yes ☐ No ☐

If so, please provide an address: \_\_\_\_\_

Signature of person filing complaint \_\_\_\_\_ Date \_\_\_\_\_

Received by: \_\_\_\_\_ Date Filed: \_\_\_\_\_

---

Title: \_\_\_\_\_

Adopted by Board:	<u>October 3, 2012</u>
Reviewed by Board:	<u>June 12, 2013</u>
Revised by Board:	<u>June 25, 2014</u>
Revised by Board:	<u>January 11, 2017</u>
Revised by Board:	<u>February 1, 2017</u>
Revised by Board:	<u>December 18, 2019</u>
Revised by Board:	<u>September 9, 2020</u>
<b>Revised by Board:</b>	_____

# Junta Directiva de Educación Del Condado de Kings y Superintendente de Escuelas del Condado

## Anexo A

Anexo A 1312.3  
Relaciones comunitarias

### PROCEDIMIENTOS UNIFORMES DE QUEJAS

De acuerdo con los Procedimientos Uniformes de Quejas de la Oficina de Educación del Condado de Kings (5 CCR 4620), KCOE seguirá los procedimientos uniformes de quejas cuando investigue las quejas de discriminación ilegal, acoso, intimidación e intimidación contra cualquier grupo protegido. Los grupos protegidos están enumerados por el Código de Educación §§ 200 y 220. Además, es la política del Estado de California, de conformidad con la Sección 200, que todas las personas gocen de libertad de discriminación y / o acoso, intimidación o intimidación de cualquier tipo en las instituciones educativas del estado. Esto también incluye el acoso sexual, que es una forma de discriminación sexual (EC § 231.5).

#### I. Información de contacto del demandante

Nombre: \_\_\_\_\_

Dirección: \_\_\_\_\_

Ciudad: \_\_\_\_\_ Código postal: \_\_\_\_\_

Número de teléfono: \_\_\_\_\_

Ceullar/número de trabajo: \_\_\_\_\_

#### II. Demandante

Está presentando esta queja en nombre de: \_\_\_\_\_

☐ usted ☐ su hijo/a o un (estudiante) ☐ otro estudiante ☐ un grupo

#### III. Información de la escuela

Nombre del programa/Escuela: \_\_\_\_\_

Ubicación: \_\_\_\_\_

Nombre del administrador / director: \_\_\_\_\_

#### IV. Base de queja

Marque la (s) siguiente (s) casilla (s), según el tipo (s) de discriminación, acoso, intimidación y / o intimidación que experimentó en función de sus características reales o percibidas. (CE §§ 200 y 220)

- ☐ Edad
- ☐ Ascendencia
- ☐ Color
- ☐ Identificación del grupo étnico
- ☐ Género
- ☐ Expresión de Género

- ☐ Identidad de Género
- ☐ Información Genética
- ☐ Estado civil o Parental
- ☐ Discapacidad Mental o Física
- ☐ Nacionalidad
- ☐ Origen Nacional

- ☐ Raza o Etnicidad
- ☐ Religión
- ☐ Sexo
- ☐ Sexo (Título IX)
- ☐ Acoso Sexual
- ☐ Orientación Sexual

Para las denuncias de incumplimiento, verifique el programa o la actividad correspondiente a que se refiere su queja:

