

Santa Barbara County Education Office

# BOARD BOOK and AGENDA



February 2022



## **SANTA BARBARA COUNTY BOARD OF EDUCATION**

4400 Cathedral Oaks Road  
P.O. Box 6307  
Santa Barbara, CA 93160-6307

### **REGULAR MEETING**

February 3, 2022 – 2:00 p.m.

### **AGENDA**

***The Santa Barbara County Board of Education is holding this meeting on Thursday, February 3, 2022, as a virtual meeting due to the COVID-19 pandemic. Assembly Bill 361 allows local agencies flexibility in conducting public meetings virtually during a declared state of emergency.***

#### **How to Connect to the Virtual Meeting**

Individuals may connect to the County Board of Education meeting online via Zoom or by phone.

##### Zoom online video link connection information:

Website: <https://zoom.us/join>

Meeting ID: 884 8118 7617

Passcode: f0NSda

##### Zoom telephone call-in connection information:

Telephone number: (669) 900-6833 (PST), (346) 248-7799 (CST), (929) 205-6099 (EST)

Meeting ID: 884 8118 7617

Passcode: 166237

#### **Public Comment Procedure**

Persons wishing to address the board may speak live during the virtual board meeting during the time for public comment specified on the agenda. They are requested to register prior to providing comment by completing the "Request to Address Board" form available online [here](#). During the time for public comment specified on the agenda, the board will acknowledge requests to speak on agenda items as well as topics not on the agenda, but within the subject matter jurisdiction of the board. The board will call out the speaker's name at which time the speaker may unmute and make their comments. Alternatively, without pre-registering, persons wishing to address the board may click the "raise hand" feature on Zoom during the time for public comment specified on the agenda to indicate they would like to make a public comment. The board will acknowledge the person and they may unmute and make their comments. The amount of time an individual speaker may speak is typically 5 minutes but may be adjusted upon consent of the board depending on the total number of persons wishing to be heard. If the speaker needs more time, they may submit written comments.

## **Interpretation**

Simultaneous interpretation of the board meeting will be provided in Spanish and English. If you are bilingual, you do not have to do anything. If you are not bilingual in Spanish and English, you will have to select your language in order to hear the interpretation. To do so, click on the globe icon that says "Interpretation" at the bottom right of the Zoom window and select your language, either Spanish or English. If you use a tablet, find the 3-dot menu on the Zoom window and select "Language interpretation," then select Spanish or English.

## **Assistance with Meeting**

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in the meeting, please contact the superintendent's office at (805) 964-4711 or email [afreedland@sbceo.org](mailto:afreedland@sbceo.org) by 10:00 a.m. the day before the meeting. Notification at least 72 hours prior to the meeting will assist the superintendent in making suitable arrangements.

## **GENERAL FUNCTIONS**

### **1. Call to Order and Pledge of Allegiance**

### **2. Roll Call**

### **3. Changes to the Agenda**

The president will announce any additions, deletions, or changes in the order of business on the agenda at this time.

### **4. President and Board Comments**

### **5. Public Comments**

The amount of time an individual speaker may speak is typically 5 minutes, however, with board consent, and depending on the number of persons wishing to be heard, the president may increase or decrease the time allowed for individual speakers. If the speaker needs more time, they may submit written comments.

## **SUPERINTENDENT'S REPORT**

### **6. The superintendent will give a brief report.**

The superintendent will give a brief report, including information on the following items:

- COVID-19 and Santa Barbara County health and safety
- Juvenile Court and Community Schools update
- Governor's 2022 Budget Proposal reactions
- Governor's Executive Order: Temporary staffing relief
- Operation Recognition update
- Other information items

## **CONSENT AGENDA**

At this time, the board will consider all of the items below together and can act upon them with a single vote. These items are considered to be routine and do not require separate discussion. Individual consent items may be removed and considered separately at the request of a board member or staff. The superintendent recommends approval of all consent items.

- 7. Minutes of Meeting Held January 6, 2022**  
(Attachment)
- 8. Registration of Credentials and Other Certification Documents: Issuance of Temporary County Certificates**  
(Attachment)

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from December 7, 2021 to January 6, 2022, and the issuance of temporary county certificates for that same time period.

- 9. Acceptance of Donations**  
(Attachment)

Acceptance of donations on the attached donations list for the following departments:

- Special Education
- Teacher Programs and Support

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

## **ACTION ITEMS**

- 10. Recommended Adoption of Resolution Recognizing a State of Emergency and Reauthorizing Teleconferenced Meetings**  
(Attachment)

In accordance with AB 361, the superintendent recommends the adoption of Resolution No. 2213 recognizing a state of emergency and reauthorizing teleconferenced meetings for a period of thirty (30) days.

**[Roll Call Vote:]**

MOVED:

SECONDED:

VOTE:

**11. Recommended Approval of Santa Barbara County Education Office Comprehensive School Safety Plan**  
(Attachment)

The superintendent recommends approval of the Santa Barbara County Education Office Comprehensive School Safety Plan for Juvenile Court and Community Schools, and Special Education.

MOVED:

SECONDED:

VOTE:

**INFORMATION ITEMS**

**12. 2021-22 Local Control and Accountability Plan (LCAP) Supplement to the Annual Update and Mid-Year Progress Report**  
(Attachment)

The Santa Barbara County Education Office 2021-22 Local Control and Accountability Plan (LCAP) Supplement to the Annual Update and Mid-Year Progress Report is presented to the board for review/information.

**13. Personnel Report**  
(Attachment)

The certificated and classified personnel reports are presented as an information item.

**DISCUSSION ITEMS**

**14. Review of the Draft Map Scenarios for the Redistricting of the Santa Barbara County Board of Education**

Executive Director of Cooperative Strategies, Justin Rich, will present a third draft map scenario for the redistricting of the Santa Barbara County Board of Education from the County Committee on School District Organization's January 31<sup>st</sup> meeting. The board will review and discuss the third draft map scenario and may take action to express preferences on it, and previous draft map scenarios, to the County Committee on School District Organization. A Google Maps tool may be used to review the draft map scenario and can be found online at <http://s.sbceo.org/Redistricting1>.

## **RECOGNITION**

- 15. Employee Service Awards**  
**[Time Approximate: 3:30 p.m.]**  
(Attachment)

Recognition and appreciation of employees who are completing their 5, 10, 15, 20, 25, and 30 years of service at the Santa Barbara County Education Office.

Special performance by Kaitlyn Greenwood, Cabrillo High School student violinist.

## **FUTURE AGENDA ITEMS**

- 16. Future agenda items**

- Board discussion on recording board meetings and posting the recordings on the board website

## **ADJOURNMENT**

- 17. Adjournment to the next regular meeting to be held March 3, 2022.**

MOVED:

SECONDED:

VOTE:

# Consent Agenda



## **SANTA BARBARA COUNTY BOARD OF EDUCATION**

4400 Cathedral Oaks Road  
P.O. Box 6307  
Santa Barbara, CA 93160-6307

### **REGULAR MEETING**

January 6, 2022 – 2:00 p.m.

### **MINUTES**

***The Santa Barbara County Board of Education held this meeting on Thursday, January 6, 2022, as a virtual meeting due to the COVID-19 pandemic. Assembly Bill 361 allows local agencies flexibility in conducting public meetings virtually during a declared state of emergency.***

### **UNAPPROVED**

### **GENERAL FUNCTIONS**

#### **1. Call to Order and Pledge of Allegiance**

The regular meeting of the County Board of Education was called to order at 2:01 p.m. by Board President Judy Frost, followed by the Pledge of Allegiance.

#### **2. Roll Call**

##### Board Members Present

Marybeth Carty  
Maggi Daane  
Michelle de Werd  
Judith Frost  
Joe Howell  
Peter MacDougall  
Bruce Porter

##### Staff Members Present

Susan Salcido, superintendent  
Craig Price, legal counsel  
Anna Freedland, executive assistant

Mari Baptista  
Ellen Barger  
Camie Barnwell  
Bridget Baublits

Debbie Breck  
Denice Cora  
Tracie Cordero  
Kirsten Escobedo

Tom Heiduk  
Debra Hood  
Rob Locke  
Amy Ramos

Bill Ridgeway  
Rachel Walsh



### Others Present

Linda Cordero, County Committee member  
Michael Fine, executive officer, Fiscal Crisis and Management Team (FCMAT)  
Margaret Ontiveros, County Committee member  
Mike Ostini, Personnel Commissioner  
Justin Rich, executive director, Cooperative Strategies  
Simoné Rivadeneira, interpreter  
Robin Sawaske, County Committee chairperson  
Steve Straight, County Committee member

### **3. Changes to the Agenda**

None.

### **4. President and Board Comments**

The president and board members commented on various matters, including:

- Attendance at a recent Santa Barbara County School Boards Association Executive Committee meeting
- The upcoming California School Boards Association County Board Governance Workshop
- Recently passed legislation, AB 824, regarding a student board representative

### **5. Public Comments**

None.

## **SUPERINTENDENT'S REPORT**

### **6. The superintendent reported on the following topics:**

- Introduced new director of communications, Camie Barnwell
- Schools opening after the winter holiday: dates & status
- New CDPH guidance and what applies to schools
- COVID-19 cases increasing significantly
- At-home test kits for COVID expected to be delivered to SBCEO any day for all TK-12 public schools
- Boosters for youth ages 12-15
- Extension of AB 361 for virtual meetings: Governor's January 5 Executive Order
- Reminder about Conflict of Interest/Form 700 coming soon from the County of Santa Barbara
- Update on SBCEO employee service awards at the February 3 virtual board meeting
- Reminder about Operation Recognition application deadline of January 14

## **PRESENTATIONS**

### **7. Presentation on Declining Enrollment**

Chief Executive Officer of the Fiscal Crisis and Management Assistance Team (FCMAT), Michael Fine, provided a presentation to the board on declining enrollment.

