Kings County Board of Education

Area 1	Area 2	Area 3	Area 4	Area 5
Mickey Thayer	*Mary Gonzales-Gomez*	*Tawny Robinson*	*Adam T. Medeiros*	*Alicia Ramirez*

Kings County Board of Education
Regular Meeting
Wednesday, August 10, 2022
4:00 p.m.
146 W. Highland Street, Hanford, CA 93230
Interactive Live Stream: Kings County Office of Education, 1144 W. Lacey Blvd., Hanford, CA 93230
Members of the public will be able to attend in person at either location to contribute public comment, or to share comment in regards to the public hearing items below.

1. Call to Order ~ *President Tawny Robinson*

2. Pledge of Allegiance ~ *President Tawny Robinson*

EARLY LEARNING CENTER DEDICATION AND RIBBON CUTTING CEREMONY (FACILITY TOUR)

3. ***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.

4. ***PUBLIC HEARING*** ~ Sufficiency of Instructional Materials for JC Montgomery School, 2022-2023 ~ *Joy Santos (Pgs.1-3)*

5. ***PUBLIC HEARING*** ~ Sufficiency of Instructional Materials for Shelly Baird School, 2022-2023 ~ *Joy Santos (Pgs.4-6)*

ACTION:
1. Approve *Resolution #A081022 Sufficiency of Instructional Materials for JC Montgomery School, 2022-2023 ~ Joy Santos (Pgs.1-3)*

2. Approve *Resolution #B081022 Sufficiency of Instructional Materials for Shelly Baird School, 2022-2023 ~ Joy Santos (Pgs.4-6)*

3. Approve Minutes of June 22, 2022, Regular Meeting ~ *President Tawny Robinson (Pgs.7-10)*

4. Approve Lease Agreement for First 5 Family Resource Center for Lemoore Facility~ *Jamie Dial (Pgs.11-20)*

5. Approve the Shelly Baird School Plan for Student Achievement (SPSA) 2022-2023~ *Rebecca Jensen (Pgs.21-93)*

DISCUSSION:
1. Review Quarterly Williams Complaint Report Summary ~ *Joy Santos (Pgs.94-95)*

2. Review Kings County Office of Education 2022-2023, 45-Day Budget Revision ~ *Jamie Dial (Pgs.96-101)*

3. Review American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan ~ *Lisa Horne (Pgs.102-150)*

4. Superintendent's Report ~ *Todd Barlow*

COMMENTS FROM THE BOARD

BOARD ACTION ITEM

DATE: August 10, 2022

TOPIC: RESOLUTION #A081022
                                SUFFICIENCY OF INSTRUCTIONAL
                                MATERIALS FOR JC MONTGOMERY
                                SCHOOL, 2022-2023

ISSUE: As per Education Code Section 60119, on or before the
                                eighth week from the first-day pupils attended
                                school for that year, the County Office of Education
                                is to hold both a public hearing and adopt a
                                resolution determining the sufficiency of
                                instructional materials. This is to occur on an
                                annual basis.

BACKGROUND: Annually, the County Office of Education must
                                provide a 10-day notice of the required public
                                hearing, post the notice at a minimum of three
                                public locations in the county, and hold a hearing at
                                a time of day that encourages the attendance of
                                teachers and parents/guardians of students.

                                In addition, the County Board of Education reviews
                                the requirement that each pupil in each school
                                operated by the County Office of Education has
                                sufficient textbooks or instructional materials
                                aligned to the content standards adopted by the
                                State Board of Education.

RESOURCE: Joy Santos
                                Assistant Superintendent, Educational Services
                                joy.santos@kingscoe.org, or (559)589-7068

RECOMMENDATION: The administration recommends the Kings County
                                Board of Education approve Resolution Number
                                A081022 regarding the Sufficiency of Instructional
                                Materials for JC Montgomery School.

Kings County Office of Education
Todd Barlow - County Superintendent of Schools

SUFFICIENCY OF MATERIALS
J.C. Montgomery 2022-2023

Subject	Textbooks and other instructional materials/ Year of adoption	From most recent adoption: Yes	No	% Students lacking own assigned copy
Reading/ Language Arts	FSU ERWC - Grades 7-12, 2013 Edgenuity Common Core English - Grades 6-12, 2020 Edge ELD 2020	✅		0%
Math	Carnegie Learning, 2019 Edgenuity Common Core Math, 2020	✅		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	✅		0%
History Social Science	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	✅		0%
Foreign Language	Edgenuity Spanish, 2020 Edgenuity German, 2020 Edgenuity French 2020	✅		0%
Health	Edgenuity Health, 2020	✅		0%
Visual and Performing Arts	Edgenuity Visual Arts, 2020 Edgenuity Art History, 2020	✅		0%
Science Lab Equipment (grades 9-12)	Science Lab Equipment appropriate for Juvenile Court facility	✅		0%

Williams Settlement Legislation

Kings County Office of Education
Resolution **A081022**

<u>RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS</u>
<u>(JC Montgomery School)</u>

<u>Statement of Sufficiency</u>

WHEREAS, the governing board of the Kings County Education Office, in order to comply with the requirements of Education Code Section 60119 held a public hearing on August 10, 2022, at a special meeting, and which did not take place during or immediately following school hours, and;

WHEREAS, the governing board provided at least 10 days' notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, the information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the county office of education, and;

WHEREAS, "sufficient textbooks or instructional materials", means that each pupil, including English learners, has standards-based textbooks or instructional materials, or both, to use in class and home.

NOW, THEREFORE BE IT RESOLVED, that for the 2022-2023 school year, the Kings County Office of Education has provided each pupil with sufficient textbooks and instructional materials in the following areas:

1. Mathematics
2. Science
3. History/Social Science
4. English Language Arts
5. English Language Development

PASSED AND ADOPTED by the Governing Board on August 10, 2022, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
) SS
COUNTY OF KINGS)

I, Todd Barlow, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date: August 10, 2022.

_____
                            Clerk/Secretary of the Governing Board

BOARD ACTION ITEM

DATE: August 10, 2022

TOPIC: RESOLUTION #B081022
                                         SUFFICIENCY OF INSTRUCTIONAL
                                         MATERIALS FOR SHELLY BAIRD
                                         SCHOOL, 2022-2023

ISSUE: As per Education Code Section 60119, on or before the
                                         eighth week from the first-day pupils attended
                                         school for that year, the County Office of Education
                                         is to hold both a public hearing and adopt a
                                         resolution determining the sufficiency of
                                         instructional materials. This is to occur on an
                                         annual basis.

BACKGROUND: Annually, the County Office of Education must
                                         provide a 10-day notice of the required public
                                         hearing, post the notice at a minimum of three
                                         public locations in the county, and hold a hearing at
                                         a time of day that encourages the attendance of
                                         teachers and parents/guardians of students.

                                         In addition, the County Board of Education reviews
                                         the requirement that each pupil in each school
                                         operated by the County Office of Education has
                                         sufficient textbooks or instructional materials
                                         aligned to the content standards adopted by the
                                         State Board of Education.

RESOURCE: Joy Santos
                                         Assistant Superintendent, Educational Services
                                         joy.santos@kingscoe.org, or (559)589-7068

RECOMMENDATION: The administration recommends the Kings County
                                         Board of Education approve Resolution Number
                                         B081022 regarding the Sufficiency of Instructional
                                         Materials for Shelly Baird School.

Kings County Office of Education
Todd Barlow - County Superintendent of Schools

SUFFICIENCY OF MATERIALS
Shelly Baird 2022-2023

Subject	Textbooks and other instructional materials/ Year of adoption	From most recent adoption:		% Students lacking own assigned copy
		Yes	No	
Reading/ Language Arts	McGraw-Hill Wonders and Wonders English Language Development, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity 2021 (6th-12th grade students with emotional disturbance).	☑	☐	0%
Math	McGraw-Hill My Math, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity (students with emotional disturbance)	☑	☐	0%
Science	McGraw-Hill Inspire Science, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity (students with emotional disturbance)	☑	☐	0%
History Social Science	McGraw-Hill Impact Social Studies, 2019 (TK-5 students with emotional disturbance) Unique Learning System, 2014 (students with severe handicapping conditions) Edgenuity (students with emotional disturbance)	☑	☐	0%
Foreign Language	Edgenuity Spanish, 2020 Edgenuity German, 2020 Edgenuity French 2020	☑	☐	0%
Health	Edgenuity Health, 2020	☑	☐	0%
Visual and Performing Arts	Edgenuity Visual Arts, 2020 Edgenuity Art History, 2020	☑	☐	0%
Science Lab Equipment (grades 9-12)	N/A	☑	☐	0%

Williams Settlement Legislation

Kings County Office of Education
Resolution **B081022**

RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS
(Shelly Baird School)

Statement of Sufficiency

      WHEREAS, the governing board of the Kings County Education Office, in order to comply with the requirements of Education Code Section 60119 held a public hearing on August 10, 2022, at a special meeting, and which did not take place during or immediately following school hours, and;

      WHEREAS, the governing board provided at least 10 days' notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

      WHEREAS, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

      WHEREAS, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the county office of education, and;

      WHEREAS, "sufficient textbooks or instructional materials", means that each pupil, including English learners, has standards-based textbook or instructional materials, or both, to use in class and home.

      NOW, THEREFORE BE IT RESOLVED, that for the 2022-2023 school year, the Kings County Office of Education has provided each pupil with sufficient textbooks and instructional materials in the following areas:

1. Mathematics
2. Science
3. History/Social Science
4. English Language Arts
5. English Language Development

PASSED AND ADOPTED by the Governing Board on August 10, 2022, by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
) SS
COUNTY OF KINGS)

I, Todd Barlow, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date: August 10, 2022.

_____
                        Clerk/Secretary of the Governing Board

Kings County Board of Education
Regular Meeting
June 22, 2022
Kings County Office of Education, 1144 W. Lacey Blvd., Hanford, CA 93230
4:00 PM

CALL TO ORDER:	President Robinson convened the regular meeting of the Kings County Board of Education at 4:00 p.m. Mrs. Cathy Marroquin led the audience in the Pledge of Allegiance.
MEMBERS PRESENT:	Board members in attendance included: President Tawny Robinson, Mr. Adam T. Medeiros, Ms. Alicia Ramirez, and Mrs. Mickey Thayer. Mrs. Mary Gonsalez-Gomes attended via telephone. Mr. Barlow presided as ex-officio secretary.
OTHER PARTICIPANTS:	Mrs. Jamie Dial, Mrs. Joy Santos, Mrs. Lisa Horne, Mrs. Rebecca Jensen, Mrs. Cathy Marroquin and guests of Cathy Marroquin. Ms. Leana Cantrell presided as the recording secretary.
RECOGNITION OF RETIREES:	The board recognized Mrs. Cathy Marroquin on her retirement after 39 years working at the Kings County Office of Education. There was a proceeding reception in her honor.

Recess for reception 4:13 pm
Meeting resumed 4:28 pm |
| **COMMENTS FROM THE PUBLIC:** | None. |
| **APPROVE MINUTES OF JUNE 8, 2022, REGULAR MEETING:** | On motion by Adam T. Medeiros, second by Mickey Thayer the minutes of the June 8, 2022 regular meeting of the Kings County Board of Education were approved as follows:

AYES: 4
NOES: 0
ABSENT: 1 |
| **APPROVE THE 2022-23 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP):** | Mrs. Joy Santos presented the Local Control Accountability Plan (LCAP). The plan was presented as is, with no change from the review at the previous meeting held June 8, 2022.

On motion by Mickey Thayer seconded by Adam T. Medeiros, the Local Control Accountability Plan (LCAP) was approved as follows:

AYES: 4
NOES: 0
ABSENT: 1 |

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APPROVE THE 2022-23 KINGS COUNTY OFFICE OF EDUCATION BUDGET:

Mrs. Jamie Dial presented the 2022-23 Budget for the Kings County Office of Education. The budget was presented as is, with no change from the review at the previous meeting held June 8, 2022.

On motion by Adam T. Medeiros, seconded by Alicia Ramirez, the 2022-23 Budget for the Kings County Office of Education was approved as follows

AYES: 4
NOES: 0
ABSENT: 1

APPROVE THE LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) FEDERAL ADDENDUM:

Mrs. Joy Santos presented the Local Control Accountability Plan (LCAP) Federal Addendum. The document serves to supplement the 2022-23 LCAP plan to ensure that eligible agencies have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of ESSA.

On motion by Alicia Ramirez, seconded by Mickey Thayer, the Local Control Accountability Plan Federal Addendum was approved as follows:

AYES: 4
NOES: 0
ABSENT: 1

APPROVE THE KINGS COUNTY OFFICE OF EDUCATION ANNUAL SYSTEM OF SUPPORT REPORT:

Mrs. Joy Santos presented the Kings County Office of Education Annual System of Support Report. The Kings County Superintendent of Schools will support the continuous improvement of all school districts within the county and includes steps the County Superintendent of Schools plans to take to collaborate with the California Collaborative for Educational Excellence, the department, lead agencies, and other County Superintendents.

On motion by Alicia Ramirez, seconded by Mickey Thayer, the Kings County Office of Education Annual System of Support Report was approved as follows:

AYES: 4
NOES: 0
ABSENT: 1

APPROVE BOARD BYLAW 9240 BOARD DEVELOPMENT:

Board President Tawny Robinson presented Board Bylaw 9240 *Board Development*. The proposed Board Bylaw was presented with language pulled directly from Education Code 1096 to clarify and support the board budget in regards to travel and conference attendance. The proposed edit supports Kings County Board of Education members in "attending meetings of any society, association, or organization for which the board has subscribed for membership, or any convention to which the governing board of a school district or community college district may pay the expenses of any employee" (Ed Code 1096). The proposed Board Bylaw also

reflects that If a board member elects to attend a conferences or events that are over their allotted proportion of the professional development budget of that fiscal year, board approval will be required.

On motion by Mickey Thayer, seconded by Adam T. Medeiros, Board Bylaw 9240 *Board Development* was approved as follows:

AYES: 4
NOES: 0
ABSENT: 1

REVIEW OF THE 2022 LOCAL PERFORMANCE INDICATOR SELF-REFLECTION:

Mrs. Joy Santos presented the review of the 2022 Local Performance Indicator Self-Reflection. The Kings County Office of Education has completed the SBE-adopted self-reflection tools to report it's progress of multiple success indicators, through the California State Dashboard. Local indicator data has shown progress made on Priority Indicators. The data collected will be used for further local planning and improvement, and to inform the LCAP.

This item has been brought before the board for review and requires no action at this current time.

REVIEW OF PROGRAM SELF-EVALUATION ANNUAL REPORT:

Mrs. Joy Santos presented the Program Self-Evaluation Annual Report. The report is a self-reflection tool for the California State Subsidized Preschool Programs that is used to determine areas for growth and consideration.

This item has been brought before the board for review and requires no action at this current time.

SUPERINTENDENT'S REPORT:

Superintendent, Todd Barlow presented the following local and state updates:

➢ JCM mural project in collaboration with Urbanist Renewal Collective. The mural can be found hanging on the outdoor hallway at the JCM campus.

➢ Students from JCM painted skateboards donated by FlowLine Sports in Lemoore as part of their Social Emotional Learning curriculum. The students then submitted their art to the Fresno Skateboard Salvage for an art auction fundraiser that raised over $5,678.00. The money raised will go towards purchasing helmets and skate equipment for underfunded communities in the region.

➢ Proposed Kings County Office of Education 2022-2023 Calendar. The calendar as presented reflects that County Board Meetings will remain the second Wednesday of each month, and will continue to begin at 4:00 pm.

> Candidate Resource Training. The training presented by the Kings County Elections Department will be held at the Kings County Office of Education on Wednesday, June 29, 2022.

> Reminder of Election Filing Dates: July 18, 2022 - August 12, 2022.

> It was announced that the KCOE Welcome Back for all staff will take place Wednesday, August 3, 2022 at Koinonia Church. Doors will open at 7:30 am.
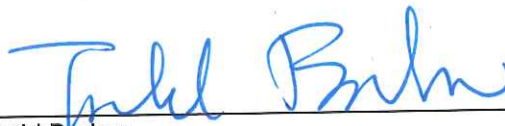
COMMENTS FROM THE BOARD:

Member Ramirez reported:

> Ms. Ramirez attended a tree dedication for a student that passed away at Hanford West High School.

> She was in attendance at the Stratford Playground opening, and enjoyed seeing the students able to run, play, and have fun.

> She shared a volunteer opportunity in collaboration with Walmart for a back-to-school backpack drive. The event will be taking place Saturday, August 6, 2022 at the Hanford Walmart shopping center.

President Robinson and Member Medeiros both shared that they intend to run for reelection of their trustee areas when the filing period opens in July.

There were no other comments from the board.

There being no further business, the meeting adjourned at 5:05 PM.

Sincerely,

Todd Barlow
Ex Officio Secretary

KINGS COUNTY OFFICE OF EDUCATION
BOARD ACTION ITEM

DATE   August 10, 2022

TOPIC   LEASE AGREEMENT FOR FIRST 5 FAMILY RESOURCE
                            CENTER FOR LEMOORE FACILITY,
                            Located at 124 C St., Lemoore.

ISSUE   Board approval for a lease agreement for the rental of
                            space for KCOE program in Lemoore.

BACKGROUND   KCOE has contracted since 2013 for the Family Resource
                            Center facility in Lemoore. We would use the same
                            contract and extend the terms for another 3 years. It is a
                            three-year agreement with termination clause if funding
                            ends. The space is used by the First 5 program as
                            outreach to families with preschoolers.

RESOURCE   Jamie Dial, ext. 7091
                            Lease Agreement

RECOMMENDATION   The administration recommends the approval of the lease
                            agreement for the First 5 Lemoore Facility at 124 C St.,
                            Lemoore.

LEASE AGREEMENT

This Lease Agreement ("Lease") is made between Robert Simonson, Carol Simonson, and Joe Simonson ("Owners") and the Kings County Office of Education Kings ("KCOE") by and through the First 5 Kings County Children and Families County ("County"), upon the following terms and conditions:

1.   PREMISES; BASIC LEASE PROVISIONS

Owner leases to the KCOE and the KCOE leases from Owner, upon the terms and conditions set forth in this Lease Agreement, those certain premises (the "Leased Premises") described in the Basic Lease Provisions. The terms and conditions of this Lease Agreement shall include, without limitation, the following Basic Lease Provisions ("Basic Lease Provisions"):

1.1   LEASED PREMISES. The leased premises ("Premises") are located at 124 "C" Street in Lemoore, California, which consists of approximately 1,336 square feet of building area.

1.2   COMMENCEMENT AND LENGTH OF TERM. The term of this Lease shall commence on July 1, 2022 and shall terminate on June 30, 2024.

1.3   MONTHLY RENT. The monthly rent shall be $1,540 per month for July 1, 2022 to June 30, 2023 and $1,650 per month for July 1, 2023 to June 30, 2024. The County shall carryover security deposit of $1,100.

1.4   TERMINATION OF AGREEMENT. Upon 60-day notice, KCOE may terminate lease if the grant funding for the First 5 Kings County Program is withdrawn by the granting authority.

1.5   USE OF LEASED PREMISES. KCOE shall use the Leased Premises solely for the purpose of general office use or other uses reasonably approved by Owner.

1.6   BUILDING OPERATING COST. The KCOE shall, at KCOE's sole cost and expense, keep and maintain every part thereof and every appurtenance thereto in good condition and repair throughout the term of this Lease, except roof, exterior of building. KCOE shall maintain the garden areas. If air conditioning fails without fault of KCOE, Owner will repair or replace.

1.7   NOTICES. Notices shall be sent to:

Owner: Robert Simonson, Carol Simonson and Joe Simonson
          8209 Oakenshaw Way, Orangeville, CA   95662

Lessee: Kings County Office of Education
          Attn: Jamie Dial, 1144 Lacey Blvd. Hanford, CA 93230
          Telephone: (559) 584-1441 ex 7091

2. EXCUSE OF PERFORMANCE; FORCE MAJUERE

The Owner or KCOE shall not be deemed in default with respect to the performance of any of the terms, covenants and conditions of the Lease Agreement if the same shall be due to any strike, lockout, civil commotion, war-like operation, invasion, rebellion, hostilities, military or usurped power, sabotage, government regulations or controls, inability to obtain any materials, service or financing, rain or muddy conditions, through Act of God or other cause beyond the control of the Owner or KCOE.

In the event that either party hereto shall be delayed or hindered in or prevented from the performance of any act required hereunder by reason of strikes, lock-outs, labor troubles, inability to procure materials, failure of power, restrictive governmental laws or regulations, riots, insurrection, war or other reason of a like nature not the fault of the party delayed in performing work or doing acts required under the tem1s of this Lease Agreement, then performance of such act shall be excused for the period of the delay and period for the performance of any such act shall be extended for a period equivalent to the period of such delay. The provisions of this paragraph shall not excuse KCOE from the prompt payment of rent as required by the terms of this Lease Agreement.

3. COMPLIANCE WITH LAWS

Neither parties shall use the Leased Premises or permit anything to be done in or about the Leased Premises which shall in any way conflict with any laws, statute, ordinance or governmental rule or regulation now in force or which may hereafter be enacted or promulgated.