- |  |   |
|--|---|
| <input type="checkbox"/> Adaptaciones para alumnos embarazadas y con hijos   | <input type="checkbox"/> Planes de escuela para el logro del estudiante   |
| <input type="checkbox"/> Planes locales de control y rendición de cuentas (LCAP)   | <input type="checkbox"/> Períodos de curso sin contenido educativo  |
| <input type="checkbox"/> Educación de adultos  | <input type="checkbox"/> Planes de seguridad escolar  |
| <input type="checkbox"/> Educación de migrantes  | <input type="checkbox"/> Acomodaciones razonables para un lactante  |
| <input type="checkbox"/> Educación y seguridad después de la escuela   | <input type="checkbox"/> Educación de alumnos en cuidado de crianza, Alumnos sin hogar, menores de edad, los alumnos de la corte ahora se inscribieron en un distrito escolar y alumnos de familias militares |
| <input type="checkbox"/> Minutos de instrucción de educación física  | <input type="checkbox"/> Cuestiones estatales de salud y seguridad preescolar   |
| <input type="checkbox"/> Educación técnica de carrera agrícola   | <input type="checkbox"/> Preescolar estatal, LEAs exentos de licencia   |
| <input type="checkbox"/> Honorarios de alumnos   | <input type="checkbox"/> Consejos escolares   |
| <input type="checkbox"/> Educación técnica y técnica profesional; Carrera técnica; Alumno de Formación Técnica (estatal) | <input type="checkbox"/> Ley de éxito de todos los estudiantes / Ningún niño se queda atrás (Títulos I-VII)   |
| <input type="checkbox"/> Cuidado y desarrollo infantil   |   |
| <input type="checkbox"/> Centros y programas ocupacionales regionales  |   |
| <input type="checkbox"/> Educación compensatoria   |   |

## V. Detalles de la queja

Responda las siguientes preguntas lo mejor que pueda. Adjunte hojas de papel adicionales si necesita más espacio.

Describa el tipo de incidente (s) que experimentó que dio lugar a esta queja, incluidos los eventos o acciones, con el mayor detalle posible:

---

Enumere las personas involucradas en el incidente (s):

---

Enumere cualquier testigo del incidente (s):

---

Describa la ubicación donde ocurrieron los incidentes:

---

Enumere todas las fechas y horas en que ocurrieron los incidentes o cuando los supuestos actos llamaron su atención por primera vez:

---

¿Qué pasos, si alguno, ha tomado para resolver este problema antes de presentar una queja?

---

¿Desea una respuesta a esta queja? Si \_\_\_\_\_ No \_\_\_\_\_

Si es así, por favor proporcione una dirección: \_\_\_\_\_

---

Firma de la personal que presenta la queja

Fecha

Recibido por: \_\_\_\_\_

Fecha de presentación: \_\_\_\_\_

Adoptado por la Junta:	<u>3 de octubre de 2012</u>
Revisado por la Junta:	<u>12 de junio de 2013</u>
Revisado por la Junta:	<u>25 de junio de 2014</u>
Revisado por la Junta:	<u>11 de enero de 2017</u>
Revisado por la Junta:	<u>1 de febrero de 2017</u>
Revisado por la Junta:	<u>18 de diciembre de 2019</u>
Revisado por la Junta:	<u>9 de septiembre de 2020</u>
<b>Revisado por la Junta:</b>	<u></u>

# Kings County Board of Education and County Superintendent of Schools

## Exhibit B

Exhibit B 1312.3  
Community Relations

### UCP Annual Notice

The Kings County Office of Education annually notifies our students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, appropriate private school officials, and other interested parties of the our Uniform Complaint Procedures (UCP) process.

**The UCP Annual Notice is available on our website.**

~~The Kings County Office of Education is~~ **We are** primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities subject to the UCP.

### Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education & Safety
- Agricultural Career Technical Education
- Career Technical Education **and Technical Education and Career Technical Training Programs**
- Child Care **and Development Programs**
- Compensatory Education
- Consolidated Application **Categorical Aid Programs**
- Course Periods without Educational Content
- **Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.**
- Education **and graduation requirements** for Pupils in Foster Care, Pupils who are Homeless, **pupils from military families and pupils** formerly Juvenile Court Pupils now enrolled in a school district ~~and Children of Military Families~~
- Every Child Succeeds Act (ESSA)
- Local Control Accountability Plan (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans

- School Site Councils
- State Preschool
- **And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.**

### **Pupil Fees**

~~A pupil fee includes, but is not limited to, all of the following:~~

~~A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.~~

~~A security deposit, or other payment, that is required to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials, or equipment.~~