Board adjourned for a brief recess at 3:20 p.m. Board reconvened at 3:25 p.m.

### **8. Presentation on Staffing Shortages in Education in Santa Barbara County**

Assistant Superintendent of Human Resources Mari Baptista and Director of Human Resources Amy Ramos provided a presentation to the board on staffing shortages in education in Santa Barbara County.

## **CONSENT AGENDA**

The board approved all consent items:

### **9. Minutes of Meeting Held December 10, 2021**

### **10. Registration of Credentials and Other Certification Documents: Issuance of Temporary County Certificates**

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from November 7, 2021 to December 6, 2021, and the issuance of temporary county certificates for that same time period.

### **11. Acceptance of Donations**

Acceptance of donations list for the following department:

- Special Education

### **12. Declaration of Surplus**

Declaration of surplus for the following departments:

- Curriculum and Instruction
- Educational Technology Services

Motion to approve all consent items:

MOVED: **Mrs. Carty**

SECONDED: **Mr. Howell**

VOTE: **Passed 7-0**

## **INFORMATION ITEMS**

### **13. Personnel Report**

The classified personnel report was presented as an information item.

### **14. Williams/Valenzuela Uniform Complaints Quarterly Report**

The Williams/Valenzuela Uniform Complaints Quarterly Report indicating no complaints filed for the period of September 16, 2021 through December 15, 2021, for Juvenile Court and Community Schools, Career Technical Education, and Special Education, was presented to the board as an information item and was reviewed by the board.

## **ACTION ITEMS**

### **15. Recommended Adoption of Resolution Recognizing a State of Emergency and Reauthorizing Teleconferenced Meetings**

In accordance with AB 361, the board adopted Resolution No. 2212 recognizing a state of emergency and reauthorizing teleconferenced meetings for a period of thirty (30) days.

**Ayes: 7**                      **Noes: 0**                      **Absent: 0**                      **Abstain: 0**  
**MOVED: Mr. Howell**                      **SECONDED: Mrs. Daane**                      **VOTE: Passed 7-0-0-0**

### **16. Review of the Draft Maps/Scenarios for the Redistricting of the Santa Barbara County Board of Education**

Executive Director of Cooperative Strategies, Justin Rich, presented the draft maps/scenarios for the redistricting of the Santa Barbara County Board of Education, which were presented to the County Committee on School District Organization at its December 13<sup>th</sup> meeting. The board reviewed and discussed the draft maps/scenarios and agreed to have the superintendent relay a summary of their feedback to the County Committee for its meeting on January 10, 2022.

## **FUTURE AGENDA ITEMS**

### **17. Future agenda items**

The following was mentioned as a potential future agenda item:

- Board discussion on recording board meetings and posting the recordings on the board website

## **ADJOURNMENT**

### **18. Adjournment to the next regular meeting to be held February 3, 2022.**

The meeting was adjourned at 4:58 p.m. to the next regular meeting to be held February 3, 2022, via Zoom.

**MOVED: Mrs. Daane**

**SECONDED: Mrs. Carty**

**VOTE: Passed 7-0**

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Judith Frost, President  
County Board of Education

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Dr. Susan Salcido, Secretary  
County Board of Education

**Registration of Credentials or Other Certification Documents  
Issuance of Temporary County Certificates  
December 7, 2021 - January 6, 2022**

<u><b>Name</b></u>	<u><b>Type of Credential / Permit</b></u>
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**Expiration Date: 2022**

Armando	Arevalo	30-Day Substitute Teaching Permit
Nicole	Barbosa	30-Day Substitute Teaching Permit
Ashley	Bluem	30-Day Substitute Teaching Permit
Iliana	Borbolla	30-Day Substitute Teaching Permit
Jason	Carlson	Crosscultural, Language, & Academic Devel Permit
Elisa	Chambers	30-Day Substitute Teaching Permit
Patrick	Clowers	30-Day Substitute Teaching Permit
Christina	Corona	Teaching Permit for Statutory Leave
Alexa	Da Rosa	Substitute Teaching Permit for Prospective Teachers
Andres	Filomia	30-Day Substitute Teaching Permit
Caleb	Gonzalez	Gen Ed Limited Assignment Teaching Permit
Jennifer	Graham	Short-Term Staff Permit
Audra	Henson	Teaching Permit for Statutory Leave
Karla	Juanillo	30-Day Substitute Teaching Permit
Dylan	Locker	30-Day Substitute Teaching Permit
Genesis	Lopez	30-Day Substitute Teaching Permit
Alisa	McMullen	30-Day Substitute Teaching Permit
Charlotte	Miserlis	30-Day Substitute Teaching Permit
Kirsten	Neumann	Single Subject Teaching Credential
Obed	Otero	Short-Term Staff Permit
Jessica	Peet	30-Day Substitute Teaching Permit
Nicholas	Pfau	30-Day Substitute Teaching Permit
Frank	Ramos	Short-Term Staff Permit
Enrique	Rico-Lua	Short-Term Staff Permit
Alisa	Rowan	Crosscultural, Language, & Academic Devel Permit
John	Shaw	Teaching Permit for Statutory Leave
Ashlyn	Soriano	Short-Term Staff Permit
Brittaney	Thompson	Short-Term Staff Permit
Tonya	Troup-Spurlock	Provisional Internship Permit
Alexander	Turcios Jr.	30-Day Substitute Teaching Permit
Lisa	Valencia	Crosscultural, Language, & Academic Devel Permit
Brian	Wallace	Education Specialist Instruction Credential
Andrea	Windsor	30-Day Substitute Teaching Permit
Tessa	Wolf	30-Day Substitute Teaching Permit

Lily	Wright	30-Day Substitute Teaching Permit
Peter	Ybarra	Provisional Internship Permit

**Expiration Date: 2023**

Nicholas	Almaguer	30-Day Substitute Teaching Permit
Amber	Barnard	30-Day Substitute Teaching Permit
Cheryl	Bowers	30-Day Substitute Teaching Permit
Shantel	Camacho-Perez	30-Day Substitute Teaching Permit
Cynthia	Cook	30-Day Substitute Teaching Permit
Christy	Davidow	30-Day Substitute Teaching Permit
Rachel	Day	30-Day Substitute Teaching Permit
Lastevia	Dixon	Administrative Services Credential
Lastevia	Dixon	Education Specialist Instruction Credential
Rachel	Fields	30-Day Substitute Teaching Permit
Linda	Fimlaid	30-Day Substitute Teaching Permit
Daniel	Fraats	30-Day Substitute Teaching Permit
Caitlin	Gable	30-Day Substitute Teaching Permit
Clint	Hajjar	30-Day Substitute Teaching Permit
Annette	Hernandez	30-Day Substitute Teaching Permit
Linda	Honsberger	30-Day Substitute Teaching Permit
Angel	Hoyos	30-Day Substitute Teaching Permit
Jennifer	Kantorowski	30-Day Substitute Teaching Permit
Carol	Kemp	30-Day Substitute Teaching Permit
Jacob	Lebell	30-Day Substitute Teaching Permit
Michael	Lehman	30-Day Substitute Teaching Permit
Cathy	Madrigal	30-Day Substitute Teaching Permit
Mary	Marsell	Single Subject Teaching Credential
Charles	Miller	30-Day Substitute Teaching Permit
Molara	Nichols	30-Day Substitute Teaching Permit
Bianca	Oropeza	30-Day Substitute Teaching Permit
Cassady	Ozimec	30-Day Substitute Teaching Permit
Laura	Perez	Education Specialist Instruction Credential
Michele	Pittenger	30-Day Substitute Teaching Permit
Emily	Powell	30-Day Substitute Teaching Permit
Briana	Rodriguez	30-Day Substitute Teaching Permit
Jennifer	Sell	30-Day Substitute Teaching Permit
Nancy	Servin	30-Day Substitute Teaching Permit
Kirsten	Standiford	30-Day Substitute Teaching Permit
Kirsten	Standiford	Child Development Teacher Permit
Jennifer	Thomas	30-Day Substitute Teaching Permit
Raymond	Ventura	30-Day Substitute Teaching Permit
Edmond	Viau	30-Day Substitute Teaching Permit

Tracey	Walters	30-Day Substitute Teaching Permit
April	White	30-Day Substitute Teaching Permit
Amberly	Young	30-Day Substitute Teaching Permit

**Expiration Date: 2024**

Christine	Fry	Career Technical Education Teaching Credential
Colleen	Kuykendall	Administrative Services Credential
Emma	Kuykendall	Multiple Subject Teaching Credential
Adriana	Martinez	Pupil Personnel Services Credential
Sarah	Metz-Outland	Administrative Services Credential
Elizabeth	Nees	Education Specialist Instruction Credential
Susan	Patterson	Single Subject Teaching Credential

**Expiration Date: 2025**

Hortencia	Corral	Administrative Services Credential
Lastevia	Dixon	Multiple Subject Teaching Credential
Megan	Evans	Administrative Services Credential
Megan	Evans	Multiple Subject Teaching Credential
Julia	Grigorian	Single Subject Teaching Credential
Sydney	Harmon	Education Specialist Instruction Credential
Karen	Hubert	Education Specialist Instruction Credential