4. IMPROVEMENTS AND ALTERATIONS

The KCOE shall not make or cause to be made any alterations, additions or improvements or make any changes to the premises, including exterior signs, without first obtaining Owner's written approval and consent; however, the KCOE may construct a temporary wall in the garage and install laminate flooring. The County may remove the wall that separates the master bedroom from the 4th bedroom and install laminate flooring, the Commission made an additional security deposit of $2,500 to cover the cost of replacing the wall at the termination of the lease. All such modifications to the premises shall be removed/repaired prior to the termination of the Lease unless otherwise agreed to by both parties. County agrees to take responsibility to return the premises back to original condition if Commission is unable to do so upon termination of the Lease. If property is returned to original condition by KCOE at termination of the Lease, all or a portion of the $2,500 deposit will be returned to the Commission.

5. ASSIGNMENT AND SUBLETTING

KCOE shall not assign or otherwise transfer this Lease Agreement, without the prior written consent of Owner, which consent shall not be unreasonably withheld or unduly delayed. KCOE shall be authorized to sublet a portion of the leased Premises with the prior written consent of Owner, however, KCOE's obligations under this Lease Agreement

does not transfer to the sub lessee nor is Owner obligated to accept rent from sub lessee. Should Owner consent to any such assignment or transfer, none of the restrictions of this Section shall be waived, but shall apply to each successive assignment or transfer hereunder, if any, and shall be severally binding upon each and every, assignee, transferee, and other successors in interest of KCOE.

Owner's consent to any one transfer shall apply only to the specific transaction thereby authorized and such consent shall not be construed as a waiver of the duty of KCOE or any transferee to obtain Owner's consent to any other or subsequent transfer or as modifying or limiting Owner's rights hereunder in any way. Upon any assignment hereof, the assignee shall assume in writing all obligations and covenants of KCOE thereafter to be performed or observed hereunder. Owner's acceptance of rent directly from any assignee or any other transferee shall not be construed as Owner's consent thereto nor Owner's agreement to accept the attornment of any assignee in the event of any termination of this Lease. In no event shall Owner's enforcement of any provision of this Lease against any transferee be deemed a waiver of Owner's right to enforce any term of this Lease against KCOE or any other person.

6. INDEMNITY

Except to the extent arising from the sole negligence or willful misconduct of Owner, KCOE shall indemnity, protect, and defend Owner and hold Owner harmless from or against any and all claims, demands, losses, damages, liabilities, costs and expenses (including, but not limited to, reasonable attorneys' fees) arising from KCOE's use or enjoyment of the Leased Premises, from the conduct of KCOE's business, from any act or omission, work or thing done, pemlitted or suffered by KCOE (or any officer, employee, agent, contractor, representative, licensee, guest, invitee or visitor thereof) in or about the Leased Premises, or from any default under this Lease by KCOE. If any action or proceeding is brought against Owner by reason of any matter, KCOE shall, upon Owner's request, defend it at KCOE's expense by counsel satisfactory to Owner. KCOE, as a material part of the consideration to Owner, hereby assumes all risk of damage to property of KCOE or injury to persons in or about the Leased Premises from any cause, except to the extent arising from the sole negligence or willful misconduct of Owner, and KCOE hereby waives all claims in respect thereof against Owner and Owner's agents. The provisions of this Section 19 shall survive the expiration or termination of this Lease with respect to any claims or liability arising from events occurring prior to such expiration or termination.

Except to the extent arising from the sole negligence or willful misconduct of KCOE, the KCOE, its employees, agents or invitees, Owner shall indemnify, protect, and defend KCOE and the County and hold the KCOE and County harmless from or against any and all claims, demands, losses, damages, liabilities, costs and expenses (including, but not limited to, reasonable attorneys' fees) missing from any act or omission, work or thing done, permitted or suffered by Owner (or any officer, employee, agent, contractor, representative, licensee, guest, invitee or visitor thereof) in or about the Leased Premises, or from any default under this Lease by Owner. If any action or proceeding is brought against KCOE or the County by reason of any matter, Owner shall, upon KCOE or County's request, defend same at Owner's expense by counsel satisfactory to KCOE and the County. Owner, as a material part of the consideration to KCOE, hereby assumes all risk of damage to property of Owner or injury to persons in or about the Premises

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from any cause, except to the extent arising from the sole negligence or willful misconduct of KCOE, and Owner hereby waives all claims in respect thereof against the KCOE, the County and any Agents o f the KCOE or the County. The provisions of this Section 6 shall survive the expiration or termination of this Lease with respect to any claims or liability arising from events occurring prior to such expiration or termination.

7. INSURANCE BY KCOE

KCOE shall secure and maintain, by one of the methods set forth in California Government Code section 989, et. Seq., general public liability and property damage insurance.

7.1 KCOE will name Robert Simonson, Carol Simonson and Joe Simonson as additional insured on premises liability insurance policy and send certificates of insurance to Owner.

8. INSURANCE BY OWNER

Owner shall, at its cost and expense, maintain fire and extended coverage insurance, rental insurance or any other insurance coverage deemed necessary by Owner or Owners lender (collectively "Owner Carried Insurance" herein) throughout the period when KCOE's Lease term commences and ending when the term of this Lease Agreement expires or sooner terminates, which insurance coverage shall be in amounts from time to time deemed reasonably necessary by Owner or Owner's lender.

9. SIGNS, AWNINGS AND CANOPIES

KCOE will not place or suffer to be placed or maintained on any exterior door, wall or windows (or within 48"of any windows) of the leased premises any sign, awning or canopy, or advertising matter or other thing of any kind, and will not place or maintain any decoration, letter or advertising matter on the glass of any window or door of the leased premises without first obtaining Owner's written approval and consent. KCOE further agrees to maintain such sign, awning, canopy, decoration, lettering, advertising matter or other thing as may be approved in good condition and repair at all times.

KCOE may replace sign faces in existing sign cabinets.

10. SURRENDER OF PREMISES

On the last day of the term of this lease, KCOE shall surrender the premises to owner in good condition, broom clean, ordinary wear and tear.

11. UTILITY CHARGES

KCOE shall be solely responsible for and promptly pay all charges for heat, water, gas, electricity or any other utility used, consumed or provided in, or furnished, or attributable to the Leased Premises. Should Owner elect to supply the water, gas, heat, electricity and any other utility used or consumed in the leased premises, KCOE agrees to purchase and pay for the same as additional rent as apportioned to the Owner. In no event shall Owner

be liable for an interruption or failure in the supply of any such utilities to the Leased Premises. KCOE agrees to reimburse Owner within 10 days of billing for fixture charges and/or water tariffs, if applicable, which are charged by local utility companies.

12. WASTE OR NUISANCE

KCOE shall not commit or suffer to be committed any waste upon the Leased Premises or any nuisance.

13. SALE OF PREMISES

In the event Owner shall sell, convey, transfer or exchange the Leased Premises or the building of which the premises are a part, KCOE agrees to recognize and attorn to the purchaser, or transferee, as the Owner hereunder and Owner shall be and is hereby relieved and released from any liability under any and all of its covenants and obligations hereunder arising out of any act, occurrence or event arising after such sale, conveyance, transfer or exchange.

14. OWNER'S DEFAULT

Owner shall not be deemed to be in default hereunder unless obligations required of Owner hereunder are not performed by Owner, or by any beneficiary under any deed of trust, mortgagee or other lienholder with rights in all or any portion of the leased Premises, within 30 days after written notice thereof by KCOE to Owner and to such other parties whose names and addresses are furnished to KCOE in writing, which notice specifies that there has been a failure to perform such obligations; provided, however, that if the nature of such obligations is such that more than 30 days are reasonably required for their cure, Owner shall not be deemed to be in default hereunder if Owner or any of such other parties commences such cure within such 30 day period and thereafter diligently prosecutes such cure to completion.

15. TOTAL OR PARTIAL DESTRUCTION

If the leased Premises shall be damaged by fire, the elements or other casualty insured against under the provisions of Sections 8 and 9 but are not thereby rendered untenable in whole or in part, Owner shall at its own expense cause such damage to be repaired, and the rent shall not be abated. If by reason of such occurrence, the leased Premises shall be rendered untenable only in part, Owner shall at its own expense cause the damage to be repaired, and the fixed minimum rent meanwhile shall be abated proportionately as to the portion of the leased Premises rendered untenable. If the leased Premises shall be rendered wholly untenable by reason of such occurrence, the Owner shall, at its own expense, cause such damage to be repaired, and the fixed minimum rent meanwhile shall be abated in whole, except that Owner shall have the right, to be exercised by notice in writing delivered to KCOE within 60 days from and after said occurrence, to elect not to reconstruct the destroyed leased Premises. If Owner elects not to reconstruct, KCOE's tenancy shall cease as of the date of the said occurrence, and the rent shall be adjusted as to the date of the occurrence.

In the event that 50 percent or more of the rentable area of the leased Premises shall be damaged or destroyed by fire or other cause notwithstanding that the leased Premises

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may be unaffected by such fire, or other cause, Owner shall have the right, to be exercised by notice in writing delivered to the KCOE within 60 days from and after said occurrence, to elect to cancel and terminate this Lease Agreement. Upon the giving of such notice to KCOE, the term of this Lease Agreement shall expire by lapse of time upon the third day after such notice is given and KCOE shall vacate the leased premises and surrender the same to Owner.

16. LEGAL EXPENSES

In the event that at any time during the term of this Lease either the Owner or the KCOE shall institute any action or proceeding against the other relating to the provisions of this Lease, or any default hereunder, then, and in the event, the unsuccessful party in such action or preceding agrees to reimburse the successful party for the actual expenses of attorneys' fees and disbursements incurred therein by the successful party.   ·

The successful party in such suit shall be entitled to its costs of suit and actual attorney's fees whether or not such action is prosecuted to judgment. "Successful party" within the meaning of this Section shall include, without limitation, a party who brings an action against the other or who defends against an action brought by the other and whose position is substantially upheld.

17. HOLDING OVER

Any holding over after the expiration of the term hereof with the consent of the Owner, shall be construed to be a tenancy from month to month for a mutually agreed upon timeframe at the rent established prior to expiration of this lease term (prorated on a monthly basis) and shall otherwise be on the terms and conditions herein specified, so far as applicable.

18. SUCCCESSORS

All rights and liabilities herein given to, or imposed upon, the respective parties hereto shall extend to and bind the several respective heirs, executors, administrators, successors, and assigns of the said parties; and if there shall be more than one tenant, they shall all be bound jointly and severally by the terms, covenants and agreements herein. No rights, however, shall inure to the benefit of any assignee of KCOE unless Owner has approved the assignment to such assignee in writing.

19. QUIET ENJOYMENT

Upon payment by the KCOE of the rents herein provided, and upon the observance and performance of all the covenants, terms and conditions on KCOE's part to be observed and performed, KCOE shall peaceably and quietly hold and enjoy the Leased Premises for the term hereby demised without hindrance or interruption by Owner or any other person or person lawfully or equitably claiming by, through or under the Owner, subject, nevertheless, to the terms and conditions of this Lease Agreement.

20. WAIVER

The waiver by either party of any breach of any term, covenant or condition of this Lease

shall not be deemed to waive such term, covenant or condition or any subsequent breach of the same or any other term, covenant or condition. Neither the acceptance of rent by Owner nor the payment of rent by KCOE shall be deemed to waive any preceding breach by the other party of any term, covenant or condition of this Lease (except the acceptance or tender of payment of the particular rent), regardless of Owner's or KCOE's knowledge of the preceding breach at the time the rent was paid or accepted. No covenant, term or condition of this Lease shall be deemed waived except if by writing, signed by an authorized agent of the waiving party.

21. ACCORD AND SATISFACTION

No payment by KCOE or receipt by Owner of a lesser amount than the monthly rent herein stipulated shall be deemed to be other than on account of the earliest stipulated rent, nor shall any endorsement or statement on any check or any letter accompanying any check or payment of rent by KCOE shall be deemed to waive any preceding breach by the other party of any term, covenant or condition of this Lease (except the acceptance or tender of payment of the particular rent), regardless of Owner's or KCOE's knowledge of the preceding breach at the time the rent was paid or accepted. No covenant, term or condition of this Lease shall be deemed waived except if by writing, signed by an authorized agent of the waiving party.

22. ENTIRE AGREEMENT

This Lease Agreement and the Exhibits attached hereto and forming a part hereof, set forth all the covenants, promises, agreements, conditions and understandings between Owner and KCOE concerning the Leased Premises and there are no covenants, promises, agreements, conditions or understandings, either oral, or written, between them or other than are herein set forth. Except as herein otherwise provided, no subsequent alteration, amendment, change or addition to this Lease Agreement shall be binding upon Owner or KCOE unless reduced to writing and signed by them.

23. NO PARTNERSHIP

Owner does not, in any way or for any purpose, become a partner of KCOE or the County in the conduct of its business, or otherwise, or joint venture or a member of a joint enterprise with KCOE or the County.

24. PARTIAL INVALIDITY

If any term, covenant or condition of this Lease Agreement or the application thereof to any person or circumstances shall, to any extent, be invalid or unenforceable, the remainder of this Lease, or the application of such term, covenant or condition to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby and each term, covenant or condition of this Lease Agreement shall be valid and be enforced to the fullest extent permitted by law.

25. NO OPTION

The submission of this Lease Agreement for examination does not constitute a reservation

of or option· for the Leased Premises and this Lease Agreement becomes effective as a Lease only upon execution and delivery thereof by Owner to KCOE.

26. RECORDING

The KCOE shall not record this Lease Agreement without the Written consent of Owner.

27. HAZARDOUS MATERIALS; RESPECTIVE INDEMNIFICATION

Neither Owner nor KCOE shall cause any hazardous wastes, toxic substances, or related material (collectively "Hazardous Materials") to be used, generated, stored or disposed of on, under or about, or transported to or from, the Lease Premises, the buildings or common areas (collectively "Hazardous Materials Activities") without first receiving the other party's written consent, which may be withheld for any reason whatsoever and which may be revoked at any time, and then only in compliance (which shall be at that party's sole cost and expense) with all applicable Regulations and using all necessary and appropriate precautions. Neither party shall be liable to the other for any Hazardous Materials Activities by that party, its employees, agents, contractors, licensees or invitees. KCOE shall indemnify, defend with counsel reasonably acceptable to Owner, and hold Owner harmless from any claims, damages, costs and liabilities arising out of KCOE's Hazardous Materials Activities on, under or about the property. Owner shall indemnify, defend with counsel reasonably acceptable to KCOE, and hold KCOE harmless from any claims, damages, costs and liabilities arising out of Owner's Hazardous :Materials Activities on, under or about the property. Hazardous Materials shall include but not be limited to substances defined as "hazardous substances" or "toxic substances" in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended 42 U.S.C. Sec. 9061 *et seq.;* Hazardous Materials Transportation Act, 49 C.S.C. Sec. 1802; and Resource Conservation and Recovery Act, 42 U.S.C. Sec. 6901 *et seq.;* and those substances defined as "hazardous wastes" in Section 25117 of the California Health and Safety Code in the regulations adopted and publications promulgated pursuant to said laws.

28. TIME

Time is of the essence of this Lease Agreement and all of its provisions.

29. GOVERNING LAW

The Lease Agreement shall in all respects be governed by the laws of the State of California.

30. MODIFICATION

This Lease Agreement may not be modified except by a written document executed by the parties hereto.

IN WITNESS THEREOF, Owner and KCOE have signed and sealed this lease as of the day and year set forth in the Basic Lease Provisions.

Owner:

Date: 7/8/2022   By: _____
                            Robert Simonson
                            Carol Simonson

Date: 7/8/2022   By: _____
                            Joe Simonson

Kings County Office of Education:

Date: _____   By: _____
                            Tawny Robinson, President
                            Kings County Board of Education

ACTION ITEM

DATE: August 10, 2022

TOPIC: Review and approval of the Shelly Baird's School
                               Plan for Student Achievement (SPSA) for the
                               2022-2023 school year.

ISSUE: The SPSA must be developed and approved
                               annually by the School Site Council (SSC) and
                               local governing board. The SPSA is aligned to State
                               and Federal mandates and the District's Local
                               Control and Accountability Plan - LCAP.

BACKGROUND: The Every Student Succeeds Act (ESSA) requires
                               schools receiving Title I Part D and Title II Part A
                               funds and operating a school wide program (SWP),
                               or schools identified for CSI, TSI, or ATSI, to
                               develop a school plan. Annually, the Board
                               considers approval of the revised SPSA for school
                               sites. Plans are revised to fit current conditions,
                               funding sources, and curricular and instructional
                               requirements and goals.

RESOURCE: Rebecca E. Jensen, M.S.
                               Assistant Superintendent, Special Education
                               rebecca.jensen@kingscoe.org
                               559-589-7097

RECOMMENDATION: Recommend the Kings County Board of Education
                               review and approve the Shelly Baird School Plan
                               for Student Achievement (SPSA) for the 2022-2023
                               school year.

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School Year: | **2022-23**

Soaring towards Success and Independence

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kings County Special Education	16101656069298	June 7, 2022	August 10, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Kings County Special Education has worked to align goals, expected outcomes, actions, and funds to support improved performance and growth of its students. We have 2 district LCAP Goals that apply to our internal schools. These are the same goals we use for our Single Plan for Student Achievement.

They are:
Goal 1: Focus on student basic needs for engagement and maintain high expectations for student achievement. (Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 5: Pupil Engagement (Engagement); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes))
Goal 2: Provide a positive, safe, secure, and engaging learning environment that supports the social-emotional and mental health issues of our students. While strengthening parent engagement in the learning, rehabilitation, and success of students. (Priority 3: Parental Involvement (Engagement); Priority 6: School Climate (Engagement)

We have aligned district goals, state priorities, and associated metrics to federally funded actions. 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 was determined to be eligible for differentiated assistance during the 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 Plan-Do-Study-Act (PDSA) cycles. We completed a fiscal analysis to ensure that our federal funds were targeted towards meeting the determined areas of need.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This school year has continued to provide challenges due to COVID-19. We have continued ongoing communication with educational partners due to the demands of the Pandemic. We continue to gather information regarding student and family needs. We share community resources with families in need of food, diapers, clothing, or other necessities. We contacted all Shelly Baird families to conduct a school climate survey. We provide bilingual staff to support families that speak languages other than English. During phone surveys, staff rephrased or clarified questions as needed. We administered a survey to all Shelly Baird staff to inquire about 1) professional development needs, and 2) School climate feedback. The results from these surveys were used to inform needs assessments and address areas of growth. Administrators, teachers, instructional assistants, nurses, and other school support staff are invited to participate in planning meetings. We continue to communicate regularly with both union groups and staff to discuss student learning loss and effective practices to address areas of growth.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The site teacher on special assignment (TOSA) coaches instructional staff on lesson delivery, student engagement, scaffolding, and informal assessment. The coach and teachers work collaboratively to use information gathered during observations to refine instructional practices. In addition, site Principals continued to observe instruction and provide feedback to teachers. Teachers were contacted via email or informal walkthrough form to summarize feedback, including suggestions, as well as provided positive praise and appreciation. The 2021-22 school year was the first year with a full time TOSA. The TOSA and teachers built a foundation and system for working together to grow instructional practices.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local assessments include student profiles. We use the information from profiles to monitor student learning and adjust IEPs. Based on the student profile analysis we may include additional learning strategies. Some of these strategies include: visuals, read aloud or text to speech, modeling, small group work, one-on-one support, and special needs based equipment. An IEP gives explicit information surrounding each student's needs. We detail how we plan to help each student improve and develop skills. Each IEP team will then discuss potential learning loss. We will determine the need for individualized supports. Teachers will continue to use daily informal assessments and data gathering methods for each student as they align with IEP goals. Most students at Shelly Baird take the state alternative assessment, CAA, due to their significant disability. Test participation is determined by the IEP team. We serve the county's moderate-severe students across the county.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Our unique curriculum includes individual profile assessments. This program integrates all content areas. Students participating in our Behavior Zone Academy utilize My Path Edgenuity Intervention, ILP Pathways to assess student learning in core content areas. Data on all IEP goals is collected in an ongoing manner, and is analyzed to assess student progress in goals. TK-5 students with emotional disturbance complete curricular assessments in McGraw-Hill Wonders in English Language Arts, Math, Science, and Social Studies. Student progress is monitored and intervention is assigned based on student needs as indicated in their IEPs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We ensure that all paraprofessionals and certificated staff meet applicable state certification and licensure requirements. Paraprofessionals may meet this requirement in one of three ways: completion of at least two years of study at an institution of higher education, possession of an associate's degree or higher, or knowledge of, and ability to assist in, instructing in reading, writing, and mathematics demonstrated through a local or state assessment, that is appropriate to the responsibilities assigned. We are currently reviewing ineffective, out-of-field, and inexperienced teacher records for each school site.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Kings County monitors staff qualifications, assignments, and vacancies. CalSASS will be used to review staff data annually. During the 2020-2021 school year, 29 teachers were fully credentialed. We had nine (9) teachers without a full credential. Upon review of classes that require teachers to have an English Learner (EL) authorization based on the percentage of EL students equal to or greater than 20%, we found that 100% of teachers have EL authorization. Staff regularly attend professional development that focuses on Special Education Student needs. Our professional development sessions are are informed by the professional development survey and are connected to academic content, social-emotional learning, data collection, behavioral support, and instructional strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is aligned to academic content standards, based on student and staff identified needs as reported in the staff professional development survey. School staff, parents, committee members and administrators work together to analyze a variety of student data to assist in professional development planning. We also utilize classroom observation data to gather professional development needs. We reflect our professional development implementation on our local indicator.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Staff is provided ongoing support throughout their careers in our district utilizing internal experts, a full-time Teacher On Special Assignment (TOSA), and Kings County consultants. 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. We have a tiered salary schedule that increases as certified staff obtains additional units. These units must be approved by the Superintendent to align with 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.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate during ongoing Professional Learning Community meetings. They meet with their like-group teachers, based on age, grouping or disability. Additional support providers assist in the assessment analysis, guide instruction, formulate remediation plans, and share effective teaching strategies.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All core curriculum, instruction and materials are aligned with state standards. We report annually to our county board and include this information in our annual School Accountability Report Card (SARC).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers create their daily schedules according to student needs and IEP requirements. We consider all framework recommendations while planning to ensure adequate time is dedicated to reading, language arts and math.