~~A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.~~

### **Filing a UCP Complaint**

**A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.**

**For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.**

~~A pupil enrolled in any of our public schools or program in our district shall not be required to pay a pupil fee for participation in an educational activity.~~

~~A pupil fees complaint may be filed with the principal of a school or our Superintendent or his/her designee.~~

~~A pupil fee and/or an LCAP complaint may be filed anonymously, that is, without an identifying signature, if however, the complainant must provides evidence or information leading to evidence to support the complaint.~~ **an allegation of noncompliance.**

~~A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.~~

### **Responsibilities of the Kings County Office of Education**

~~Additional Information:~~

~~We shall post a standardized notice, in addition to this notice, with of the educational and graduation rights of pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in juvenile court pupils now enrolled in a school district, and pupils in military families as specified in Education Code Sections 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.~~

**We advise complainants of civil remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.**

~~We shall post a notice to identify appropriate subjects of state preschool health and safety issues in each California state preschool program classroom in each school notifying parents, guardians, pupils, and teachers of (1) the health and safety requirements under Title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to HSC section 1596.7925 and (2) where to get a form for a state preschool health and safety issues complaint.~~

Contact Information:

**Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints.**

~~The staff member, position or unit responsible to receive UCP complaints in our agency is:~~

**Name or Title:** Assistant Superintendent;  
**Unit or Office:** Human Resources  
**Address:** Kings County Office of Education  
1144 West Lacey Blvd.  
Hanford, Ca 93230  
**Phone:** 559-584-1441, extension 7094  
**Electronic mail address:** [lisa.horne@kingscoe.org](mailto:lisa.horne@kingscoe.org)

**The above contact is knowledgeable about the laws and programs that they are assigned to investigate in Kings County Office of Education.**

~~Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.~~

~~The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees, and the LCAP to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of our Decision.~~

~~We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.~~

~~Copies of our Uniform Complaint Procedures complaint policies and procedures is available free of charge.~~



# **Junta Directiva de Educación Del Condado de Kings y Superintendente de Escuelas del Condado**

## **Prueba B**

Prueba B documental 1312.3  
Relaciones Comunitarias

### **Aviso Anual de UCP**

La Oficina de Educación del Condado de Kings notifica anualmente a nuestros estudiantes, empleados, padres o tutores de sus estudiantes, miembros del comité asesor de la escuela y del distrito, comités asesores escolares, funcionarios apropiados de escuelas privadas y otras partes interesadas de los Procedimientos Uniformes de Quejas (UCP) proceso.

La Oficina de Educación del Condado de Kings es principalmente responsable del cumplimiento de las leyes y regulaciones federales y estatales, incluidas las relacionadas con la discriminación ilegal, el acoso, la intimidación o el acoso escolar contra cualquier grupo protegido, y todos los programas y actividades sujetos al UCP

### **Programas y actividades sujetos a la UCP**

- Alojamiento para alumnos embarazadas y padres
- Educación de adultos
- Educación y seguridad después de la escuela
- Educación técnica de carrera agrícola
- Educación técnica profesional (~~federal~~)
- Desarrollo de cuidado infantil
- Educación compensatoria
- Aplicación consolidada
- Períodos de curso sin contenido educativo.
- Educación para alumnos en hogares de guarda, alumnos sin hogar, antiguos alumnos de la corte juvenil ahora inscritos en un distrito escolar y niños de familias militares
- Ley de éxito de todos los niños (ESSA) / ~~No Child Left Behind (NCLB)~~
- Plan de responsabilidad de control local
- Educación para migrantes
- Minutos de instrucción de educación física
- Tariffas de alumnos
- Adaptaciones razonables para un alumno lactante
- Centros y programas ocupacionales regionales
- Planes escolares para el logro estudiantil
- Planes de seguridad escolar
- Consejos escolares
- Preescolar estatal
- Cuestiones estatales de salud y seguridad preescolar en las LEA exentas de licencias

## **Tariffas de alumnos**

La tarifa de un alumno incluye, entre otros, todo lo siguiente:

Una tarifa cobrada a un alumno como condición para inscribirse en la escuela o clases, o como una condición para participar en una clase o una actividad extracurricular, independientemente de si la clase o actividad es optativa u obligatoria, o es por crédito.

