

REGULAR MEETING OF THE KERN COUNTY BOARD OF EDUCATION

Board Room
1300 17th Street, City Centre, Bakersfield
June 13, 2023
6:30 p.m.

AGENDA

Any materials required by law to be made available to the public prior to a meeting of the Kern County Board of Education can be inspected during normal business hours at the Kern County Superintendent of Schools Office, 1300 17th Street, Seventh Floor, Bakersfield, CA 93301.

An individual who requires disability related accommodations or modifications, including auxiliary aids and service, in order to participate in the board meeting should contact the superintendent's office at (661) 636-4624 (Government Code 54954.2).

This meeting is being held in an in-person format. Members of the public wishing to provide comment to the Board can attend the meeting in person. Correspondence sent by mail or email to kcboe@kern.org before noon on the date of the board meeting on subjects within the Board's jurisdiction will be provided to the Board at the meeting and made available for public inspection. Members of the public may also observe the meeting via livestream at the following link: [\(1\) Kern County Board of Education - YouTube](#).

I. GENERAL FUNCTIONS

REPORT

INFORMATION

- | | | |
|-------------------------------------|-------------------|--------|
| a. Call to Order | | |
| b. Pledge of Allegiance to the Flag | | |
| c. Roll Call | | |
| d. Agenda Issues | Oral | Action |
| e. Minutes of May 9, 2023 | Written, Pgs. 1-5 | Action |
| f. Minutes of May 11, 2023 | Written, Pgs. 6-7 | Action |

II. HEARING OF CITIZENS

The Board of Education appreciates comments from members of the public, who have the opportunity to address the Board on agenda items (before the Board's consideration of the item) and on other matters within the Board's jurisdiction.

To move the meeting business along efficiently, individual speakers are allotted up to three minutes each, and the total time for comment on each agenda item or other topic within the Board's jurisdiction will be limited to 20 minutes. In exceptional circumstances, the Board President may, with Board consent, reduce or increase the amount of time allowed for public input and/or the time allotted for each speaker, when such adjustment is necessary to ensure full opportunity for public input within the time allotted. Any such adjustment shall be done in an equitable manner, so as to allow a diversity of viewpoints. The President may also ask members of the public with the same viewpoint to select a few individuals to address the Board regarding that viewpoint.

To allow the Board to organize the public comments, persons wishing to speak will need to fill out a form before the meeting begins, providing a name and the agenda item or other topic within the Board's jurisdiction on which they wish to speak. Items not appearing on the agenda cannot, by law, be the subject of board action.

III. CONSENT AGENDA

Action

All consent agenda items for the Kern County Board of Education are considered to be routine and will be enacted by one motion unless a board member requests separate action on a specific item. Approval recommended on all items listed.

- | | |
|--|------------------------|
| a. Approval of Temporary Teaching Certificates | Written, Pgs. 9, 12-22 |
| b. Approval of Substitute Teachers List | Written, Pgs. 9, 23 |
| c. Approval of Graduation Diplomas | Written, Pgs. 9, 24 |

IV. HEARINGS

- | | | |
|--|------------------------------|---------------|
| a. Appeal by Student B of Expulsion from Kern High School District | Oral/Written, Pgs. 9, 25-111 | Action |
|--|------------------------------|---------------|

Pursuant to the federal Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, it may be necessary for the Board to adjourn to closed session in order to prevent the disclosure of student records or personally identifiable information unless the student or representative consents to public session.

V. NEW BUSINESS

- | | | |
|--|-------------------------------|-------------------|
| a. Universal Pre-Kindergarten Grant Presentation for Planning and Implementing | Oral, Pg. 9, 112 | Non-Action |
| b. Resolution-Establish Education Protection Account | Oral/Written, Pgs. 9, 113-115 | Action |

c. Resolution – Educational Services	Oral/Written, Pgs. 9, 116	Action
d. Resolution – Lease Agreements	Oral/Written, Pgs. 10, 117	Action
e. Resolution – Special Projects	Oral/Written, Pgs. 10, 118	Action
f. Resolutions-Retiring Personnel	Oral/Written, Pgs. 10, 119-124	Action
g. Adoption of 2023-24 Local Accountability Plan (LCAP)	Oral/Written, Pgs. 10, and Included Separately	Action
h. Adoption of 2023-24 Budget Overview for Parents	Oral/Written, Pgs. 10, 125-128	Action
i. Adoption of 2023-24 County School Service Fund (CSSF) Budget	Oral/Written, Pgs. 10, 129-147	Action
j. School Plan for Student Achievement 2022-23 Annual Review for Court and Community Schools	Oral/Written, Pgs. 11, 148-157	Action
k. Local Indicators for the California School Dashboard	Oral/Written, Pgs. 11, 158-167	Action
l. Kern County Board of Education Calendar for 2023-2024	Written/Oral, Pgs. 11, 168	Action
m. Assembly Bill 1314-Proposed Legislation Identity Parental Notification	Oral, Pg. 11	Non-Action

VI. REPORT OF COUNTY BOARD MEMBERS

VII. REPORT OF COUNTY SUPERINTENDENT

VIII. AGENDA ITEMS FOR NEXT MEETING

IX. TIME OF NEXT MEETING – JULY 11, 2023

X. ADJOURNMENT

MINUTES OF THE KERN COUNTY BOARD OF EDUCATION

May 9, 2023

The Kern County Board of Education met on Tuesday, May 9, 2023, at 6:30 p.m. in the Board Room of the Kern County Superintendent of Schools Office, 1300 17th Street, Bakersfield, California.

BOARD MEMBERS PRESENT Paula E. Bray, Lori J. Cisneros, Ronald G. Froehlich, Daniel R. Giordano, Jose E. Gonzalez, Jr., Mary M. Little and Joseph L. Marcano.

ALSO PRESENT Dr. Mary Barlow, superintendent, Dr. John Mendiburu, associate superintendent, Ms. Desiree Von Flue, assistant superintendent, Mr. Christian Shannon, assistant superintendent, Mr. Jonathan Medina, assistant superintendent, Mr. Steve Sanders, chief of staff, Ms. Melissa Allen, attorney, Schools Legal Service, Ms. Cathie Morris, charter school consultant, Mr. Frank Fekete, special counsel.

CALL TO ORDER Board President, Mr. Froehlich, called the meeting to order.

MINUTES (85) Motion by Mr. Giordano, seconded by Ms. Bray, to approve the minutes of the April 11, 2023 as presented. Vote as follows:

Ms. Bray	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Cisneros	yes	Mr. Gonzalez	yes	Mr. Marcano	yes
Mr. Froehlich	yes				

STUDENT AWARDS Alternative Education students were awarded the following: Tami Gibson Integrity Award was given to Adrianna Leon, the Jerry Elisondo Empathy Award was given to Ashely Barraza, the Alton Patterson Optimism Award was given to Angelica Alora, and the Sixto Urzua Perseverance Awards was given to Denise Castillo.

HEARING OF CITIZENS Mr. Wayne Wong spoke in favor of celebrating Asian American Month. Ms. Maxine Martinez, Mr. Dennis McLean spoke in opposition to hygiene products stocked in boy's restrooms, Ms. Tara Carter expressed interest in an appointment to the Board if a vacancy in Area 1 occurs. Ms. Linda Ramirez spoke in opposition to transgenderism in children and the breakup of families. Ms. Megan Russell spoke in favor of hygiene products in restrooms and providing the health care support for all students.

Ms. Elsa Hennings, REALMS board member introduced Dr. Eric Treanor, the new CEO of REALMS. Dr. Treanor said he is grateful to join the charter academy.

CONSENT
AGENDA

(86) Action was taken on the following consent items: temporary teaching certificates (Exhibit 22-23-103), substitute teaching list (Exhibit 22-23-104), and graduation diplomas (Exhibit 22-23-105). Motion by Ms. Bray, seconded by Ms. Little, to approve the consent items. Vote as follows:

Ms. Bray	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Cisneros	yes	Mr. Gonzalez	yes	Mr. Marcano	yes
Mr. Froehlich	yes				

LEADERS
IN LIFE
CONFERENCE

Mr. Sanders introduced Mr. Morgan Clayton, founder and president of Tel Tec Securities and founder of the Leaders in Life Youth Conference. Mr. Clayton said he was able to talk to former United States Secretary of State Colin Powell and this inspired him to begin the first youth conference in 1999. The conference is exclusively for youth and is planned entirely by youth. Mr. Clayton thanked the Board for supporting the conference.

KEP UPDATE

Dr. Mendiburu introduced Norris School District Superintendent, Cy Silver. Mr. Silver reported regarding how the Kern Education Pledge impacts his school district. The KIDS system gives access to the data and allows teachers to make decisions in real time. The data can be used to determine where to focus training and resources to improve student scores.

SUPPORT FOR
POTENTIAL
FLOODING

Mr. Shannon reported that the office is a liaison between school districts and the Kern County Emergency Services. Districts report information when they have a disaster and the office helps coordinate support for them. The areas that could be impacted by flooding in the Tulare basin are Pond, McFarland, Wasco and Delano. Mr. Shannon said we do train for a potential flood emergency and that school buses is the best way to transport citizens

KCSOS REPORT
OF DISTRICT
LCAP SUPPORT

Dr. Barlow reported that KCSOS supports 46 school districts in the county and the report (Exhibit 22-23-106) details the types of services provided. Dr. Barlow reviewed the report and the supports related to professional learning, data supports and the county, state, and local organizations that the office works with.

AB 1314 GENDER
IDENTITY PARENT
NOTIFICATION

Ms. Allen reported that this legislation was intended to require school districts to provide written notice to parents within three days of a student identifying as transgender. A copy of the proposed legislation is Exhibit 22-23-107. She stated this bill is not moving forward in the Legislature.

Mr. Froehlich asked for any comments from the public regarding this item. Mr. Anthony Strauss and Ms. Natalie Feinburg spoke in support of this legislation. Ms. Maria Cazares and Ms. Shirley King spoke in opposition to the legislation. Ms. Tara Carter expressed her view on changes regarding school records.

AB 367
MENSTRUAL

- (87) Ms. Allen reported the purpose of the statute is to make sure that all students have hygiene products and that to make a transgender student go to a different place to access the products would be considered discriminatory. The Board previously discussed sending a letter to the Governor expressing its opposition to the Education Code section 35292.6.

Mr. Froehlich asked for comments from the public regarding this item. Katherine Chaidez, Salvador Contreras, Meg Harwell, Shirley King, and Natalie Medrano spoke in support of the Menstrual Equity Act. Dr. Barlow confirmed that the act is being implemented in KCSOS programs.

Mr. Paul Linfesty said he overheard comments made by Mr. Froehlich at the last board meeting that he found offensive. Mr. Froehlich apologized to him for any offensive comments. Greg Ardoin spoke in opposition to the Board sending a letter stating that putting the Board at risk for lawsuits will take away time and money that can be used for education. The Board has resources at KCSOS and Schools Legal Service and should use them.

The Board discussed a sample letter prepared by Schools Legal Service at the Board's request, and whether the letter should be revised. Motion by Mr. Marcano, seconded by Ms. Little, to send the original draft letter provided by Ms. Allen with a clarification stating "a majority of the Board objects to this legislation." Vote as follows:

Ms. Bray	no	Mr. Giordano	yes	Ms. Little	yes
Ms. Cisneros	yes	Mr. Gonzalez	yes	Mr. Marcano	yes
Mr. Froehlich	yes				

RESOLUTION-
RETIRING
EMPLOYEES

- (88) Dr. Barlow reviewed the resolutions (Exhibit 22-23-108) honoring the following employees that are retiring:

Maria Brewer	Karen Coleman	Deanna Harvey
Brian Rauser	Jayne Stuart	Dana Tyson
Linda Ynostroza		

Motion by Mr. Giordano, seconded by Ms. Bray, to adopt the resolutions of retirement. A roll call vote was taken:

Ms. Bray	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Cisneros	yes	Mr. Gonzalez	yes	Mr. Marcano	yes
Mr. Froehlich	yes				

CAAT
MOU

(89) The Board approved the charter petition for the Central Academy of Arts and Technology (CAAT) on January 10, 2023 and a Memorandum of Understanding between KCSOS and CAAT is Exhibit 22-23-109. Dr. Barlow reported the charter term is for six years the MOU outlines the working agreement between the two parties and outlines the deficiencies contained in the petition that must be remedied. Dr. Barlow reviewed the MOU. Motion by Mr. Giordano, seconded by Ms. Bray, to approve the MOU. Vote as follows:

Ms. Bray	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Cisneros	yes	Mr. Gonzalez	yes	Mr. Marcano	yes
Mr. Froehlich	yes				

WONDERFUL
COLLEGE PREP
ACADEMY-DELANO
MATERIAL
REVISION

(90) Dr. Barlow reviewed the changes to the charter petition (Exhibit 22-23-110). Motion by Mr. Marcano, seconded by Mr. Giordano, to approve the revisions. Vote as follows:

Ms. Bray	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Cisneros	yes	Mr. Gonzalez	yes	Mr. Marcano	yes
Mr. Froehlich	yes				

2023-24 LCAP

Ms. Von Flue reviewed the LCAP for Court and Community schools. There are five sites for court schools and average attendance for a student is 35 days. Community School serves expelled students and there are six sites. Mr. Froehlich opened the meeting to receive comments at 9:26 p.m. Ms. Von Flue answered board member questions. Ms. Little requested to see the parent surveys that were sent out to collect information from parents and Ms. Von Flue said she can provide that. The hearing concluded at 9:31 p.m. The LCAP is Exhibit 22-23-111 and will return at the June meeting for adoption.