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School Plan for Student Achievement (SPSA)   Page 7 of 72   Kings County Special Education

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers plan the pacing of instruction according to student needs and IEP goals. Students work to improve individual goals in either individual or small whole group settings. We closely monitor student progress by collecting data daily and work with them to provide intervention as needed. Students needing additional instruction participate in our extended year program. This time is designed to provide each student with additional educational time to support student programming.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

We report annually to our county board regarding sufficiency of instructional materials. Each student has access to standards based instructional materials in the classroom as required and reported annually in the SARC. We closely monitor student material needs and work with our lead program and fiscal staff to support student access.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All staff utilizes district-adopted and standards-aligned instructional materials that support student IEP progress. Considering the nature of our program and the wide range of student needs, all programs include various leveled materials to support intervention. Our Behavior Zone Academy students also utilize the intervention portions of Edgenuity. Each student also has access to Edgenuity to support standards-aligned core courses and elective opportunities. We partner with local districts to integrate students into classes as deemed appropriate by the Individualized Education Program (IEP) team.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Shelly Baird students have moderate-severe disabilities. As such, we consider the needs of each student to tailor and individualize instruction. We work to place students in the educational environment that best supports them. Some students are placed at satellite classes and integrate into general education classes. Many of our students are placed at our main campus. Student IEPs are written to the unique needs of students, and are supported to enable them to meet academic goals.

Evidence-based educational practices to raise student achievement

District support staff assist the site in evaluating programs provided at our school to ensure that they are evidence-based and effective. Site staff work to collect data and support analysis to determine the effectiveness of programs. School Site Council works to annually evaluate programs provided to the site with our school plan. This comprehensive needs assessment includes a review and discussion of student achievement data, implementation of actions and services, and future implementation plan adjustments.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are gathered and shared with families throughout the school year. Families participate in school events. Each year, we hold Open House, Back to School Nights, Family Proms, County Resource Fair, and a Halloween Trunk or Treat. Parents also participate in regular IEPs and updates with teaching staff. We hold an annual Title I parent night and have formed a School Site Council. We are also able to promote/support the Autism Awareness night sponsored by the Hanford Police Dept. Our county SELPA holds a Community Advisory Committee to improve and promote communication between schools, parents, and public agencies to increase community awareness, facilitate parent education/support, and coordinate activities on behalf of children with exceptional needs. This committee meets and information is posted on our website at https://www.kingscoe.org/Page/385. Members participate in the special education program review. Parents provide input into the master plan, assist in the development of parent information materials, and bring awareness/understanding to disabling conditions through activities. Membership is composed of school district board-appointed parents, educators, and public/private agency representatives with the Kings County SELPA. Some additional resources/partners include Kings County Behavioral Health, Kingsview, AspiraNet, JDT therapeutic behavioral services, Central Valley Regional Center (CVRC), Child Welfare Services (CWS), as well as additional private partnerships on and off-site. Parents are encouraged to sign up for the Remind app to get notifications about events and changes in dates, times, or presenters. This information is also shared out through Blackboard Connect and Google Classrooms. We have also coordinated with a community resource to offer additional parent and community input. We continue to partner with the Diagnostic Center of California to provide feedback on services and noticeable trends. Several of these committees dedicate time to analyzing data to assist under-achieving students. School Site Council, English Learner Advisory Committee (or English Learner Representative, as applicable), IEP meetings, and the Diagnostic Center all focus on student data trends, implementation, and effectiveness of programs to support improvement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The involvement required through our educational partner (parents, community representatives, classroom teachers, school personnel, students) engagement process is used to garner input through. Consolidated Application programs are reviewed during each School Site Council Meeting and English Learner Advisory Committee meeting, if applicable. The School Site Council holds meetings (in-person or virtually based on County and State department health regulations) where attendees are able to provide SPSA input. English Learner Advisory Committee or English Learner Representative feedback is considered to inform the SPSA as well. Educational partner input is also considered as we collaboratively review the most recent state/local data and identify the potential issues regarding equitable access. We administer a survey to educational partners, which is utilized to inform the planning, implementation, and evaluation of programs and services provided. The survey is provided electronically to staff. Surveys in English and Spanish for parents will be sent home via electronic email and/or mail. Follow-up calls are made to parents to solicit further input verbally if need be. We also describe these processes within our SPSA, LCAP Federal Addendum, LCAP, and school/district engagement policies. Community input is continuously solicited during public hearings, SSC meetings, surveys, or our website. 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 collaborate virtually and in person. Shelly Baird believes the active partnership built between parents, students, and staff while working together sets the stage and encourages students to achieve more.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Shelly Baird school has performed a comprehensive needs assessment to plan services supported by categorical funds. We are utilizing our Title I Part A funds to support a full-time (73% Title funded) Teacher On Special Assignment (TOSA) to support instructional modeling, lesson design, coaching, planning, and parent engagement to support the improvement of student outcomes. We are also allocating funds to provide the TOSA with necessary materials, professional learning, and computer replacement costs. We also have a co-op contract with our county to support direct service implementation and data analysis of our federal programs. We have set aside our homeless reservation to provide supports/supplies for students and families experiencing homelessness. Our portion of Title II Part A, is allocated to provide New Teacher Induction (NTI) support for our new teaching staff. NTI will work to improve instructional quality for student learning. We have included associated indirect costs for Title I and Title II as well.

Fiscal support (EPC)

Kings County Office of Education has a process for the financial support of our federally funded programs. The Assistant Superintendent of Special Education, the Program Director of Special Education, and the Coordinator of State and Federal Programs meet with the school leadership team to review the parameters of allowability of funds. School allocations are configured by the KCOE Business Department. The Coordinator oversees all federal programs for the county and attends state lead meetings. Considering this information, the Assistant Superintendent of Special Education works with site leadership, ELAC (or EL representative, as applicable), and the School Site Council (SSC) to plan expenses for each program based on determined needs. SSC must approve actions/funding within the school plan. This plan is submitted to the County Board of Education for approval. The Business Department sets up program budgets. Any required changes are discussed by site leadership and the Assistant Superintendent of Special Education. All expenses are monitored by the Director of Business and Foundational Services to ensure allocability, reasonableness, and necessity. Budget updates are provided to educational partners throughout the year. Annually, the SSC reviews and approves the actions and expenditures to evaluate the implementation, effectiveness, and to plan for the upcoming school year.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Kings County Special Education/Shelly Baird School has made continuous efforts to solicit stakeholder feedback/educational partner feedback and is committed to the idea that meaningful educational partner feedback is an integral part of developing effective plans. As such, Shelly Baird has continued to use a variety of meetings and activities to involve educational partners in the 2022 School Plan for Student Achievement process, including the discussion and review of district data, possible areas of focus, and proposed actions and services. The following educational partners were actively involved in the ongoing process: students, teachers/staff, parents, community, bargaining units (to include certificated and classified personnel), district administration/site principals, School Site Council (including parents, teachers/staff, and administration), site English Learner Representatives (both LEA-wide and School-wide, we are not projected to meet the over 21 or over 51 thresholds to institute an ELAC/DELAC for the 2022-2023 school year), and the Special Education Local Plan Area (SELPA). Our School Site Council (SSC) functions as our Parent Advisory Council. The 2021-22 SPSA was reviewed and a needs evaluation for 2022-23 was completed during the fourth 2021-22 SSC Meeting. The 2022-23 SPSA was approved during a special School Site Council meeting at the end of the 2021-22 school year. Program Director of Special Education reviewed the budget and actions for the SPSA. It was discussed and educational partners agreed that Shelly Baird will continue to employ a Teacher on Special Assignment as an instructional coach for teachers and staff. The Teacher on Special Assignment will be provided as support for teachers and provide outreach to improve parent engagement. New Teacher Induction support will be provided for teachers working on credentialing. There would be a set aside to provide support for students/families who are experiencing homelessness. Programs and positions were reviewed in connection with the goals they support.

Shelly Baird provides surveys at least once a year. Each survey will be provided electronically to staff, parents, and students. Surveys in English and Spanish are provided for parents. Reminders will be sent via Blackboard and social media in their system-identified languages. Follow-up calls may be made to parents to solicit further input verbally. Community input will be solicited through site School Site Council meetings. The School Site Council will hold minimally 4 meetings per year where attendees will be able to provide input. English learner committee/representative feedback will

be solicited in order to inform the School Site Council. Bargaining units meet to provide input. Kings County Office of Education district administration, the site principal, and the SELPA director collaborate to discuss needs assessments and action plans. Educational partner feedback is continuously considered as we collaboratively review the most recent state and local data and identify the root causes behind equitable access.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Shelly Baird is funded by Special Education AB 602 apportionments. These funds are overseen by our county SELPA and Business Department. Additional funds are based on units of ADA by district of residence. Federal funds are allocated to each school site based on the number of students counted on CBEDS day and reported in CALPADs and DataQuest from the prior year. Per pupil apportionments are configured after required set asides have been accounted for. Therefore, there are no resource inequities for Shelly Baird.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	1.87%	2.3%	1.98%	6	7	6
African American	4.67%	4.9%	5.94%	15	15	18
Asian	0.31%	0.3%	0.33%	1	1	1
Filipino	3.12%	2.6%	1.65%	10	8	5
Hispanic/Latino	66.98%	68.1%	69.97%	215	209	212
Pacific Islander	0.62%	%	%	2		
White	19.31%	19.2%	16.83%	62	59	51
Multiple/No Response	3.12%	2.6%	3.30%	10	8	10
			Total Enrollment	321	307	303

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	28	26	24
Grade 1	24	17	21
Grade 2	25	20	18
Grade3	22	22	22
Grade 4	18	23	21
Grade 5	18	15	19
Grade 6	24	19	15
Grade 7	26	21	19
Grade 8	20	23	20
Grade 9	12	20	23
Grade 10	11	14	21
Grade 11	25	12	11
Grade 12	68	75	69
Total Enrollment	321	307	303

Conclusions based on this data:

1. The largest student subgroup continues to be Hispanic/Latino at 69.9%. This percentage has increased by 1.8% over the previous year.

2. The largest overall grade level for for the last 3 years has remained 12th grade due to adult transition students reported as grade 12.

3. Overall school enrollment has experienced a slight decline over the last 3 years. The enrollment percentages between grade spans are approximately 46% primary (grades K-6) and 54% secondary (grades 6-12).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	53	45	18	16.4%	14.0%	5.9%
Fluent English Proficient (FEP)	52	51	76	16.1%	15.9%	24.8%
Reclassified Fluent English Proficient	4	3	27	7.0%	5.7%	60.0%

Conclusions based on this data:

1. Fluent English Proficient (FEP) is composed of English Only (EO) students and Initial Fluent English Proficient (IFEP) students.

2. There has been a large increase in the percentage of Reclassified Fluent English Proficient (RFEP). As seen we have increased by 54.3% (5.7% in 19-20 to 60% in the 2020-21 school year).

3. The number of English Learners decreased by 60%. This was due to IEP reviews and determinations regarding English Learner placement. IEP reviews will continue to determine EL status determination in the context of student disability.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	16	4	*	15	*	*	15	*	93.75%	93.75%	
Grade 4	*	*	*	*	*	0	*	*	0	95%	86.6%	
Grade 5	*	*	*	*	*	*	*	*	*	90%	77.27%	
Grade 6	*	5	*	*	5	0	*	5	0	91.6%	100	
Grade 7	*	6	*	*	5	*	*	5	*	0%	83.3	
Grade 8	*	*	*	*	*	0	*	*	0	0%	100%	
Grade 11	*	*		*	*		*	*		93.75%	70.5%	
All Grades	28	25	12	22	20	4	21	20	4	78.6	80	33.3

<p style="text-align:center">Overall Participation for All Students</p>

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	336.7	*	*	0%	*	*	0%	*	*	26.67	*	*	73.33	*
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00	*	4.76	0.00	*	4.76	10.00	*	90.48	90.00	*

<p style="text-align:center">Overall Achievement for All Students</p>

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00	*	19.05	15.00	*	80.95	85.00	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00	*	9.52	5.00	*	90.48	95.00	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	4.76	0.00	*	28.57	25.00	*	66.67	75.00	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00	*	19.05	15.00	*	80.95	85.00	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. A majority of students at Shelly Baird take the CAA. Overall Achievement for All Students scored for the CAA is based on a 3 level scale versus a 4 level scale as seen in the CAASPP. The student results at each level were as follows (2020-2021): Level 3 = 3.88% Standard Met; Level 2 = 35.29% Standard Nearly Met; Level 1 = 60.19% Standard Not Met.
According to the CAA, there are 3 levels of understanding and they are described as follows:
Level 3 indicates that the student showed an understanding of core concepts in English language arts/literacy.
Level 2 shows the student has a foundational understanding of core concepts in English language arts/literacy.
Finally, level 1 shows the student has a limited understanding of core concepts in English language arts/literacy.

2. The area information listed as Reading, Writing, Listening and Research/Inquiry are CAASPP (SBAC) scores for students who are are in our enrolled in our Behavior Zone Academy Program at Shelly Baird. There were too few students assessed in 2020-21 to see overall and grade level scores.

3. The most recent data available indicates:
Strength and need in CAA (2020-2021)

Strength- a majority of 6, 8, and 11th grade students scored Level 2 or Level 3 in the CAA ELA.
Need- Overall, students in grades 3 and 4 struggled the most in the CAA ELA sections.
Strength and need in CAASPP:
Strength- Students have consistently scored better in Listening.
Need- In 2018-2019 95% of students tested scored Below Standard in the area of Writing. Writing will be supported in the form of instructional modeling, lesson design, and planning to support the improvement of educational student outcomes.
To support student achievement, a part-time Teacher on Special Assignment will support instructional modeling, lesson design, coaching, and planning to support the improvement of educational student outcomes.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	16	4	*	14	*	*	14	*	93.75%	87.5%	
Grade 4	*	*	*	*	*	0	*	*	0	95%	80%	
Grade 5	*	*	*	*	*	*	*	*	*	90%	77.27%	
Grade 6	*	5	*	*	4	0	*	4	0	91.6	80	
Grade 7	*	6	*	*	5	*	*	5	*	*	83.3	
Grade 8	*	*	*	*	*	0	*	*	0	*	100%	
Grade 11	*	*		*	*		*	*		93.75%	70.58%	
All Grades	28	25	11	21	19	4	21	19	4	75	76	36.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*	332.3	*	*	0%	*	*	0%	*	*	0%	*	*	100%	*
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00	*	4.76	0.00	*	4.76	5.26	*	90.48	94.74	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00	*	9.52	5.26	*	90.48	94.74	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00	*	23.81	5.26	*	76.19	94.74	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	*		*	*		*	*		*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*		*	*		*	*	
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00	*	23.81	10.53	*	76.19	89.47	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. A majority of students at Shelly Baird take the CAA. Overall Achievement for All Students scored for the CAA is based on a 3 level scale versus a 4 level scale as seen in the CAASPP. The student results at each level were as follows (2020-2021): Level 3 = 4.85% Standard Met; Level 2 = 26.21% Standard Nearly Met; Level 1 = 68.93%, Standard Not Met.
According to the CAA, there are 3 levels of understanding and they are described as follows:
Level 3 indicates that the student showed an understanding of core concepts in mathematics.
Level 2 shows the student has a foundational understanding of core concepts in mathematics.
Finally, level 1 shows the student has a limited understanding of core concepts in mathematics.

2. The area information listed as Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning are CAASPP scores for students who are are in our enrolled in our Behavior Zone Academy Program at Shelly Baird.

3. The most recent data available indicates:
Strength and need in CAA:
Strength- A majority of students in grades 6 and 7 scored Level 2 or Level 3 in the CAA.
Need- Overall, students in grades 3 and 4 struggled the most in the CAA math sections.
Strength and need in CAASPP:
Strength- Data shows between 2018-2019, 10.53% of students scored At or Near Standard in "Communicating Reasoning".
Need- For 2018-2019, 94.74% of students scored Below Standard in "Problem Solving & Modeling/Data Analysis" and "Concepts & Procedures".
To support student achievement, a Teacher on Special Assignment will support instructional modeling, lesson design, coaching, and planning to support the improvement of educational student outcomes.

School and Student Performance Data

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	5	5
1	*	*		*	*		*	*		*	5	
2	*	*	*	*	*	*	*	*	*	*	6	*
3	*	*		*	*		*	*		*	4	
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
9	*	*		*	*		*	*		*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	6	*
12	*	1211.1	*	*	1213.6	*	*	1208.4	*	*	12	*
All Grades										41	51	13

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*	*	*	*	*	*	*
2		*	*		*	*		*	*	*	*	*	*	*	*
4		*	*		*	*		*	*	*	*	*	*	*	*
5		*	*		*	*		*	*	*	*	*	*	*	*
10		*	*		*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*	*	*	*	*	*	*
12		0.00	*		0.00	*		8.33	*	*	91.67	*	*	12	*
All Grades		0.00	0.00		1.96	0.00	*	3.92	7.69	97.56	94.12	92.31	41	51	13

<u>2019-20 Data</u>:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*	*	*	*	*	*	*
2		*	*		*	*		*	*	*	*	*	*	*	*
4		*	*		*	*		*	*	*	*	*	*	*	*
5		*	*		*	*	*	*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*	*	*	*	*	*	*
12		0.00	*		8.33	*	*	8.33	*	*	83.33	*	*	12	*
All Grades		0.00	0.00	*	3.92	7.69	*	3.92	0.00	90.24	92.16	92.31	41	51	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*	*	*	*	*	*	*
2		*	*		*	*		*	*	*	*	*	*	*	*
4		*	*		*	*		*	*	*	*	*	*	*	*
5		*	*		*	*		*	*	*	*	*	*	*	*
10		*	*		*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*		*	*	*	*	*	*	*	*
12		0.00	*		0.00	*		0.00	*	*	100.0	*	*	12	*
All Grades		0.00	0.00		1.96	0.00	*	0.00	0.00	97.56	98.04	100.0	41	51	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*	*	*	*	*	*	*
2		*	*		*	*	*	*	*	*	*	*
4		*	*		*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*
10	*	*	*		*	*	*	*	*	*	*	*
11		*	*		*	*	*	*	*	*	*	*
12	*	0.00	*		16.67	*	*	83.33	*	*	12	*
All Grades	*	0.00	7.69	*	7.84	0.00	90.24	92.16	92.31	41	51	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*	*	*	*	*	*	*
2		*	*		*	*	*	*	*	*	*	*
4		*	*		*	*	*	*	*	*	*	*
5		*	*		*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*	*	*	*	*	*	*
12		8.33	*	*	8.33	*	*	83.33	*	*	12	*
All Grades		3.92	0.00	*	3.92	7.69	92.68	92.16	92.31	41	51	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*	*	*	*	*	*	*
2		*	*		*	*	*	*	*	*	*	*
4		*	*		*	*	*	*	*	*	*	*
5		*	*		*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*	*	*	*	*	*	*
12		0.00	*		0.00	*	*	100.00	*	*	12	*
All Grades		0.00	0.00	*	1.96	7.69	97.56	98.04	92.31	41	51	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*	*	*	*	*	*	*
2		*	*		*	*	*	*	*	*	*	*
4		*	*		*	*	*	*	*	*	*	*
5		*	*		*	*	*	*	*	*	*	*
10		*	*	*	*	*	*	*	*	*	*	*
11		*	*		*	*	*	*	*	*	*	*
12		0.00	*		0.00	*	*	100.00	*	*	12	*
All Grades		1.96	0.00	*	1.96	0.00	95.12	96.08	100.00	41	51	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In 2020-2021, 7.69% of students were Somewhat/Moderately Developed in the Speaking Domain.

2. In 2020-2021, 92.31% of all students scored at the Beginning level in the Reading Domain.

3. Reading will be supported in the form of instructional modeling, lesson design, and planning to support improvement of educational student outcomes.

School and Student Performance Data
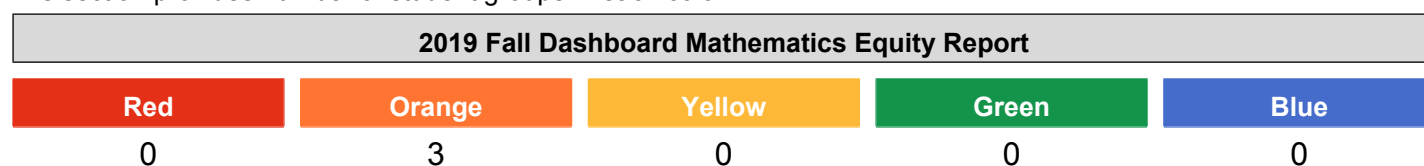
Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
307	**76.5**	**5.9**	**1.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	18	5.9
Foster Youth	4	1.3
Homeless	7	2.3
Socioeconomically Disadvantaged	235	76.5
Students with Disabilities	307	100.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	15	4.9
American Indian or Alaska Native	7	2.3
Asian	1	0.3
Filipino	8	2.6
Hispanic	209	68.1
Two or More Races	8	2.6
Native Hawaiian or Pacific Islander		
White	59	19.2

Conclusions based on this data:

1. 100% of students at Shelly Baird are students with disabilities.