Un depósito de seguridad u otro pago que se requiere para obtener un candado, casillero, libro, aparato de clase, instrumento musical, ropa u otros materiales o equipos.

Una compra que un alumno debe realizar para obtener materiales, suministros, equipos o ropa asociados con una actividad educativa.

Se puede presentar una queja sobre los honorarios de los alumnos ante el director de una escuela o nuestro Superintendente o su designado. Los honorarios de los alumnos y / o una queja LCAP pueden presentarse de forma anónima, sin embargo, el demandante debe proporcionar evidencia o información que conduzca a evidencia para respaldar la queja.

Un alumno inscrito en una escuela o programa en nuestro distrito no tendrá que pagar una tarifa de alumno para participar en una actividad educativa.

Se debe presentar una queja por la tarifa del alumno a más tardar un año después de la fecha en que ocurrió la presunta violación.

## **Información Adicional**

Publicaremos un aviso estandarizado de los derechos educativos de los alumnos en hogares de guarda, alumnos sin hogar, ex alumnos de la corte juvenil ahora inscritos en un distrito escolar y alumnos en familias militares como se especifica en las Secciones del Código Educativo 48645.7, 48853, 48853.5, 49069.5 , 51225.1 y 51225.2. Este aviso incluirá información sobre el proceso de queja, según corresponda.

Publicaremos un aviso para identificar temas apropiados de problemas de salud y seguridad preescolar del estado en cada aula del programa preescolar estatal de California en cada escuela notificando a los padres, tutores, alumnos y maestros de (1) los requisitos de salud y seguridad bajo el Título 5 del Código de California de Regulaciones que se aplican a los programas preescolares estatales de California de conformidad con la sección 1596.7925 del HSC y (2) dónde obtener un formulario para una queja de salud y seguridad preescolar estatal.

Información del contacto:

El miembro del personal, el puesto o la unidad responsable de recibir las quejas de UCP en nuestra agencia es:

**Nombre o cargo:** Superintendente asistente, Recursos humanos  
**Dirección:** Oficina de Educación del Condado de Kings  
1144 West Lacey Blvd.  
Hanford, Ca 93230  
**Teléfono:** 559-584-1441, extensión 7094  
**Dirección de correo electrónico:** [lisa.horne@kingscoie.org](mailto:lisa.horne@kingscoie.org)

Las quejas serán investigadas y se enviará un informe escrito con una decisión al demandante dentro de los sesenta (60) días a partir de la recepción de la queja. Este período de tiempo puede extenderse por acuerdo escrito del demandante. La persona responsable de investigar la queja llevará a cabo y completará la investigación de acuerdo con nuestras políticas y procedimientos de UCP.

El demandante tiene el derecho de apelar nuestra decisión de quejas con respecto a programas y actividades específicos sujetos al UCP, los honorarios de los alumnos y el LCAP ante el Departamento de Educación de California (CDE) presentando una apelación por escrito dentro de los 15 días posteriores a la recepción de nuestra Decisión. La apelación debe ir acompañada de una copia de la queja presentada originalmente y una copia de nuestra Decisión.

Aconsejamos a cualquier demandante sobre remedios de la ley civil, incluidos, entre otros, mandatos, órdenes de restricción u otros remedios u órdenes que pueden estar disponibles bajo las leyes estatales o federales de discriminación, acoso, intimidación o acoso escolar, si corresponde.

Copias de nuestras políticas y procedimientos de quejas de Procedimientos Uniformes de Quejas (UCP) están disponibles sin cargo.

COVER SHEET FOR  
ACTION ITEM

January 13, 2021

TOPIC: Board Policy/ Administrative Regulations 6020: Parent Involvement

ISSUE: This Board Policy was last revised in January, 2007. Revisions are being presented for approval.