2023-24 BUDGET
OVERVIEW FOR
PARENTS

Mr. Medina reported that the overview (Exhibit 22-23-112) is intended to be a bridge between the LCAP and the budget. Mr. Medina reviewed the report for board members. A hearing was opened at 9:34 p.m. to receive comments from the public and receiving none, the hearing closed at 9:35 p.m. The document will return at the June meeting.

2023-24 CSSF
BUDGET

Mr. Medina reviewed the budget document (Exhibit 22-23-113) stating that our organization is fiscally stable. Mr. Froehlich opened the meeting to public comment at 9:41 p.m. and Mr. Medina answered board member questions. Public comment concluded at 9:43 p.m. The budget will return in June for adoption.

RESOLUTION-
HONORING
MR. FROEHLICH
FOR YEARS OF
SERVICE

(91) A resolution to honor Mr. Froehlich's 50 years of service to education is Exhibit 22-23-114. Dr. Barlow read the resolution. Motion by Ms. Little, seconded by Ms. Bray, to adopt the resolution. Vote as follows:

Ms. Bray	yes	Mr. Giordano	yes	Ms. Little	yes
Ms. Cisneros	yes	Mr. Gonzalez	yes	Mr. Marcano	yes
Mr. Froehlich	yes				

SUPERINTENDENT
REPORT

Dr. Barlow announced her retirement effective July 1, 2023 stating her husband is retiring and she has decided to retire also. Dr. Barlow said it has been an honor to serve as superintendent and to work with a great team that puts children first. Dr. Barlow stated that she has worked with Dr. Mendiburu and he is well prepared to serve as superintendent until the next election. She read Dr. Mendiburu's list of qualifications.

Mr. Froehlich said that he has had the pleasure of working with five great superintendents and it requires someone with experience to be appointed to the superintendent position. Dr. Mendiburu has the experience and is local to Kern County. Mr. Froehlich set a special board meeting for Thursday, May 11, 2023 at 6 p.m. to appoint a new superintendent.

Board discussion was held and Special Counsel Frank Fekete said it is up to the Board to decide when to fill the vacancy for Superintendent and it should be done in advance so as to provide continuity to school districts. Mr. Fekete advised that under the applicable legal process, the Board of Education is required to appoint a county superintendent to fill the vacancy created by Dr. Barlow's resignation. The Board adopted the authority to appoint a superintendent in 1986 and if the Board does not appoint a superintendent, then the Board of Supervisors will appoint one. Ms. Little objected to the date because she is not able to attend on that evening. Ms. Cisneros objected and requested to interview a panel of possible candidates. Board President Froehlich confirmed that a special board meeting for the Board to vote on the appointment of Dr. Mendiburu will be held May 11, 2023 at 6 p.m.

NEXT MEETING

The next regular meeting of the Kern County Board of Education will be held on Tuesday, June 13, 2023, at 6:30 p.m. in the Board Room at 1300 17th Street, City Centre, Bakersfield, California.

ADJOURNMENT

The meeting adjourned at 10:08 p.m.

MINUTES OF THE KERN COUNTY BOARD OF EDUCATION
SPECIAL MEETING
May 11, 2023

The Kern County Board of Education met on Tuesday, May 11, 2023, at 6:05 p.m. in the Board Room of the Kern County Superintendent of Schools Office, 1300 17th Street, Bakersfield, California.

BOARD MEMBERS PRESENT Paula E. Bray, Lori J. Cisneros, Ronald G. Froehlich, Daniel R. Giordano, Jose E. Gonzalez, Jr., and Joseph L. Marcano.

ALSO PRESENT Dr. Mary Barlow, superintendent, Dr. John Mendiburu, associate superintendent, Mr. Christian Shannon, assistant superintendent, Mr. Jonathan Medina, assistant superintendent, Mr. Steve Sanders, chief of staff, and Mr. Frank Fekete, special counsel.

ABSENT Board Member, Ms. Mary M. Little.

CALL TO ORDER Board President, Mr. Froehlich, called the meeting to order and gave instructions for the hearing of citizens for tonight's meeting. Dr. Barlow read the resolution that is before the Board to appoint Dr. John Mendiburu as the Kern County Superintendent of Schools effective July 1, 2023 and fixing his salary (Exhibit 22-23-115).

HEARING OF CITIZENS Mayor Karen Goh, Mr. Tom Burke, Mr. Dave Ostash, Mr. Ramon, Hendrix, Mr. Traco Matthews, Mr. Michael Turnipseed, Mr. Mark Luque, Mr. Steve Sanders (read a letter from KCEA), Ms. Jessica Stuart (representing SOSCA), Mr. Aaron Resendez, Mr. Ty Bryson, Mr. Jason Garcia, Ms. Leslie Garrison, Ms. Joan Smith, spoke in support of Dr. Mendiburu's appointment to Kern County Superintendent of Schools.

Ms. Joyce Perrone, Mr. Jim Pooser, Mr. Jim Coyle, Ms. Noelle Button, Mr. Terry Maxwell, Mr. Dana Christensen, Ms. Pam Beavers, and Mr. Dennis McLean spoke in opposition to the appointment of Dr. Mendiburu stating that while they felt he was qualified for the position, they did not agree with the process of appointing a superintendent.

Dr. Barlow received 45 letters of support for Dr. Mendiburu's appointment and read the names of those that wrote the letters and the organizations or school districts that were represented. Copies of the letters were provided to board members. No letters in opposition to the appointment were received.

RESOLUTION- (92) Ms. Cisneros requested discussion stating that her issue is not with the APPOINTING person that is being appointed, but with the process. She stated that this JOHN MENDIBURU is an elected position, and that the Board is missing out on an important AS COUNTY piece of our constitution to give the people a voice SUPERINTENDENT

Mr. Gonzalez stated that the majority of those who spoke in opposition of the process were not questioning Dr. Mendiburu qualifications. Speaking about Dr. Barlow's retirement he stated that things happen that we do not plan on happening, and we do not know the circumstances. Whether we agree or not, it is our duty to appoint a superintendent and to not do so would place a burden on the administrators of this office and the school districts. Mr. Gonzalez made a motion, seconded by Ms. Bray, to adopt the resolution appointing Dr. John G. Mendiburu as the Kern County Superintendent of Schools beginning July 1, 2023. A roll call vote was taken:

Ms. Bray	yes	Mr. Froehlich	yes	Mr. Gonzalez	yes
Ms. Cisneros	abstain	Mr. Giordano	yes	Mr. Marcano	yes

Ms. Cisneros stated that the reason she must abstain is that she does not agree with the process.

OATH OF OFFICE

Dr. Barlow gave Dr. Mendiburu his oath of office to serve as Kern County Superintendent of Schools.

Dr. Mendiburu thanked the Kern County Board of Education, Dr. Barlow, his family and everyone that spoke tonight.

ADJOURNMENT

The meeting adjourned at 8 p.m.

I. GENERAL FUNCTIONS

- a. Call to Order
- b. Pledge of Allegiance to the Flag
- c. Roll Call
- d. Agenda Issues
- e. Minutes of May 9, 2023 Meeting.

Recommendation: That the Board approve the minutes of the regular meeting of May 9, 2023 (1) as presented or (2) as corrected.

- f. Minutes of May 11, 2023 Special Meeting

Recommendation: That the Board approve the minutes of the special meeting of May 11, 2023 (1) as presented or (2) as corrected.

II. HEARING OF CITIZENS

The Board of Education appreciates comments from members of the public, who have the opportunity to address the Board on agenda items (before the Board's consideration of the item) and on other matters within the Board's jurisdiction.

To move the meeting business along efficiently, individual speakers are allotted up to three minutes each, and the total time for comment on each agenda item or other topic within the Board's jurisdiction will be limited to 20 minutes. In exceptional circumstances, the Board President may, with Board consent, reduce or increase the amount of time allowed for public input and/or the time allotted for each speaker, when such adjustment is necessary to ensure full opportunity for public input within the time allotted. Any such adjustment shall be done in an equitable manner, so as to allow a diversity of viewpoints. The President may also ask members of the public with the same viewpoint to select a few individuals to address the Board regarding that viewpoint.

To allow the Board to organize the public comments, persons wishing to speak will need to fill out a form before the meeting begins, providing a name and the agenda item or other topic within the Board's jurisdiction on which they wish to speak. By law items not appearing on the agenda cannot normally be the subject of board action.

III. CONSENT AGENDA

- a. Approval of Temporary Teaching Certificates
- b. Approval of Substitute Teachers List
- c. Approval of Graduation Diplomas

A list of personnel who have met the requirements for employment as substitute teachers in classes operated by the County Superintendent of Schools Office for the 2022-2023 school year is on pages 12-22. On page 23 is a list of substitute teachers and on page 24 is a list of students who have completed their course of study and are ready for graduation.

Recommendation: The Board approves all items on the consent agenda.

IV. HEARING

Appeal by Student B for Expulsion from Kern High School District

The expulsion appeal hearing for Student B from the Kern High School District will be held at this time. The information for the hearing is found on pages 25-111.

V. NEW BUSINESS

- a. Universal Pre-Kindergarten Mixed Delivery Grant

Lisa Gilbert, Deputy Superintendent, Instructional Services will report on the coordination and planning efforts. A brief summary of the report that will be given is on page 112.

Recommendation: No action is required

- b. Resolution-Education Protection Account Spending Proposal

On pages 113-115 is a proposal and resolution determining how Education Protection Account Funds will be used through June 30, 2024.

Recommendation: The Board shall adopt the resolution.

- c. Resolution – Educational Services

It has been the policy of the Kern County Board of Education to authorize the County Superintendent of Schools to contract with school districts and other agencies for certain educational services. A copy of the proposed resolution is located on page 116.

Recommendation: The Board adopt the resolution authorizing the County Superintendent of Schools to enter into contracts with school districts and other agencies for those educational services listed in the resolution.

d. Resolution – Lease Agreements

It has been the policy of the Kern County Board of Education to authorize the County Superintendent of Schools to enter into lease agreements specified types of facilities. A copy of the proposed resolution is located on page 117.

Recommendation: The Board adopt the resolution to authorize the County Superintendent of Schools to enter into lease agreements for specified types of facilities.

e. Resolution – Special Projects

It has been the policy of the Kern County Board of Education to authorize the County Superintendent of Schools as its authorized agent for the purpose of receiving and expending federal funds allocated to the State of California in accordance with applicable federal and state laws and regulations. On page 118 is a copy of the resolution granting such authorization.

Recommendation: The Board adopt the resolution appointing the County Superintendent of Schools as its authorized agent for receiving and expending federal funds in accordance with applicable federal and state laws and regulations.

f. Resolutions-Retiring Personnel

Resolutions for retiring personnel are found on pages 119-124.

Recommendation: The Board shall adopt the resolutions.

g. Adoption of 2023-2024 Local Control and Accountability Plan (LCAP)

At the May meeting a public hearing was held for the LCAP and now the revised documents are included separately in your board packet on pages and are brought to the Board for adoption.

Recommendation: The Board approve all LCAP documents.

h. Budget Overview for Parents

On pages 125-128 is the Budget Overview for Parents. The overview is developed in conjunction with the LCAP for the purpose of providing fiscal transparency to all stakeholders and is required as part of the LCAP approval process.

Recommendation: The Board shall approve the Budget Overview.

i. Adoption of the 2023-2024 County Schools Service Fund Final Budget

The County Schools Service Fund (CSSF) final budget for 2023-2024 is found on pages 129-147. A public hearing was held at the May board meeting and the final budget is before the board for adoption at this meeting.

Recommendation: The Board adopt the County Schools Service Fund budget.

j. School Plan for Student Achievement Annual Review for 2022-2023 for Community Schools and Court Schools

The School Plan for Student Achievement (SPSA) annual review for 2022-2023 for Court Schools and Community School is on pages 148-157. The SPSA consists of two goals which address supporting the social and emotional development of students and the academic development of students leading to college and/or career paths.

Recommendation: The Board receive and file the SPSA annual reviews.

k. Local Indicators for California School Dashboard

The report on pages 158-167 gives the standards for the local performance indicators to measure and report progress.

Recommendation: The Board shall accept and file the report.

l. Kern County Board of Education Meeting Dates for 2023-2024

A list of meeting dates for the July 2023 through June 2024 school year is found on page 168.

Recommendation: The Board shall approve the meeting dates.

m. Assembly Bill 1314 – Proposed Legislation for Identity Parental Notification

Board discussion regarding writing a letter in support of re-introduction of the bill requiring school districts to notify parents if a student that identifies at school as a gender that does not align with the child's gender assigned at birth.

Recommendation: Discussion and no action required.

VI. REPORT OF COUNTY BOARD MEMBERS

VII. REPORT OF COUNTY SUPERINTENDENT

VIII. AGENDA ITEMS FOR NEXT MEETING

IX. DATE OF NEXT MEETING: JUNE 13, 2023

The next regular meeting of the Kern County Board of Education will be held on Tuesday, July 11, 2023 at 6:30 p.m. in the Board Room at 1300 17th Street, City Centre, Bakersfield, California.

X. ADJOURNMENT

Office of Mary C. Barlow
Kern County Superintendent of
Schools *Advocates for Children*

BOARD AGENDA REQUEST FORM

This form must be used for all requests for agenda items to be presented at meetings of the Kern County Board of Education and submitted to Gaye Edwards on the last Friday of the month. The County Board meets the second Tuesday of each month.