**Expiration Date: 2026**

Darlene	Aguiar	Single Subject Teaching Credential
Margaret	Andrews	Single Subject Teaching Credential
Lori	Bryant	Multiple Subject Teaching Credential
Jason	Carlson	Single Subject Teaching Credential
Hannah	Clabough	Single Subject Teaching Credential
Jenise	Coates	Multiple Subject Teaching Credential
Amber	Favela	Child Development Associate Teacher Permit
Dana	Friley	Education Specialist Instruction Credential
Araceli	Garcia-Perez	Child Development Site Supervisor Permit
Richard	Jones	Education Specialist Instruction Credential
Alan	Leyva	Multiple Subject Teaching Credential
Lucia	Lyons	Child Development Teacher Permit
Jack	McNutt	Single Subject Teaching Credential
Paola	Medina	Child Development Teacher Permit
Carolyn	Molina	Administrative Services Credential

Genesis	Peralta	Child Development Site Supervisor Permit
Ana	Perez	Child Development Site Supervisor Permit
Eric	Peterson	Single Subject Teaching Credential
Katy	Romero	Education Specialist Instruction Credential
JaNessa	Willis	Multiple Subject Teaching Credential
Aryn	Wolf	Education Specialist Instruction Credential

**Expiration Date: 2027**

Amy	Alzina	Administrative Services Credential
Amy	Alzina	Multiple Subject Teaching Credential
Maria	Ambrocio	Pupil Personnel Services Credential
Alexandra	Angelopoulos	Multiple Subject Teaching Credential
Stephanie	Bagish	Multiple Subject Teaching Credential
Rita	Beynon	Education Specialist Instruction Credential
Mandy	Birkholz	Single Subject Teaching Credential
Isabel	Camacho	Child Development Teacher Permit
Tamara	Clark	Education Specialist Instruction Credential
Rebecca	Conrow	Clinical or Rehabilitative Services Credential
Catherine	Cooley	Multiple Subject Teaching Credential
Arielle	Curry	Administrative Services Credential
Arielle	Curry	Education Specialist Instruction Credential
Kristina	De Heras	Multiple Subject Teaching Credential
Dora	Escobedo	Child Development Site Supervisor Permit
Courtney	Firth	Multiple Subject Teaching Credential
Martha	Franklin	Multiple Subject Teaching Credential
Martha	Franklin	Specialist Instruction Credential (Reading)
Andrea	Fuentes	Multiple Subject Teaching Credential
Catherine	Gavette	Multiple Subject Teaching Credential
Catherine	Gavette	Education Specialist Instruction Credential
Peggy	Grossman	Pupil Personnel Services Credential
Miguel	Guerra	Single Subject Teaching Credential
Chad	Hartford	Multiple Subject Teaching Credential
Chad	Hartford	Single Subject Teaching Credential
Karen	Hubert	Single Subject Teaching Credential
Jessica	Husselstein	Single Subject Teaching Credential
Terri	Ingram	Career Technical Education Teaching Credential
Mary	Kahn	Multiple Subject Teaching Credential
Mary	Kahn	Specialist Instruction Credential (Reading)
Mary	Kahn	Specialist Instruction Credential in Special Education
Anne	King	Multiple Subject Teaching Credential
Corrine	Klein	Multiple Subject Teaching Credential
Catherine	Kostich-Gill	Single Subject Teaching Credential



Catherine	Kostich-Gill	Multiple Subject Teaching Credential
Maria Laura	Larios	Pupil Personnel Services Credential
Elvira	Marquez	Child Development Teacher Permit
Dennis	McKee	Multiple Subject Teaching Credential
Dennis	McKee	Single Subject Teaching Credential
Dennis	McKee	Specialist Instruction Credential (Agriculture)
Dennis	McKee	Specialist Instruction Credential in Special Education
Jill	Moore	Multiple Subject Teaching Credential
Kara	Nicol	Multiple Subject Teaching Credential
Monica	Nuno	Multiple Subject Teaching Credential
Jose	Pereyra	Pupil Personnel Services Credential
Lois	Peterson	Administrative Services Credential
Lois	Peterson	Single Subject Teaching Credential
Nancy	Posner	Single Subject Teaching Credential
Sherry	Reyes	Clinical or Rehabilitative Services Credential
Christina	Rodriguez	Pupil Personnel Services Credential
Christine	Shaefer	Multiple Subject Teaching Credential
Jeri	Vaccaro	Child Development Site Supervisor Permit

**Certificates of Competence**

Christine	Fry	Crosscultural, Language, & Academic Devel Cert
Kristy	White	Crosscultural, Language, & Academic Devel Cert

NameType of Credential / Permit**Temporary County Certificates**

Vicky	Giese	Teaching Permit for Statutory Leave
Yvette	Hernandez	Teaching Permit for Statutory Leave
Jared	Hoch	Gen Ed Limited Assignment Teaching Permit
Lisa	La Rocque	Short-Term Staff Permit
Alisa	Lopez	Pupil Personnel Services Credential
Sean	Malis	Single Subject Teaching Credential
Laura	Pavlich	Single Subject Teaching Credential
Nicholas	Pfau	Short-Term Staff Permit
Jennifer	Rios	Short-Term Staff Permit
Marisela	Romero	Education Specialist Instruction Credential
Robert	Sanchez	Short-Term Staff Permit
Jeremiah	Sobenes	Administrative Services Credential
Maria	Soria-Banales	Pupil Personnel Services Credential



# Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307  
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

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**Santa Barbara County Board of Education**  
**Recommended Approval for Acceptance of Donations**  
February 3, 2022

**Special Education**

*Deaf and Hard of Hearing Program (DHOH)*

- \$500 from Melfred Borzall, Inc., for the infant DHOH program Christmas party

**Teacher Programs & Support**

*Teachers Network Grants*

- \$100 from Richard and Marsha Johnson

*A Salute to Teachers*

- \$500 from United Way of Santa Barbara County
- \$2,500 from Melfred Borzall, Inc.
- \$2,500 from Santa Barbara Teachers Federal Credit Union
- \$3,500 from Santa Barbara Bowl
- \$3,500 from Santa Barbara City College
- \$3,500 from Santa Barbara City College Foundation
- \$7,000 from Montecito Bank & Trust

# Action Items



# Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307  
Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

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## Resolution No. 2213

### Recognizing a State of Emergency and Reauthorizing Teleconferenced Meetings

**WHEREAS**, in response to the novel coronavirus (“COVID-19”) pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act (“Brown Act”) were followed; and

**WHEREAS**, on September 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

**WHEREAS**, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

**WHEREAS**, on January 6, 2022, the Santa Barbara County Board of Education passed resolution No. 2212 authorizing virtual board meetings for at least 30 days; and

**WHEREAS**, AB 361 requires governing boards to make findings every 30 days that the board has reconsidered the circumstances of the State of Emergency and that either the State of Emergency continues to directly impact the ability of the members to meet safely in person, or state or local officials continue to impose or recommend measures to promote social distancing; and

**WHEREAS**, social distancing measures continue to be recommended by the Santa Barbara County Public Health Department to mitigate the spread of COVID-19; and

**WHEREAS**, the Santa Barbara County Board of Education is committed to open and transparent governance in compliance with the Brown Act; and

**WHEREAS**, the Santa Barbara County Board of Education is conducting virtual meetings by way of telephonic and/or internet-based services as to allow members of the public to fully participate in meetings and offer public comment.

**NOW THEREFORE, BE IT RESOLVED**, by the Santa Barbara County Board of Education:

1. The Santa Barbara County Board of Education has reconsidered the circumstances of the State of Emergency and recognizes that the State of Emergency in the State of California continues to exist due to the COVID-19 pandemic;
2. The Santa Barbara County Board of Education recognizes that social distancing measures remain recommended by state and local officials;
3. The Santa Barbara County Board of Education authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

**PASSED AND ADOPTED** by the Santa Barbara County Board of Education on **February 3, 2022**, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA

COUNTY OF SANTA BARBARA

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

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Clerk/Secretary of the Governing Board

# **Santa Barbara County Education Office**

## **Overview of the**

### **Comprehensive School Safety Plan**

The SBCEO is fully committed to providing a school environment where students and staff learn and work free from crime and violence, intimidation, threats, harassment, and fear; the elimination of these negative factors provides the most favorable conditions in which to learn.

#### **Background and Purpose of Education Code 32280**

It is the intent of the Legislature that all California public schools, with transitional kindergarten to 12 grades, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

In creating the Santa Barbara County Education Office (SBCEO) Comprehensive Safe School Plan, the Juvenile Court and Community Schools and Special Education believe that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm. Furthermore, the SBCEO believes that the leadership in providing safe schools, establishing behavior standards, and improving student attendance must come primarily from each district, local school sites, site level administrators and staff. The leadership for the plan should be continuous to support comprehensive efforts at each school to assist students in becoming self directed and responsible for their own behavior. The SBCEO believes that there is substantial benefit our students can derive from regular attendance in a safe and orderly school environment, and securing this assurance justifies our high priority and commitment of personnel and fiscal resources toward this endeavor.

**Accordingly, with Education Code 32282 the SBCEO Comprehensive School Safety Plan will provide school programs a positive learning environment through the implementation of:**

- Appropriate rules, regulations, and discipline policies that are well publicized, consistently enforced, and nondiscriminatory, and that take into consideration the due process all students are entitled to receive.
- Appropriate professional development that emphasizes the importance of treating students, parents/guardians, and coworkers respectfully.
- Appropriate professional development activities that include safe school strategies, current laws affecting school safety, and crisis response.
- Effective counseling and guidance services that include personal counseling, peer programs and educational counseling.