2. For 2019-20, 76.5% of students were socioeconomically disadvantaged.

3. Support will be increased for instructional modeling, lesson design, and planning in an effort to improve of educational outcomes for socioeconomically disadvantaged students.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Graduation Rate** No Performance Color	**Suspension Rate** Red
Mathematics Orange	**Chronic Absenteeism** Red	
College/Career No Performance Color		

Conclusions based on this data:

1. Students overall scored the best in English Language Arts and earned yellow status.

2. Students overall areas of need are Chronic Absenteeism and Suspension rate as they earned red status.

3. Chronic Absenteeism will be supported via a student re-engagement plan. This is essential to student success in a traditional in-person school setting. This tiered re-engagement plan to help teachers and related service providers reach out to families, case managers, and school or program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
55.7 points below standard	52.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3 points	Increased ++6.4 points	
101	20	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	65.8 points below standard	55.7 points below standard
	Maintained -2.2 points	Increased ++3 points
2	75	101

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
4	3		2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
54.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	43.9 points below standard
Maintained -2.5 points	2	2	Increased Significantly ++18.5 points
70			18

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	72.4 points below standard	59.6 points below standard
9	Maintained ++2.1 points	Increased ++3.9 points
	11	68

Conclusions based on this data:

1. Regarding the academic performance of English Language Arts, white students Increased Significantly by +18.5 points.

2. Area of greatest need would be socioeconomically disadvantaged students who scored orange and 65.8 points below standard.

3. Writing and Reading will be supported in the form of instructional modeling, lesson design, and planning to support improvement of educational outcomes for socioeconomically disadvantaged students.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
85.3 points below standard	81.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.1 points	Declined -9.7 points	
97	20	3
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	94.6 points below standard	85.3 points below standard
	Declined -7.6 points	Declined -4.1 points
2	72	97

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color		No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
5	3		1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
80.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	85.8 points below standard
Declined -10.4 points	1	1	Increased Significantly ++21.7 points
69			17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	90.5 points below standard	91.7 points below standard
9	11	Declined -4.4 points
		65

Conclusions based on this data:

1. Regarding the academic performance in Mathematics, white students Increased Significantly by +21.7 points.

2. Area of greatest need would include socioeconomically disadvantaged students who declined by -7.6 points and are now at -94.6 points below standard.

3. "Problem Solving & Modeling/Data Analysis" and "Communicating Reasoning" in Math will be supported in the form of instructional modeling, lesson design, and planning to support improvement of educational outcomes for socioeconomically disadvantaged students.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
0 making progress towards English language proficiency
Number of EL Students: 40
Performance Level: VeryLow
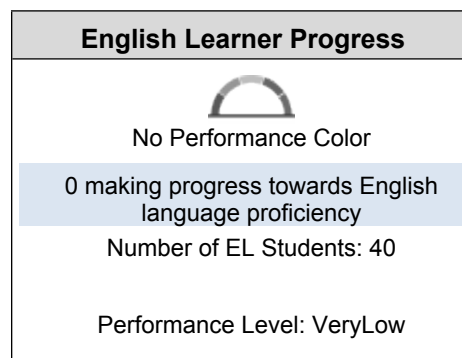
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2.5	97.5		

Conclusions based on this data:

1. Based on the 2019 Fall Dashboard English Learner Progress Indicator 39 of a total of 40 students Maintained ELPI Level 1, 2L, 2H, 3L, or 3H.

2. Zero (0) students are making progress towards English language proficiency.

3. Reading and Writing will be supported in the form of instructional modeling, lesson design, and planning to support improvement of educational outcomes for English Learners.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	52	100
African American	3	5.8
American Indian or Alaska Native	2	3.8
Asian		
Filipino	2	3.8
Hispanic	30	57.7
Native Hawaiian or Pacific Islander		
White	14	26.9
Two or More Races	1	1.9
English Learners	3	5.8
Socioeconomically Disadvantaged	39	75
Students with Disabilities	52	100
Foster Youth	1	1.9
Homeless	3	5.8

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. For 2019, 4.5% of students are at the Approaching Prepared level.

2. 95.5% of students are Not Prepared for the 2019 Fall Dashboard College/Career. This is a slight improvement over 2018, where 100% of students were not prepared.

3. Support will be provided in the form of instructional modeling, lesson design, coaching, and planning to increase student outcomes.

School and Student Performance Data

Academic Engagement
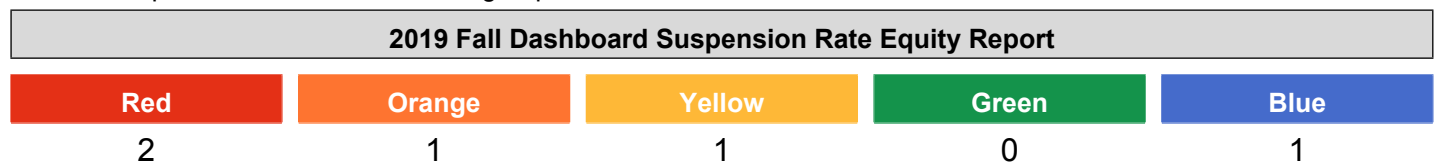## Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
52.4	43.8	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.4	Declined -7.9	
212	32	8
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	Red
Less than 11 Students - Data Not Displayed for Privacy	51.6	52.4
	Increased +1.3	Increased Significantly +3.6
2	153	212

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
36.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.5	3	0	7
11			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color	No Performance Color	Red
53.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	48.8
Increased +2.8	8	2	Increased +8.4
138			43

Conclusions based on this data:

1. Regarding the 2019 Fall Dashboard Chronic Absenteeism, students with disabilities scored at the red level. Data shows they have Increased Significantly by +3.6 points.

2. English Learners scored at a higher level, orange, however, they declined by -7.9 points.

3. Chronic Absenteeism will be supported via the student re-engagement plan. This is essential to student success in a traditional in-person school setting, as well as during Distance Learning. This tiered re-engagement plan to help teachers and related service providers reach out to families, case managers, and school or program administration. This will ensure multiple opportunities are provided to reinforce positive and productive engagement.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	52	26	0	50
English Learners	3		0	
Foster Youth	1		0	
Homeless	3		0	
Socioeconomically Disadvantaged	39	22	0	56.4
Students with Disabilities	52	26	0	50
African American	3		0	
American Indian or Alaska Native	2		0	
Asian				
Filipino	2		0	
Hispanic	30	15	0	50
Native Hawaiian or Pacific Islander				
White	14	8	0	57.1
Two or More Races	1		0	

Conclusions based on this data:

1. 2021 Graduation Rate was 50% which was a 9.1% decrease from 2019 Fall Dashboard.

2. The 2019 Fall Dashboard Graduation Rate by Year decreased from 88.2% in 2018 to 59.1% in 2019.

3. Support will be provided in the form of instructional modeling, lesson design, coaching, and planning to increase student graduation rate.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	1	1	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Blue	No Performance Color
8.9	0	Less than 11 Students - Data Not
Maintained +0.2	Maintained 0	10
360	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Red
Less than 11 Students - Data Not	8.8	8.9
6	Declined Significantly -2.7	Maintained +0.1
	250	360

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color		No Performance Color
8.7	Less than 11 Students - Data 6		Less than 11 Students - Data 10
Declined -14			
23			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Red
6.1	Less than 11 Students - Data 10	Less than 11 Students - Data 2	12.7
Maintained -0.1			Increased +1.4
230			79

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	8.7	8.9

Conclusions based on this data:

1. The 2020-21 suspension rate for all students was 0.6% (Dataquest).

2. The 2019 Dashboard indicated suspensions for white students increased by +1.4 and are at a level red. Dataquest data for 2020-21 indicated suspension rates for white students was 0.0%.

3. Student engagement is essential to student success in both traditional in-person school. We have implemented a tiered re-engagement plan to help ensure multiple opportunities are provided to reinforce positive and productive engagement. Focused strategies will also work to re-engage students in their learning and decrease suspendable incidents.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 5: Pupil Engagement (Engagement) Priority; 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

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

Goal 1

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

Identified Need

The most recent data showed:
- 2A) Implementation of State Standards & ELD:

2021-22:
1) 13% of student marks earned C or Higher in Behavior Zone Academy
2) 67% of student marks showing progress in IEP goals for students in Moderate to Severe disability programs (2021-22)
Summative ELPAC: 100% students at proficiency levels 1 and 2 (2020-21)
- 4A) Statewide Assessments:
1)ELA & Math California Alternate Assessments (CAAs) Results: 2020-21 DataQuest
All Grades for ELA: Level 3, 3.88%; Level 2, 35.29%; Level 1, 60.19%
All Grades for Math: Level 3, 4.85%; Level 2, 26.21%; Level 1, 68.93%
2)ELA & Math CAASPP SBAC Results: 2018-19 DataQuest (2020-21 Data suppressed because 10 or fewer students tested)
All Grades for ELA: Level 4, 0%; Level 3, 0%; Level 2, 10%; Level 1, 90%
All Grades for Math: Level 4, 0%; Level 3, 0%; Level 2, 5.26%; Level 1, 94.74%

As such, the focus remains to be high learning expectations for students via staff support that is relevant and rigorous. The actions to support this growth include providing a full-time (73% Title funded) TOSA to support the instruction model, lesson design, coaching, and improving student outcomes. We are also contracting with Kings County Office of Education to support federal program planning, implementation of requirements, and data analysis. We will leverage this support to help monitor several programs and provide student data analysis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 1: Basic Addresses the degree to which: A. teachers in the local educational agency (LEA) are appropriately assigned and	Priority 1: (2020-21 SARC) A1. 76% of teachers fully credentialed A2. 100% appropriately credentialed	Priority 1: A1. 78% of teachers fully credentialed A2. 100% appropriately credentialed

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
fully credentialed in the subject area and for the pupils they are teaching; B. every pupil in the school district has sufficient access to the standards-aligned instructional materials; and C. school facilities are maintained in good repair.	B. 100% of students have sufficient access to the standards-aligned instructional materials C. Overall rating of Exemplary on most recent FIT	B. 100% of students have sufficient access to the standards-aligned instructional materials C. Overall rating of Exemplary on most recent FIT
Priority 2: State Standards Addresses: A. the implementation of state board adopted academic content and performance standards for all students; and B. how the programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency.	Priority 2: A. 67% goals Met from student IEPs using "Met/Not Met" scale (2021-2022) A. 13% of student marks earned 2.0 or Higher in Behavior Zone Academy (GPA - Core) B1. English Learner Progress Indicator (2019 CA Dashboard) 0% making progress towards English language proficiency 2.5% ELs who decreased at least one ELPI level 97.5% ELs who maintained ELPI levels 0% ELs who maintained ELPI level 4 0% ELs who progressed at least one ELPI level B2: Benchmark goals - EL student IEPs Met: 60% Not Met: 40%	Priority 2: A. Benchmark IEP Goals: 70% Met A. 18% of student marks will earn a C or Higher in Behavior Zone Academy B. English Learner Progress Indicator 0% making progress towards English language proficiency 4% ELs who decreased at least one ELPI level 96% ELs who maintained ELPI levels 0% ELs who maintained ELPI level 4 0% ELs who progressed at least one ELPI level B2: Benchmark goals - EL student IEPs Met: 65% Not Met: 35%
Priority 4: Pupil Achievement As measured by all of the following, as applicable: A. statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board of education (SBE); (A1.Source Aeries 2021-22 database, local formula applied	Priority 4: A1a. ELA CAASPP SBAC: (Dataquest 2018-2019 - Most recent data available) 0% Standard Exceeded: Level 4 0% Standard Met: Level 3 10% Standard Nearly Met: Level 2 90% Standard Not Met: Level 1	Priority 4: A1a. ELA CAASPP SBAC: 0% Standard Exceeded: Level 4 0% Standard Met: Level 3 11% Standard Nearly Met: Level 2 89% Standard Not Met: Level 1 A1b. ELA CAA: 5% Level 3 40% Level 2

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(Total students in BZA with Academic GPA of 2.0 or higher divided by total students in BZA) B. the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; C. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks D. The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C); E. the percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California; F. the English learner reclassification rate; G. the percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and H. the percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	A1b. ELA CAA: (Dataquest 2020-2021) 3.88% Level 3 35.29% Level 2 60.19% Level 1 A2a. Math CAASPP SBAC: (Dataquest 2018-2019 - Most recent data available) 0% Standard Exceeded: Level 4 0% Standard Met: Level 3 5.26% Standard Nearly Met: Level 2 94.74% Standard Not Met: Level 1 A2a. Math CAA: (Dataquest 2020-21) 4.85% Level 3 26.21% Level 2 68.93% Level 1 B. 0% (2021-22 SARC) C. 33% (2020-21 SARC) D. 0% E. ELPAC (DataQuest 2020-21) 92.3% LEVEL 1 (Minimally Developed) 7.69% LEVEL 2 (Somewhat Developed) 0.00% LEVEL 3 (Moderately Developed) 0.00% LEVEL 4 (Well Developed) F. 60% English learner reclassified (2020-2021) G. 0% passed an advanced placement examination H. 0% of pupils demonstrated college preparedness pursuant to the Early Assessment Program	55% Level 1 A2a. Math CAASPP SBAC: 0% Standard Exceeded: Level 4 0% Standard Met: Level 3 7% Standard Nearly Met: Level 2 93% Standard Not Met: Level 1 A2a. Math CAA: 8% Level 3 25% Level 2 67% Level 1 B. 3% C. 33% D. 3% E. ELPAC 92% LEVEL 1 (Minimally Developed) 5% LEVEL 2 (Somewhat Developed) 3% LEVEL 3 (Moderately Developed) 0.00% LEVEL 4 (Well Developed) F. 62% English learner reclassified G. 0% passed an advanced placement examination H. 0% of pupils demonstrated college preparedness pursuant to the Early Assessment Program
Priority 5: Pupil Engagement As measured by all of the following, as applicable: A. school attendance rates;	Priority 5: A. school attendance rates; 86.59% (2020-2021) Current 2021-2022 (Aeries) 78%	Priority 5: A. school attendance rates; 82%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
(Source:Calpads report 14.2, applied local formula (divided days present by enrolled days per student, then average of all the student attendance rates) B. chronic absenteeism rates; (CALPADS report 14.1, CA Dashboard formula applied (# of Students Absent for 10% or More of Instructional Days divided by Enrollment) C. middle school dropout rates; (Source: Calpads report 1.12, applied local formula (total # of high school dropouts divided by cumulative enrollment) D. high school dropout rates; (Source: Calpads report 1.12, applied local formula (total # of high school dropouts divided by cumulative enrollment) E1. HS graduation rates: only with HS Diploma: (Source: Aeries, applied formula (total # of graduates divided by 2020-2021 cumulative 12 grade enrollment) E2. HS Diploma and Sped Certificate of Completion: (Source: Aeries, applied formula (total # of graduates and completers divided by 2020-2021 cumulative 12 grade enrollment)	B. chronic absenteeism rates; 37.98% C. middle school dropout rates; 0.88% D. high school dropout rates; 0.3% E1. HS graduation rates: only with HS Diploma: 2.5% E2. HS Diploma and Sped Certificate of Completion: 41%	B. chronic absenteeism rates; 35% C. middle school dropout rates; Maintain 0.88% D. high school dropout rates; Maintain 0.3% E1. HS graduation rates: only with HS Diploma: 3% E2. HS Diploma and Sped Certificate of Completion: 42%
Priority 7: Course Access Addresses the extent to which pupils have access to and are enrolled in: A. a broad course of study including courses described for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable; B. programs and services developed and provided to low	Priority 7: A. 100% of students have course access B. 100% of unduplicated pupils have course access and access to services C. 100% of students with disabilities have course access and access to services	Priority 7: A. 100% of students have course access B. 100% of unduplicated pupils have course access and access to services C. 100% of students with disabilities have course access and access to services

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
income, English learner and foster youth pupils; and C. programs and services developed and provided to students with disabilities.		
Priority 8: Pupil Outcomes Addresses pupil outcomes, if available, for the adopted course of study for grades 1 to 6 and/or the adopted course of study for grades 7 to 12, as applicable.	Priority 8: PFT Data not available will return in 2023-2024 2021-2022 Internal Participation Data: 65% of students participated in 1 or more fitness area tests of physical the PFT.	Priority 8: PFT Participation Rate: 68%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students (Schoolwide, including Low Income, English Learners, and Foster Youth)

Strategy/Activity

1) Full-time TOSA to support the instruction model, lesson design, coaching, and to improve student outcomes. Action costs will include salary, benefits, materials, professional learning, travel-mileage reimbursement, and supplies.
2) Contract with KCOE to support federal program planning, implementation of requirements, and data analysis.
3) Includes Indirect Costs of $9,365.96: LEA 8.02% rate to support maintenance, payroll, facility, and utility costs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100,947.32	Title I Part A: Allocation TOSA - salary & benefits
1,471.50	Title I Part A: Allocation

	TOSA - materials, professional learning, travel-mileage reimbursement and supplies
10,587.58	Title I Part A: Allocation Contract with KCOE to support federal program planning, implementation of requirements, and data analysis.
9,365.96	Title I Part A: Allocation Indirect Costs: LEA 8.02% rate to support maintenance, payroll, facility, and utility costs.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students (Schoolwide, including Low Income, English Learners, and Foster Youth)

Strategy/Activity

New Teacher Induction to support professional learning of staff and instructional quality for student learning. Costs include a contract with the county office for induction services. Includes Indirect Costs of $835.58: Improving Teacher Quality.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,418.71	Title II Part A: Improving Teacher Quality Induction Contract
835.58	Title II Part A: Improving Teacher Quality Indirect Costs

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Regarding the overall implementation of the strategies/activities:

- Activity 1 was fully implemented and was somewhat effective. Due to the lingering effects of the Covid-19 pandemic, attendance and academic achievement continued to be impacted. This was the first year of the TOSA role and the site will continue to refine the role of the TOSA to build a culture of support at Kings County Special Education. With the continued support of the TOSA, pre-pandemic achievement results are expected.
- Activity 2 was implemented successfully as we support our newest teachers and build instructional capacity.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2021-2022 SPSA goal 1 included local metrics to set a baseline for measuring student achievement of IEP goals in both ELA and Math. However, once the school year was in progress delineating the data proved to be an overwhelming burden to school staff because of the current data collection methods available through SEIS and Aeries. The 2022-23 SPSA has changed to measuring overall IEP goals Met/Not Met & change in the priority area where the data is reported. There was also a reduction in the expected outcome percentage for Priority 5 Attendance Data. Current year data exhibited a significant decline in attendance rate due to state-recommended Covid-19 quarantine policies. The School Site Council determined that the 2022-2023 goal would be lowered to 82% as efforts are made to return attendance levels to pre-pandemic rates.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Priority 3: Parental Involvement (Engagement); Priority 6: School Climate (Engagement)

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Kings County Special Education has chosen to prioritize this goal as we are seeking to increase or maintain the following survey feedback results:
C1. Safe:
Students: 90.43% of students feel safe or somewhat safe = increase by 5%
Parents: 95.38% of parents feel their student is safe or somewhat safe = maintain
Staff: 93.59% agreed or somewhat agreed they feel safe = increase by 3.5%
C2. Connected:
Students: 82.42% of students feel connected or somewhat connected = increase by 6%
Parents: 95.38% of parents feel connected or somewhat connected to their student's school = increase by 2%
Staff: 84.62% agreed or somewhat agreed they feel connected = increase by 1%
Stakeholders/educational partners have participated in surveys and meetings where they have been asked to provide input to both solidify initial findings and thoughts regarding areas of importance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 3: Parental Involvement and Family Engagement Addresses: A. the efforts the school district makes to seek parent input in making decisions for the school district and each individual schoolsite; B. how the school district will promote parental participation in programs for low income, English learner and foster youth pupils; and	Priority 3: A. Will hold 4 School Site Council Meetings B. 100% of parents of unduplicated students will be invited to participate in SSC C. 98.5% Parent/Guardian participation in IEPs	Priority 3: A. Hold 4 School Site Council Meetings B. 100% of parents of unduplicated students were invited to participate in SSC C. Maintain 98.5% Parent/Guardian participation in IEPs

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
C. how the school district will promote parental participation in programs for students with disabilities. (Source: CALPADS Report 16.3, local applied formula (total students at Shelly Baird [in the report]/ with parent involvement divided by total students at Shelly Baird [in the report])		
Priority 6: School climate As measured by all of the following, as applicable: A. pupil suspension rates; (CALPADS Report 7.12, California Dashboard formula applied (# of Students Suspended for an Aggregate Total of One Full Day in Current Year divided by Cumulative Enrollment) B. pupil expulsion rates; (CALPADS Report 7.12, no incident results where marked as expulsion or suspended expulsion.) C. other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Priority 6: School climate As measured by all of the following, as applicable: A. 0.59% pupil suspension rates; B. 0% pupil expulsion rates; C1. Safe: (Spring 2022 LCAP Survey) Students: 90.43% of students feel safe or somewhat safe Parents: 95.38% of parents feel their student is safe or somewhat safe Staff: 93.59% agreed or somewhat agreed they feel safe C2. Connected: (Spring 2022 LCAP Survey) Students: 82.42% of students feel connected or somewhat connected Parents: 95.38% of parents feel connected or somewhat connected to their student's school Staff: 84.62% agreed or somewhat agreed they feel connected	Priority 6: School climate As measured by all of the following, as applicable: A. Maintain 0.59% pupil suspension rates; B. Maintain 0% pupil expulsion rates; C1. Safe: Students: 95% of students feel safe or somewhat safe Parents: 95% of parents feel their student is safe or somewhat safe Staff: 97% agreed or somewhat agreed they feel safe C2. Connected: Students: 88% of students feel connected or somewhat connected Parents: 97% of parents feel connected or somewhat connected to their student's school Staff: 95% agreed or somewhat agreed they feel connected

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students experiencing Homelessness

Strategy/Activity

Supports and supplies for students and families experiencing homelessness.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I Part A: Allocation Homelessness - Reservation for services

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students (Schoolwide, including Low Income, English Learners, and Foster Youth)

Strategy/Activity

Full-time TOSA will spend 2% of their contracted time supporting parent engagement and communication. Through their participation in IEPs, parent nights, and parent education events, they will build the capacity of parents to support student learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,765.68	Title I Part A: Allocation

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies and activities included in the 2021-2022 SPA were implemented and effective. Funds allocated for support of homeless students were used as needed. Survey data indicated some decline in educational partner connectedness and feeling of safety. However, due to the

lingering effects of Covid-19 distancing and quarantine polices, school events were cancelled and many students had extended absences which may have resulted in the survey's declining numbers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In response to the decline in student, teacher, and parent feedback regarding connectedness and safety, the TOSA will spend 2% of their contracted time to assist in achieving SPSA goal 2. The addition of TOSA contract time will support family engagement to rebuild connection to the school environment and support student learning by building parent/guardian capacity.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$137,392.33
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$137,392.33

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$126,138.04
Title II Part A: Improving Teacher Quality	$11,254.29

Subtotal of additional federal funds included for this school: $137,392.33

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $137,392.33

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	126,138.04
Title II Part A: Improving Teacher Quality	11,254.29

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	126,138.04
	Title II Part A: Improving Teacher Quality	11,254.29

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	133,626.65
Goal 2	3,765.68

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

2 Secondary Students

Name of Members	Role
Helen Copeland	Principal
Katie Shearer (Perez)	Classroom Teacher
Kimberly Conard	Classroom Teacher
Pearl Gallardo	Classroom Teacher
Linda Steadman	Classroom Teacher
Michelle Bailey	Other School Staff
Jaqueline Huerta	Parent or Community Member
Cassandra Bakker	Parent or Community Member
Corina Abina	Parent or Community Member
Lorena Oragel	Parent or Community Member
Ivan Lopez	Secondary Student
Demarie Campos	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 06/07/2022.