NAME OF DIVISION Instructional Services

CONTACT PERSON Lisa Gilbert

MEETING DATE TO BE PRESENTED June 13, 2023

AGENDA ITEM(S) (explain in detail):

Universal Pre-kindergarten Mixed Delivery Grant


The Early Education Act requires the designated lead agency (Kern County Superintendent of Schools) to partner and coordinate a work group to plan for all three and four-year old children a local Universal Pre-kindergarten (UPK) Mixed Delivery System. Coordination and planning efforts must include the County Office of Education, Local Educational Agencies, Local Planning Council, Resource & Referral, and other representatives in the county to ensure required activities under the Universal Pre-Kindergarten Mixed Delivery Grant meets the needs of the community for universal preschool.

The work group will develop a plan for all three and four-year old children in Kern County to ensure access to high-quality full and part-day UPK options through a mixed-delivery system.

The work group will:

- Plan for increasing inclusion of children with exceptional needs in UPK;
- Plan for UPK workforce development;
- Plan for how all four-year old children and an increased number of at-promise three-year old children may access full-day learning programs before kindergarten that meet the needs of parents, including through partnerships with the UPK programs in the mixed-delivery system and expanded learning offering.

Approved by:



Division Administrator
Rev. 02/2017

**KERN COUNTY BOARD OF EDUCATION
COUNTY OF KERN, STATE OF CALIFORNIA**

RESOLUTION TO ESTABLISH)
EDUCATION PROTECTION ACCOUNT)
)

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Kern County Board of Education on June 13, 2023;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the Kern County Board of Education has determined to spend the monies received from the Education Protection Act as attached.

June 13, 2023

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

Signed _____
Mary C. Barlow, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools

Kern County Superintendent of Schools
 Estimated through: June 30, 2024
 For Fund 01, Resource 1400 Education Protection Account

Description		Unrestricted Resource 0000	Unrestricted Resource 1400
AMOUNT AVAILABLE FOR THIS FISCAL YEAR			
Beginning Fund Balance	Object		
State Aid	8011	-307,596.00	
Education Protection Account	8012		307,596.00
TOTAL AVAILABLE		-307,596.00	307,596.00
EXPENDITURES AND OTHER FINANCING USES			
Instruction	Function 1000-1999	-307,596.00	307,596.00
Instruction-Related Services			
Instructional Supervision and Administration	2100-2150		
AU of a Multidistrict SELPA	2200		
Instructional Library, Media, and Technology	2420		0.00
Other Instructional Resources	2490-2495		0.00
School Administration	2700		
Pupil Services			
Guidance and Counseling Services	3110		0.00
Psychological Services	3120		0.00
Attendance and Social Work Services	3130		0.00
Health Services	3140		0.00
Speech Pathology and Audiology Services	3150		0.00
Pupil Testing Services	3160		0.00
Pupil Transportation	3600		0.00
Food Services	3700		0.00
Other Pupil Services	3900		0.00
Ancillary Services	4000-4999		0.00
Community Services	5000-5999		0.00
Enterprise	6000-6999		
General Administration	7000-7999		
Plant Services	8000-8999		
Other Outgo	9000-9999		0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		-307,596.00	307,596.00
DIFFERENCE		0.00	0.00

**RESOLUTION
of the
KERN COUNTY BOARD OF EDUCATION**

**PROPOSED REGULATIONS REGARDING CONTRACTS WITH
SCHOOL DISTRICTS AND OTHER AGENCIES FOR CERTAIN
EDUCATIONAL SERVICES**

WHEREAS the Education Code authorizes the County Superintendent of Schools, with the approval of the County Board of Education, to contract with school districts and other agencies for certain educational services; and

WHEREAS these contracts must be entered into from time to time during the year because of changes in requests for the type and extent of services rendered; and

WHEREAS the Board approved the County Superintendent of Schools Office to provide for coordination of certain educational services: Now therefore be it

RESOLVED, That it shall be the policy of the Kern County Board of Education to give approval annually to the County Superintendent of Schools to enter into contracts with school districts and other agencies to provide those educational services which have been previously approved by the Kern County Board of Education as follows:

<i>Administrative Services</i>	<i>KEEP Agreements</i>
<i>Multimedia</i>	<i>Kern County Cooperative</i>
<i>Budgeting and Accounting</i>	<i>Professional Development/Credentialing</i>
<i>Data Processing</i>	<i>Psychological</i>
<i>Educational Research/Technology</i>	<i>Test Scoring</i>
<i>Equipment Repair</i>	<i>Telecommunications/Technology</i>
<i>Facilities Services</i>	<i>Vehicle Maintenance</i>
<i>Honor Band and Chorus</i>	

and be it

RESOLVED further, that the County Superintendent of Schools keep the Board informed as to the actions taken.

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

DATE: June 13, 2023

*Mary C. Barlow, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools*

**RESOLUTION
of the
KERN COUNTY BOARD OF EDUCATION**

**PROPOSED REGULATIONS REGARDING CONTRACTS WITH SCHOOL DISTRICTS AND
OTHER AGENCIES FOR CERTAIN SPECIFIED TYPES OF SERVICES**

WHEREAS the Education Code authorizes the County Superintendent of Schools, with the approval of the County Board of Education, to contract with school districts and other agencies for certain specified types of services; and

WHEREAS the Education Code authorizes the County Superintendent of Schools, with the approval of the County Board of Education, to contract with school districts and other agencies for the lease of certain facilities for educational purposes; and

WHEREAS the Education Code authorizes the County Superintendent of Schools, with the approval of the County Board of Education, to contract with school districts and other agencies for the education and transportation of children; and

WHEREAS some of these contracts must be entered into prior to the beginning of the fiscal year to permit the determination of the educational program; and

WHEREAS some of these contracts must be entered into from time to time during the year because of a pupil moving into a district, transferring from one district to another, or because of a district's inability to enroll a child in certain classes because of class size limitations, or because of changes in requests for the type and extent of services rendered:

WHEREAS under federal and state law, a county board of education may, from time to time, secure equipment needed by the county superintendent of schools through tax exempt leases from third parties; now therefore be it

RESOLVED, that it will be the policy of the Kern County Board of Education to give approval annually to the County Superintendent of Schools to enter into contracts with school districts and other agencies to maintain educational services, facilities, and transportation to districts and pupils within those schools and classes which have been previously approved by the Board of Education; and

RESOLVED, that the Kern County Superintendent is authorized to enter into tax-exempt leases as administrative agent for the Kern County Board of Education from time to time for equipment purchases; and be it

RESOLVED FURTHER, that payment for any lease payments on leases entered into by the Kern County Superintendent of Schools on behalf of the Kern County Board of Education for equipment needed by the Kern County Superintendent of Schools shall be included in the annual proposed budget of the County Superintendent of Schools; and

RESOLVED FURTHER, that the County Superintendent of Schools keep the Board informed as to the actions taken.

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

DATE: June 13, 2023

Mary C. Barlow, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools

**RESOLUTION
of the
KERN COUNTY BOARD OF EDUCATION**

WHEREAS the Congress of the United States has declared it to be a national responsibility to provide financial assistance to the schools of the states; and

WHEREAS pursuant to said declaration, funds have been made available to the State of California for re-allocation to offices of county superintendents of schools within the state to supplement services in said offices for the purpose of improving and strengthening said services to elementary and secondary school youth; and

WHEREAS the State of California has made additional funds available for the purpose of improving and strengthening said services to elementary and secondary school youth; and

WHEREAS this County Board desires to avail itself of the opportunity for such financial assistance: Now therefore be it

RESOLVED, That County Superintendent of Schools is hereby authorized and directed to prepare and submit applications for participation in said programs of financial assistance, including P.L. 81-874, and to prepare and submit any and all reports required by the State of California or the Government of the United States in the administration of said programs; and be it

RESOLVED further, that said officer is hereby authorized and directed to expend or cause the expenditure of funds for the aforesaid purposes furnished therefore pursuant to said programs and in accordance with applicable federal and state law and regulations.

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

DATE: June 13, 2023

*Mary C. Barlow, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools*

**RESOLUTION
OF THE
KERN COUNTY BOARD OF EDUCATION**

WHEREAS, Carol Bennett officially joined the office in 1991 as an Instructional Aide after subbing for four years with the Division of Alternative Education, retiring as Paraprofessional - Title I; and

WHEREAS, Carol worked in many classrooms during her career with KCSOS, and the common theme in all of them was her love of students. Carol has a unique way of building relationships with students so that they know she cares about their success. Most recently Carol was assigned to the Seniors at CLC Tech, where she patiently helps students prepare for graduation; and

WHEREAS, Carol works tirelessly to secure mini-grant funding to support PBIS efforts in the classroom. Carol is passionate about meeting the social, emotional and mental health needs of students. She is quick to recognize when support is needed and works hard to ensure that those needs are met and that students are able to learn in a safe, nurturing environment; and

WHEREAS, Carol took pride in decorating for the Alternative Education Graduation Ceremony each year, recognizing the student success that she was such an important part of. After working for the office for over 36 years, Carol elected to retire August 1, 2023; now therefore be it

RESOLVED, that the Kern County Board of Education does sincerely thank Carol Bennett for her many years of service on behalf of children and families and wish her a full and rewarding retirement.

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

Dated: June 13, 2023

*Mary C. Barlow, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools*

**RESOLUTION
OF THE
KERN COUNTY BOARD OF EDUCATION**

WHEREAS, Lana Fain joined the office in 2004, first working for the Kern County Museum and then moving to the California Living Museum (CALM) as a Program Supervisor. In 2007 Lana was promoted to Zoo Manager, the position she held upon her retirement; and

WHEREAS, Lana has contributed to the growth and success of CALM since its inception in 1981 and her original involvement with CALM's Board of Directors. Most recently Lana organized CALM's 40th birthday, celebrating not only the success and growth of CALM but also capping her career at CALM; and

WHEREAS, Lana is recognized as the "face" of CALM, representing CALM on numerous talk shows and media appearances over the years. She especially enjoyed making talk show hosts squirm by bringing animals that met their worst fears (e.g. snakes, spiders etc.); and

WHEREAS, Lana has a true heart for animals and their welfare. She dedicated her career to ensuring that animals are protected and that the public understands the beauty that exists around them in that natural world; now therefore be it

RESOLVED, that the Kern County Board of Education does sincerely thank Lana Fain for her many years of service on behalf of children and families and wish her a full and rewarding retirement.

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

Dated: June 13, 2023

*Mary C. Barlow, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools*

**RESOLUTION
OF THE
KERN COUNTY BOARD OF EDUCATION**

WHEREAS, Debi Hazel joined the office in 2000 as an Occupational Therapist with the Division of Special Education, the position she held upon her retirement (with a brief 5-year break when she worked as a flight attendant); and

WHEREAS, Debi has an incredible gift of supporting her team and co-workers by understanding the climate and using her wide range of experiences to help mentor and coach newer Occupational Therapists and by creating genuine, deep relationships; and

WHEREAS, Debi cares passionately about the students she served. She is skilled at calming students in crisis with gentle, yet confident communication skills and awareness of the situation; and

WHEREAS, Debi has a zest for life. She spends time with her kids and grandkids, she enjoys fine wine and scenic rides on motorcycles, has raised guide dogs and has a heart of gold and a love of the under-served. After working for the office for over 18 years, Debi elected to retire effective July 1, 2023 to spend time traveling in her new RV; now therefore be it

RESOLVED, that the Kern County Board of Education does sincerely thank Debi Hazel for her many years of service on behalf of children and families and wish her a full and rewarding retirement.

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

Dated: June 13, 2023

*Mary C. Barlow, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools*

**RESOLUTION
OF THE
KERN COUNTY BOARD OF EDUCATION**

WHEREAS, Kim Lyon joined the office in 2001 as a Benefits Technician Assistant with Self-Insured Schools of California (SISC). She was promoted several times over the years, and in 2015 was promoted to SISC Account Manager, the position she held upon her retirement; and

WHEREAS, Kim is respected by her co-workers for her strong work ethic (she was always 30 minutes early to work) and for her organizational skills. Her deep knowledge of the SISC Benefits Program has greatly benefitted her peers, and she has been the go-to person for training; and

WHEREAS, Kim is incredibly responsive to the needs of member districts and goes above and beyond to ensure excellent communication. She is intuitive, caring and focused on providing great customer service - all while ensuring that her co-workers receive recognition for their contributions (and a candy bar for extra measure); and

WHEREAS, Kim loves to knit and was a proud member of the KCSOS knitting club, and she will have more time in retirement to perfect this craft. Kim also is eagerly awaiting the arrival of her newest grandbaby and looks forward to spending more time as a grandmother. After working for the office for over 22 years, Kim elected to retire effective July 1, 2023; now therefore be it

RESOLVED, that the Kern County Board of Education does sincerely thank Kim Lyon for her many years of service on behalf of children and families and wish her a full and rewarding retirement.

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

Dated: June 13, 2023

*Mary C. Barlow, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools*

**RESOLUTION
OF THE
KERN COUNTY BOARD OF EDUCATION**

WHEREAS, John Montoya officially joined the office in 1991 as an Equipment Technician I. Over the years John was promoted several times and worked in various departments, retiring as the Telecommunications Systems Specialist in the Division of Technology; and

WHEREAS, John was responsible for the entire telecommunications system at KCSOS and its facilities and school sites. John successful transitioned KCSOS to new systems over the years, keeping pace with the latest technology and communications services; and

WHEREAS, John was respected for his strong work ethic and knowledge. John was always available, even on nights and weekends, as he understood the key role the communications systems play in the work of KCSOS; and

WHEREAS, John is a caring person who is passionate about the services provides to students and families. He has a great sense of humor and has made many friends in his long career at KCSOS. After working in the office for over 32 years, John elected to retire effective August 1, 2023 to spend time with family and traveling; now therefore be it

RESOLVED, that the Kern County Board of Education does sincerely thank John Montoya for his many years of service on behalf of children and families and wish him a full and rewarding retirement.