- The Annual Notification to Students and Parents/Guardians that explain codes of conduct, including information on such topics as student rights and responsibilities, unacceptable behavior, and procedures for due process and appeals.
- Plans for dealing with potential disruptive conflict situations, including procedures for referrals to law enforcement agencies for serious offenses.
- Programs and strategies that develop a student's sense of family and school connectedness, self-esteem, personal and social responsibility, character, and ability to resolve conflict in a positive, constructive way.
- A system of referrals to appropriate agencies for services that students and families need and that schools are unable to provide.

**The SBCEO Comprehensive School Safety Plan incorporates the following Key Elements (EC 35294.2):**

- 1.0 Student Rights and Responsibilities
  - o Student code of conduct and discipline policy (EC 35291 and 35291.5)
  - o Policies pursuant to EC 48615 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
  - o Child abuse reporting consistent with Penal Code 11164
- 2.0 Staff Safety
  - o Procedures for notifying teachers and counselors of dangerous students pursuant to EC 49079
  - o Home visit best practices
- 3.0 Harassment, Discrimination, and Bullying Prevention
  - o Policies pursuant to EC32261(d) and 48900(r) non-discrimination and harassment including sexual harassment, and bullying
  - o Bullying prevention interventions and toolkit
  - o Incident action steps, reporting forms, and interview forms
- 4.0 Internet Safety and Digital Citizenship
  - o Student technology acceptable use agreement
  - o Policy on student use of technology
- 5.0 Crisis Preparedness, Intervention, and Response
  - o Procedures for safe ingress and egress of students, parents/guardians, and employees
  - o Crisis preparedness
    - Evacuation plans and drills (Earthquake, fire, and lockdown)
    - Emergency response supplies
    - Communication protocols for staff, students, and parents/guardians
- 6.0 Suicide Prevention and Response
  - o Suicide prevention and resources
  - o Keep safe - suicide risk assessment
- 7.0 Community Partnerships
  - o Including law enforcement, Juvenile Probation, Behavioral Wellness, Child Welfare Services, and community volunteers
- 8.0 Site Specific Resources and Plans
  - o Incident command flow charts
  - o Site crisis preparedness information and drill schedules
  - o Site safety plans outlining individual classroom or program needs



- o Staff and student emergency cards

**Accordingly, with Assembly Bill (AB) 1432 (Chapter 797/2014) the Santa Barbara County Education Office, Juvenile Court and Community Schools and Special Education will:**

- Annually, train all SBCEO mandated reporters of suspected child abuse on mandated reporting functions and responsibilities within the required timelines for both existing and new employees.

**The entire Comprehensive School Safety Plan can be accessed at:**  
<https://tinyurl.com/yckkmt47>.

# Information Items



**2021–22 Local Control and Accountability Plan  
Supplement to the Annual Update  
and Mid-Year Progress Report**



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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Barbara County Education Office	Bridget Baublits Assistant Superintendent, Educational Services	bbaublits@sbceo.org 805-964-4710 ext. 5265

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

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

The Santa Barbara County Education Office (SBCEO) has and will continue to engage its educational partners on the utilization of funds that support internal student programs appropriated in the Budget Act of 2021. Methods of engagement with our educational partners include gathering input from survey data, informal discussions, meetings, anecdotal observation, and Parent Student Advisory Committee meetings.

SBCEO received new funding from the Budget Act of 2021, including the Educator Effectiveness Block Grant (EEG). In determining how best to use the EEG funds, the administration received input from each of the five division management teams. Management teams gathered input from certificated and classified staff through informal meetings, surveys, and anecdotal observation. Based on the information gathered, the administration developed the EEG plan to support the ongoing professional learning of the organization’s employees. The EEG plan was presented to the County Board in November and December of 2021.

Additionally, SBCEO will receive funds allocated for the A-G Completion Improvement Grant Program. In determining the best utilization of this funding to support student access to A-G courses at the Juvenile Court and Community Schools (JCCS), the JCCS leadership team will meet on 1/27/22 to review student data and discuss strategies to improve student access to A-G courses. One area of need previously identified in the Local Control Accountability Plan (LCAP), was the need to become Western Association of Schools and Colleges (WASC) accredited. JCCS intends to submit an application for WASC accreditation in February 2022. Becoming WASC accredited will directly impact student access to A-G courses. The A-G plan will be developed and submitted to the County Board in March and April of 2022.

SBCEO will receive funds allocated for the California PreKindergarten Planning and Implementation Grant Program to support our special education Transitional Kindergarten/ Kindergarten programs. A Universal PreKindergarten (UPK) team has been established at SBCEO. This team is meeting regularly to determine how this new funding can be used to support students entering transitional kindergarten and kindergarten in our special education program. The UPK team is collecting input from educational partners, including staff and parents on the best utilization of these funds. The program plan will be developed and presented to the County Board in June of 2022.

SBCEO was not eligible to receive the Expanded Learning Opportunities (ELO) Program funds included in the Budget Act of 2021.

If additional funds are received by SBCEO through the Budget Act of 2021, we will follow all legal requirements to involve our educational partners in the planning process.

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

The Santa Barbara County Education Office (SBCEO) did not receive the concentration grant add-on funding. Therefore this prompt is not applicable to our LEA.

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

The Santa Barbara County Education Office (SBCEO) met with and surveyed educational partners to gather information on how to best utilize the one-time federal funds received intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

SBCEO developed several plans regarding the use of these funds, specifically the Learning Continuity and Attendance Plan (LCP) and the Expanded Learning Opportunities Grant (ELO-G) plan. The LCP can be accessed at (<https://www.sbceo.org/cms/lib/CA50000560/Centricity/Domain/95/LCPFinal-Nov2020.pdf>). The “Stakeholder Engagement” section referenced on pages 5-6 provides a detailed description of how our educational partners were involved in the development of the plan. The ELO-G plan can be accessed at ([https://www.sbceo.org/cms/lib/CA50000560/Centricity/Domain/95/2021\\_Expanded\\_Learning\\_Opportunities\\_Grant\\_Plan\\_SBCEO20210420.pdf](https://www.sbceo.org/cms/lib/CA50000560/Centricity/Domain/95/2021_Expanded_Learning_Opportunities_Grant_Plan_SBCEO20210420.pdf)). The “Plan Description” referenced on pages 1-2 describes the input our educational partners provided on how to best utilize the funding.

The allowable uses of the one-time federal funding allocation have evolved over time. Some funds (ELO-G) were initially allocated as state funds but have been changed to federal funds and additional funds have been received by SBCEO. Since we have received additional funding, we will continue to engage our educational partners in identifying the best utilization of these funds to support the ongoing impacts of the COVID-19 pandemic. If any funds remain unspent in 2022-23, we will reengage with our educational partners to determine how to spend the remaining funds.

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

The Santa Barbara County Education Office (SBCEO) did not receive the Elementary and Secondary School Emergency Relief (ESSER III) funding. Therefore this prompt is not applicable to our LEA.

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

SBCEO aligned its fiscal resources received during the 2021-22 school year to support the Safe Return to In-Person Instruction and Continuity of Services Plan

(<https://www.sbceo.org/site/handlers/filedownload.ashx?moduleinstanceid=4207&dataid=4513&FileName=SBCEO-COVID-Safety-Plan-Aug2021.pdf>) with the 2021-22 Local Control Accountability Plan (LCAP). SBCEO’s 2021-22 LCAP can be accessed at (<https://www.sbceo.org/cms/lib/CA50000560/Centricity/Domain/95/SBCEO2021-24LCAPsm.pdf>).

Designated funds are being utilized to help mitigate student learning loss, to ensure the continuity of services, and to maintain the health and safety of students, educators, and other staff. Planned expenditures include general operating expenses, salary and benefit costs for custodial staff, salary and benefit costs for certificated teachers, and expenses associated with necessary personal protective equipment (PPE), COVID-19 testing, cleaning supplies and materials.

SBCEO did not receive any ESSER III funds.

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

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

## Introduction

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

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

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

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

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

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

## Instructions

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2021



# **Mid-Year Progress Report on the 2021–22 Local Control and Accountability Plan**

# 2021-22 Local Control Accountability Plan (LCAP)

## Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Barbara County Education Office	Bridget Baublits Assistant Superintendent, Educational Services	bbaublits@sbceo.org 805-964-4711

### Goal 1

**All students will demonstrate mastery of grade-level content standards and upon graduation will be prepared and successful for college and/or career.**  
(Priorities: 2, 4, 7, and 8)

### Rationale

Based on the analysis of stakeholder input, local and state data, it was determined that students would benefit from additional opportunities that target individual learning gaps, credit recovery efforts, and prepare students for college and career.

Therefore this goal is primarily aimed at addressing:

- Improving student academic achievement
- Credit recovery and intervention
- WASC accreditation is required in order to register courses for A-G with UC/CSU and for students to qualify for state financial aid.
- Expanding Career Technical Education (CTE) program

The actions and metrics included in this goal are grouped together based on priorities: 2-state standards, 4-pupil achievement, 7-course access, and 8-pupil outcomes. Grouping these actions and metrics together will assist JCCS in assessing student mastery of grade-level content standards and prepare them for college and career.