Attested:

Principal, Helen Copeland, Principal on 06/07/2022

SSC Chairperson, Michelle Bailey on 06/07/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and 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 SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- ● Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

DISCUSSION ITEM

DATE: August 10, 2022

TOPIC: Quarterly Williams Complaint Report Summary

ISSUE: Review of quarterly Williams Uniform Complaint report summary for Quarter 4: April 1, 2022 – June 30, 2022.

BACKGROUND: The County Superintendent of schools, or designee, shall report summarized data on the nature and resolution of all complaints for office operated classes and programs on a quarterly basis to the County Board of Education. The report shall include the number of complaints by general subject area and the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled board meeting (Educational Code 35186).
A Williams Complaint is a type of Uniform Complaint (UCP), regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or miss-assignment and may be filed anonymously. County Offices and School Districts are required to have policies that describe the complaint process.

RECOMMENDATION: Discussion item. No action is necessary

RESOURCE: Joy Santos
                             Assistant Superintendent,
                             Educational Services
                             joy.santos@kingscoe.org
                             559-589-7068

Quarterly Report on *Williams* Uniform Complaints
[Education Code § 35186(d)]

District: __Kings County Office of Education__

Person completing this form: __Joy Santos__ Title: __Assistant Superintendent, Educational Services__

Quarterly Report Submission Month/Quarter:
(*check one*)

☐	October	1st Quarter (7/1-9/30)
☐	January	2nd Quarter (10/1-12/31)
☐	April	3rd Quarter (1/1-3/31)
■	July	4th Quarter (4/1-6/30)

Quarterly Report Submission Year: __2021-2022__

Date for information to be reported publicly at governing board meeting: __8/10/2022__

Please check the box that applies:

☑ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

__Todd Barlow__
Print Name of District Superintendent

[signature] __8/10/2022__
Signature of District Superintendent Date

Please submit to: Genevieve Almanzar, Coordinator
Kings County Office of Education
Williams Compliance
(559) 589-7035
info.foundationalservices@kingscoe.org

BOARD DISCUSSION ITEM

TOPIC   2022-23 45-DAY BUDGET REVISION

DATE   August 10, 2022

ISSUE   Discussion regarding changes to the State Adopted Budget and the impact to the 2022-23 Budget for the Kings County Office of Education.

BACKGROUND   Based on the final State Adopted Budget for 2022-23, this discussion is based on changes to the adopted budget from the last state estimate at May Revise.

RESOURCE   Jamie Dial, 589-7091

RECOMMENDATION   Discussion only, no action required.

Kings County Office of Education

2022-23 45-Day Budget Revision
August 10, 2022

Economic Forecast for 2022-23

▶ The state has seen positive financial outcomes during the past several years even with the uncertainty of COVID. This has created increased on-going revenues for K-12 schools.

▶ As discussed in June, the economy is now showing signs of slowing including 2nd quarter reduction in GDP which is an indicator of pending recession.

▶ Other indicators of recession include:

– decrease in consumer confidence,

- high inflation/increasing interest rates,

- trends show the recovery is about a 10 year period with than full funding for education.

K-12 Schools 2022-23 State Adopted Budget

▶ Special Education receives an increase to SWT of $105 per SELPA ADA, increasing rates to $820 from $715

▶ Other funding receives COLA of 6.56%

▶ Additional K-12 funding projected with the state approved budget will net very little increase for KCOE as the funding follows the ADA to districts.

  - Arts & Music Discretionary Block Grant $17K

KCOE Funding Updates

- County Office LCFF funding will receive an increase of $175K per district and $14 per ADA in the 2022-23 Budget. This is an increase to the Operations Grant of $2.8M for KCOE

- Learning Loss Funding of $3M continue to be planned and spent according to funding deadlines with no additional Learning Loss Revenue anticipated at this time.

- Districts will receive Learning Recovery Emergency Block Grant funding but not KCOE

- Any additional updates or changes will be presented at 1st Interim in December.

Questions

TOPIC: American Rescue Plan Act Elementary and Secondary
                          School Relief Fund (ESSER III) Safe Return to In-Person
                          Instruction Local Educational Agency Plan

ISSUE: The American Rescue Plan Act, signed into law on March
                          11, 2021, provided nearly $122 billion for Elementary and
                          Secondary School Relief

BACKGROUND: The U.S. Department of Education requires all Local
                          Educational Agencies (LEAs) receiving ESSER III funds to
                          submit an LEA Plan for the Safe Return to In-Person
                          Instruction and Continuity of Services. It is required that
                          the LEA periodically, but no less frequently than every six
                          months, review and revise the plan to ensure it is consistent
                          with current, relevant guidance from the CDC. LEAs are
                          required to seek public input on any revisions to its plan no
                          less frequently than every six months.

                          KCOE's plan includes the COVID Prevention Plan
                          (OSHA) along with the Safe Return to In-Person
                          Instruction and Continuity of Services plans for both J.C.
                          Montgomery and Shelly Baird Schools.

RESOURCE: Lisa Horne, Assistant Superintendent Human Resources
                          Kings County Office of Education
                          1144 West Lacey Boulevard
                          Hanford, CA 93230
                          Lisa.horne@kingscoe.org

RECOMMENDATION: The plan has been reviewed in accordance with current
                          CDPH, CDC, and CalOSHA guidance and has been revised
                          to meet those guidelines. KCOE seeks public input on the
                          plan.

COVID – 19 Prevention Program (CPP)

and

Safe Return to In Person School Plans

Published: July 2020
Reviewed: December 2020
Updated: January 2021
Reviewed: July 2021
Updated: August 2021
Reviewed & updated: January 2022
Updated July 2022

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

COVID-19 Prevention Program (CPP) for the

Kings County Office of Education

This CPP is designed to control employees' exposures to the SARS-CoV-2 virus (severe acute respiratory syndrome coronavirus 2) that causes COVID-19 (Coronavirus Disease 2019) that may occur in our workplace.

Revision Date: August 3, 2022

Authority and Responsibility

The Assistant Superintendent of Human Resources has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix A: Identification of COVID-19 Hazards** form.
- Document the vaccination status of our employees by using **Appendix E: Documentation of Employee COVID-19 Vaccination Status**, which is maintained as a confidential medical record.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Develop and implement COVID-19 policies and procedures to respond effectively and immediately to individuals at the workplace who are a COVID-19 case to prevent or reduce the risk of transmission in the workplace including our Wellness Precautions Plan:

What we are doing:
  - *Encouraging and reminding everyone to wash or sanitize their hands often*
  - *Routinely sanitizing/disinfecting high-touch surfaces with additional deep cleaning as needed*
  - *Supporting physical distancing of workstations as practicable*
  - *Implementing individual control measures and daily health screenings for all staff (self-certification form). See also CDC's Self Checker*
  - *Requiring/reminding people to stay home if they feel unwell*
  - *Providing generous sick leave policies to support recovery and prevent the spread of germs*
  - ***Implementing and following Cal/OSHA and CDPH Guidance for schools***
    - o *Staff who have not provided proof that they are fully vaccinated are required to participate in weekly surveillance testing*
    - o ***Infected employees** must isolate for at least five days, and mask indoors and when around others a full 10 days following symptom onset (or positive test if no symptoms). Isolation can end and employees may return to the workplace after day 5 if symptoms are not present or are resolving, and a diagnostic specimen collected on day 5 or later tests negative.*
    - o ***Asymptomatic** exposed employees (regardless of vaccination status) must mask for 10 days following an identified close contact to someone with COVID-19 and test between days 3-5*
    - o ***Symptomatic** exposed employees (regardless of vaccination status) must quarantine and test as soon as possible. If the employee tests negative and returns to work earlier than 10 days after the close contact, the employee must wear a face covering around others for 10 days following the close contact.*
  - *Antimicrobial Pesticides Training, Cal/OSHA COVID-19 Protection Plan Training via Keenan Safe Schools*
  - *Continued closure of buildings to general public*
  - *Essential visitors with precautions*
  - *Wellness Screening Checklist for essential visitors*
  - *Continuous review of all relevant Public Health recommendations and guidelines*
  - *Providing personal protective equipment such as face coverings, KN95 respirators, gloves, hand sanitizer to staff as needed/requested*

- Limit the need for employees to share phones, desks, and other equipment
- Consideration and review of physical spaces including assigned work stations and areas that allow for more space between workstations
- Design and control internal traffic patterns, limit work areas to those staff assigned to the area whenever possible
- Provide resources for additional cleaning, sanitization, and protective measures
- Conduct Interactive Process Meetings with any staff who have special needs and require accommodations
- Reviewing and considering ventilation options - encouraging open doors/windows when possible
- Providing weekly antigen surveillance testing for all staff (required for those who have not submitted verification that they are fully vaccinated)
- Rapid Antigen Testing available for all staff and students as needed
- Home antigen testing offered for staff and students to use prior to return from extended school breaks

What we are asking staff to do:
- Wash or sanitize hands often – wash upon arrival at work and prior to leaving (check out hand sanitizer for your work station from department head)
- Wipe down your personal work space regularly –at least upon arrival/departure daily (after you have completed training)
- Implement physical distancing as much as practicable
- Do not enter other work areas, spaces, or offices unless necessary
- Avoid direct physical contact such as shaking hands
- Carry your own pen etc…with you instead of borrowing from others
- Take breaks outdoors or individually if you use the break room or other common areas, wipe down the area you occupied with sanitizer prior to leaving it
- Consider video conferencing, email, or phone communications as a means of meeting instead of person when practicable
- Practice your daily wellness screening, Stay home and self-report any signs or symptoms of COVID immediately to our HR COVID Technician, Liz Ibarra (liz.ibarra@kingscoe.org or 559-589-7064) or a secondary contact tracer
- Limit your potential exposure outside of work - Notify HR if you become aware that you have been in close contact with someone who is COVID positive
- Inform your manager or HR of any health or safety concerns & share ideas or suggestions
- Be thoughtful and considerate regarding all precautionary measures honor additional reasonable safety measures other staff may request or be implementing for themselves
- Leave doors/windows open when possible to enhance ventilation
- STAY HOME if you are unwell and contact a designated contact tracer to schedule COVID-19 testing

What we are recommending to staff:
- COVID-19 vaccinations and boosters are readily available. To schedule an appointment visit: www.myturn.ca.gov.
- Participation in at-home testing when available after extended breaks

KCOE Designated Contact Tracers:
Liz Ibarra, HR Technician/COVID coordinator – Primary Contact Tracer for all KCOE students and staff
liz.ibarra@kingscoe.org, (559) 589-7064
Lisa Horne, HR Dept. - lisa.horne@kingscoe.org or 589-7094 (cell 362-2485 for after-hours/weekends) or as back up to all other contact tracers
Valerie Misenhimer-Miller, School Nurse – Back up contact tracer for all Shelly Baird School staff members and students valerie.misenhimer@kingscoe.org or 589-7034
Lisa Leonard, School Nurse – Back,up contact tracer for all SELPA staff members and other staff who have direct contact with students on a school campus lleonard@kingscoe.org or 589-2634
Julie Gong, School Nurse - Back up support to all of the above and district direct service jgong@kingscoe.org or 589-2635
If unable to reach or get a timely response from any of our contact tracers, call the HR office at 589-7086 or 589-7081 or the KCOE reception desk at 589-2500 for assistance.

- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
  - o **Cal/OSHA-CDPH Interim Guidance for Ventilation, Filtration, and Air Quality in Indoor Environment.**
  - o **CDPH Face Covering Requirements.**
  - o **CDPH Isolation and Quarantine Guidance.**
  - o **Applicable CDPH Employees & Workplaces Guidance.**
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different ơơ7 additional controls, including maximizing the effectiveness of ventilation and air filtration.

- Conduct periodic inspections using the **Appendix B: COVID-19 Inspections** form as needed to identify and evaluate unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by: submitting a work request, emailing or contacting their direct manager, emailing or contacting their department head, emailing or contacting human resources.Employee screening

We screen our employees and respond to those with COVID-19 symptoms by: All employees reporting to a KCOE work site are required to consider their current health condition and "self-certify" daily prior to reporting to any work location. If they are exhibiting any signs of illness they are directed to stay home and contact the COVID contact tracer. **Appendix F: Wellness Screening Checklist.**

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures are documented on the **Appendix B: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:
- The severity of the hazard will be assessed, and correction time frames assigned, accordingly.
- Individuals are identified as being responsible for timely correction.
- Follow-up measures are taken to ensure timely correction.

Control of COVID-19 Hazards

Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees where required by orders from the California Department of Public Health (CDPH) and/or CalOSHA.

Employees required to wear face coverings in our workplace may remove them under the following conditions:
- When an employee is alone in a room or a vehicle.
- While eating or drinking at the workplace, provided employees are at least six feet apart and outside air supply to the area, if indoors, has been maximized to the extent feasible.
- When employees are required to wear respirators in accordance with our respirator program that meets section 5144 requirements.
- Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Such employees will wear an effective, non-restrictive alternative, such as a face shield with a drape on the bottom, if their condition permits it. If their condition does not permit it, then the employee will be tested at least weekly for COVID-19.
- Specific tasks that cannot feasibly be performed with a face covering. This exception is limited to the time in which such tasks are being performed.

Any employee not wearing a required face covering (when required) will be tested at least weekly for COVID-19.

We will not prevent any employee from wearing a face covering when it is not required unless it would create a safety hazard, such as interfering with the safe operation of equipment.

Face coverings will also be provided to any employee that requests one, regardless of their vaccination status.

Engineering controls

For indoor locations, using Appendix B, we identify and evaluate how to maximize, to the extent feasible, ventilation with outdoor air using the highest filtration efficiency compatible with our existing ventilation system, and whether the use of portable or mounted High Efficiency Particulate Air (HEPA) filtration units, or other air cleaning systems, would reduce the risk of transmission by:

- Applicable orders and guidance from the State of California and your local health department related to COVID-19 hazards and prevention, including CDPH's Interim Guidance for Ventilation, Filtration, and Air Quality in Indoor Environments.
- The Kings County Office of Education schedules regular semi-annual maintenance of all HVAC systems for facilities located throughout the county with additional replacement of filters two additional times during the year.
- The HVAC filters used are MERV-13 for a high level of air filtration as recommended to help with COVID-19, staff are also encouraged to open doors and windows to help with air circulation during acceptable weather conditions.
- KCOE has distributed Winix portable HEPA filtration units to all classrooms and areas that have a high level of activity to help reduce the risk of COVID-19 transmission.

Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces and objects, such as doorknobs, elevator buttons, equipment, tools, handrails, handles, controls, phones, headsets, bathroom surfaces, and steering wheels:

- Ensuring adequate supplies and adequate time for it to be done properly.
- Informing the employees and authorized employee representatives of the frequency and scope of cleaning and disinfection.
- Fogging all classrooms and office spaces each night.
- Training all employees on the safe use of antimicrobial pesticides.

Should we have a COVID-19 case in our workplace, a cleaning of the frequently touched common areas will be done. A disinfecting of the area, material or equipment will be done if it is to be used by another employee within 24 hours of the COVID-19 case.

Hand sanitizing

To implement effective hand sanitizing procedures, we:
- Provide readily accessible handwashing stations/facilities to all employees.
- Encourage, remind, and allow time for employee handwashing.
- Provide employees with an effective hand sanitizer, and prohibit hand sanitizers that contain methanol (i.e., methyl alcohol).
- Encourage and remind employees to wash their hands for at least 20 seconds each time.

Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by section 3380, and provide and ensure use of such PPE as needed.

Upon request, we provide respirators for voluntary use to all employees who are working indoors or in vehicles with more than one person.

We provide and ensure use of respirators in compliance with section 5144 when deemed necessary by Cal/OSHA.

We also provide and ensure use of eye and respiratory protection when employees are exposed to procedures that may aerosolize potentially infectious material such as saliva or respiratory tract fluids.

Testing of symptomatic employees

We make COVID-19 testing available at no cost, during paid time, to all employees:

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- Who had close contact in the workplace; or

- Who have COVID-19 symptoms, and
- During outbreaks and major outbreaks (see below for further details).

Investigating and Responding to COVID-19 Cases

We have developed effective procedures to investigate COVID-19 cases that include seeking information from our employees regarding COVID-19 cases, close contacts, test results, and onset of symptoms. This is accomplished by using the **Appendix C: Investigating COVID-19 Cases** form.

We also ensure the following is implemented:
- Employees that had a close contact are offered COVID-19 testing at no cost during their working hours, except for COVID-19 cases who were allowed to return to work per our return-to-work criteria and have remained free of symptoms for 90 days after the initial onset of symptoms, or for cases who never developed symptoms, for 90 days after the first positive test as defined in 3205(b)(11).
- The information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, below, will be provided to these employees.
- Written notice within one business day of our knowledge of a COVID-19 case that people at the worksite may have been exposed to COVID-19. This notice will be provided to all employees (and their authorized representative), independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period. These notifications will meet the requirements of T8CCR section 3205(c)(3)(B) and Labor Code section 6409.6(a)(4); (a)(2); and (c).
- **We consider a "close contact" that meets the definition in section 3205(b)(1), unless it is otherwise defined by CDPH; "infectious period" meets the definition in 3205(b)(9), unless it is otherwise defined by CDPH; and "worksite" meets the section 3205(b)(12) definition.**

System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Who employees should report COVID-19 symptoms, possible close contacts and hazards to, and how.
- That employees can report symptoms, possible close contacts and hazards without fear of reprisal.
- How employees with medical or other conditions that put them at increased risk of severe COVID-19 illness can request accommodations by contacting the assistant superintendent of human resources to schedule an interactive process meeting.
- Access to COVID-19 testing when testing is required or desired on site during regular work hours.
- The COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We provide effective employee training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards, and how to participate in the identification and evaluation of COVID-19 hazards.
- Information regarding COVID-19-related benefits (including mandated sick and vaccination leave) to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
  o COVID-19 is an infectious disease that can be spread through the air.
  o COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
  o An infectious person may have no symptoms.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing, face coverings, increased ventilation indoors, and respiratory protection decrease the spread of COVID-19 and are most effective when used in combination.
- The right of employees that are not fully vaccinated to request a respirator for voluntary use, without fear of retaliation, and our policies for providing the respirators. Employees voluntarily using respirators

will be trained according to section 5144(c)(2) requirements:
- ○ How to properly wear them.
- ○ How to perform a seal check according to the manufacturer's instructions each time a respirator is worn, and the fact that facial hair can interfere with a seal.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment. Since COVID-19 is an airborne disease, N95s and more protective respirators protect the users from airborne disease, while face coverings primarily protect people around the user.
  - ○ The conditions where face coverings must be worn at the workplace.
  - ○ That face coverings are additionally recommended outdoors for people who are not fully vaccinated if six feet of distance cannot be maintained.
  - ○ Employees can request face coverings and can wear them at work regardless of vaccination status and without fear of retaliation.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- Information on our COVID-19 policies and how to access COVID-19 testing and vaccination, and the fact that vaccination is effective at preventing COVID-19, protecting against both transmission and serious illness or death.

COVID-19 Training documentation is maintained in our Keenan Safe Schools System.