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

Dated: June 13, 2023

*Mary C. Barlow, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools*

**RESOLUTION
OF THE
KERN COUNTY BOARD OF EDUCATION**

WHEREAS, Yvonne "Bonnie" Saenz joined the office in 1978 as an Instructional Aide with the Division of Special Education. After spending 32 wonderful years in Special Education, Bonnie promoted to The Learning Center in 2009, first as an Instructional Resource Clerk I and then in 2014 was promoted to Instructional Resource Clerk II, the position she held upon her retirement; and

WHEREAS, Bonnie is respected as one of the hardest working employees at KCSOS who is always focused on creating a great work product and tremendous relationships with her co-workers. Bonnie is totally selfless and is generous in her willingness to assist others, regardless of the task at hand. She runs The Learning Center as if it were her own home, welcoming customers as if they were her own personal guests; and

WHEREAS, Bonnie has worked for KCSOS for over 45 years! Bonnie's knowledge of KCSOS runs deep, and she uses her experience to create meaningful interactions with others. Bonnie's personality is legendary - she is genuine, caring, loving and funny. Bonnie has the ability to brighten everyone's day and she is always willing to lend an ear or a supportive smile; and

WHEREAS, Bonnie's rock collection is also legendary. Whenever a friend or co-worker travels, Bonnie asks them to return with a rock to add to her collection rather than "trinkets." Many employees have had fun searching for the "perfect" rock to bring back to Bonnie. After working for the office for over 45 years, Bonnie elected to retire effective June 1, 2023; now therefore be it

RESOLVED, that the Kern County Board of Education does sincerely thank Yvonne "Bonnie" Saenz for her many years of service on behalf of children and families and wish her a full and rewarding retirement.

BY ORDER OF THE KERN COUNTY BOARD OF EDUCATION

Dated: June 13, 2023

*Mary C. Barlow, Ed.D.
Ex Officio Secretary
Kern County Superintendent of Schools*

Office of Mary C. Barlow
Kern County Superintendent of
Schools *Advocates for Children*

BOARD AGENDA REQUEST FORM

This form must be used for all requests for agenda items to be presented at meetings of the Kern County Board of Education and submitted to Gaye Edwards on the last Friday of the month. The County Board meets the second Tuesday of each month.

NAME OF DIVISION Student Services

CONTACT PERSON Molly Mier

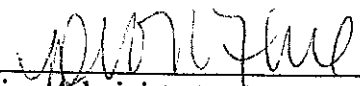
MEETING DATE TO BE PRESENTED June 13, 2023

AGENDA ITEM(S) (explain in detail):

Budget Overview for Parents

California Education Code requires county offices of education, school districts, and charter schools to develop a Local Control Funding Formula Budget Overview for Parents in conjunction with the Local Control Accountability Plan (LCAP). The purpose of the Budget Overview for Parents is to provide fiscal transparency to all educational partners. This document is required to be included in the LCAP review and approval process.

Approved by:



Division Administrator

Rev. 02/2017

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kern County Superintendent of Schools

DS Code: 15 10157 0000000

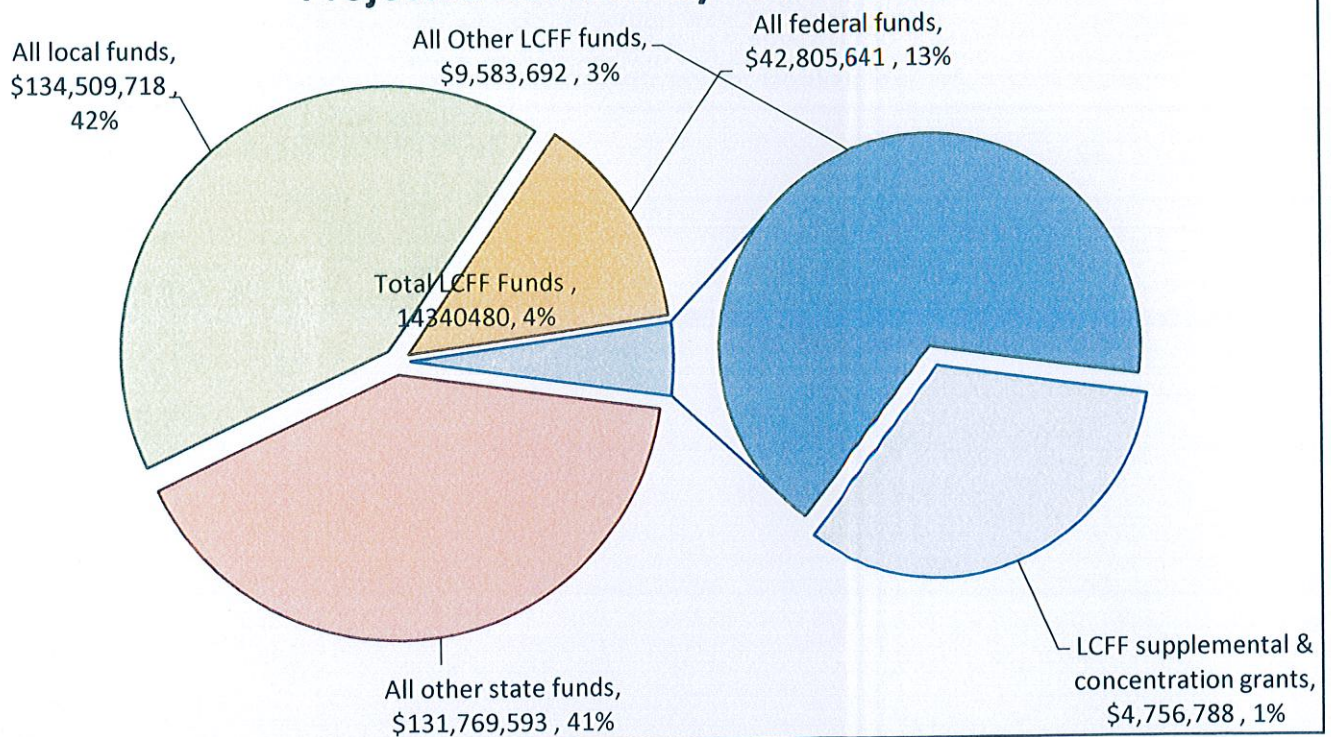
School Year: 2023-24

LEA contact information: Molly Mier (momier@kern.org)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

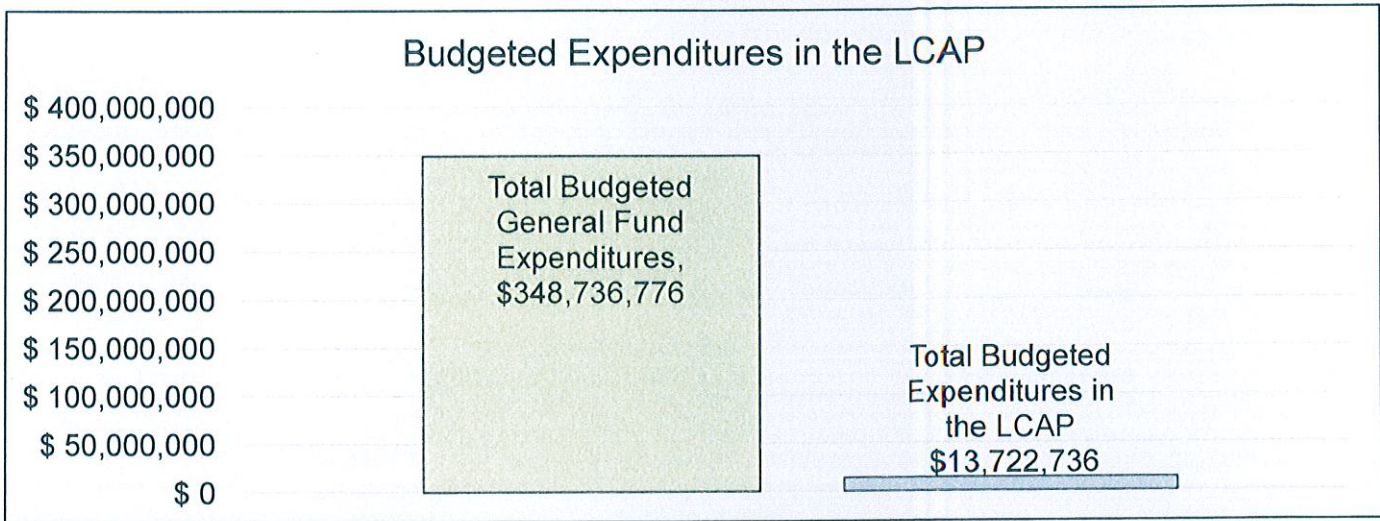


This chart shows the total general purpose revenue Kern County Superintendent of Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kern County Superintendent of Schools is \$323,425,432.00, of which \$14,340,480.00 is Local Control Funding Formula (LCFF), \$131,769,593.00 is other state funds, \$134,509,718.00 is local funds, and \$42,805,641.00 is federal funds. Of the \$14,340,480.00 in LCFF Funds, \$4,756,788.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Kern County Superintendent of Schools plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kern County Superintendent of Schools plans to spend \$348,736,776.00 for the 2023-24 school year. Of that amount, \$13,722,736.00 is tied to actions/services in the LCAP and \$335,014,040.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

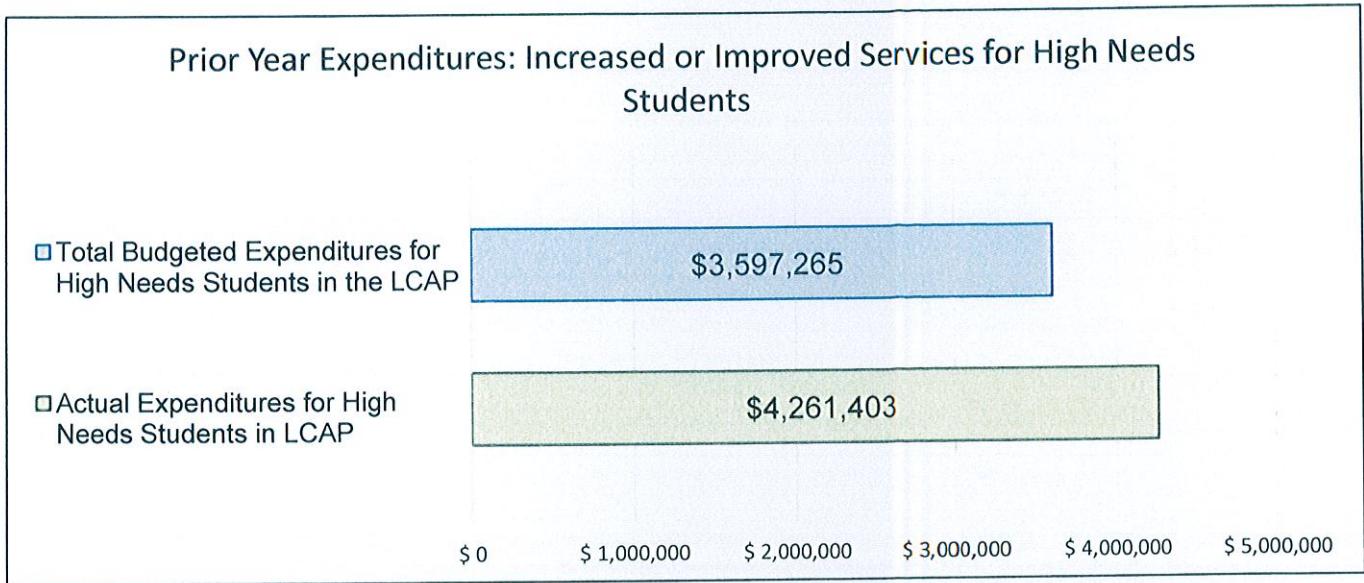
KCSOS provides fiscal and instructional support services to 46 districts in Kern County; operates Alternative Education, Foster Youth, Special Education, and Child Development programs; supports transportation, technology, and human resources programs; and serves as administrative agent for the Fiscal Crisis and Management Assistance Team, Self Insured Schools of California, and Schools Legal Service. Total General Fund Expenditures for the 2023-24 school year include salaries and operating expenditures as well as capital outlay for the entire KCSOS organization.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Kern County Superintendent of Schools is projecting it will receive \$4,756,788.00 based on the enrollment of foster youth, English learner, and low-income students. Kern County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Kern County Superintendent of Schools plans to spend \$5,169,634.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

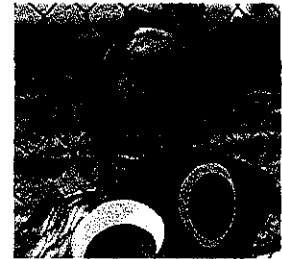


This chart compares what Kern County Superintendent of Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kern County Superintendent of Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Kern County Superintendent of Schools's LCAP budgeted \$3,597,265.00 for planned actions to increase or improve services for high needs students. Kern County Superintendent of Schools actually spent \$4,261,403.00 for actions to increase or improve services for high needs students in 2022-23.