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	1.a The percentage of students earning credits at an accelerated rate.	48.4% of students earn credits at an accelerated rate.  The baseline was established from 2020-21 data.	The metric outcome is in progress. From July 1 - December 31, 2021; 52.5% of students earned credit at an accelerated pace.	80% of students will earn credits at an accelerated rate.
4	1.a The percentage of students who score at nearly met or met	18% Court / 8.6% Community of students score at nearly met or met standard in ELA.	The metric outcome is known. 14% Court / 38% Community students scored at nearly met	40% of students will score at nearly met or met standard in ELA on the CAASPP.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	standard in English Language Arts (ELA) on the CAASPP.	Due to the Pandemic CAASPP was not administered in 2019-20 and scores for 2020-21 have not yet been released, therefore the baseline is from the 2018-19 administration.	standard in ELA on the CAASPP in 2020-21.	
4	1.a The percentage of students who score at nearly met or met standard in mathematics on the CAASPP.	0% Court / 0% Community of students score at nearly met or met standard in mathematics.  Due to the Pandemic CAASPP was not administered in 2019-20 and scores for 2020-21 have not yet been released, therefore the baseline is from the 2018-19 administration.	The metric outcome is known. 0% Court / 0% Community students scored at nearly met or met standard in mathematics on the CAASPP in 2020-21.	35% of students will score at nearly met or met standard in mathematics on the CAASPP.
4	1.a The average growth of students between the Diagnostic Online Reading Assessment (DORA) pre/post scores.	0.70 average grade increase  The baseline was established from 2020-21 data.	The metric outcome is in progress. The eight students tested had an average decrease of -0.45 between the DORA pre/post scores in 2021-22.	The average growth of students between the DORA pre/post scores will indicate 1 (one) year of growth.
4	1.a The average growth of students between the Adaptive Diagnostic Assessment of Mathematics (ADAM) pre/post scores.	0.85 average grade increase  The baseline was established from 2020-21 data.	The metric outcome is in progress. The five students tested had an average increase of 0.27 between the ADAM pre/post scores in 2021-22.	The average growth of students between the ADAM pre/post scores will indicate 1 (one) year of growth.
2	1.a The percentage of workgroup members who attend professional learning/coaching	0% - This is a new metric therefore baseline will be established in 2021-22.	The metric outcome is in progress. Thus far in 2021-22, 80% of workgroup members have participated in all	100% of workgroup members will participate in all professional learning sessions for ELD and mathematics.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	sessions in mathematics and English Language Development (ELD) based on training sign-in sheets.		professional learning sessions for ELD and mathematics that have been offered.	
2	1.a All students have access to curriculum and receive instruction aligned to Common Core State Standards (CCSS).	100%  The baseline was established from 2020-21 data.	The metric outcome is known. 100% of students have access to the curriculum and receive instruction aligned to Common Core State Standards (CCSS).	100% of students will have access to the curriculum and receive instruction aligned to Common Core State Standards (CCSS).
2	1.a All English learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards.	100%  The baseline was established from 2020-21 data.	The metric outcome is known. 100% of English learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards.	100% of English learners will have access to curriculum and receive instruction aligned to CCSS and ELD standards.
7	1.b The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU).	0% - Since JCCS is not WASC accredited courses can't be registered with UC/CSU.  The baseline was established from 2020-21 data.	The metric outcome is known. 0% of students have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU) because JCCS is not WASC accredited yet, so courses can't be registered with UC/CSU.	10% of students will have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU).
8	1.b. The percentage of students who have a completed Individualized Learning Plan (ILP) to ensure	100%  The baseline was established from 2020-21 data.	The metric outcome is unknown and can't be established at this time.	100% of students will have a completed ILP to ensure they have a broad course of study.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	students have a broad course of study.			
8	1.c The percentage of students who meet two College and Career Readiness Indicators (CCI) for Dashboard for Alternative School Status (DASS).	0% - This is a new metric therefore baseline will be established in 2021-22.	The metric outcome is unknown and can't be established at this time.	25% of students will meet two CCI for DASS.
8	1.c The percentage of students who are enrolled in a CTE course.	24%  The baseline was established from 2020-21 data.	The metric outcome is in progress. Thus far 40.6% of students are enrolled in a CTE course.	75% of students will be enrolled in a CTE course.
8	1.c The percentage of students who receive approved industry certifications.	0% - This is a new metric therefore baseline will be established in 2021-22.	The metric outcome is in progress. Thus far 40.6% of the students enrolled in a CTE course received an industry-approved certification.	25% of students will receive an approved industry certification.
8	1.c The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.	0% - We are not currently offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.  The baseline was established from 2020-21 data.	The metric outcome is known. 0% - We are not yet offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.	15% of students will successfully complete courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.
4	1.d The percentage of English learner students who are Redesignated as English Fluent Proficient (RFEP).	5.1% All 3.6% Court 9.1% Community  The baseline was established from 2020-21 data.	The metric outcome is unknown and can't be established at this time.	Overall 8% of EL students will be Redesignated English Fluent Proficient.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	1.d The percentage of English learner students who have tested with JCCS for two consecutive cycles that make progress toward English proficiency as measured by the ELPAC.	0% It should be noted that 3 of the 7 students raised their overall scores, but not enough to increase their level.  The baseline was established from 2018-19 and 2019-20 data.	The metric outcome is known. 37.5% of students improved a level. Eight students took the ELPAC with JCCS in two consecutive years (2019-20 & 2020-21). Three of the students improved a level and made progress toward English proficiency as measured by the ELPAC.	10% of EL students that test with JCCS for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC.
4	1.e The percentage of students who meet their Individual Education Plan (IEP) goal progress.	100%  The baseline was established from 2020-21 data.	The metric outcome is in progress. Thus far 100% of students have met their Individual Education Plan (IEP) goal progress.	100% of students will meet their IEP goal progress.
8	1.e The percentage of eligible students who have a completed Individual Transition Plan (ITP) as part of their IEP.	100%  The baseline was established from 2020-21 data.	The metric outcome is in progress. Thus far 100% of students have a completed Individual Transition Plan (ITP) as part of their IEP.	100% of eligible students will complete their ITP as part of their IEP.
	The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	This required state metric is not applicable to our JCCS Alternative Education Program.	N/A	N/A
	The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	This required state metric is not applicable to our JCCS Alternative Education Program.	N/A	N/A



## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.a.1	<b>Additional Academic Supports</b> Time within the master schedule will be identified for intervention and/or credit recovery.  Students in need of additional assistance will be identified to participate in zero period, homework help, and/or one-on-one tutoring.  Cost for Teaching Assistants and Let's Go Learn intervention program.	Ongoing	Yes	LCFF 0 Other State 18,480 Local 0 Federal 0	LCFF 11,400 Other State 0 Local 0 Federal 0	\$29,880.00	\$191.68
1.a.2	<b>Professional Development Workgroups</b> Workgroups will meet throughout the year in Mathematics and ELA/ELD for coaching to deepen their understanding of common core standards, lesson planning to support student engagement and achievement, assessment strategies, instructional strategies, and routines. This work will include the development of pacing guides in math and ELA/ELD.  Costs for coaching, training, and substitutes.	Ongoing	Yes	LCFF 18,291 Other State 0 Local 0 Federal 0	LCFF 0 Other State 58,000 Local 0 Federal 0	\$76,291.00	\$809.87

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
<b>1.a.3</b>	<b>Interim Assessments</b> The JCCS Director and Leadership Team will identify and incorporate Smarter Balanced Interim and Block Assessments into the instructional program to inform instruction.  No additional costs; part of the base program.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0.00
<b>1.a.4</b>	<b>Data Analysis</b> Designated time will be provided monthly during JCCS weekly staff meetings to analyze student progress data from informal and formal assessments, including but not limited to, curriculum assessments, interim and block assessments to inform instruction.  No additional costs; part of the base program.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0.00
<b>1.a.5</b>	<b>Teacher-Student Ratios</b> JCCS will reduce student/teacher ratios at Dos Puertas and Los Robles to provide greater	Ongoing	Yes	LCFF \$328,964 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$328,964.00	\$106,531.58

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	access to direct instruction course offerings.  Costs for two additional teacher salaries and benefits.						
<b>1.a.6</b>	<b>Instructional Staff</b> Teachers and teaching assistants will provide instruction through whole group, small group, and one-to-one instruction.  Costs for base program instructional staff; includes salaries and benefits.	Ongoing	No	LCFF 497,614 Other State 182,635 Local 470,602 Federal 138,187	LCFF 0 Other State 0 Local 0 Federal 0	\$1,289,038.00	\$483,726.32
<b>1.a.7</b>	<b>Credit Recovery Software</b> JCCS will provide a breadth of online coursework for credit recovery and expanded learning opportunities via Anywhere Learning System (PEAK).  Cost for online software program.	Ongoing	Yes	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 3,300 Other State 0 Local 0 Federal 0	\$3,300.00	\$0.00
<b>1.b.1</b>	<b>WASC Accreditation</b> JCCS staff will complete and submit the Accrediting Commission for Schools, Western Association of	2 years	No	LCFF \$0 Other State \$0 Local \$0	LCFF \$160 Other State \$0 Local \$0	\$160.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Schools and Colleges (ACS WASC) Affiliation Request by fall of 2021 and the ACS WASC Initial Visit School Description application by spring of 2022. This would prompt a fall 2022 site visit.  Cost for application fees.			Federal	\$0	Federal	\$0		
1.b.2	<b>WASC Accreditation and Leadership Team</b> JCCS Director will meet with the JCCS Leadership Team to review the ACS WASC application to ensure previous work towards WASC accreditation is still applicable. JCCS Leadership Team will assist in preparing the ACS WASC Initial Visit School Description application.  No additional costs; part of the base program.	2 years	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0.00
				Other State	\$0	Other State	\$0		
				Local	\$0	Local	\$0		
				Federal	\$0	Federal	\$0		
1.b.3	<b>Course of Study Assignment</b> JCCS staff will assign students to courses according to the approved course of study.  No additional costs; part of the base program.	Ongoing	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0.00
				Other State	\$0	Other State	\$0		
				Local	\$0	Local	\$0		
				Federal	\$0	Federal	\$0		