BACKGROUND: The federal education law, ESSA, requires districts receiving Title I Part A are required to establish and implement a written parent and family engagement policy and program. This policy meets these requirements, and will be used for audits and federal program reviews.

RESOURCE: Andrea Perez, Director  
[Andrea.perez@kingscoe.org](mailto:Andrea.perez@kingscoe.org)  
  
Lisa Horne, Assistant Superintendent  
[Lisa.horne@kingscoe.org](mailto:Lisa.horne@kingscoe.org)  
  
Kings County Office of Education  
1144 West Lacey Boulevard  
Hanford, CA 93230  
Phone: (559) 589-7094

RECOMMENDATION: Administration recommends approval of revised board policy.

# Kings County Board of Education

## Board Policy

BP 6020

### Instruction

#### Parent Involvement

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with ~~staff and~~ parents/guardians to **jointly develop and agree upon policy and strategies to meaningfully involve opportunities at all grade levels for parents/guardians and family members to be involved** in district and school activities **at all grade levels**; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)

~~(cf. 0420.1 - School Based Program Coordination)~~

~~(cf. 0420.5 - School Based Decision Making)~~

~~(cf. 0520.1 - High Priority Schools Grant Program)~~

~~(cf. 0520.2 - Title I Program Improvement Schools)~~

(cf. 1220 - Citizen Advisory Committees)

~~(cf. 1230 - School Connected Organizations)~~

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

~~(cf. 5145.6 - Parental Notifications)~~

**The district's Local Control and Accountability Plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English Learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)**

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians, **family members**, and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian

participation.

(cf. 0500 - Accountability)

#### Title I Schools

The Superintendent or designee shall ~~ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and~~ **involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members.** (Education Code 11503; 20 USC 6318)

**(cf. 6171 – Title I Programs)**

The Superintendent or designee shall

~~Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.~~ (Education Code 11503)

~~(cf. 6171 – Title I Programs)~~

~~The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. (20 USC 6318)~~

~~(cf. 3100—Budget)~~

~~The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.~~

**The district's Board policy and Administrative Regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)**

**The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.**

**District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)**

**(cf. 5145.6 – Parental Notifications)**

~~Non-Title I Schools~~

~~The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)~~

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities  
64001 Single plan for student achievement  
LABOR CODE  
230.8 Time off to visit child's school  
UNITED STATES CODE, TITLE 20  
6311 Parental notice of teacher qualifications and student achievement  
6312 Local educational agency plan  
6314 Schoolwide programs  
6316 School improvement  
6318 Parent involvement  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.104 Definitions, auxiliary aids and services  
35.160 Communications

Management Resources:

CSBA PUBLICATIONS

Parent Involvement: Development of Effective and Legally Compliant Policies,  
Governance and Policy Services Policy Briefs, August 2006

STATE BOARD OF EDUCATION POLICIES

89-01 Parent Involvement in the Education of Their Children, rev. 1994

U.S. DEPARTMENT OF EDUCATION NON-REGULATORY GUIDANCE

Parental Involvement: Title I, Part A, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:  
<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

(3/91 6/96) 8/06

Adopted by Board: January 10, 2007

Revised by Board: \_\_\_\_\_



# Kings County Board of Education

## Administrative Regulation

AR 6020  
Instruction

### Parent Involvement

#### District Strategies for Title I Schools

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:

1. ~~Involve parents/guardians and family members of students participating students in Title I programs are provided with opportunities to be involved in their children's education, the district shall: the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)~~  
**1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)**  
**(cf. 0460 – Local Control and Accountability Plan)**  
(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. **In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee** ~~including parent/guardian representatives from each school site to review and comment on the district's local control and accountability plan (LCAP) LEA plan~~ in accordance with the review schedule established by the Governing Board
- b. Invite input on the LEA plan from other district committees and school site councils  
  
(cf. 0420 - School Plans/Site Councils)  
(cf. 1220 - Citizen Advisory Committees)
- c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input