Exclusion of COVID-19 Cases and Employees who had a Close Contact

Where we have a COVID-19 case or close contact in our workplace, we limit transmission by:

- Ensuring that active COVID-19 cases are excluded from the workplace until return-to-work requirements in section 3205(c)(10) are met.
- Excluding employees that had a close contact from the workplace until our return-to-work criteria have been met, with the following exceptions:
  - ○ Employees who do not develop COVID-19 symptoms, provided they wear a face covering and maintain six feet of physical distance from others in the workplace for 10 days following the last date of close contact and test between days 3-5 after the exposure with a negative result.
  - ○ COVID-19 cases who returned to work per our return-to-work criteria and have remained free of COVID-19 symptoms do not need to be excluded from the workplace for 90 days after the initial onset of COVID-19 symptoms, provided they wear a face covering and maintain six feet of distance from others in the workplace for 10 days following the last date of close contact.
  - ○ COVID-19 cases who returned to work per our return-to-work criteria who never developed COVID-19 symptoms do not need to be excluded from the workplace for 90 days after the first positive test, provided they wear a face covering and maintain six feet of distance from others in the workplace for 10 days following the last date of close contact.
- If we do not exclude an employee who had a close contact as permitted by the above three exceptions, we will provide the employee with information about any applicable precautions recommended by CDPH for individuals with close contact.
- For employees excluded from work, continuing, and maintaining employees' earnings, wages, seniority, and all other employees' rights and benefits. This will be accomplished by providing employees at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases and outbreaks at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized

employee representatives, and to representatives of Cal/OSHA immediately upon request.
- We use a confidential form in our HR Google Drive to keep a record of and track all COVID-19 cases.

Return-to-Work Criteria

We will meet the following return to work criteria for COVID-19 cases and employees excluded from work:

- **COVID-19 cases, regardless of vaccination status or previous infection and who do not develop symptoms or symptoms are resolving, cannot return to work until we can demonstrate that all of the following have been met:**
  - At least five days have passed from the date that COVID-19 symptoms began or, if the person does not develop COVID-19 symptoms, from the date of first positive COVID-19 test;
  - At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever reducing medications; and
  - A negative COVID-19 test from a specimen collected on the fifth day or later is obtained; or, if unable to test or the employer chooses not to require a test, 10 days have passed from the date that COVID-19 symptoms began or, if the person does not develop COVID-19 symptoms, from the date of first positive COVID-19 test.
  -
- **COVID-19 cases, regardless of vaccination status or previous infection, whose COVID19 symptoms are not resolving,** may not return to work until:
  - At least 24 hours have passed since a fever of 100.4 degrees Fahrenheit or higher has resolved without the use of fever-reducing medication; and
  - 10 days have passed from when the symptoms began.
- Regardless of vaccination status, previous infection, or lack of COVID-19 symptoms, a COVID-19 case shall wear a face covering in the workplace until 10 days have passed since the date that COVID-19 symptoms began or, if the person did not have COVID-19 symptoms, from the date of their first positive COVID-19 test.
- The return to work requirements for COVID-19 cases who do or do not develop symptoms apply regardless of whether an employee has previously been excluded or other precautions were taken in response to an employee's close contact or membership in an exposed group.
- If an order to isolate, quarantine, or exclude an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted.

Appendix A: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, training, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing stationary work.

Person conducting the evaluation: **Date:**

Name(s) of employee and authorized employee representative that participated:

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls

Appendix B: COVID-19 Inspections

Date:

Name of person conducting the inspection:

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Ventilation* (amount of fresh air and filtration maximized)			
Additional room air filtration*			
Administrative			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE			
Not shared, available and being worn as required			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Respiratory protection			

*Identify and evaluate how to maximize ventilation with outdoor air; the highest level of filtration efficiency compatible with the existing ventilation system; and whether the use of portable or mounted HEPA filtration units, or other air cleaning systems, would reduce the risk of COVID-19 transmission. Review applicable orders and guidance from the State of California and local health departments related to COVID-19 hazards and prevention have been reviewed, including theCal/OSHA-CDPH Interim Guidance for Ventilation, Filtrations, and Air Quality in Indoor Environments and information specific to your industry, location, and operations. We maximize the quantity of outside air provided to the extent feasible, except when the United States Environmental Protection Agency (EPA) Air Quality Index is greater than 100 for any pollutant or if opening windows or maximizing outdoor air by other means would cause a hazard to employees, for instance from
excessive heat or cold.

Appendix C: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or persons with COVID-19 symptoms, and any employee required medical records will be kept confidential unless disclosure is required or permitted by law. Un-redacted information on COVID-19 cases will be provided to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH) immediately upon request, and when required by law. Information collected/provided includes:

- Date
- Name of person conducting the investigation
- Name of COVID-19 case (employee or non-employee*) and contact information
- Occupation (if non-employee*, why they were in the workplace)
- *If we are made aware of a non-employee COVID-19 case in our workplace
- Names of employees/representatives involved in the investigation
- Date investigation was initiated
- Locations where the COVID-19 case was present in the workplace during the high-risk exposure period, and activities being performed
- Date and time the COVID-19 case was last present and excluded from the workplace
- Date of the positive or negative test and/or diagnosis
- Date the case first had one or more COVID-19 symptoms, if any
- Information received regarding COVID-19 test results and onset of symptoms
- Summary determination of who may have had a close contact with the COVID-19 case during the high- risk exposure period. Attach additional information, including:
  - The names of those found to be in close contact.
  - Their vaccination status.
  - When testing was offered, including the results and the names of those that were exempt from testing because:
    - They returned to work per our return-to-work criteria and have remained symptom free for 90 days (or a different period than 90 days if it is required by a CDPH regulation or order) or, for those that never developed symptoms, for 90 days (or a different period than 90 days if it is required by a CDPH regulation or order) after the initial positive test.
  - The names of those close contacts that were excluded per our Exclusion of COVID-19 Cases and Employees who had Close Contact requirements.
  - The names of those close contacts exempt from exclusion requirements because:
    - They did not develop COVID-19 symptoms, and are required to wear a face covering and maintain six feet of distance from others at the workplace for 10 days following the last date of close contact.
    - They returned to work per our return-to-work criteria and have remained symptom free, and are required to wear a face covering and maintain six feet of physical distance from others at the workplace for 10 days following the last date of close contact.

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:

1. All employees who were on the premises at the same worksite as the COVID-19 case during the high-risk exposure period
2. Their authorized representatives (KTA and CSEA bargaining units)

Names of employees that were notified:	Names of their authorized representatives:	Date

Independent contractors and other employers on the premises at the same worksite as the COVID-19 case during the high-risk exposure period.

Names and Organization/Business of individuals that were notified:	Date

What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?

What could be done to reduce exposure to COVID-19?

Was local health department notified? Date?

Records of this information are maintained in the human resources department.

Appendix D: COVID-19 Training Roster

Maintained in our Keenan Safe Schools On-line Program

Appendix E: Documentation of Employee COVID-19 Vaccination Status - CONFIDENTIAL

Maintained in our Human Resources Department

Appendix F: Employee and Essential Visitor Wellness Checklist

Wellness Screening Checklist

All employees reporting to a KCOE work site are required to consider their current health condition and "self-certify" prior to reporting to any work location.
Please review, sign, and submit this form to your manager or HR (one time only). Keep a copy at home to remind you to **self-check DAILY** and immediately notify your manager or HR should your situation change from the initial submission.

1. **Have you had a fever (100.4 degrees Fahrenheit) or chills within the last 48 hours?**
    ☐Yes   ☐No

2. **Do you have any of the following symptoms?** New or Worsening Cough, Shortness of Breath, Runny Nose, Sore Throat, Loss of Taste or Smell, Vomiting, Diarrhea
    ☐ Yes   ☐ No
3. **Are you aware of *recent* close contact*** with a COVID+ person?** ☐ Yes ☐ No
    *Recent – within the last 14 days starting from 2 days prior to when the person began feeling unwell
    ** Close Contact - Within 6 feet for 15 minutes or more without facial coverings

If you answered 'NO' #1 and 3, you can report to work. Please continue following precautions:
- Wash your hands and/or use alcohol-based sanitizer frequently throughout the day.
- Practice social distancing, sit and/or stand at least 6 feet from other people. Wear a cloth face covering.
- Do not shake hands or hug people. Do not share personal equipment such as pens or food/drinks.
- Avoid touching your eyes, nose and mouth.

- Sanitize your personal work area upon arrival and/or before you leave each day.
- Practice good respiratory etiquette (cover your cough and sneezes with a tissue).
- Contact your manager and leave work immediately if you start to feel feverish or ill.
- Limit potential for exposure outside of work – notify HR if you become aware that you have been exposed to COVID-19.

4. **If you have a fever and/or symptoms of illness:** Stay home and contact your manager and HR.

5. **If you have a pre-existing condition with COVID similar symptoms:**
   - If your symptoms are 'normal' and consistent with your established condition (such as allergies or asthma) and they have not worsened compared to your baseline, then you can continue to work following all precautions.
   - **If your symptoms are new or worsened, stay home and contact your manager.**

As always, please seek the advice of your physician for all medical concerns or questions. *I agree to continue self-screening daily and to notify my supervisor immediately should I experience any change.*

Name:_____Date: _____

Signature: _____

Additional Consideration #1

Multiple COVID-19 Infections and COVID-19 Outbreaks

An outbreak is 3 or more employee COVID-19 cases within an exposed group visited the workplace during their high-risk exposure period at any time during a 14-day period.

This addendum will stay in effect until there are no new COVID-19 cases detected in the exposed group for a 14-day period.

COVID-19 testing

We provide COVID-19 testing at no cost to all employees, during paid time, in our exposed group except for:

- Employees who were not present during the relevant 14-day period.
- COVID-19 cases who did not develop symptoms after returning to work pursuant to our return-to-work criteria, no testing is required for 90 days after the initial onset of symptoms or, for COVID-19 cases who never developed symptoms, 90 days after the first positive test.

COVID-19 testing consists of the following:

- All employees in our exposed group are immediately tested and then again one week later. Negative COVID-19 test results of employees with COVID-19 exposure will not impact the duration of any quarantine, isolation, or exclusion period required by, or orders issued by, the local health department.
- After the first two COVID-19 tests, we continue to provide COVID-19 testing once a week of employees in the exposed group who remain at the workplace, or more frequently if recommended by the local health department, until there are no new COVID-19 cases detected in our workplace for a 14-day period.
- We provide additional testing when deemed necessary by Cal/OSHA.

We continue to comply with the applicable elements of our CPP, as well as the following:

1. Employees in the exposed group wear face coverings when indoors, or when outdoors and less than six feet apart (unless one of the face-covering exceptions indicated in our CPP apply).
2. We give notice to employees in the exposed group of their right to request a respirator for voluntary use if they are not fully vaccinated.
3. We evaluate whether to implement physical distancing of at least six feet between persons, or where six feet of physical distancing is not feasible, the need for use of cleanable solid partitions of sufficient size to reduce COVID-19 transmission.

COVID-19 investigation, review, and hazard correction

We immediately perform a review of potentially relevant COVID-19 policies, procedures, and controls and implement changes as needed to prevent further spread of COVID-19.

The investigation and review is documented and includes:

- Investigation of new or unabated COVID-19 hazards including:
  - Our leave policies and practices and whether employees are discouraged from remaining home when sick.
  - Our COVID-19 testing policies.
  - Insufficient outdoor air.
  - Insufficient air filtration.
  - Lack of physical distancing.

- Updating the review:
  - Every thirty days that the outbreak continues.
  - In response to new information or to new or previously unrecognized COVID-19 hazards.
  - When otherwise necessary.
- Implementing changes to reduce the transmission of COVID-19 based on the investigation and review. We consider:
  - Moving indoor tasks outdoors or having them performed remotely.
  - Increasing outdoor air supply when work is done indoors.
  - Improving air filtration.
  - Increasing physical distancing as much as feasible.
  - Requiring respiratory protection in compliance with section 5144.

Buildings or structures with mechanical ventilation

We will filter recirculated air with Minimum Efficiency Reporting Value (MERV) 13 or higher efficiency filters, if compatible with the ventilation system. If MERV-13 or higher filters are not compatible, we will use filters with the highest compatible filtering efficiency. We will also evaluate whether portable or mounted High Efficiency Particulate Air (HEPA) filtration units or other air cleaning systems would reduce the risk of transmission and, if so, implement their use to the degree feasible.

Additional Consideration #2

Major COVID-19 Outbreaks

A major outbreak is 20 or more employee COVID-19 cases in an exposed group visit your workplace during the high-risk exposure period within a 30-day period.

This addendum will stay in effect until there are fewer than three COVID-19 cases detected in our exposed group for a 14-day period.

We continue to comply with the Multiple COVID-19 Infections and COVID-19 Outbreaks addendum, except that the COVID-19 testing, regardless of vaccination status, is made available to all employees in the exposed group twice a week, or more frequently if recommended by the local health department.

In addition to complying with our CPP and Multiple COVID-19 Infections and COVID-19 Outbreaks addendum, we also:

- Provide employees in the exposed group with respirators for voluntary use in compliance with section 5144(c)(2) and determine the need for a respiratory protection program or changes to an existing respiratory protection program under section 5144 to address COVID-19 hazards.
- Separate by six feet (except where we can demonstrate that six feet of separation is not feasible and there is momentary exposure while persons are in movement) any employees in the exposed group who are not wearing respirators required by us and used in compliance with section 5144. When it is not feasible to maintain a distance of at least six feet, individuals are as far apart as feasible such as physical distancing that includes: telework or other remote work arrangements; reducing the number of persons in an area at one time, including visitors; visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel; staggered arrival, departure, work, and break times; and adjusted work processes or procedures to allow greater distance between employees.
- Install cleanable solid partitions that effectively reduce transmission between the employee and other persons at workstations where an employee in the exposed group is assigned to work for an extended period, such as cash registers, desks, and production line stations, and where the physical distancing requirement (described above) is not always maintained.
- Evaluate whether to halt some or all operations at the workplace until COVID-19 hazards have been corrected.
- Implement any other control measures deemed necessary by Cal/OSHA.
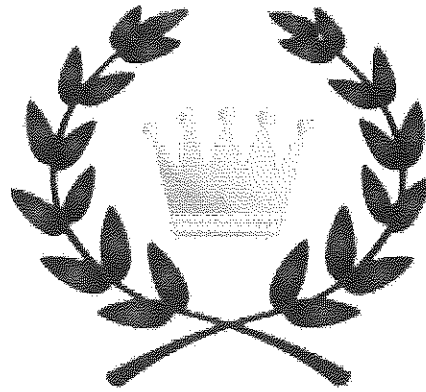
Kings County Office of Education

Special Education Programs Safe School Attendance Plan

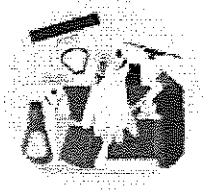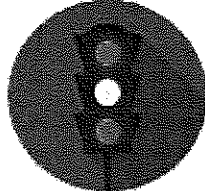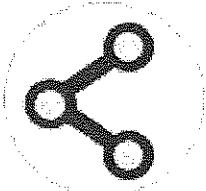UPDATED: August 2022

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Introduction

Over the past two-and-a-half years, Kings County Office of Education has worked closely with the Kings County Department of Public Health to ensure that we provided a safe environment in which our students could be educated. Every six (6) months this plan will be reviewed and updated based upon new guidance from the California Department of Education and California Department of Public Health.

This plan will address access to instruction, academic supports, mental health and social/emotional supports, nutrition support, and practices for physical health, including access to vaccination and COVID-19 testing.

This plan will be available on our school website:

If anyone requires any support to access the plan, they can contact the Shelly Baird School Office at (559) 584-5546.

Planning Recommendations for 2022-2023

COVID-19 Wellness Checks		Plan for Illness on Campus	
Implementing Physical Distancing		Maintain Healthy Operations	
Healthy Hygiene Practices		Training Staff and Families	
Cleaning, Disinfection, and Ventilation		Considerations for Partial or Total Closures	
Limit Sharing		Virtual Learning	

COVID-19 Wellness Checks

For All KCOE Programs and Sites
In conjunction with the Kings County Department of Public Health (KCDPH) and guidelines from California Department of Public Health (CDPH) we have developed a self-wellness check for all students. The simple self-wellness check will be completed by parents every morning, at home, before school (see Appendix A).
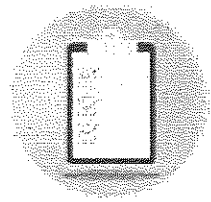
All staff are required to complete a self-screening prior to entering the school site.

KCOE Special Education Programs require the following:

- Staff and students who are sick or who have recently had close contact with a person with COVID-19 must stay home following current quarantine guidelines. If allowed, modified quarantine procedures will be followed where students and staff are allowed to stay on campus if they are asymptomatic and test according to the required schedule.
- Staff and students who received a positive diagnosis of COVID-19 by a test from a medical provider must notify the school.
- Staff and students who live with someone who received a positive diagnosis of COVID-19 by a test from a medical provider must notify the school.
- Staff and students shall be monitored throughout the day for signs of illness; staff or students with a fever of 100.4 degrees or higher, cough, or other COVID-19 symptoms must be sent home, unless the symptom is one that is known to be present due to a chronic medical condition.

Should a staff member or student become ill on campus, health staff shall document possible exposure and notify local health officials, staff members, and families immediately of any positive COVID-19 cases, while maintaining confidentiality as required under FERPA and state law.

In the event of a required quarantine, staff and students will have access to at-home rapid COVID tests or on-site rapid COVID tests.

Know the symptoms of COVID-19, which can include the following:
Cough   Sore throat   Fever   Muscle pain   Chills   Shortness of breath or difficulty breathing   New loss of taste or smell   cdc.gov/coronavirus
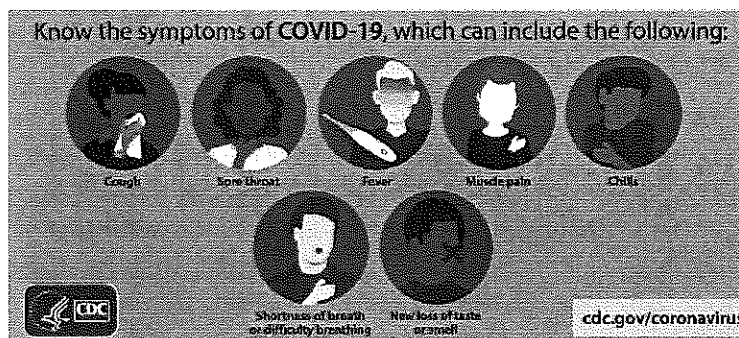
Implementing Physical Distancing
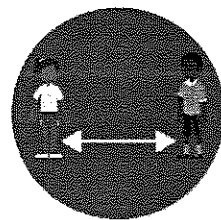
1. Parent Transport Arrival and Departure

Shelly Baird Main Campus

Parent drop off time shall be 30 minutes prior to the classroom start time to allow for use of the circle driveway prior to bus arrival. Parents will pull up in the circle driveway and remain in their car. Designated staff (wellness checkers) will go to the car to complete the wellness screening of the student. If the student demonstrates any of the COVID-19 symptoms, the child will not be allowed to attend school that day. If the student is well, the student shall get out of the car and hand sanitizer shall be applied. The student will then be transferred to a designated staff member (walker) who escorts the student to their classroom. Preschool students shall enter through the circle gate (preschool Katie Hammond Gate), Classrooms 11-19 students shall enter the triangle gate (circle drive gate), and MOVE students shall enter through the square door (main entrance doors).

Shelly Baird Satellite Classrooms/Kit Carson State Preschool

Parents will use a designated gate for Shelly Baird/county students (specific info for each satellite will be provided to parents by the teacher). Parents must observe social distancing while waiting at the gate. Designated Classroom Staff members will complete the wellness screening on each child. If the student demonstrates any of the COVID-19 symptoms, the child will not be allowed to attend school that day. If the student is well, hand sanitizer shall be applied to the student prior to being walked to the classroom.

Parents must observe social distancing while waiting for their child at the designated gate for pick up.

Learning Lab Preschool

Parents will use the School Road side gate. Parents must observe social distancing while waiting at the gate. Designated Classroom Staff members will complete the wellness screening on each child. If the student demonstrates any of the COVID-19 symptoms, the child will not be allowed to attend school that day. If the student is well, hand sanitizer shall be applied to the student prior to being walked to the classroom.

Parents must observe social distancing while waiting for their child at the School Road side gate for pick up.

Avenal Preschool

Parents will use Preschool gate. Parents must observe social distancing while waiting at the gate. Designated Classroom Staff members will complete the wellness screening on each child. If the student demonstrates any of the COVID-19 symptoms, the child will not be allowed to attend school that day. If the student is well, hand sanitizer shall be applied to the student prior to being walked to the classroom.

Parents must observe social distancing while waiting for their child at the designated gate for pick up.

2. Bus Transport

All sites
Parents shall complete the wellness screening on their child prior to the Bus arriving. If the student is demonstrating any of the COVID-19 symptoms, please call MV Transportation (559) 585-1570, to notify them that transportation will not be needed for the day.

Students are required to wear a mask while on the bus unless an IEP team has identified an accommodation to masking due to the student's disability. All staff on the bus shall wear a cloth face covering. Weather and student need permitting, windows on the bus will be open.

3. Common Campus Areas

Shelly Baird Main Campus
Lunch:
Lunches will be scheduled to limit groups to two classes per lunch period. Students will be seated in designated seats, staff will pick up student lunches and take them to the tables to limit interaction with food service staff and movement through the cafeteria. Tables will be spaced far enough apart to ensure distancing between the classes at lunch.

Recess:
Limited numbers of classes will be on playground spaces at the same time. Staff and students will not be required to wear masks when outside on the playground.