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.c.1	<b>Career Exploration Labs</b> JCCS students will be enrolled in a career exploration Career Technical Education (CTE) course utilizing the Paxton Patterson CTE labs at each site.  No additional costs; part of the base program.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0.00
1.c.2	<b>CTE Course Development</b> JCCS Director and CTE Director will collaborate to develop a capstone CTE course, identify industry certifications, internships, work-based learning, and dual enrollment opportunities.  No additional costs; part of the base program.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0.00
1.c.3	<b>CTE Teacher on Special Assignment</b> JCCS will create a CTE workgroup led by a CTE Teacher on Special Assignment (TOSA) to uniformly implement CTE throughout JCCS.	Ongoing	No	LCFF 5,302 Other State 128,062 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$133,364.00	\$24,321.34

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>This workgroup will focus on the following:</p> <ul style="list-style-type: none"> <li>Attend professional development training to deepen understanding of CTE standards</li> <li>Attend advisory committee meetings</li> <li>Uniform lesson planning</li> <li>Align industry certifications with modules taught in career exploration and capstone courses</li> <li>Coordinate college field trips</li> <li>Form business/industry partnerships to create alignment between coursework and jobs available in the region</li> </ul> <p>Costs for CTE TOSA and substitutes.</p>						
1.d.1	<p><b>ELPAC Training</b> JCCS staff will attend English Language Proficiency Assessments for California (ELPAC) training to ensure</p>	Ongoing	No	LCFF 8,873 Other State 0 Local 0 Federal 0	LCFF 91 Other State 0 Local 0 Federal 0	\$8,964.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	administration and scoring practices are aligned and calibrated with state requirements.  Costs for ELPAC Coordinator stipends, mileage, and substitutes.						
1.d.2	<b>ELD Instruction</b> JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students.  Costs for new ELD curriculum and Newslea subscriptions.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 2,160 Other State 20,000 Local 0 Federal 0	\$22,160.00	\$0.00
1.d.3	<b>Reclassification of EL students</b> JCCS staff will systematically review and identify EL students for reclassification eligibility and ensure that all eligible EL students are reclassified. Redesignated Fluent English Proficient (RFEP) students reclassified within four years will be monitored to ensure language and academic growth.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	No additional costs; part of the base program.						
1.e.1	<b>Individual Transition Plans</b> JCCS Individualized Education Program (IEP) teams will align Individual Transition Plans (ITP) with college and career indicators using career interest assessment tools that are current and reflective of individual learning styles; expanding options for work experience and job coaching in school and community settings; providing updated training on the writing and implementing of ITPs; and collaborate with CTE instructors in providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management.  No additional costs; part of the base program.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0.00
1.e.2	<b>Supports for Students with Disabilities</b> The Special Education Director and JCCS Director will assist general	Ongoing	No	LCFF \$0 Other State \$0 Local \$0	LCFF \$0 Other State \$0 Local \$0	\$0.00	\$0.00



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	education teachers to include supports and strategies for students with disabilities to improve academic and behavioral outcomes.  No additional costs; part of the base program.			Federal	\$0	Federal	\$0		
<b>1.e.3</b>	<b>Services for Students with Disabilities</b> Students with disabilities will receive support through a push-in model allowing the student to stay in the general education classroom while receiving the identified supports in their IEP from special education staff.  No additional costs; part of the base program.	Ongoing	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0.00
				Other State	\$0	Other State	\$0		
				Local	\$0	Local	\$0		
				Federal	\$0	Federal	\$0		

## Goal 2

**All students and parents will be provided targeted services that address student and family needs to support students in overcoming barriers impacting their education. (Priorities: 3, 5, and 6)**

### Rationale

Based on the analysis of stakeholder input, local and state data, and due to the fact that JCCS serves an at-risk student population who has experienced significant trauma prior to being enrolled in our schools, it is imperative for us to engage and support the whole family to address barriers impacting learning and to foster student success.

Therefore this goal is primarily aimed at addressing:

- Individual and Group Counseling
- Mental health support strategies and services
- Partnering with community agencies to provide parent information nights
- Increased communication between school and home

The actions and metrics included in this goal are grouped together based on priorities: 3-parent involvement and family engagement, 5-pupil engagement, and 6-school climate. Grouping these actions and metrics together will assist JCCS in assessing the number of targeted services that address student and family needs are provided annually, and evaluating how the services support students in overcoming barriers impacting their education.

## Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	2.a The percentage of Parent Staff Advisory Committee (PSAC) members who attend PSAC meetings.	94.4% of PSAC members attended the PSAC meetings.  The baseline was established from 2020-21 data.	The metric outcome is in progress. 93.75% of members have attended the two PSAC meetings thus far in 2021-22.	100% of PSAC members will attend the PSAC meetings.
3	2.a The percentage of parents who participate in parent/teacher conferences.	62.4% of parents participated in parent/teacher conferences.  The baseline was established from 2020-21 data.	The metric outcome is in progress. In October 2021, 81.25% of parents participated in parent/teacher conferences.	75% of parents will participate in parent/teacher conferences.
3	2.a The percentage of parents who sign-up for ParentSquare parent communication.	88% of parents are signed up for ParentSquare.  The baseline was established from 2020-21 data.	The metric outcome is in progress. 82% of parents are signed up for ParentSquare.	100% of parents will sign-up for ParentSquare.
3	2.a The percentage of parents attending Parent Information Nights.	29.6% of parents attend Parent Information Nights.  The baseline was established from 2020-21 data.	The metric outcome is unknown and can't be established at this time.	40% of parents will attend Parent Information Nights.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
3	2.a The percentage of parents attending Open House.	11.76% of parents attended Open House.  The baseline was established from 2020-21 data.	The metric outcome is unknown and can't be established at this time.	30% of parents will attend Open House.
3	2.a The percentage of parents that participate in their child's IEP meetings.	96% of parents participated in their child's IEP meeting.  The baseline was established from 2020-21 data.	The metric outcome is in progress. Thus far 100% of parents have participated in their child's IEP meetings.	100% of parents will participate in their child's IEP meeting.
3	2.a The percentage of parents that provide input during IEP assessment of child.	100% of parents provided input during their child's IEP assessment.  The baseline was established from 2020-21 data.	The metric outcome is in progress. Thus far 100% of parents have provided input during IEP assessment of child.	100% of parents will provide input during their child's IEP assessment.
5	2.b The percentage the students who are attending school on a daily basis. (school attendance rate)	Community = 68.8% Court = 97.5%  The baseline was established from 2020-21 data.	The metric outcome is in progress. Thus far the attendance rate is: Community School = 74.4% Court School = 97.9%	75% of community school students will attend school on a daily basis.  Maintain 97.5% of student attendance at the court school on a daily basis.
5	2.b The percentage of students who are absent 10 percent or more of the school days. (chronic absenteeism rate)	Community = 0% Court = 0%  The baseline was established from 2020-21 data.	The metric outcome is in progress. Thus far the chronic absenteeism rate is: Community School = 0% Court School = 0%	Less than 10% of community school students will be considered chronically absent.  Less than 10% of court school students will be considered chronically absent.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	2.b The percentage of middle school students who drop out. (middle school dropout rate)	0% of middle school students have dropped out.  The baseline was established from 2020-21 data.	The metric outcome is unknown and can't be established at this time.	0% of middle school students will drop-out.
5	2.b The percentage of high school students who drop out. (high school dropout rate)	Community = 16.67% (1 student)  Court = 55.56% (5 students)  The baseline was established from 2020-21 data.	The metric outcome is unknown and can't be established at this time.	Less than 15% of community high school students will drop out.  Less than 50% of court high school students will drop out.
5	2.b The percentage of students who graduate high school. (one-year graduation rate)	92.3% of students graduated in 2020-21. (one-year graduation rate (DASS))  The baseline was established from 2020-21 data.	The metric outcome is unknown and can't be established at this time.	Maintain that at least 92% of students will graduate from high school. (one- year graduation rate)
6	2.b The percentage of students suspended one or more days. (suspension rate)	2.7 % of students were suspended in 2020-21.  The baseline was established from 2020-21 data.	The metric outcome is in progress. 2.9% of students have been suspended in 2021-22.	Less than 3% of students will be suspended for one or more days.
6	2.b The percentage of students expelled from a JCCS school. (expulsion rate)	0% of students have been expelled from a JCCS school.  The baseline was established from 2020-21 data.	The metric outcome is in progress. 0% of students have been expelled from a JCCS school.	0% of students will be expelled.
6	2.b The percentage of students who indicate they have caring adult relationships on the California Healthy Kids Survey (CHKS).	60% of students indicated they have caring adult relationships on the 2020-21 CHKS.	The metric outcome is unknown and can't be established at this time.	70% of students will indicate they have caring adult relationships on the CHKS.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		The baseline was established from 2020-21 data.		