- d. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan

**f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans**

- 2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent/guardian and family engagement involvement activities to improve student academic achievement and school performance, **which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education** (20 USC 6318) (cf. 1700 – Relations Between Private Industry and the Schools)

The Superintendent or designee may:

- a. Assign **district personnel** ~~person(s) in the district office~~ to serve as a liaison to the schools regarding Title I parent/guardian and family engagement involvement issues
- b. **Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs**
- c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of **related** ~~parent involvement~~ activities
- d. **With assistance of parents/guardians, provide information and training to teachers and other** ~~ongoing district-level workshops to assist school site staff regarding effective parent/guardian involvement practices and legal requirements and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops~~

e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress

3. **To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws** ~~Build the capacity of schools and parents/guardians for strong parent involvement~~ (20 USC 6318)

The Superintendent or designee ~~may~~ shall: (20 USC 6318)

a. **Identify overlapping or similar program requirements** ~~Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children~~

(cf. 0430 – Comprehensive Local Plan for Special Education)

(cf. 2230 – Representative and Deliberative Groups)

(cf. 3280 – Sale or Lease of District-Owned Real Property)

(cf. 5030 – Child Care and Development)

(cf. 5148.3 – Preschool/Early Childhood Education)

~~(cf. 6011 – Academic Standards)~~

(cf. 6174 – Education for English Learners)

(cf. 6175 – Migrant Education Program)

(cf. 6178 – Career Technical Education)

~~(cf. 6162.5 – Student Assessment)~~

~~(cf. 6162.51 – Standardized Testing and Reporting Program)~~

~~(cf. 6162.52 – High School Exit Examination)~~

b. **Involve district and school site representatives from other programs to assist in identifying specific population needs** ~~Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement~~

c. **Schedule joint meetings with representatives from related programs and share data and information across programs** ~~Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools~~

~~(cf. 4131 – Staff Development)~~

~~(cf. 4231—Staff Development)~~  
~~(cf. 4331—Staff Development)~~

d. **Develop a cohesive, coordinated plan focused on student needs and shared goals** ~~To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education~~

**4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)**

e. ~~Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand~~

f. ~~Provide other such reasonable support for parent involvement activities as parents/guardians may request~~

g. ~~Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students~~

~~In addition, the Superintendent or designee may:~~

a. **Barriers to greater participation in parent/guardians and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English Proficiency, have limited literacy, or are of any racial or ethnic minority background** ~~Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training~~

b. **The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers** ~~Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training~~

c. **Strategies to support successful school and family interactions** ~~Pay~~

~~reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions~~  
**(cf. 0500 – Accountability)**

~~d.—— Train parents/guardians to enhance the involvement of other parents/guardians~~

~~e.—— Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students~~

~~f.—— Adopt and implement model approaches to improving parent involvement~~

~~g.—— Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs~~

~~h.—— Develop appropriate roles for community-based organizations and businesses in parent involvement activities~~

~~i.—— Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families~~

~~(cf. 1020 – Youth Services)~~

~~j.—— Provide a master calendar of district activities and district meetings~~

~~k.—— Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means~~

~~l.—— Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions~~

~~(cf. 1230 – School-Connected Organizations)~~

~~m.—— To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed~~

~~n.—— Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions~~

~~o.—— Regularly evaluate the effectiveness of staff development activities related to parent involvement~~

~~p. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations~~

~~(cf. 4115 – Evaluation/Supervision)~~

~~(cf. 4215 – Evaluation/Supervision)~~

~~(cf. 4315 – Evaluation/Supervision)~~

~~4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318)~~

~~(cf. 6300 – Preschool/Early Childhood Education)~~

The Superintendent or designee may:

a. **Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications** ~~Identify overlapping or similar program requirements~~

b. **Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged** ~~Involve district and school site representatives from other programs to assist in identifying specific population needs~~

c. **Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement** ~~Schedule joint meetings with representatives from related programs and share data and information across programs~~

~~d. Develop a cohesive, coordinated plan focused on student needs and shared goals~~

**The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communication mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)**