Proposed 2023-2024 Budget

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Kern County
Superintendent of Schools
Office of Mary C. Barlow ...advocates for children

General Fund - Revenue

	Estimated Actuals 2022-23	Proposed Budget 2023-24
LCFF Sources	\$56,601,719	\$63,515,741
Federal Revenue	\$34,108,537	\$42,805,641
Other State Revenue	\$89,875,465	\$82,594,332
Other Local Revenue	\$141,842,890	\$134,509,718
<i>Total</i>	\$322,428,611	\$323,425,432

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General Fund - Expenditures

	Estimated Actuals 2022-23	Proposed Budget 2023-24
Alternative Education	\$18,109,986	\$20,640,434
Special Education & SELPA	\$179,989,346	\$191,729,965
Administrative Agencies	\$58,865,811	\$58,038,945
County Operated	\$78,058,603	\$78,327,432
<i>Total</i>	<i>\$335,023,728</i>	<i>\$348,736,776</i>

Other Funds - Revenue

FY 2023-24	Charter School Fund	Child Development Fund	Cafeteria Fund
LCFF Sources	\$12,829,316	\$0	\$0
Federal	\$0	\$107,942,413	\$920,000
State	\$862,746	\$79,288,341	\$230,000
Local	\$40,000	\$2,840,360	\$1,456,273
KCSOS Support	\$0	\$75,000	\$0
<i>Total</i>	\$13,732,062	\$190,146,114	\$2,606,273



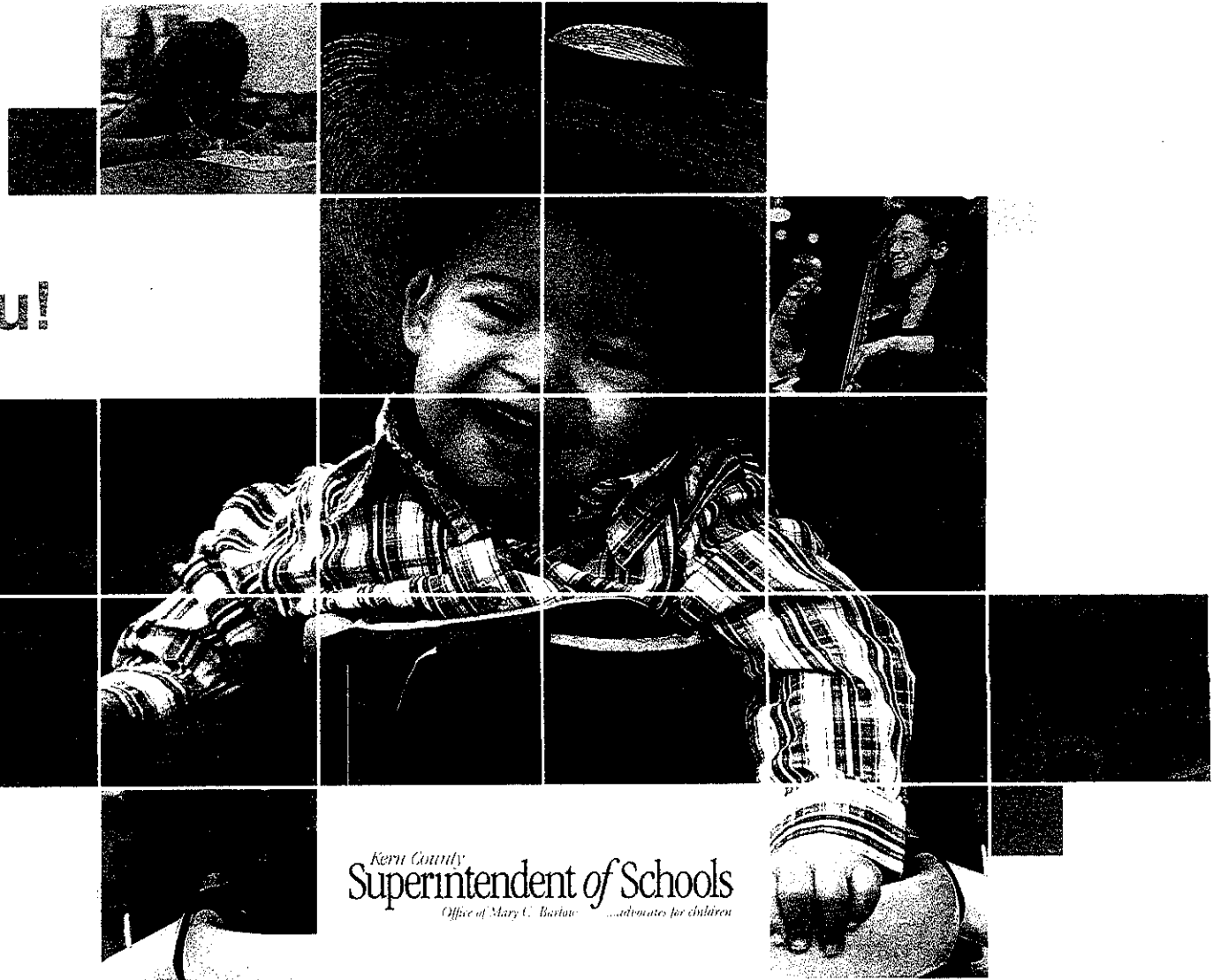
Other Funds - Expenditures

FY 2023-24	Charter School Fund	Child Development Fund	Cafeteria Fund
Salaries	\$6,618,240	\$13,424,733	\$944,448
Benefits	\$3,353,637	\$8,010,194	\$425,267
Materials/Supplies	\$688,058	\$613,010	\$1,195,686
Food Services	\$320,000	\$106,500	(\$230,000)
Contract Services	\$1,731,111	\$159,956,995	\$159,837
Capital Outlay	\$250,000	\$0	\$0
Other Outgoing	328,692	\$8,034,682	\$111,035
<i>Total</i>	\$13,289,738	\$190,146,114	\$2,606,273

Summary

- Result of an organization wide & collaborative effort
- Aligned to LCAP, grants, and operational plans
- Compliant with all state standards
- Captures collective bargaining agreements
- Ensures the organization is fiscally stable

Thank you!



KERN COUNTY SUPERINTENDENT OF SCHOOLS

COUNTY SCHOOL SERVICE FUND

GENERAL FUND

FINAL BUDGET

2023-2024

**GENERAL FUND
CSSF Year to Year Comparison**

Revenue

	<u>2022-2023 ESTIMATED ACTUALS</u>	%	<u>2023-2024 PROPOSED FINAL BUDGET</u>	%	<u>2023-2024 FINAL BUDGET</u>	%
LCFF Sources	56,601,719	17.56%	63,515,741	19.60%	63,515,741	19.60%
Federal Revenue	34,108,537	10.58%	42,805,641	13.20%	42,805,641	13.20%
Other State Revenue	89,875,465	27.87%	82,594,332	25.55%	82,594,332	25.55%
Other Local Revenue	141,842,890	43.99%	134,509,718	41.65%	134,509,718	41.65%
	<u>\$322,428,611</u>	100.00%	<u>\$323,425,432</u>	100.00%	<u>\$323,425,432</u>	100.00%

Expenditure

	<u>2022-2023 ESTIMATED ACTUALS</u>	%	<u>2023-2024 PROPOSED FINAL BUDGET</u>	%	<u>2023-2024 FINAL BUDGET</u>	%
Alternative Education	18,109,968	5.41%	20,640,434	5.90%	20,640,434	5.90%
Special Education & SELPA	179,989,346	53.72%	191,729,965	55.00%	191,729,965	55.00%
Administrative Agencies	58,865,811	17.57%	58,038,945	16.60%	58,038,945	16.60%
County Operated	78,058,603	23.30%	78,327,432	22.50%	78,327,432	22.50%
	<u>\$335,023,728</u>	100.00%	<u>\$348,736,776</u>	100.00%	<u>\$348,736,776</u>	100.00%

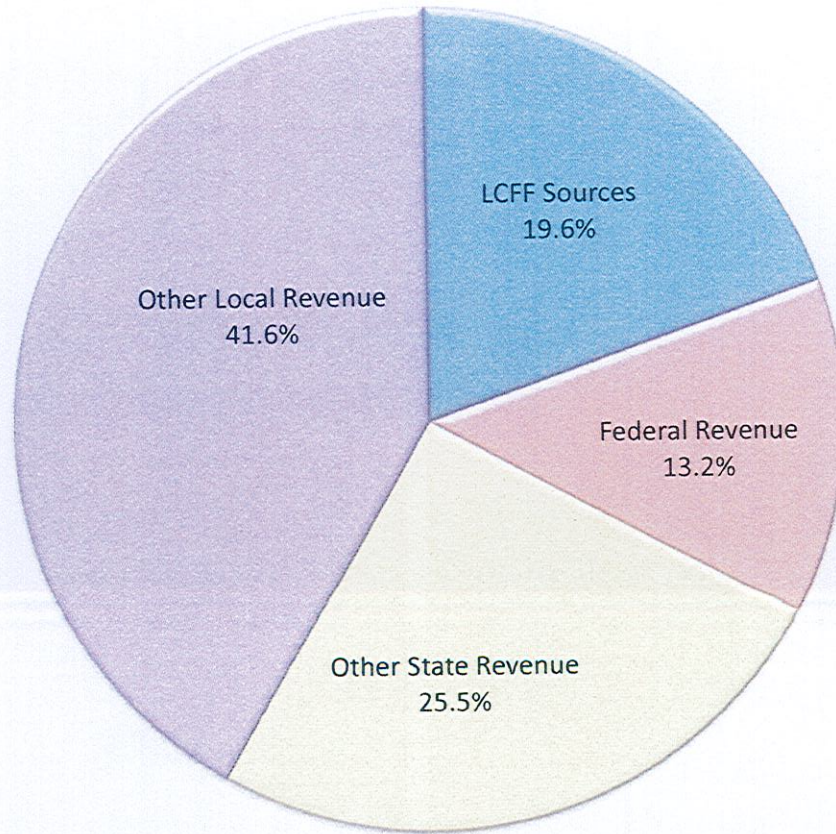
2% Required Reserve

6,790,693

7,022,532

7,022,532

**2023-2024 FINAL BUDGET
General Fund Revenue**



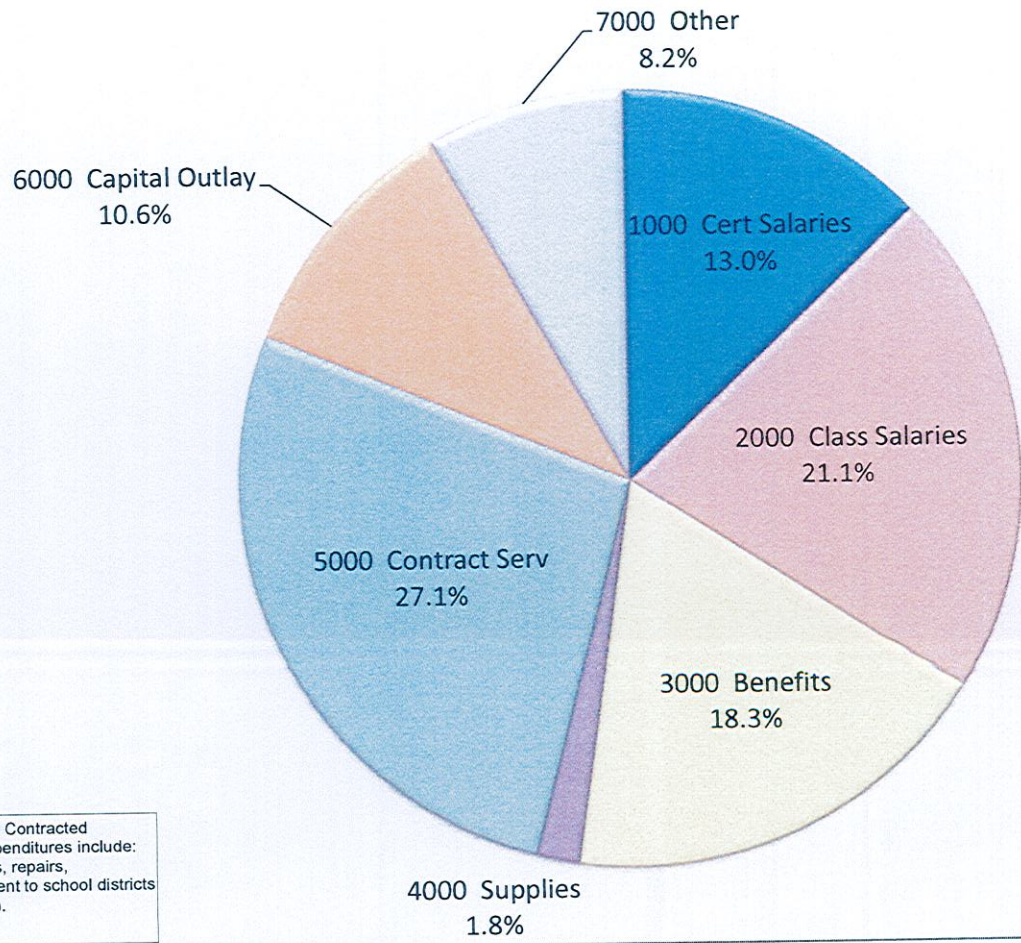
GENERAL FUND

OBJECT CODE COMPARISON

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	2022-2023 ESTIMATED ACTUALS	%	2023-2024 PROPOSED FINAL BUDGET	%	2023-2024 FINAL BUDGET	%
1000 Cert Salaries	43,031,122	12.84%	45,226,017	12.97%	45,226,017	12.97%
2000 Class Salaries	75,918,594	22.67%	73,587,682	21.10%	73,587,682	21.10%
3000 Benefits	61,474,409	18.35%	63,731,263	18.27%	63,731,263	18.27%
4000 Supplies	8,317,731	2.48%	6,177,112	1.78%	6,177,112	1.78%
5000 Contract Serv	84,469,873	25.21%	94,442,435	27.08%	94,442,435	27.08%
6000 Capital Outlay	29,233,853	8.73%	36,818,995	10.56%	36,818,995	10.56%
7000 Other	32,578,146	9.72%	28,753,272	8.24%	28,753,272	8.24%
	\$335,023,728	100.00%	\$348,736,776	100.00%	\$348,736,776	100.00%

2023 - 2024 General Fund Expenditures by Object



NOTE: 5000 Contracted Services expenditures include: rents, leases, repairs, reimbursement to school districts (i.e. Migrant).