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
<b>2.a.1</b>	<b>PSAC</b> JCCS staff will collaborate with the Parent School Advisory Committee (PSAC) to create, administer, and evaluate a parent survey.  Costs for meeting refreshments.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$200 Other State \$0 Local \$0 Federal \$0	\$200.00	\$0.00
<b>2.a.2</b>	<b>Parent-Teacher Conferences</b> JCCS staff will engage parents through phone calls and conferences to discuss student progress and student and family needs.  No additional cost; part of the base program.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00
<b>2.a.3</b>	<b>ParentSquare Licenses</b> JCCS staff will use ParentSquare as their communication platform to disseminate information and enhance communication between	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 1,310 Other State 0 Local 0 Federal 0	\$1,310.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	school and home in their native language.  Cost for ParentSquare.						
<b>2.a.4</b>	<b>Translation Services</b> JCCS staff will provide translation services for all district and school committee meetings, events, and functions. JCCS staff receive bilingual stipends to support translation services for EL students and families.  Cost for bilingual stipends.	Ongoing	Yes	LCFF 23,213 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$23,213.00	\$752.64
<b>2.a.5</b>	<b>IEP Parent Attendance</b> Special education staff will assist parents in attending their student's IEP by any means available to them, including direct attendance or attendance by phone or videoconference at a time that is convenient to the parent.  No additional cost; part of the base program.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00
<b>2.a.6</b>	<b>Parents Included in IEP Assessments</b>	Ongoing	No	LCFF 0 Other State 0	LCFF 0 Other State 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>Special education staff will include parents in all required and requested student IEP assessments through interviews and completion of parent questionnaires.</p> <p>No additional cost; part of the base program.</p>			Local 0		Local 0			
				Federal 0		Federal 0			
<b>2.b.1</b>	<p><b>Restorative Practices</b> JCCS administrators, staff, and partner agencies will utilize restorative practices and Help Now! strategies from the Community Resiliency Model (CRM) to regulate behavior, de-escalate and resolve conflict, and foster a positive school environment.</p> <p>No additional cost; part of the base program.</p>	Ongoing	No	LCFF 0		LCFF 0		\$0.00	\$0.00
				Other State 0		Other State 0			
				Local 0		Local 0			
				Federal 0		Federal 0			
<b>2.b.2</b>	<p><b>Positive Behavior Incentive Program</b> JCCS staff in collaboration with Probation will utilize a positive behavior incentive program at both court schools to reinforce positive choices.</p> <p>No additional cost; part of the base program.</p>	Ongoing	No	LCFF 0		LCFF 0		\$0.00	\$0.00
				Other State 0		Other State 0			
				Local 0		Local 0			
				Federal 0		Federal 0			

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
<b>2.b.3</b>	<b>FitzGerald Gym</b> To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2021-22 school year for FitzGerald students.  Cost for gym lease.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 57,000 Federal 0	\$57,000.00	\$18,678.00
<b>2.b.4</b>	<b>Mental Health and CPI Training</b> JCCS teachers and teaching assistants will receive training in mental health, substance abuse, trauma-informed practices, and/or Crisis Prevention & Intervention (CPI).  Costs for registration, training, and substitute costs.	Ongoing	Yes	Other State 0 Local 0 Federal 0	LCFF 210 Other State 5,000 Local 0 Federal 0	\$5,210.00	\$279.37
<b>2.b.5</b>	<b>Academic and Behavioral Support</b> JCCS teachers and teaching assistants will provide significant academic and behavioral supports throughout the day.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Costs reflected in 1.b.6.						
<b>2.b.6</b>	<b>CADA Counselor</b> Identified students will participate in individual and group counseling sessions with the Council on Alcohol and Drug Abuse (CADA) Youth Support Specialist (YSS) to support mental wellness.  Cost for CADA Counselor (YSS).	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local \$45,000 Federal 0	\$45,000.00	\$0.00
<b>2.b.7</b>	<b>Transition Support for Students</b> JCCS staff will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation).  Costs for office support staff.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 79,130	LCFF 0 Other State 0 Local 0 Federal 0	\$79,130.00	\$18,827.22
<b>2.c.1</b>	<b>SARB</b> JCCS staff will utilize the SARB process for students who are chronically absent to identify barriers and address student attendance.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 400 Other State 0 Local 0 Federal 0	\$400.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Cost for administration fees.						
<b>2.c.2</b>	<b>WiFi Hotspots</b> WiFi hotspots will be provided to students for online access after school to complete assignments.  Cost for data contract.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 4,561 Federal 0	\$4,561.00	\$1,140.30

### Goal 3

**Through improved collaboration and use of the Agreement to Ensure School Access in the Best Interest of Students (School Access Agreement), Santa Barbara County youth in foster care will have reduced suspension and chronic absenteeism rates and increased graduation rates. (Priority 10)**

#### Rationale

Annually, students in foster care have the lowest academic outcomes of all student populations, and few continue their education after high school. In comparison to other student populations, students in foster care have higher rates of suspension, higher rates of chronic absenteeism, and lower graduation rates.

The actions and metrics included in this goal are grouped together based on priority 10 coordination of services for foster youth. Grouping these actions and metrics together will assist FYSCP in assessing the outcomes for students in foster care.

### Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
10	3.a Suspension rate of students in foster care.	The suspension rate was 10.8% for youth in foster care.  The baseline was established from 2019-20 data.	The metric outcome is in progress. For the 2020-21 school year, the suspension rate of students in foster care was 0.8%.	Decrease suspension rate of students in foster care to 8% or lower.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
10	3.a Graduation rate of students in foster care.	The graduation rate for youth in foster care was 70.3%.  The baseline was established from 2019-20 data.	The metric outcome is in progress. For the 2020-21 school year, the graduation rate of students in foster care was 75.0%.	Increase graduation rate of students in foster care to 84% or higher.
10	3.a Chronic absenteeism rate of students in foster care.	The chronic absenteeism rate for youth in foster care was 35.1%.  The baseline was established from 2018-19 data.	The metric outcome is in progress. For the 2020-21 school year, the chronic absenteeism rate of students in foster care was 27.4%.	Reduce chronic absenteeism rate of students in foster care to 25%.
10	3.a The number of school placement changes for youth in foster care.	This is a new metric: baseline will be established in 2021-22.	The metric outcome is unknown and can't be established at this time.	Reduce the number of school placement changes for youth in foster care.
10	3.a The number of freshman students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care.	Approximately 18 freshmen enrolled in a Santa Barbara County community college were marked as being in or formerly in foster care.  The baseline was established from 2020-21 data.	The metric outcome is unknown and can't be established at this time.	Increase the number of freshmen students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care to 25.
10	3.a The percentage of seniors in foster care who complete the Free Application Federal Student Aid (FAFSA).	84% of seniors in foster care completed the FAFSA.  The baseline was established from 2020-21 data.	The metric outcome is in progress. 20% of seniors in foster care completed the FAFSA.	95% of seniors in foster care will complete the Free Application Federal Student Aid (FAFSA).
10	3.a	84% of seniors in foster care completed the Chafee grant.	The metric outcome is in progress. 20% of seniors in	95% of seniors in foster care will complete the Chafee grant.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	The percentage of seniors in foster care who complete the Chafee grant.	The baseline was established from 2020-21 data.	foster care completed the Chafee grant.	
10	3.a The number of supportive services provided to JCCS students in foster care.	Six (6) supportive services were provided to four (4) JCCS students in foster care.  The baseline was established from 2020-21 data.	The metric outcome is in progress. Three (3) supportive services have been provided to two (2) JCCS students in foster care.	At least two (2) supportive services will be provided to every JCCS student in foster care.
10	3.a The percentage of Educational Records for youth in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court.	100% of Educational Records for youth in foster care were provided to Child Welfare Services (CWS) and Juvenile Court.  The baseline was established from 2020-21 data.	The metric outcome is in progress. 100% of Educational Records for youth in foster care have been provided to Child Welfare Services (CWS) and Juvenile Court.	100% of Educational Records for youth in foster care will be provided to Child Welfare Services (CWS) and Juvenile Court.

## Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.a.1	<b>The Foster Youth Services Coordinating Program (FYSCP) Executive Advisory Council (EAC)</b> The FYSCP EAC will meet every other month to identify countywide needs, develop and prioritize goals, and monitor progress.  No additional cost; part of the Transitional Youth Services program duties.	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.a.2	<p><b>Improve Collaboration</b> FYSCP will create a system of cross-collaboration, with Child Welfare Services, school districts, charter schools, juvenile court and community schools, juvenile probation, parents, students, post-secondary education, Court Appointed Special Advocate (CASA), Special Education Local Plan Area (SELPA), Behavioral Wellness (BeWell), the juvenile justice system, regional center, CommUnify, and Short Term Residential Therapeutic Placements (STRTP), so students and families can be easily connected to appropriate housing, personal care, education, and career resources.</p> <p>The collaboration will be attained through:</p> <ul style="list-style-type: none"> <li>• Recruiting resource parents.</li> <li>• Educating on:</li> <li>• Creating positive experiences</li> <li>• Education rights</li> <li>• School of Origin and Best Interest Determination Procedure</li> </ul>	Ongoing	No	LCFF 0 Other State 184,514 Local 0 Federal 105,484	LCFF 0 Other State 0 Local 0 Federal 0	\$289,998.00	\$137,117.10

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> <li>• Immediate enrollment</li> <li>• Least restrictive environment</li> <li>• FAFSA &amp; Chafee grant</li> <li>• AB waivers</li> <li>• Available resources</li> <li>• Mental health</li> <li>• Childcare</li> <li>• Post-secondary programs and transition support</li> </ul> <p>Costs for Transitional Youth Services staff salaries and benefits.</p>						
3.a.3	<p><b>Use School Access Agreement</b></p> <p>FYSCP and collaborative partners will use the School Access Agreement to keep students in foster care in their school of origin unless it's in their best interest to transfer, connect them to resources and support, and ensure immediate enrollment in school and appropriate classes and timely transfer of records.</p> <ul style="list-style-type: none"> <li>• Create templates and scripts.</li> <li>• Train district liaisons, social workers, juvenile court and community</li> </ul>	Ongoing	No	LCFF 0 Other State 0 Local 0 Federal 0	LCFF 0 Other State 0 Local 0 Federal 0	\$0.00	\$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	school staff, and probation staff.  Costs listed above in 3.a.2.						