5. **Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy** ~~, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools~~

served by Title I (20 USC 6318)

The Superintendent or designee ~~may~~ shall:

- a. **Analyze data from** ~~Ensure that the evaluation to identify~~ **parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians** ~~include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)~~
- b. **Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups** ~~Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)~~
- c. **With the involvement of parents/guardians, recommend and draft policy revisions to submit to the Board for consideration** ~~Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)~~

~~The Superintendent or designee may:~~

- a. ~~Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications~~
  - b. ~~Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged~~
  - c. ~~Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement~~
6. **Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC**

6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians **and family members**
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians **and family members** ~~with special needs~~
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

**In addition, the district** ~~The district's Board policy and administrative regulation containing parent involvement strategies shall~~ **promote the effective partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below.** ~~be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs.~~ (20 USC 6318)

~~(cf. 5145.6 – Parental Notifications)~~

#### School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/**guardian and family engagement** ~~involvement~~ shall be developed jointly with **the parents/guardians and family members** ~~and agreed upon by parents/guardians of participating students.~~ **The school** ~~Such~~ policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/**guardian** involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/**guardian and family engagement** ~~involvement~~ policy and, if applicable, the joint development of the



plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

a. Timely information about Title I programs

b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and **the achievement levels of the state academic standards** ~~the proficiency levels students are expected to meet~~

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5123 - Promotion/Acceleration/Retention)

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. **The district shall respond to any suggestions as**, ~~and, as soon as practicably possible. , responses to the suggestions of~~ parents/guardians

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

~~(cf. 0520.1 - High Priority Schools Grant Program)~~

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's **challenging student** academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, ~~such as monitoring attendance, homework completion, and television viewing;~~ volunteering in the classroom, and participating, as

appropriate, in decisions related to their children's education and the positive use of extracurricular time

- (cf. 1240 - Volunteer Assistance)
- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 5113 - Absences and Excuses)
- (cf. 6145 - Extracurricular/Co-curricular Activities)
- (cf. 6154 - Homework/Makeup Work)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
- (2) Frequent reports to parents/guardians on their children's progress
- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

**7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:** ~~Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above~~

**a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children**

- (cf. 6011 – Academic Standards)
- (cf. 6162.5 – Student Assessment)
- (cf. 6162.51 – State Academic Achievement Tests)

**b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement**

**c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians**

**as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools**

**(cf. 4131 – Staff Development)**

**(cf. 4231 – Staff Development)**

**(cf. 4331 – Staff Development)**

**d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education**

**e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand**

**f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request**

**In addition, the school plan may include strategies to:**

**a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training**

**b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training**

**c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions**

**d. Train parents/guardians to enhance the involvement of other parents/guardians**

**e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation**

- f. Adopt and implement model approaches to improving parent/guardian involvement**
- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs**
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities**
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families**

**(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)**

- j. Provide a master calendar of district/school activities and meetings**
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means**
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions**

**(cf. 1230 - School-Connected Organizations)**

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed**
- n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions**
- o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops**
- p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement**
- q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations**

(cf. 4115 - Evaluation/Supervision)  
(cf. 4215 - Evaluation/Supervision)  
(cf. 4315 - Evaluation/Supervision)

8. To the extent practicable, provide full opportunities for the participation of parents/guardians **and family members (including parents/guardians and family members** with limited English proficiency, parents/guardians **and family members** with disabilities, and parents/guardians **and family members** of migrant children) including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements.  
(20 USC 6318)

~~Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)~~

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/**guardian and family engagement** involvement policy. Such evaluation may be conducted during the process of reviewing the **school** ~~school's single~~ plan for student achievement in accordance with Education Code 64001.

**The school's policy shall** ~~The principal or designee, jointly with parents/guardians of participating students, shall~~ **be periodically updated the** ~~school's policy~~ to meet the changing needs of parents/guardians and the school.  
(20 USC 6318)

Adopted by Board: January 10, 2007  
Revised by Board: \_\_\_\_\_