**COUNTY SCHOOL SERVICE FUND
ALTERNATIVE EDUCATION**

	<u>2022-2023 ESTIMATED ACTUALS</u>	%	<u>2023-2024 PROPOSED FINAL BUDGET</u>	%	<u>2023-2024 FINAL BUDGET</u>	%
Cert Salaries						
Juvenile Court Sch	1,748,401	27.37%	2,924,564	35.58%	2,924,564	35.58%
Community School	3,209,028		4,419,020		4,419,020	
Class Salaries						
Juvenile Court Sch	1,350,499	16.85%	1,397,332	15.20%	1,397,332	15.20%
Community School	1,701,407		1,740,494		1,740,494	
Employee Benefits						
Juvenile Court Sch	1,717,027	23.33%	2,194,791	24.11%	2,194,791	24.11%
Community School	2,507,334		2,781,846		2,781,846	
Materials/Supplies						
Juvenile Court Sch	74,393	1.71%	66,500	1.49%	66,500	1.49%
Community School	236,056		240,932		240,932	
Contract Services						
Juvenile Court Sch	579,818	17.82%	543,525	13.89%	543,525	13.89%
Community School	2,647,815		2,321,208		2,321,208	
Travel						
Juvenile Court Sch	26,500	0.39%	12,500	0.19%	12,500	0.19%
Community School	44,571		27,500		27,500	
Capital Outlay						
Juvenile Court Sch	5,500	0.05%	3,000	0.01%	3,000	0.01%
Community School	3,500		-		-	
Direct Support Costs/Debt Service/Payments to Districts						
Juvenile Court Sch	318,562	12.48%	258,264	9.53%	258,264	9.53%
Community School	1,939,557		1,708,958		1,708,958	
	<u>\$18,109,968</u>	<u>100.00%</u>	<u>\$20,640,434</u>	<u>100.00%</u>	<u>\$20,640,434</u>	<u>100.00%</u>

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COUNTY SCHOOL SERVICE FUND

SPECIAL EDUCATION & SELPA

	2022 - 2023		2023 - 2024		2023 - 2024	
	ESTIMATED ACTUALS	%	PROPOSED FINAL BUDGET	%	FINAL BUDGET	%
Cert Salaries	19,008,732	10.56%	20,363,664	10.60%	20,363,664	10.60%
Class Salaries	13,653,089	7.59%	12,486,416	6.50%	12,486,416	6.50%
Employee Benefits	15,350,368	8.53%	16,566,431	8.70%	16,566,431	8.70%
Materials/Supplies	2,042,158	1.12%	984,845	0.50%	984,845	0.50%
Food Services	95,825	0.05%	94,200	0.00%	94,200	0.00%
Contract Services	9,893,665	5.50%	25,113,487	13.10%	25,113,487	13.10%
Travel	430,024	0.24%	475,862	0.20%	475,862	0.20%
Transportation	15,759,585	8.76%	15,699,754	8.20%	15,699,754	8.20%
Capital Outlay	4,476,693	2.49%	126,910	0.10%	126,910	0.10%
Direct Support Costs/ Paid to Districts	99,279,207	55.16%	99,818,396	52.10%	99,818,396	52.10%
	179,989,346	100.00%	\$191,729,965	100.00%	\$191,729,965	100.00%

COUNTY SCHOOL SERVICE FUND

ADMINISTRATIVE AGENCIES

	<u>2022 - 2023</u> <u>ESTIMATED ACTUALS</u>	%	<u>2023- 2024</u> <u>PROPOSED FINAL</u> <u>BUDGET</u>	%	<u>2023- 2024</u> <u>FINAL BUDGET</u>	%
Cert Salaries	281,605	0.48%	290,105	0.50%	290,105	0.50%
Class Salaries	22,398,589	38.05%	22,471,320	38.70%	22,471,320	38.70%
Employee Benefits	10,417,733	17.70%	11,028,545	19.00%	11,028,545	19.00%
Materials/Supplies	897,190	1.52%	786,925	1.40%	786,925	1.40%
Contract Services	20,397,443	34.65%	19,980,861	34.40%	19,980,861	34.40%
Travel	580,100	0.99%	483,000	0.80%	483,000	0.80%
Capital Outlay	283,000	0.48%	-	0.00%	-	0.00%
Direct Support Costs/ Paid to Districts	3,610,151	6.13%	2,998,189	5.20%	2,998,189	5.20%
	<u>\$58,865,811</u>	<u>100.00%</u>	<u>\$58,038,945</u>	<u>100.00%</u>	<u>\$58,038,945</u>	<u>100.00%</u>

Includes:

FCMAT/CSIS/SISC/Legal Services

**COUNTY SCHOOL SERVICE FUND
COUNTY OPERATED PROGRAMS - OBJECT CODE**

	2022-2023 ESTIMATED ACTUALS	%	2023-2024 PROPOSED FINAL BUDGET	%	2023-2024 FINAL BUDGET	%
Cert Salaries	18,783,356	24.10%	17,228,664	22.00%	17,228,664	22.00%
Class Salaries	30,695,500	39.30%	29,408,236	37.50%	29,408,236	37.50%
Brd/Comm Salaries	7,720	0.00%	7,620	0.00%	7,620	0.00%
Employee Benefits	27,034,405	34.60%	26,673,161	34.10%	26,673,161	34.10%
Materials/Supplies	4,566,509	5.90%	3,575,913	4.60%	3,575,913	4.60%
Food Services	(111,057)	-0.10%	238,000	0.30%	238,000	0.30%
Contract Services	46,554,869	59.60%	42,054,419	53.70%	42,054,419	53.70%
Travel	1,158,222	1.50%	897,638	1.10%	897,638	1.10%
Bldg/Improvements	12,277,317	15.70%	16,678,346	21.30%	16,678,346	21.30%
Capital Outlay	23,027,279	29.50%	35,216,633	45.00%	35,216,633	45.00%
Paid Other Programs/ Funds/Districts	(85,935,517)	-110.10%	(93,651,198)	-119.60%	(93,651,198)	-119.60%
	78,058,603	100.00%	\$78,327,432	100.00%	\$78,327,432	100.00%

KERN COUNTY SUPERINTENDENT OF SCHOOLS

COUNTY SCHOOL SERVICE FUND

OTHER OPERATING FUNDS

FINAL BUDGET

2023-2024

(8)

**CHILD DEVELOPMENT FUND
PRESCHOOL**

Revenue

	<u>2022-2023 ESTIMATED ACTUALS</u>	%	<u>2023-2024 PROPOSED FINAL BUDGET</u>	%	<u>2023-2024 FINAL BUDGET</u>	%
Federal	235,860	2.11%	-	0.00%	-	0.00%
State	10,858,605	97.77%	8,881,711	99.90%	8,881,711	99.90%
Local	12,000	0.12%	13,000	0.10%	13,000	0.10%
KCSOS Support	-	0.00%	-	0.00%	-	0.00%
	<u>\$11,106,465</u>	<u>100.00%</u>	<u>\$8,894,711</u>	<u>100.00%</u>	<u>\$8,894,711</u>	<u>100.00%</u>

Expenditures

	<u>2022-2023 ESTIMATED ACTUALS</u>	%	<u>2023-2024 PROPOSED FINAL BUDGET</u>	%	<u>2023-2024 FINAL BUDGET</u>	%
Cert Salaries	2,365,611	21.32%	2,259,769	25.40%	2,259,769	25.40%
Class Salaries	2,403,731	21.64%	2,353,932	26.50%	2,353,932	26.50%
Employee Benefits	2,847,406	25.60%	2,889,546	32.50%	2,889,546	32.50%
Materials/Supplies	1,339,881	12.08%	113,000	1.30%	113,000	1.30%
Food Service	75,000	0.68%	100,000	1.10%	100,000	1.10%
Contract Services	1,111,969	10.01%	573,181	6.40%	573,181	6.40%
Travel	24,200	0.22%	10,200	0.10%	10,200	0.10%
Equipment	99,040	0.89%	-	0.00%	-	0.00%
Direct Support Costs	839,627	7.56%	595,083	6.70%	595,083	6.70%
	<u>11,106,465</u>	<u>100.00%</u>	<u>\$8,894,711</u>	<u>100.00%</u>	<u>\$8,894,711</u>	<u>100.00%</u>

CHILD DEVELOPMENT FUND
GENERAL CHILD DEVELOPMENT

967/968

Revenue

	<u>2022-2023 ESTIMATED ACTUALS</u>	%	<u>2023-2024 PROPOSED FINAL BUDGET</u>	%	<u>2023-2024 FINAL BUDGET</u>	%
Federal	163,538	19.48%	140,825	30.60%	140,825	30.60%
State	674,462	80.34%	317,908	69.08%	317,908	69.08%
Local	1,500	0.18%	1,500	0.32%	1,500	0.32%
KCSOS Support	-	0.00%	-	0.00%	-	0.00%
	<u>839,500</u>	<u>100.00%</u>	<u>460,233</u>	<u>100.00%</u>	<u>460,233</u>	<u>100.00%</u>

Expenditures

	<u>2022-2023 ESTIMATED ACTUALS</u>	%	<u>2023-2024 PROPOSED FINAL BUDGET</u>	%	<u>2023-2024 FINAL BUDGET</u>	%
Cert Salaries	113,564	13.53%	103,166	22.42%	103,166	22.42%
Class Salaries	166,593	19.84%	146,957	31.93%	146,957	31.93%
Employee Benefits	152,295	18.14%	139,348	30.27%	139,348	30.27%
Materials/Supplies	239,640	28.54%	11,550	2.51%	11,550	2.51%
Food Service	3,000	0.36%	2,500	0.54%	2,500	0.54%
Contract Services	98,292	11.71%	24,427	5.31%	24,427	5.31%
Travel	2,250	0.27%	1,085	0.24%	1,085	0.24%
Equipment	-	0.00%	-	0.00%	-	0.00%
Direct Support Costs	63,866	7.61%	31,200	6.78%	31,200	6.78%
	<u>\$839,500</u>	<u>100.00%</u>	<u>\$460,233</u>	<u>100.00%</u>	<u>\$460,233</u>	<u>100.00%</u>

Office of Mary C. Barlow
Kern County Superintendent of
Schools *Advocates for Children*

BOARD AGENDA REQUEST FORM

This form must be used for all requests for agenda items to be presented at meetings of the Kern County Board of Education and submitted to Gaye Edwards on the last Friday of the month. The County Board meets the second Tuesday of each month.

NAME OF DIVISION Alternative Education

CONTACT PERSON Molly Mier

MEETING DATE TO BE PRESENTED June 13, 2023

AGENDA ITEM(S) (explain in detail):

2022-2023 School Plans for Student Achievement (SPSAs) Annual Evaluation

The attached documents outline progress made toward SPSA goals and action items implemented during the 2022-2023 school year. The SPSAs consists of two goals which address supporting the social and emotional development of students and the academic development of students leading to college and/or career paths. The review of the progress made will inform the program's goals and action items for 2023-2024.

Approved by:



Division Administrator

Rev. 02/2017

**Alternative Education
2022-23 Court School Plan for Student Achievement (SPSA)
Annual Evaluation**

Goal 1: All students will demonstrate growth in their social and emotional development.

Metric	Expected Outcome	Actual Outcome	Growth Target Met
School attendance data, as measured by Aeries	91.2%	86.5% (as of 5/1/23)	No
Percentage of Court School students who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 77.4%	Agree: 72.4% Disagree: 12.6% Undecided: 14.9%	No
Percentage of Court School students who agree with the statement, "The staff at this school cares about me," as measured by the LCAP survey	Agree: 61.0%	Agree: 65.6% Disagree: 25.5% Undecided: 8.9%	Yes
Percentage of Court School students who agree with the statement, "There is at least one adult at my school with whom I have a positive connection/relationship," as measured by the LCAP survey	Agree: 77.0%	Agree: 73.3% Disagree: 13.3% Undecided: 13.3%	No
Percentage of Court School students who agree with the statement, "Students look forward to attending school each day," as measured by the LCAP survey	Agree: 65.6%	Agree: 56.3% Disagree: 23.0% Undecided: 20.7%	No
Percentage of Court School students who agree with the statement, "The social emotional skills that I'm learning at school have been helpful," as measured by the LCAP survey	Agree: 78.1%	Agree: 80.3% Disagree: 3.6% Undecided: 16.1%	Yes

Goal 1 Actions

Transition counselors will provide academic, personal, and career counseling services to students to help them successfully transition within and outside of the Alternative Education program. (Title I, Part A)

- This action was fully implemented.

The MTSS Program Specialist will provide training and technical assistance to Court School staff and students in order to develop and maintain MTSS systems throughout the program. (Title I, Part A)

- This action was fully implemented.