Shelly Baird Satellite Classrooms/Kit Carson State Preschool
Lunch:
All county satellite classrooms will follow the satellite campus plan for social distancing and procedures for lunch.

Recess:
All county satellite classrooms will follow the satellite campus plan for social distancing and procedures for recess.

Learning Lab Preschool and Avenal Preschool
Snack:
Students will sit in every other chair at the tables.

Recess:
If students go outside to play and have recess it will be their class only and students will be encouraged to play games and engage in activities that do not require close personal contact.

4. Classroom Instruction

All Sites
To the extent practicable, students shall not share instructional materials.

Staff shall consider the use of non-classroom space for instruction, including regular use of outdoor space, weather permitting.

5. Limited Interaction on Campus

All Sites
There will be no nonessential visitors or volunteers allowed on campus or in classrooms.

Staff shall minimize congregate movement through hallways as much as practicable; for example, staggered passing times when necessary.

Healthy Hygiene Practices

In accordance with the KCDPH Guidance, all KCOE Special Education
sites shall do the following:

- All students should use hand sanitizer under adult supervision. Call Poison
  Control if consumed: 1-800-222-1222
- Staff shall develop routines enabling students and staff to regularly wash their hands at
  staggered intervals.
- Food service workers must use gloves.

All Sites

Within the KCOE Special Education program, hand washing or sanitizing will be done by
both staff and students at all transition points: entering and leaving the classroom or building,
before and after eating, after using the restroom, before and after recess/break, after blowing
nose or coughing, after diapering/changing students, after having close contact with others,
and after using shared surfaces and tools.

Hand sanitizer dispensers or portable dispensers will be in all classrooms and multi use
rooms such as the cafeteria and playground. Portable dispensers will also be at the entrance
gates of school.

Staff will be taught how to properly wash or sanitize hands and surfaces.
Students will be taught and supported by staff on how to properly wash or sanitize hands.
Students will be reminded and prompted to not touch their face and coughing/sneezing
etiquette.
Parents will be encouraged to practice good, high quality hand washing at home before
school starts.
Hand washing task analysis posters will be displayed in handwashing areas and hand
sanitizing signs will be posted by hand sanitizing dispensers.

https://www.cdc.gov/handwashing/index.html

Cleaning, Disinfection, and Ventilation

All Sites
In the Classroom:
All classrooms will be completely cleaned and disinfected daily.

Throughout the day, as weather permits, doors and windows will be open to allow for fresh air and ventilation.

Common Areas:
Suspend and or modify use of site resources that necessitate sharing or touching items. For example, drinking fountains will not be used and instead students will use cups of water or bottled water.

On the Buses:
Buses must be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers are provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.
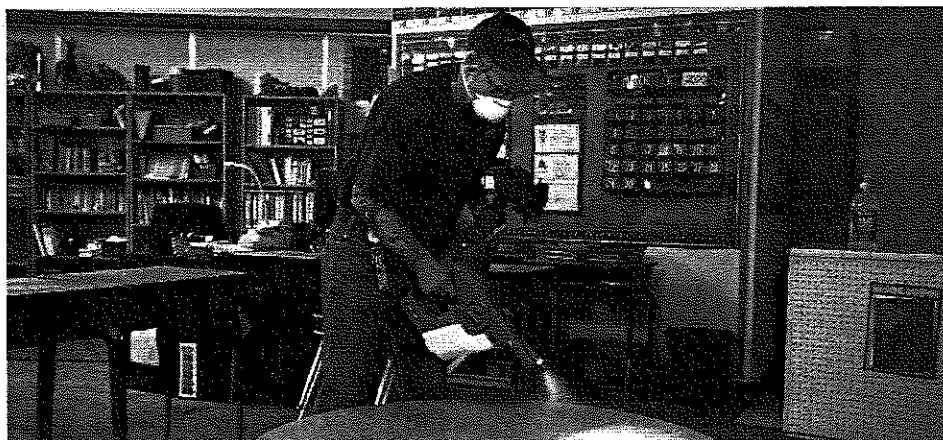
Limit Sharing

School Materials and Supplies:

All Sites
Ensure adequate supplies to minimize sharing of high-touch materials
(pencils, scissors, art supplies, equipment, toys, games, learning aids etc.)
to the extent practicable or limit use of supplies and equipment to one group of children at a
time and clean and disinfect between uses.
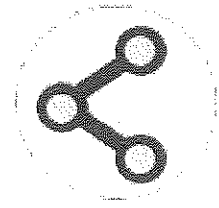
Shelly Baird Main Campus (Excluding Behavior Zone Academy)

At the beginning of the year, when students start the program, or as needed, parents will send
two sets of clothes, diapers/pull-ups, wipes, etc. in a disposable, throw away/recyclable
plastic bag. Clothes will then be stored in a sealed plastic bag, labeled with the student name,
in the classroom. Parents will be notified when additional clothes or supplies are needed.

Plan for When a Staff Member or Student Becomes Sick
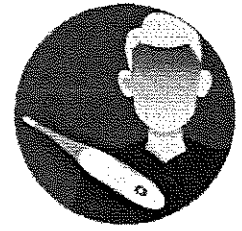
Shelly Baird Main Campus

A wellness room has been established in which a staff or student can be separated from the other students and staff members if they exhibit any symptoms of COVID-19.

Students placed in the wellness room shall be accompanied by a staff member who will be wearing personal protective equipment.

Parents will be contacted as soon as the presence of symptoms has been established, unless the present symptom is likely the result of a chronic condition.

Parents will be expected to make arrangements for the student to be picked up immediately.

Staff and students displaying symptoms of COVID-19 will be encouraged to seek medical attention. If a staff or student has a positive COVID-19 test, the school shall contact Kings County Public Health Department immediately (559-852-4438), while maintaining confidentiality and following FERPA requirements.

If serious symptoms occur, such as persistent pain or pressure in the chest, confusion, or bluish lips or face, staff will call 911 without delay.

Quarantine requirements shall follow the guidance from the California Department of Public Health. Students and staff may undergo a modified quarantine and continue to be present on campus if they:
- are asymptomatic;
- continue to appropriately mask, as required;
- undergo required testing during the quarantine; and
- continue to quarantine for all extracurricular activities at school, including sports, and activities within the community setting.

Shelly Baird shall ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.

Maintain Healthy Operations

In accordance with the KCDPH Guidance, Kings County Special Education Programs will:

Monitor staff absenteeism and attempt to have a roster of trained back-up staff when available.
Monitor students and staff for symptoms of illness throughout the day to help isolate them promptly.
Utilize the all-call system or classroom communication system for prompt notifications of exposure or closures. Parents should update the school office of changes to phone numbers.

Nursing staff, under the supervision of the Kings County Department of Public Health, will be trained and ready to administer COVID-19 testing to students and staff as needed when symptoms are present, with parent permission.

If parents wish to pursue vaccination for their child, they can contact the health office for information on where this can be done.

Parents of students who are at higher risk for severe illness should provide the school with information from the child's physician. Once this information is received, an IEP meeting will be scheduled to discuss services, if appropriate.

Training Staff

In accordance with the KCDPH Guidance, Kings County Special Education programs will make it a priority to train staff on necessary skills to maintain health and safety.
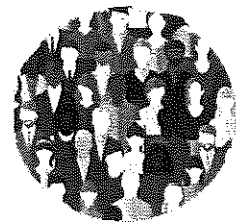
All staff shall be trained on the following safety actions:

- Enhanced sanitation practices
- Use, proper removal, and washing of cloth face coverings
- Screening practices
- COVID-19 specific symptom identification

Considerations for Partial or Total Closures

In accordance with the KCDPH Guidance, Kings County Special Education Programs will consider partial or total closures with the following guidance.
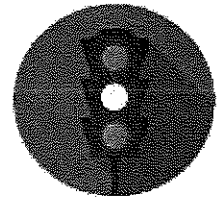
Staff will regularly check state and local orders and health department notices about transmission in the area or closures and adjust operations accordingly.

When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, the following steps will be implemented:

- In consultation with the local public health department, the appropriate school official may decide whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
- Given standard guidance for isolation at home after known close contact, depending on specific circumstances, the classroom or office where the ill person was based may need to close temporarily as students or staff isolate. Additional close contacts at school outside of a classroom may also be required to isolate at home.

Notifications of temporary closures will be communicated through the school all-call system and the specific classroom notification system. Parents must make sure that their phone number is up to date and that they allow messages from the system to come through to the phone.

During any temporary closures, if the parent desires for the child to continue with school lunch, the parent must notify the school office and they will be directed to the appropriate location for lunch pick up.

If a temporary closure occurs, parents can schedule to come by the school to pick up a device for their child to use during the closure in order to participate in continued virtual learning opportunities.
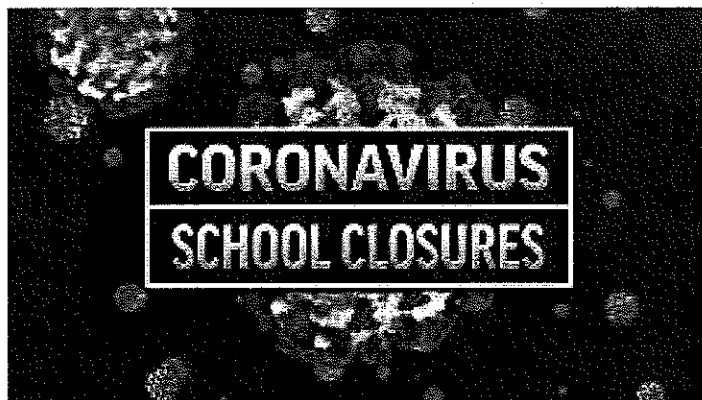
Virtual Learning and Independent Study
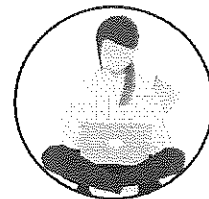
The leaders within Kings County understand the need for students to be back in school to the full extent possible; however, it is possible that throughout the year classrooms or even full campuses will have to be closed due to COVID-19 cases. For these situations, virtual learning will be made available to all students in order to continue to address the academic, social/emotional, and mental health needs of our students.

Parents who wish for their child to stay out of school for the 2022-2023 school year and participate in their education via independent study must contact the Shelly Baird office to request an Individualized Education Program (IEP) Meeting in order for the team to discuss if Independent Study is an offer of a Free and Appropriate Public Education (FAPE) for the child. An IEP meeting will be held as soon as possible to discuss this option.

<u>The following expectations will be followed for all Independent Study students:</u>

Parents must sign an agreement with the school that outlines the expectations for student participation in independent study. All students on independent study must participate in the required synchronous and live interaction sessions and complete all assigned work with documentation of completion.

If students do not meet these expectations, the student shall be marked as non-participatory and the school shall utilize the School Attendance Review Board and may require the student to attend school in person.

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications and involving live, two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student.

Live interaction means interaction between the student and local educational agency classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to: wellness checks, progress monitoring, provision of services and instruction. This interaction may take place in person or in the form of internet or telephonic communication.

- Kindergarten to grade 3 — daily synchronous instruction for all students throughout the school year.
- Grades 4 to 8 — both daily live interaction and once weekly synchronous instruction for all students throughout the school year.

- Grades 9 to 12 — once weekly synchronous instruction for all students throughout the school year.

In the event that Independent Study is identified as an appropriate FAPE for the student, the student will officially enroll in their district of residence to participate in Independent Study.

The following expectations will be followed in the event of a classroom or school closure and move to Virtual Learning:
- The teacher will notify the parent of how to access Google Classroom where assignments, vidoes, and activities will be posted.
- Once every school day, the teacher will open up a Google Classroom Meet where the child can participate with the class in a learning activity (synchronous learning). This will be scheduled by the teacher.
- If a child does not attend the daily Google Classroom Meet, the teacher or other classroom staff member shall contact the parent via the preferred method to identify if the child participated in learning opportunities during the day.
- If needed, the teacher will provide work packets for each child to complete. These packets will be created based upon each child's IEP goals. Packets of work may include activities that are not paper/pencil, such as hands-on activities using materials often found in the home.
- The teacher will schedule times to call or hold a virtual meeting each week to discuss the work being completed at home. These calls or meetings will be held during staff work hours.
- In order for your child to be counted as attending school, the child must participate in the synchronous learning activity and complete the teacher assigned tasks.
- Non-participation will result in your child being marked absent. Continued non-participation may result in the utilization of the School Attendance Review Board.
- In the event that your child's teacher is too ill to provide virtual instruction, another teacher or the classroom support staff shall be the ones to participate with your child during their virtual, synchronous lesson.

Medical Conditions:

If your child has a medical condition and their physician believes that attending school would be dangerous, please email or bring documentation from the doctor to the Shelly Baird office and a staff member will contact you to schedule an IEP meeting.

Appendix A

Kings County Office of Education - Special Education
Shelly Baird School
1144 W. Lacey Blvd. Hanford, CA. 93230
(559) 584-5546

PARENT/GUARDIAN DAILY COVID-19 HEALTH SCREENING GUIDE

Students who are sick or who have recently had contact with a person diagnosed with COVID-19 should stay home from school.

1. **In the past 14 days, has your student had close contact (less than six feet for 15 minutes or greater) with someone diagnosed with COVID-19, or has any health department or healthcare provider been in contact with you and advised you that your student needs to self-isolate or quarantine at home?**

    YES
    - Student must stay home
    - Monitor for symptoms (see symptoms listed under question #2)
    - If student develops symptoms after exposure, the student must meet the CDC criteria to discontinue home isolation (explained under question #2)
    - Return To School: If asymptomatic - It is recommended to test student (regardless of vaccination status) between days 3-5 from last exposure.

NO
Go to question #2

2. **In the past 24 hours, has your student had one or more of the following symptoms?**

    ❑ Fever (100.4 or higher) ❑ Cough ❑ Shortness of breath
    ❑ Difficulty breathing ❑ Chills ❑ Repeated shaking with chills
    ❑ Muscle pain ❑ Headache ❑ Sore throat
    ❑ New loss of taste or smell

    YES
    - Student must stay home
    - Return To School: When the student meets the CDC criteria to discontinue home isolation
        - 24 hours with no fever (without using fever reducing medication) AND
        - Symptoms have improved

NO
Go to question #3

3. **Has your student been diagnosed with COVID-19?**

    YES
    - Student must stay home
    - Return To School: After day 5 if results are negative to COVID-19 test and symptoms are resolving or after day 10 of symptom onset or initial positive COVID results if asymptomatic.
        - Student must meet the CDC criteria to discontinue home isolation.

NO
Send your child to school

GUÍA DE EVALUACIÓN DE SALUD DIARIA COVID-19 PARA PADRES/TUTORES

Los estudiantes que estén enfermos o que hayan tenido contacto reciente con una persona diagnosticada con COVID-19, deben quedarse en casa.

1. **En los últimos 14 días, ¿su estudiante ha tenido contacto cercano (menos de seis pies durante 15 minutos o más) con alguien diagnosticado con COVID-19, o algún departamento de salud o proveedor de atención médica ha estado en contacto con usted y le ha informado que su estudiante necesita aislarse o estar en cuarentena en casa?**

SÍ

- El estudiante debe quedarse en casa.
- Supervise los síntomas (ver los síntomas en la pregunta # 2).
- Si el estudiante desarrolla síntomas después de la exposición (sin importar estado de vacunación), debe cumplir con los criterios de los CDC para suspender el aislamiento en el hogar (explicados en la pregunta # 2).
- Regreso a la escuela: Si no desarrolla síntomas - Es recomendado hacer prueba de COVID-19 al estudiante entre los días 3-5 de última exposición

| **NO** |
| Ir a la pregunta # 2 |

2. **En las últimas 24 horas, ¿ha tenido su estudiante uno o más de los siguientes síntomas?**

- ❏ Fiebre (100.4 o más alto)
- ❏ Dificultad para respirar
- ❏ Dolor muscular
- ❏ Pérdida del gusto u olfato
- ❏ Tos
- ❏ Escalofríos
- ❏ Dolor de cabeza
- ❏ Falta de aire
- ❏ Temblor con escalofrío
- ❏ Dolor de garganta

SÍ

- El estudiante debe quedarse en casa.
- Regreso a la escuela: Cuando el estudiante cumpla con los criterios de los CDC para suspender el aislamiento en el hogar.
    - ○ 24 horas sin fiebre (sin usar medicamentos para reducir la fiebre),
    - ○ Y que los síntomas hayan mejorado

| **NO** |
| Ir a la pregunta # 3 |

3. **¿Se le ha diagnosticado a su estudiante con COVID-19?**

SÍ

- El estudiante debe quedarse en casa.
- Regreso a la escuela: Despues del día 5 con resultados negativos a prueba de COVID-19 y si sus síntomas estan mejorando, O
10 días despues del desarrollo de síntomas o de la prueba inicial de COVID-19 si nunca desarrollo síntomas.
    - ○ El estudiante debe cumplir los criterios del CDC para suspender el aislamiento en el hogar.

| **NO** |
| Envíe a su hijo a la escuela |

J.C. Montgomery Safe Return to In-Person Instruction and Continuity of Services Plan
August 2022 revision
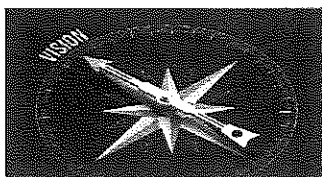
Section 1: Introduction and Overview

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

School/District: J.C. Montgomery, Kings County Office of Education (Grades 6-12)

Superintendent: Todd Barlow   **Educational Services Program Director:** Joy Santos
Principal: Elizabeth Norris   **Transition Specialist:** Annalynn Escoto

The J.C. Montgomery staff agrees to periodically, but no less frequently than every six months, re-evaluate the school setting for compliance with the enclosed plan and document/correct any deficiencies identified. Such evaluation will be communicated to the Kings County Department of Public Health and any updated plans will be reviewed and submitted within 30 days.

Section 2: Scheduling and Cohorting
Planned Instructional Scheduling Model(s):
- In-Person Instruction 5 days per week
- Hybrid Learning Model
- Short Term Independent Study/Daily Home Hospital (if a student is on an IEP) (in place in case of required medical isolation by facility health staff)

District Description of Plan:
During in person instruction, students at J.C. Montgomery are maintained in cohorts (100, 200, 300 units). The students remain in the assigned classroom for their cohort block periods 1-3 each day. The teachers rotate between these three classrooms. They have been provided with training and materials to sanitize the teacher workstations in between rotations. In the classrooms, students are separated into rows and no one sits directly next to any other student. In a hybrid learning model, one or more units may be quarantined and provided paper materials to utilize in their rooms and/or staff may be quarantined, so that students participate in distance learning during the sections the quarantined staff would normally lead in person/students would access via online curriculum. For students placed into medical isolation by the facility's medical staff, students

will be provided with short term independent study work. Students on IEPs will receive Home Hospital support if asymptomatic during medical isolation. See the J.C. Montgomery <u>Reopening Plan</u> for more information.

Section 3: Training and Education

Name of Primary Person(s) Responsible for COVID-19 Training and Education: Lisa Horne, Liz Ibarra, Joy Santos, Elizabeth Norris

<u>Staff Training:</u>
- ✓ Proper Use, removal and washing of PPE/face coverings
- ✓ Knowing when to stay home
- ✓ Identifying and reporting symptoms in self and others
- ✓ Cleaning and Disinfection (classroom/non-classroom spaces)
- ✓ Employer's plan and procedures to protect workers from COVID-19 to the greatest extent possible
- ✓ Contingency Plans
- ✓ Hand hygiene
- ✓ Testing (when & where)
- ✓ How COVID-19 is spread

Specific Staff Training Measures: Staff received annual training on using sanitation products; staff received annual training on the Kings County Office of Education Wellness Precautions Plan; informational materials on proper use, removal and washing of face coverings, hand hygiene, and testing locations are provided to staff annually. Staff are informed and trained on updates as they become available from local and/or state authorities. Staff complet annual online training on Coronavirus Awareness and Bloodborne Pathogens. Email updates to the Kings County Office of Education Wellness Precautions Plan are continuously sent to staff from the human resources department as new information and/or resources from the KCPHD is added.

<u>Student Training:</u>
- ✓ Proper Use, removal and washing of PPE/face coverings
- ✓ Hand hygiene
- ✓ Daily reminders on use of face covering, hand hygiene, and physical distancing
- ✓ Identifying and reporting symptoms
- ✓ How COVID-19 is spread

Specific Student Training/Education Measures: Students are annually <u>trained</u> on the items above Students annually review information on how COVID-19 is spread with their classroom teachers.

<u>Parent Education:</u>
- ✓ Proper Use, removal and washing of PPE/face coverings
- ✓ Hand hygiene/cough etiquette
- ✓ Cleaning and Disinfection at Home
- ✓ Identifying and reporting symptoms in self and others
- ✓ Testing (when & where)
- ✓ Knowing when to stay home
- ✓ How COVID-19 is spread

Specific Parent Education Measures: Informational materials are provided on the J.C. Montgomery website on 8/4/2020. These resources are also shared on the J.C. Montgomery Facebook page.

Section 4: Changes to Physical Environment

The checklist below is intended to be used as part of a campus walk-through to identify high-risk areas and determine appropriate environmental changes.

A. **Campus Access Points:** This section does not pertain to J.C. Montgomery as each classroom has a single entry point. J.C. Montgomery is housed at a correctional facility and outside visitors are not on campus unless they are student service providers or Kings County Office of Education staff.

B. **Barriers & Markers to Promote Distancing**
- √ Student desks spaced (6) feet apart or as much as practicable.
- √ Desks arranged to minimize face-to-face contact.
- √ Classroom furniture arranged to maximize the distance between students and staff.
- √ Designated and labeled space for each student to store individual belongings/supplies.
- √ Increased supplies as needed to minimize sharing of high-touch materials.