The Community School Grant Outreach and Engagement Facilitator will provide support to the California Community Schools Partnership Program by building the capacity of staff and partnering with stakeholders to increase outreach and engagement in support of students. (CSI Funds)

- Once the Facilitator was hired in February of 2023, this action was fully implemented.

Analysis

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

The action items in Goal 1 of the Court School Plan for Student Achievement were implemented and effective. Transition counselors provided transition, academic, and social emotional services to Court School students. The MTSS Program Specialist worked with school sites to continue to strengthen their MTSS teams and implement MTSS practices. These teams reflected on aggregated data, reviewed school-wide trends, problem-solved around tiered supports, monitored student progress, and addressed student needs. The Outreach and Engagement Facilitator was hired in February 2023. The Facilitator began building the capacity of staff and collaborated with educational partners in an effort to support the California Community Schools Partnership Program.

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 action items in Goal 1 were implemented as planned. Due to higher than anticipated salary and benefit costs, Title I expenditures in Goal 1 were approximately \$15,000 higher than expected. CSI costs were less than expected due to a mid-year hire.

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 metrics and action items associated with Goal 1 support students' social emotional well-being by measuring data related to attendance, school safety, and a positive school climate and culture. The Alternative Education program intends to continue with the same goal, metrics, and action items for the 2023-24 school year.

Goal 2: All students will demonstrate growth in literacy and numeracy leading to college and career paths.

Metric	Expected Outcome	Actual Outcome	Growth Target Met
Percentage of Court School students who Meet or Exceed Standard in ELA/Literacy, as measured by CAASPP	2.25%	1.75%	No
Percentage of Court School students who Meet or Exceed Standards in Mathematics, as measured by CAASPP	0.5%	0%	No
Court School student growth on STAR Renaissance Pre-Post Test, as measured by STAR Renaissance every 60 days	Reading: 4 months growth Math: 4 months growth	Fall 2022 Data Reading: 10 months growth Math: 9 months growth	Yes

Percentage of Court School students who increase their Overall performance on the ELPAC by one or more levels from 2022 to 2023, as measured by the ELPAC	33%	ELPAC assessment scores will not be available until summer of 2023.	N/A
Percentage of Court School students who agree with the statement, "Instruction at my school is challenging and interesting," as measured by the LCAP survey	Agree: 62.2%	Agree: 59.6% Disagree: 23.6% Undecided: 16.8%	No
Percentage of Court School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 66.0%	Agree: 71.9% Disagree: 16.9% Undecided: 11.2%	Yes
Percentage of Court School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 51.0%	Agree: 57.3% Disagree: 28.1% Undecided: 14.6%	Yes
Percentage of Court School students who agree with the statement, "My school is preparing students for future college and/or career paths," as measured by the LCAP survey	Agree: 63.9%	Agree: 71.3% Disagree: 13.8% Undecided: 14.9%	Yes

Goal 2 Actions

The Teacher – EL Specialist will provide direct support to instructional staff, assist in the identification and implementation of appropriate English learner language development curriculum, provide direct instruction to small groups of targeted students as needed, model quality lessons utilizing research-based practices to help students develop mastery of the English language, collaborate with instructional staff and site level administrators to coordinate the assessment and monitoring of student progress. (30% Title I, Part D)

- This action was fully implemented.

The Teacher – Technology Specialist will provide direct support to instructional staff, assist in the identification and implementation of appropriate technology resources to meet the instructional needs of the program, provide individual or small group support to instructional staff to increase their expertise in using technology as an instructional tool, model Common Core-aligned lessons in which technology is effectively infused into daily instruction, and collaborate with instructional staff and site level administrators to evaluate and monitor the implementation and effectiveness of technology. (30% Title I, Part D)

- This action was fully implemented.

The Auto Mechanics teacher will offer classes at Erwin Owen High School, which aim to provide students with leadership skills and industry recognized auto mechanics certifications. (Title I, Part D)

- This action was fully implemented.

Teachers will provide intervention and enrichment as well as transition services related to college and career readiness. Courses are assigned based on the individual needs of students as indicated by a review of transcripts. Teachers will also use a variety of resources to expose students

to various career options, instruct students on how to develop the necessary skills to gain and maintain employment, develop lessons utilizing research-based practices to introduce and inspire career choice among students, and utilize a variety of assessment tools to monitor and develop student achievement. (Title I, Part D)

- This action was fully implemented.

The Intervention Teacher will provide transition services, including gathering student records and completing diagnostic assessments to inform course assignments. (Title I, Part D)

- This action was fully implemented.

A teacher and paraprofessional will provide educational services for students who are housed at the Miriam Jamison Children's Center, a 24-hour emergency shelter for neglected, abused, and abandoned children. (Title I, Part A)

- This action was fully implemented.

The Assessment Paraprofessional will administer pre/post tests for incoming and existing students and conduct data analysis. (Title I, Part D)

- This action was fully implemented.

The CTE Program Specialist will develop curriculum materials, design innovative programs, and provide guidance for implementation of CTE programs. (CSI Funds)

- This action was fully implemented.

A Teacher on Special Assignment will support online curriculum implementation by creating courses, providing supplemental activities, and providing coaching to instructional staff. (CSI Funds)

- This action was fully implemented.

Analysis

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

The action items in Goal 2 of the Court School Plan for Student Achievement were implemented and effective. Teacher Specialists in the areas of English learner development and technology provided direct support to instructional staff, assisted in the identification and implementation of curriculum and technology resources, and collaborated with instructional staff and administrators to coordinate the assessment and monitoring of student progress. Additional teachers supported students in the areas of CTE, intervention and enrichment instruction, career and employment skills, and completing assessments to inform instruction. Instructional staff was maintained at the Jamison Center to provide educational services to students who are temporarily residing in the facility. The assessment paraprofessional administered pre/post testing on students and conducted data analysis. The CTE Program Specialist supported the implementation of CTE pathways and wrote grants to secure funding for future CTE programs. The Teacher on Special Assignment provided supplemental instructional materials to support the program's Common Core-aligned curriculum.

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 action items in Goal 2 were implemented as planned. Due to higher than anticipated salary and benefit costs, Title I expenditures in Goal 2 were approximately \$54,000 higher than expected. CSI costs were approximately \$25,000 less than anticipated.

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 metrics and action items associated with Goal 2 support students' academic needs by measuring data related to assessment results, reviewing survey perception data, and providing direct support to students and instructional staff. The Alternative Education program intends to continue with the same goal, metrics, and action items for the 2023-24 school year.

**Alternative Education
2022-23 Community School Plan for Student Achievement (SPSA)
Annual Evaluation**

Goal 1: All students will demonstrate growth in their social and emotional development.

Metric	Expected Outcome	Actual Outcome	Growth Target Met
School attendance data, as measured by Aeries	81.0%	80.9% (as of 5/1/23)	No
Percentage of Community School students who agree with the statement, "My school provides students with a safe place to learn," as measured by the LCAP survey	Agree: 84.1%	Agree: 83.3% Disagree: 5.1% Undecided: 11.5%	No
Percentage of Community School students who agree with the statement, "The staff at this school cares about me," as measured by the LCAP survey	Agree: 73.1%	Agree: 76.5% Disagree: 6.1% Undecided: 17.4%	Yes
Percentage of Community School students who agree with the statement, "There is at least one adult at my school with whom I have a positive connection/ relationship," as measured by the LCAP survey	Agree: 71.1%	Agree: 72.2% Disagree: 11.3% Undecided: 16.5%	Yes
Percentage of Community School students who agree with the statement, "Students look forward to attending school each day," as measured by the LCAP survey	Agree: 50.0%	Agree: 51.9% Disagree: 21.8% Undecided: 26.3%	Yes
Percentage of Community School students who agree with the statement, "The social emotional skills that I'm learning at school have been helpful," as measured by the LCAP survey	Agree: 75.3%	Agree: 83.1% Disagree: 6.1% Undecided: 10.8%	Yes

Goal 1 Actions

Transition counselors will provide academic, personal, and career counseling services to students to help them successfully transition within and outside of the Alternative Education program. (Title I, Part A)

- This action was fully implemented.

The MTSS Program Specialist will provide training and technical assistance to Court School staff and students in order to develop and maintain MTSS systems throughout the program. (Title I, Part A)

- This action was fully implemented.

The Community School Grant Outreach and Engagement Facilitator will provide support to the California Community Schools Partnership Program by building the capacity of staff and partnering with stakeholders to increase outreach and engagement in support of students. (CSI Funds)

- Once the Facilitator was hired in February of 2023, this action was fully implemented.

Analysis

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

The action items in Goal 1 of the Community School Plan for Student Achievement were implemented and effective. Transition Counselors provided transition, academic, and social emotional services to Community School students. The MTSS Program Specialist worked with school sites to continue to strengthen their MTSS teams and implement MTSS practices. These teams reflected on aggregated data, reviewed school-wide trends, problem-solved around tiered supports, monitored student progress, and addressed student needs. The Outreach and Engagement Facilitator was hired in February 2023. The Facilitator began building the capacity of staff and collaborated with educational partners in an effort to support the California Community Schools Partnership Program. A school social worker supported the social emotional needs of students at North Kern Community School.

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 action items in Goal 1 were implemented as planned. Due to higher than anticipated salary and benefit costs, Title I expenditures in Goal 1 were approximately \$26,000 higher than expected. CSI costs were less than expected due to a mid-year hire.

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 metrics and action items associated with Goal 1 support students' social emotional well-being by measuring data related to attendance, school safety, and a positive school culture and climate. The Alternative Education program intends to continue with the same goal, metrics, and action items for the 2023-24 school year.

Goal 2: All students will demonstrate growth in literacy and numeracy leading to college and career paths.

Metric	Expected Outcome	Actual Outcome	Growth Target Met
Percentage of Community School students who Meet or Exceed Standard in ELA/Literacy, as measured by CAASPP	8.52%	8.02%	No
Percentage of Community School students who Meet or Exceed Standards in Mathematics, as measured by CAASPP	2.40%	1.90%	No

Community School student growth on STAR Renaissance Pre-Post Test, as measured by STAR Renaissance every 60 days	Reading: 4 months growth Math: 4 months growth	Fall 2022 Data Reading: 5 months growth Math: 6 months growth	Yes
Percentage of Community School students who increase their Overall performance on the ELPAC by one or more levels from 2022 to 2023, as measured by the ELPAC	45.0%	ELPAC assessment scores will not be available until summer of 2023.	N/A
Percentage of Community School students who agree with the statement, "Instruction at my school is challenging and interesting," as measured by the LCAP survey	Agree: 60.1%	Agree: 53.9% Disagree: 16.1% Undecided: 30.0%	No
Percentage of Community School students who agree with the statement, "I learn a lot in my classes," as measured by the LCAP survey	Agree: 71.3%	Agree: 71.1% Disagree: 12.3% Undecided: 16.6%	No
Percentage of Community School students who agree with the statement, "My teachers make me excited about learning," as measured by the LCAP survey	Agree: 50.0%	Agree: 48.3% Disagree: 21.0% Undecided: 30.7%	No
Percentage of Community School students who agree with the statement, "My school is preparing students for future college and/or career paths," as measured by the LCAP survey	Agree: 72.7%	Agree: 65.6% Disagree: 10.8% Undecided: 23.6%	No

Goal 2 Actions

The Teacher – EL Specialist will provide direct support to instructional staff, assist in the identification and implementation of appropriate English learner language development curriculum, provide direct instruction to small groups of targeted students as needed, model quality lessons utilizing research-based practices to help students develop mastery of the English language, collaborate with instructional staff and site level administrators to coordinate the assessment and monitoring of student progress. (70% Title I, Part A)

- This action was fully implemented.

The Teacher – Technology Specialist will provide direct support to instructional staff, assist in the identification and implementation of appropriate technology resources to meet the instructional needs of the program, provide individual or small group support to instructional staff to increase their expertise in using technology as an instructional tool, model Common Core-aligned lessons in which technology is effectively infused into daily instruction, and collaborate with instructional staff and site level administrators to evaluate and monitor the implementation and effectiveness of technology. (70% Title I, Part A)

- This action was fully implemented.

The CTE Program Specialist will develop curriculum materials, design innovative programs, and provide guidance for implementation of CTE programs. (CSI Funds)

- This action was fully implemented.

A Teacher on Special Assignment will support online curriculum implementation by creating courses, providing supplemental activities, and providing coaching to instructional staff. (CSI Funds)

- This action was fully implemented.

Analysis

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

The action items in Goal 2 of the Community School Plan for Student Achievement were implemented and effective. Teacher Specialists in the areas of English learner development and technology provided direct support to instructional staff, assisted in the identification and implementation of curriculum and technology resources, and collaborated with instructional staff and administrators to coordinate the assessment and monitoring of student progress. The CTE Program Specialist supported the implementation of CTE pathways and wrote grants to secure funding for future CTE programs. The Teacher on Special Assignment provided supplemental instructional materials to support the program's Common Core-aligned curriculum.

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 action items in Goal 2 were implemented as planned. Due to higher than anticipated salary and benefit costs, Title I expenditures in Goal 2 were approximately \$23,000 higher than expected. CSI costs were approximately \$25,000 less than anticipated.

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 metrics and action items associated with Goal 2 support students' academic needs by measuring data related to assessment results, reviewing survey perception data, and providing direct support to students and instructional staff. The Alternative Education program intends to continue with the same goal, metrics, and action items for the 2023-24 school year.

Office of Mary C. Barlow
Kern County Superintendent of
Schools *Advocates for Children*

BOARD AGENDA REQUEST FORM

This form must be used for all requests for agenda items to be presented at meetings of the Kern County Board of Education and submitted to Gaye Edwards on the last Friday of the month. The County Board meets the second Tuesday of each month.

NAME OF DIVISION Student Services

CONTACT PERSON Molly Mier

MEETING DATE TO BE PRESENTED June 13, 2023

AGENDA ITEM(S) (explain in detail):

Local Indicators for the California School Dashboard

The standards for the local performance indicators are based on whether LEAs:

1. Measure their progress on the local performance indicators based on locally available information,
2. Report the results to the LEA's local governing board at a regularly scheduled meeting, and
3. Report the results to the public through the California School Dashboard

LEAs determine whether they have Met, Not Met, or Not Met for Two or More Years for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the evaluation rubrics, which allow them to measure and report their progress through the California School Dashboard. Information will be uploaded to the California School Dashboard for transparency purposes.

Approved by:



Division Administrator

Rev. 02/2017

**Report to the Kern County Office of Education Board of Trustees
Progress Report on Local Indicators
June 13, 2023**

The Local Control Funding Formula (LCFF) identifies ten state priorities for county offices of education. Five priorities are monitored by the state and seven priorities are monitored through “local indicators,” with two of the priorities overlapping. Local Education Agencies (LEAs) are required to report local indicator progress to their governing boards and upload results to the California School Dashboard.

The local indicators include:

- **Priority 1:** Basic Services
- **Priority 2:** Implementation of State Standards
- **Priority 3:** Parent Involvement and Family Engagement
- **Priority 6:** School Climate (also monitored by the state)
- **Priority 7:** Course Access (also monitored by the state)
- **Priority 9:** Coordination of Services for Expelled Youth
- **Priority 10:** Coordination of Services for Foster Youth

For each of the local indicators, LEAs must utilize self-reflection tools to describe progress and assess whether the standard has been Met, Not Met, or Not Met for Two or More Years. Selecting “Met” indicates the task has been completed and the results have been reported to the governing board at a regularly scheduled meeting and to educational partners through the California School Dashboard.

Priority 1: Basic Services – MET

- Number/percentage of misassignments of teachers of English Learners, total teacher misassignments, and vacant teacher positions: 0
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the “good repair” standards (including deficiencies and extreme deficiencies): 0

Priority 2: Implementation of State Academic Standards – MET

The Alternative Education administrative team used the Priority 2 Self-Reflection Tool to rate progress in each of the following areas:

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA – CCSS for ELA				X	
ELD (Aligned to ELA)				X	

Math – CCSS for Math					X
Next Generation Science Standards				X	
History Social Science				X	

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA – CCSS for ELA					X
ELD (Aligned to ELA)				X	
Math – CCSS for Math					X
Next Generation Science Standards					X
History Social Science					X

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA – CCSS for ELA			X		
ELD (Aligned to ELA)			X		
Math – CCSS for Math			X		
Next Generation Science Standards			X		
History Social Science			X		

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards			X		
Phys. Ed. Model Content Standards			X		
Visual and Performing Arts		X			
World Language		X			

Success at engaging in the following activities with teachers and school administrators during the prior school year, including the summer preceding the prior school year.

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content Area	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered				X	

Priority 3: Parent Involvement and Family Engagement – MET

The Court and Community School Site Councils, which consist of staff, students, and parent/community members, completed the self-reflection tool related to Priority 3. The data reviewed to determine ratings included parent/guardian responses on the 2023 LCAP Survey, parent/guardian attendance at Back to School Night and Town Hall events, and parent/guardian participation in Parent Project and other offered trainings.

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
Rate the program’s success in developing the capacity of staff (administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				X	
Rate the program’s progress in creating welcoming environments for all families in the community.					X
Rate the program’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.				X	
Rate the program’s progress in developing multiple opportunities for the program to engage in two-way communication between families and educators using language that is understandable and accessible to families.					X

Based on the analysis of educational partner input and local data, briefly describe the program’s current strengths and progress in Building Relationships Between School Staff and Families.

The Alternative Education program believes that building relationships with students and their families is the foundation for students’ educational success. Program staff regularly connect with parents/guardians through phone calls and strive to make families feel welcome during each visit to campus. Due to short enrollment periods in Community School, creating long-term and lasting relationships with families can be challenging. Court School restrictions typically limit access to parents/guardians outside of events such as Back to School Night and various meetings.

Based on the analysis of educational partner input and local data, briefly describe the program’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

The Alternative Education program is committed to continuing to foster positive relationships with parents/guardians through regular communication and invitations to school events. A continued focus in this area is securing parents/guardians to participate in various advisory committee meetings, including Court and Community School Site Councils and Court and Community English Learner Advisory Committees. As part of the Community Schools Grant, the Outreach and Engagement Facilitator will help lead the work needed to establish positive relationships between the school and parents/guardians.

Based on the analysis of educational partner input and local data, briefly describe how the program will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

As mentioned in a previous prompt, due to the short enrollment periods of students and the lack of ability to engage with most Court School parents/guardians, securing parent/guardian involvement in the Alternative Education program is a challenge. With services provided through the Community School Grant, a program goal is to increase and improve the engagement of all families, including those that are underrepresented.

Building Partnerships for Student Outcomes	1	2	3	4	5
Rate the program’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.				X	
Rate the program’s progress in providing families with information and resources to support student learning and development in the home.			X		
Rate the program’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				X	
Rate the program’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

Based on the analysis of educational partner input and local data, briefly describe the program’s current strengths and progress in Building Partnerships for Student Outcomes.

According to the 2023 LCAP survey, 100% of parents/guardians who participated in the survey agreed with the statement, “My school values parents/guardians as important partners in their student’s education.” Each Community School site has an open-door policy related to meeting with parents/guardians to discuss student progress and determine ways to work together to support student success, both behaviorally and academically. Administrators schedule meetings with the families of students who are struggling in order to determine any barriers to success and what the school can do to support the student and their family.

Based on the analysis of educational partner input and local data, briefly describe the program’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

Through the Community School Grant, the Alternative Education program plans to support staff in their efforts to partner with parents/guardians to improve the social emotional and academic well-being of

their children. Through surveys, focus groups, and parent workshops, the program will determine what parents/ guardians indicate is needed for them to appropriately support their children academically.

Based on the analysis of educational partner input and local data, briefly describe how the program will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The Alternative Education program will continue to build on the work that is already in place to ensure that the program is building partnerships to benefit student outcomes, including with those families that are considered underrepresented. These measures include invitations to all school events and communication through Parent Portal and School Messenger. In addition, the positive impacts of participating in the Community School Grant will further support these efforts.

Seeking Input for Decision Making	1	2	3	4	5
Rate the program's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups with decision making.			X		
Rate the program's progress in building capacity of and supporting family members to effectively engage in advisory groups and decision making.				X	
Rate the program's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
Rate the program's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels.		X			

Based on the analysis of educational partner input and local data, briefly describe the program's current strengths and progress in Seeking Input for Decision Making.

The Alternative Education program encourages parents/guardians to participate in committees in order to help the program make decisions that impact students. The program actively recruits parents/guardians to participate in the Court and Community School Site Councils and the Court and Community English Learner Advisory Committees. Parents/guardians are invited to attend annual Town Hall meetings where the Local Control and Accountability Plan (LCAP) survey is made available for parents/guardians to provide input. Parents/guardians of students who receive Special Education services are invited to attend and actively participate in all IEP meetings. Results from the 2023 LCAP survey indicate that 100% of parents/guardians surveyed agreed with the statement, "My school actively seeks parent/guardian input into decisions related to their student's education through surveys, IEP meetings, parent conferences, etc." The high turnover rate in both Court and Community Schools makes it challenging to have continuous parent/guardian involvement.

Based on the analysis of educational partner input and local data, briefly describe the program's focus area (s) for improvement in Seeking Input for Decision Making.

Through parent/guardian conferences, IEP meetings, School Site Council meetings, and school-based events, the Alternative Education program intends to continue to encourage parents/guardians to become involved in the decision-making process for their child's school. The outreach that will take place through the Community School Grant will also support these efforts.

Based on the analysis of educational partner input and local data, briefly describe how the program will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision Making.

All actions the Alternative Education program takes to improve parent/guardian engagement will include the engagement of underrepresented families. Due to the program's highly transient population and the limited access the program has to Court School parents/guardians, ensuring parents/guardians understand the critical importance of their involvement in decision making can be challenging. However, the program will continue to make every effort to involve parents/guardians in the schools' decision-making processes.

Priority 6: School Climate – MET

LEAs will provide a narrative summary of the local administration as analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade span (e.g., K-5, 6-8, 9-12). This summary may also include an analysis of a subset of specific items on a local survey that are particularly relevant to school safety and connectedness.

The Alternative Education program annually administers the LCAP survey in order to capture students' sense of school safety and connectedness.

Results from the 2023 LCAP survey:

- 80.26% of students believe their school provides students with a safe place to learn, with an additional 12.17% being undecided. The percentage of students who agreed with this statement on the 2022 LCAP survey was 74.03%.
- 72.06% of students indicated the staff at their school site cares about them, with 13.73% being undecided. The percentage of students who agreed with this statement on the 2022 LCAP survey was 67.02%.
- 73.04% of students reported there is at least one adult at their school with whom they have a positive connection/relationship, with 14.71% being undecided. The percentage of students who agreed with this statement on the 2022 LCAP survey was 68.25%.
- 54.93% of students indicated they look forward to attending school each day, with 24.34% being undecided. The percentage of students who agreed with this statement on the 2022 LCAP survey was 44.29%.

When compared to the 2022 LCAP survey, the 2023 LCAP survey results show a positive correlation for all questions related to school culture and climate. Over the last several years, the Alternative Education program has made great progress in its MTSS implementation. Staff have been trained in Trauma Informed Skills for Educators (TISE) and MTSS site leadership teams receive ongoing coaching in this area. Both Court and Community Schools received CA MTSS grants to support this ongoing work. Under the direction of the MTSS Program Specialist, the Alternative Education program will continue to make MTSS a focus in order to support the social emotional needs of students and create a positive school culture and climate.

Priority 7: Course Access – MET

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the four following prompts:

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The Alternative Education program utilizes Aeries as its student management system. Aeries allows for the program to track which courses students are enrolled in, what classes they have received academic credit for, and what specific services students qualify for, such as English learner supports or Special Education services. Students are assigned courses and curriculum based on grade level and credit needs in addition to any specific services for which they may qualify.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Any student who is enrolled in the Alternative Education program participates in a broad course of study. In addition, students at any school site earn academic credit in a variety of courses utilizing *Edmentum*, the program's online curriculum, which offers CTE and a-g approved courses. The program currently offers the following CTE pathways:

- Building and Construction Trades
- Culinary and Hospitality
- Medical
- Vocational Automotive

In addition, students can participate in Trades Workshops and the JobsPlus! work-based learning program.

Students who are English learners receive integrated and designated ELD instruction during the course of the school day. Redesignated students are monitored biannually to ensure correct classification, placement, and additional support, if needed. Students who receive Special Education services receive support from a Special Education teacher and paraprofessional to help meet the goals identified in their IEPs.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Through Common Core State Standards-aligned curriculum, which includes a-g approved courses and various CTE courses, students have access to several options to help meet their individual educational needs. The program ensures that while enrolled in the Alternative Education program, students are utilizing curriculum that aligns to their grade level and credit needs. A challenge the program faces in this area is the short enrollment periods in both Court and Community Schools, which can hinder students from being able to take advantage of the full scope of educational options the program has to offer.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure a broad course of study for all students?

Through *Edmentum*, all students have access to standards-aligned curriculum that is updated annually. The Alternative Education program utilizes *RULER* curriculum to support the social emotional needs of students. Additional CTE pathway programs have been proposed for implementation in the coming years, pending approval of grant funding.

Priority 9: Coordination of Services for Expelled Students – MET

Assess the degree of implementation of the progress in coordinating instruction for expelled youth in your county.

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Assessing status of triennial plan for providing educational services to all expelled students in the county, including: a) Review of required data.					X
b) Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					X
c) Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					X
Coordinating on development and implementation of triennial plan with all local educational agencies within the county.					X
Establishing ongoing collaboration and policy development for transparent referral process for local educational agencies within the county to the county office of education or other program options, including dissemination to all local educational agencies within the county a menu of available continuum of services for expelled students.					X
Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.		X			

Priority 10: Coordination of Services for Foster Youth – MET

Assess the degree of implementation of the progress in coordinating instruction for foster youth in your county.

1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, local educational agencies, the courts, and other organizations to support determining the proper educational placement of foster youth (e.g. school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					X
Building capacity with local education agency, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth.)					X
Providing information and assistance to local educational agencies regarding the educational needs of foster youth in order to improve educational outcomes.					X
Providing direct educational services for foster youth in local educational agency or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources including, but not limited to, Local Control Funding Formula and federal, state, or local funding.					X
Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					X
Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					X
Developing strategies to prioritize the needs of foster youth in the community using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					X
Engaging in the process of reviewing plan deliverables and of collecting and analyzing local educational agency and county office of education level outcome data for purposes of evaluation effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					X

KERN COUNTY BOARD OF EDUCATION

2023-2024 MEETING DATES

6:30 P.M.

July 11, 2023

August 8, 2023

September 12, 2023

October 10, 2023

November 14, 2023

December 12, 2023

January 9, 2024

February 13, 2024

March 12, 2024

April 9, 2024

May 14, 2024

June 11, 2024