C. **Signage & Health Promotion Measures**
- √ Signage on hand hygiene, cough etiquette, use of face coverings and COVID symptoms.
- √ Permanent handwashing stations installed throughout campus (preferred over hand sanitizer).
- √ Hand sanitizing stations installed throughout campus.

D. **Ventilation** - *The ventilation system at J.C. Montgomery is controlled and maintained by the Kings County Probation Department. The filters are changed by their maintenance staff every three months. Doors are left open when Probation determines it is safe to do so.*

Additional changes to the physical campus environment: *Note any changes to the prevention measures listed above, and consider a school walk-through with KCDPH once changes have been implemented.* Due to being housed at a correctional facility, furniture is unable to be placed six feet apart, however the small student population allows staff to stagger student seating in order to maintain 6 feet of distance between the students and the desks are spaced as much as practicable. Students are not seated within 6 feet of the teacher desk. The student desks are arranged in rows to minimize face-to-face contact. Each student is assigned a specific desk, which remains theirs for the duration of their enrollment at J.C. Montgomery school. Their materials are housed underneath these assigned desks. Students do not share materials with other students. Students remain seated once they enter the classroom unless escorted out of the room by the probation staff. Probation staff throws away papers, sharpens pencils, etc. Signage on hand hygiene, cough etiquette, use of face coverings, and COVID symptoms has been posted in the office and in each classroom. Each classroom and the office area have a sink installed for handwashing. Hand sanitizing stations are set up in each classroom and all staff have access to personal hand sanitizing solution. The ventilation system at J.C. Montgomery is controlled and maintained by the Kings County Probation Department. The filters are changed every three months. There are no break rooms or other communal areas on campus. Students do not receive food services from the school and eat in the correctional facility.

Section 5: Communal Prevention Measures

A. Arrival and Departure
✓ Arrival/departure times are staggered to limit socialization between large groups and all students/staff sanitize their hands upon entry and exit from the classroom. One way traffic control is used when possible.

Specific Plans to Distance During Arrival/Departure: The Kings County Probation Department staggers the arrival and departure times of students throughout the school day.

B. Non-Classroom Settings
✓ Class/cohort movement through hallways will be staggered to maximize physical distancing.
✓ Staff meetings and professional development will take place virtually or where 6 feet of physical distance between staff can be maintained.
✓ Frequent reminders provided to staff and students about the importance of physical distancing.
✓ Signage has been placed in non-classroom settings to remind staff and students of the importance of physical distancing.
✓ There are currently no restrictions during P.E.

Specific Prevention Plans for Non-Classroom Spaces: Cohorts of students arrive and dismiss from classrooms on a staggered schedule. Recess/break are held in the correctional facility and monitored by probation staff rather than site staff. Physical activity is monitored by probation staff rather than site staff. Staff meetings are held in person with all staff six feet or further apart. Email reminders are sent to staff reminding them of physical distancing and students receive verbal reminders throughout the day. There is not a school library on campus.

C. Classroom Settings
✓ The same students and teacher/staff will be kept together as much as possible, rather than moving students between teachers
✓ To the greatest extent possible, objects will not be shared between students; if objects must be shared, they will be sanitized between uses.
✓ Procedures for turning in assignments minimize physical contact.
✓ Activities are redesigned to accommodate individual or small group work spaces.

Specific Changes to Classroom Structure and Procedure to Maximize Physical Distancing:
Students at J.C. Montgomery remain in their cohort groups all day. The teachers rotate from classroom to classroom, sanitizing the teacher workstations in between each rotation. Students have their own computer, set of textbooks, pencils, earbuds, and papers in class and have assigned desks. Work is submitted into individual folders which remains at the student desks. Teachers have been provided with gloves for gathering student work.

D. Visitors
✓ Visitors will be limited to those essential for school operations.
✓ All visitors are required to wear an N95 mask, and will be provided one if necessary.
✓ A protocol has been established for safe deliveries, such as designating an outdoor area for drop off and/or one designated staff member to safely accept deliveries.

Detailed Plans for Campus Visitation:
J.C. Montgomery is housed in a correctional facility. In order to check into that facility, visitors must sanitize their hands and self-check temperature before signing in. All visitors are required to wear an N95 mask while in the correctional facility, including the classrooms. A sign requiring masking is posted on entry doorways into the facility. The person running the control desk is responsible for monitoring the visitors as they check in. The correctional facility is not allowing visitors into J.C. Montgomery school, due to COVID-19 guidelines, unless they are student services providers, an employee of Kings County Office of Education who have school business on site, or have been approved as a visitor by J.C. Montgomery site administration and the probation department. These visitors must meet the requirements listed above. Deliveries are made to the school office by Kings County Office of Education staff and are accepted by the site secretary. All Kings County Office of Education staff conduct daily self-checks before coming in to work each day in addition to the requirements of the correctional facility.

E. **Bus Transportation** - J.C. Montgomery students are not transported by school bus transportation services.

F. **Food Services** - J.C. Montgomery students receive food services from the correctional facility.

G. **Extracurricular Activities, Athletics, School Events & Field Trips** - J.C. Montgomery students do not participate in extracurricular activities, athletics, school events, or field trips.

H. **Cleaning & Disinfection**
✓ Cleaning and disinfection protocols will be updated in accordance with CDC Guidance for Cleaning and Disinfecting in Schools.
✓ Frequency of cleaning and disinfection will increase. At least daily, more frequently if possible, clean and disinfect high-touch hard surfaces, such as:
  ● Door handles, handrails, sink handles
  ● Chairs, tables, desks
  ● Light switches
  ● Restroom surfaces
  ● Toys, games, art supplies, instructional materials
  ● Playground equipment
✓ Any staff person involved in cleaning will be trained in updated cleaning and disinfecting protocols, manufacturer's use directions and Cal/OSHA requirements for safe use. Asthma friendly products are used whenever possible.
✓ Staff responsible for cleaning and disinfection will be supplied with appropriate PPE including gloves, respiratory protection and eye protection as required by products used.
✓ Only cleaning/disinfecting agents EPA-approved to be effective against COVID-19 will be used.
✓ EPA-listed asthma-safer cleaning supplies with ingredients such as hydrogen peroxide, citric or lactic acid, which do not exacerbate asthma, will be used as much as possible.
✓ A cleaning/disinfection schedule will be used to avoid over/under-use of cleaning products.
✓ There will be adequate ventilation during cleaning/disinfection; open doors and windows. Each classroom has a ventilation machine in place.

Cleaning and Disinfection: Teaching and office staff have been provided with approved cleaning products to clean workspaces as well as gloves to wear while using the materials. The correctional staff cleans the classrooms at lunch and the end of each day. A Gen EON Mist Sprayer Blower is used nightly in the classrooms for further cleaning.

Section 6: Personal Prevention Measures

A. **Face Coverings & PPE** - *Due to the fact that our students are incarcerated and housed in units, face coverings are not required as they are considered a "family" unit. In the case of exposure or illness, the recommendation that members of the same household wear masks around each other will be followed.*

- ✓ It is required that all staff - including teachers, paraprofessionals, food-service workers, janitors, bus drivers and any school employee that may have contact with students or other staff - wear an N95 mask while on school grounds, unless additional respiratory protection is required per Cal/OSHA standards.
- ✓ A face shield will be permitted in situations where face coverings cannot be used for pedagogical or developmental reasons during instruction, though staff must return to wearing a face covering outside the classroom.
- ✓ It will only be permissible to remove cloth face coverings/masks (or equivalent accommodations as described below) for meals, snacks, outdoor recreation, or when it needs to be replaced.
- ✓ Reasonable accommodations, such as a face shield, will be made for the following individuals, who are exempt from the face covering requirement
  - Persons with a medical condition, mental health condition, or disability that prevents wearing a face covering
  - Persons who are hearing impaired, or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication
  - Anyone who is having trouble breathing, is unconscious or otherwise incapacitated, or unable to remove the covering without assistance
- ✓ Students and staff will be frequently reminded not to touch eyes, nose, mouth, or face coverings.

Face Covering and PPE Expectations: All staff members are required to wear an N95 mask at all times unless working individually with no one else present. Additionally, they have been provided with face shields to use in addition to the cloth face covering when providing individual student support/registering students. The Kings County Office of Education has a protocol for providing reasonable accommodations to staff members. The students at the correctional facility are not required to wear cloth face coverings based on correctional health guidelines. It has been clarified with the Kings County Department of Public Health that as students at J.C. Montgomery are housed in units together, they are recognized as members of the same household and therefore are not required to wear cloth face coverings during school sessions as they are held in the facility where the students reside. If the students exhibit any signs/symptoms of COVID-19, they will be provided with a cloth face covering to wear as they are escorted to the health provider. During times of increased COVID transmission, the facility medical staff provide students with surgical and/or N95 masks, which they are required to wear at J.C. Montgomery.

B. **Handwashing and Cough Etiquette** - *Hands should be washed for at least 20 seconds with soap and water when available, and students/staff should use fragrance free 60% (minimum) ethyl-alcohol hand sanitizer when soap and water are not available. If hands are visibly dirty, soap and water must be used.*

- ✓ There is increased access to hand sanitizer and handwashing stations throughout the campus.
- ✓ At minimum, students/staff will have the opportunity to perform handwashing before and after eating, after coughing or sneezing, after being outside and before and after using the restroom.
- ✓ Routines will be developed enabling students/staff to regularly wash and/or sanitize their hands at staggered intervals.
- ✓ Students and staff will be required to sanitize hands upon entering campus.
- ✓ Students and staff will be trained in effective handwashing, including washing hands for 20 seconds with soap and warm water, rubbing thoroughly after application, and using paper towels to dry hands thoroughly.
- ✓ Students and staff will be regularly reminded to cover their cough/sneeze with a tissue or cough/sneeze into their upper sleeve/elbow.

Plan to Support Increased Effective Hand Hygiene: Each classroom is equipped with hand sanitizer, sinks, and soap dispensers. Students hand sanitize each time they enter the classroom with their cohort. Students and staff have access to utilize classroom handwashing stations after coughing or sneezing. Staff have an additional handwashing station in the front office. Staff are required to sanitize their hands each time they enter the correctional facility and encouraged to do so frequently throughout the day.

Section 7: Monitoring & Reporting

As community capacity for testing and community transmission rates change, screening, testing, and factors determining a safe return to work/school may change as well. Stay in contact with KCDPH throughout the school year to evaluate the need for changes to the current plan.

- Student Oversight of Screening, Testing, and Reporting is through Wellpath providers per contract with the Kings County Probation Department. They can be reached at (559) 852-2850 ext. 2974
- Staff Oversight of Screening, Testing, and Reporting Contact at J.C. Montgomery: Lisa Horne, Assistant Superintendent of Human Resources (559) 584-1441 and Liz Ibarra, COVID tech (559) 584-7064
- A staff liaison(s) has been designated as responsible for responding to COVID-19 concerns (above). Employees know who they are and how to contact them. The liaison will be trained to coordinate the documentation and tracking of possible exposure in coordination with KCPHD and district nurses, in order to notify local health officials, staff and families in a prompt and responsible manner.
- A communication system is in place that allows staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality.

A. **Health Screening** - *Ongoing health monitoring of students and staff is critical to decreasing the rate of transmission in schools and the community. Common symptoms of COVID-19 include a newly developed cough (i.e. not related to asthma or allergies), fever over 100.4, chills, muscle pain, shortness of breath or difficulty breathing, sore throat, headache, and new loss of taste or smell. Seek immediate medical attention if someone displays emergency warning signs of COVID-19: Trouble breathing, persistent chest pain or pressure, new confusion, inability to wake or stay awake, bluish lips or face.*

1. **Staff Screening**
   - ✓ Staff will be instructed to self-monitor for common symptoms of COVID-19 and are required to do a daily wellness screening prior to coming to work each day.
   - ✓ Staff will be screened as they enter school grounds and asked whether they are aware they have been in close contact with a COVID-19 positive individual or potentially exposed.

- ✓ Staff will be required to stay home if they feel sick, have experienced any of the symptoms listed above within the past 24 hours, or if they have had close contact with anyone suspected or known to have COVID-19.
- ✓ Staff who are sick will be *actively encouraged* to stay home and those who have had close contact with COVID-19 positive patients will be instructed to monitor for symptoms and test between days 3-5 from last exposure.

Additional Details for Staff Screening/Monitoring:
Staff at J.C. Montgomery have been instructed to self-monitor for the common signs/symptoms of COVID-19 and to stay home if they have any of these symptoms or have been in close contact with anyone suspected or known to have COVID-19. Staff are temperature checked as they enter the correctional facility each day. Staff have been actively encouraged to err on the side of extreme caution when feeling ill and to stay home. The Kings County Office of Education Wellness Precaution Plan provides COVID-19 leave and direction, so that staff may quarantine for at least 14 days if they come into contact with someone with COVID-19. Staff have been provided with resources on where to seek medical advice and/or testing. They have been directed to consult with the Kings County Office of Education liaison in compliance with the KCOE Wellness Precaution Plan.

2. **Student Screening -** The items listed below are protocols of the correctional facility which J.C. Montgomery is housed within.
   - ✓ Students will be visually screened by medical staff for symptoms of illness, including but not limited to those listed above before entering school grounds.
   - ✓ Students displaying symptoms or a temperature are referred to medical staff for further evaluation.
   - ✓ Attendance policies will not penalize students and families for missing school due to illness.
   - ✓ Students who are sick with COVID-19 symptoms will be required to remain in their rooms.
   - ✓ Students who enter the facility will be tested within 48 hours and isolated and monitored for exhibited symptoms upon intake for 7 days before entering the classroom setting.

Additional Details for Student Screening/Monitoring: Student Screening/Monitoring is done by the Kings County Probation Department health providers.

B. **Handling Suspected or Confirmed Cases -** *District nurses must use professional discretion in deciding whether a suspected case warrants the attention of local health officials, however, confirmed cases and clusters of suspected cases should be immediately reported to KCDPH. Seek immediate medical attention if someone displays emergency warning signs of COVID-19: Trouble breathing, persistent chest pain or pressure, new confusion, inability to wake or stay awake, bluish lips or face.*

1. **Suspected Cases (Student/Staff is exhibiting common symptoms of COVID-19)**
   - → Students exhibiting common symptoms will be referred to the medical personnel on site per probation policy.
   - → If staff are sent home, they will be provided with options for local testing sites, including their primary care provider.
   - → If staff is sent home, designated staff will document the close contacts of that patient within the school for later reference, should they test positive. These cases will be immediately reported to the Kings County Office of Education human resources department in order to facilitate tracing, notifications, possible quarantine, etc. in collaboration with KCPHD.

→ Based on the severity of symptoms and staff discretion, areas used by the patient are cleaned and disinfected.

→ School site administration and the Kings County Office of Education human resources department will determine (based on ongoing documentation and tracking) whether the case is part of a cluster of suspected cases in the school, and contact KCDPH if a cluster is identified.

2. **Confirmed Cases**

→ Upon notification of a positive case within the juvenile facility, the Kings County Office of Education human resources department, KCDPH and all close contacts within the school will be notified immediately, while maintaining confidentiality as required by state and federal laws.

→ Close contacts (as defined above) will be asked to self monitor for symptoms. If no symptoms are present, the student/staff can remain at work/school and test between days 3-5. Close contact will need to wear a face covering and self monitor for 10 days from known exposure. If symptoms develop during that time, the student/staff must quarantine until they test and meet the parameters listed under "Returning to Work/School."

→ The classroom and all communal spaces where the patient spent significant time will undergo thorough cleaning and disinfection.

→ All school families will then be notified of the presence of a positive case, without disclosure of the patient's identity.

3. **Close Contacts** - *Close contact is defined as being within 6 feet or more for longer than 15 minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.*

→ Asymptomatic close contacts of confirmed cases (on or off campus) will be asked to self monitor for symptoms and wear a mask for 10 days from last known exposure. Asymptomatic close contacts will need to test between days 3-5.

→ Symptomatic close contacts will need to be quarantined and tested. Symptomatic close contacts must quarantine until they meet the parameters listed under "Returning to Work/School."

→ School/classroom will remain open, dependent on early identification of the close contact case and relevant exposure to others based on guidance from the KCPHD.

→ An alternative learning format will be offered to close contacts instructed to quarantine.

→ The school will consider whether the presence of a known contact warrants further school/family notifications.

Specific Plans for Handling Suspected and Confirmed Cases:. Staff will communicate with the Kings County Office of Education human resources department and liaison listed above. The liaison will facilitate documenting and tracking suspected cases, close contacts, and confirmed cases, and the measures taken in each case. The liaison, site administrator, and Kings County Probation Department will coordinate notification to parents/families and the broader school community in the event of a positive case OR cluster of suspected cases.

C. **Returning to Work/School**

COVID confirmed or suspected cases will not be allowed to return to work/school until cleared by the staff liaison/facility medical staff per the current CDC and CDPH guidelines and in consultation with KCDPH as needed.

District/School Details: *The KCOE Human Resources Department will track, manage, and notify KCOE staff regarding returning to work/school. The Assistant Superintendent of Human Resources is the designated Liaison to the KCDPH. Notifications to staff will be handled by email, phone, letter, and/or in person. Notifications to parents/guardians will be coordinated with the probation department.*

Section 8: Distance Learning and Vulnerable Populations

Specific education plans for distance learning and education accommodations for vulnerable populations are largely outside the scope of guidance provided by KCDPH. However, the following considerations should be included in reopening plans:

- ✓ Ensure distance learning and/or independent study will be available to all students isolated due to COVID-19, whether as a close contact or patient.
- ✓ Identification of vulnerable student and staff populations at high-risk for contracting COVID-19 or developing severe forms of the disease, with reasonable accommodations as necessary:
  - ✓ Immune-compromised individuals.
  - ✓ Children who are medically complex, have neurologic, genetic, metabolic conditions or have congenital heart disease are at higher risk for severe illness from COVID-19.
  - ✓ Persons over 65 generally AND of any age with the following medical conditions are considered to have increased risk: chronic kidney disease, COPD, obesity, serious heart conditions, sickle cell disease, and type 2 diabetes mellitus.
  - ✓ Students with physical or developmental disabilities that make prevention precautions difficult or infeasible may be at increased risk of contracting the disease or experience difficulty communicating symptoms.

School/District Details: Students who enter the juvenile detention facility are placed on a 14 day isolation hold upon intake based on guidelines from the Kings County Probation Department health providers. They are provided with independent study work and one weekly face-to-face session OR home hospital schooling (students on IEPs) for one hour each day and provided with work for all core courses during this time frame to work on throughout the school day. Students who move from medical isolation into the classroom setting will be provided additional support as they transition from a teacher assigned for one-on-one and/or small group support. The Kings County Probation Office health providers will identify vulnerable students at high-risk for contracting COVID-19. If students are identified to be in this category, they will be provided with access to distance learning in coordination with the Kings County Probation Office. Interactive process meetings will be conducted with staff who request accommodations or who are perceived as needing an accommodation due to identification of being in a high risk population or to discuss restrictions associated with a mental or physical impairment.

Section 9: Contingency Plans - School and Community Surge

Individual school closure is recommended based on the number of cases, the percentage of teachers/students/staff that are positive for COVID-19, and following consultation with KCDPH.

> Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/students/staff are positive cases within a 14-day period, depending on the size and physical layout of the school. A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with KCDPH.

A. Preparing for a Closure

✓ Check state and local health orders daily to determine level of community transmission and prepare for mandated or upcoming closures.

✓ Develop a plan for continuity of education, including the needs of students with disabilities, those of low socioeconomic status, and those with outstanding physical or mental health needs.

✓ Establish alternative mechanisms for providing support services.

✓ Implement a communication plan to notify students, parents, teachers, staff, and the community of the closure.

✓ In the communication plan, include:
> ✓ Information for students and parents on how to access the necessary supplies for distance learning (laptops, Internet connection, etc.)
> ✓ Information for students, parents, and staff on the importance of physical distancing measures while the school is closed.
> ✓ Information on any available support services and how they can be accessed during closure.
> ✓ Information for staff regarding labor laws, disability insurance, paid family leave and unemployment insurance, as applicable.

Measures to Monitor and Communicate Closure Status: State and local health orders are checked on a daily basis. A plan has been developed to provide continuity of education for all students. Alternative mechanisms are in place for providing support services based on individual student needs. A communication plan has been developed to notify students, parents, staff, and community in case of school closure. The communication plan includes the information listed above.

B. Preparing for Reopening

Schools and Districts may typically reopen after 14 days and the following have occurred:

→ Cleaning and disinfection

→ Public health investigation

→ Consultation with the local public health department

→ Staff provided with vaccine clinic and time to obtain testing resources or to book a medical appointment

→ Staff who have not submitted proof of vaccination take weekly surveillance tests

→ Rapid antigen tests are available as needed

→ Home tests are available as needed

→ Facility medical staff provide students with vaccination appointments if permission is obtained by parents/guardians

→ Facility medical staff conduct COVID-19 tests as needed for students

Continuity of Services:

→ Staff have received training in trauma informed instruction and meeting the needs of students who have emotional disturbance

→ Social emotional learning modules have been designed for students and SEL strategies are embedded into daily instruction

→ Students are provided with A-G coursework and academic support that is tailored to their specific needs

→ Students have access to a transition specialist to support enrollment and exiting from the program

→ Students have access to foreign language and arts opportunities

→ All health, mental health, and food services are provided by the juvenile detention facility