## Goal 4

Continue to successfully implement programs that support basic conditions for learning (Priority 1) and expelled youth (Priority 9).

### Rationale

Based on the analysis of stakeholder input, local and state data, SBCEO consistently met and maintained progress in both state priorities 1 and 9. It was determined that these two priorities could be implemented without significant changes and therefore met the requirements for a maintenance goal. The actions and metrics will be monitored for sustained progress in meeting the state requirements described in priorities 1 and 9.

## Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	4.a The percentage of teachers in the LEA that appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.  The baseline was established from 2020-21 data.	The metric outcome is known. 100% of the teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.	100% of the teachers in the LEA will continue to be appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching.
1	4.a The percentage of pupils that have sufficient access to the standards-aligned instructional materials.	100% of pupils have sufficient access to the standards-aligned instructional materials.  The baseline was established from 2020-21 data.	The metric outcome is known. 100% percent of pupils have sufficient access to the standards-aligned instructional materials.	100% percentage of pupils will continue to have sufficient access to the standards-aligned instructional materials.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	4.a The percentage of school facilities that are maintained in good repair.	100% of school facilities are maintained in good repair.  The baseline was established from 2020-21 data.	The metric outcome is known. Based on the December 2021 Facility Inspection Tool (FIT), 100% percent of the school facilities are maintained in good repair.	100% percentage of the school facilities will continue to be maintained in good repair.
9	4.b The percentage of districts within the county that have adopted a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provided services for expelled students.	100% of districts within the county have adopted a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provided services for expelled students.  The baseline was established from 2020-21 data.	The metric outcome is known. In June of 2021, 100% of districts within the county adopted a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.	100% of districts within the county will continue to adopt a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.
9	4.b The percentage of district-referred JCCS expelled youth that meet the terms and conditions of their expulsions.	71% of district-referred JCCS expelled youth met the terms and conditions of their expulsions.  The baseline was established from 2020-21 data.	The metric outcome in unknown and can't be established at this time.	85% percentage of district-referred JCCS expelled youth will meet the terms and conditions of their expulsions.

## Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.a.1	<b>Teacher Credentials</b> SBCEO will require that JCCS teachers are appropriately credentialed and/or authorized for the subjects they teach.  No additional costs; part of the base program.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0.00



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.a.2	<b>Standards-aligned Curriculum</b> JCCS administration will ensure that students are provided standards-aligned curriculum and instructional materials.  No additional costs; part of the base program.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0.00
4.a.3	<b>School Facilities</b> SBCEO will ensure that all facilities are maintained in good repair as determined by the Facilities Inspection Tool (FIT). Custodial and maintenance services will be provided at all three school sites.  Costs for custodial/maintenance staff.	Ongoing	No	LCFF 47,608 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$47,608.00	\$32,978.22
4.b.1	<b>Countywide Plan for Expelled Youth</b> SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within Santa Barbara County Plan for Expelled Youth.	Ongoing	No	LCFF \$59,260 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$59,260.00	\$19,680.02

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Cost for CWA Director salary and benefits.						
4.b.2	<b>Expelled Youth Rehabilitation Plans</b> Under the direction of the CWA Director, JCCS staff will provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans by doing the following: <ul style="list-style-type: none"> <li>Review rehabilitation plans with students upon entry</li> <li>Monitor progress to foster success, including but not limited to, counseling, academics, and attendance</li> <li>Provide transitional support for students who are ready to return to their districts</li> </ul> Associated costs listed above in 4.b.1.	Ongoing	No	LCFF \$0 Other State \$0 Local \$0 Federal \$0	LCFF \$0 Other State \$0 Local \$0 Federal \$0	\$0.00	\$0.00



# **Mid-Year Budget Overview Changes**

## **2021–22 Local Control and Accountability Plan**

2021-22 SBCEO Budget Overview Changes

Summary of Budget Changes Since 2021-22 Adopted Budget (Includes Impact of 2021 Budget Act)				
Budget Item	2021-22 Adopted Budget Amount	2021-22 Revised Budget Amount (First Interim)	Difference	Summary of Differences
Total LCFF funds	\$ 23,808,145	\$ 23,966,914	\$ 158,769	Increase in excess property taxes
LCFF supplemental and concentration grants (Included in Total LCFF funds above)	\$ 320,400	\$ 178,249	\$ (142,151)	Decrease in JCCS ADA funding
All other state funds	\$ 7,927,963	\$ 11,619,593	\$ 3,691,630	<u>Increase in Person Instruction Grant, Expanded Learning Opportunity Grant, Safe Schools For All Grant</u> , K12 Strong Workforce Program, Special Education Infant Program Funding
All local funds	\$ 27,529,776	\$ 28,048,441	\$ 518,665	Increase in Special Education, Children's Creative Project, and C&I CA School Leadership Academy funding
All federal funds	\$ 2,008,153	\$ 2,018,006	\$ 9,853	<u>Increase in Governor's Emergency Education Relief funds</u> and Transitional Youth Homeless Youth funds, net of decrease in Special Ed funding
Total projected revenue	\$ 61,274,037	\$ 65,652,954	\$ 4,378,917	
Total budgeted general fund expenditures	\$ 61,485,602	\$ 65,372,475	\$ 3,886,873	Increased salary and professional services expenditures in the following programs: K12 Strong Workforce, Transitional Youth, District Support, Special Education

**Santa Barbara County Board of Education**  
**Santa Barbara County Education Office**

**Certificated Personnel Report**  
**February 3, 2022**

<b>Appointments</b>		<b>Effective Date</b>
<b>Offer of Employment</b>		
LaRocque, Lisa	Special Day Class Teacher	January 10, 2022
Romero, Marisela	Special Day Class Teacher	December 1, 2021
Vaj, Hnub	Associate Teacher	January 18, 2022
<b>Separations</b>		<b>Effective Date</b>
<b>Resignations</b>		
Fernandez, Lupe	Site Supervisor/Permit Teacher, State Preschool	October 8, 2021
Gadsby, Mattie	Site Supervisor/Permit Teacher, State Preschool	January 12, 2022
<b>Retirements</b>		
Longo, Ronald	Audiologist	June 14, 2022

Santa Barbara County Board of Education

Classified Personnel Report

February 3, 2022

**Appointments**

***Limited Term/Substitute***

Abajian, Samantha January 18, 2022  
Student Worker/Tutor • Partners In Education • Hope  
• Hourly as needed

Alvarado-Luna, Gabriela January 10, 2022  
Paraprofessional • Special Education • Various Sites  
• Hourly as needed

Arias Zarate, Karen January 18, 2022  
Student Worker/Tutor • Partners In Education • Hope  
• Hourly as needed

Birkholz, Mandy January 12, 2022  
Paraprofessional • Special Education • Various Sites  
• Hourly as needed

Gonzalez Romero, Caroline January 18, 2022  
Student Worker • Partners In Education • Hope Center  
• Hourly as needed

Gonzalez Valdovinos, Bernardo January 18, 2022  
Student Worker/Tutor • Partners In Education • Hope  
• Hourly as needed

Hallett, Elizabeth January 18, 2022  
Student Worker • Partners In Education • Hope Center  
• Hourly as needed

Maldonado-Gomez, Ana January 6, 2022  
Child Care Assistant • Early Care and Education • Various Sites  
• Hourly as needed

Pacheco, Maria  
Paraprofessional • Special Education • Various Sites  
• Hourly as needed  
January 18, 2022

Romero Encinas, Paulina  
Student Worker/Tutor • Partners In Education • Hope  
• Hourly as needed  
January 18, 2022

Sevilla, Patricia  
Paraprofessional • Special Education • Various Sites  
• Hourly as needed  
December 21, 2021

***Probationary***

Adam, Allison  
Communications Specialist • Communications • Communications  
100% • 12 months  
January 10, 2022

Barajas-Rodriguez, Carolina  
Child Care Services Technician • Early Care and Education • Early Care and Education - Santa Maria  
100% • 12 months  
January 10, 2022

Cadena Jr., Juan  
Senior Software Engineer • Information Technology Services • Information Technology Services  
100% • 12 months  
January 3, 2022

Garcia , Carlos  
Child Care Assistant • Early Care and Education • Santa Maria Cal-SAFE  
75% • 10 months  
January 24, 2022

Hart, Alexander  
Accounting Assistant • Internal Services • Accounting - Fiscal Services  
100% • 12 months  
January 20, 2022

Kephart, Mackenzie  
Paraprofessional • Special Education • Montecito Union School  
81.25% • 11 months  
January 4, 2022

Lauridsen, Taylor  
Child Care Services Technician • Early Care and Education • Early Care and Education - Santa Maria  
100% • 12 months  
January 10, 2022

Martinez, Nancy  
Health Advocate - Bilingual • Children and Family Resource Services • Health Linkages - North County  
100% • 12 months  
January 18, 2022

## Changes

### *Anniversary Increase*

Cordero, Tracie  
Classified Human Resources Specialist • Human Resources • Classified Human Resources Staff  
100% • 12 months  
January 1, 2022

Delgadillo, Fabian  
Paraprofessional • Special Education • Speech/Language Services, McClelland  
75% • 10 months  
January 1, 2022

Filomia, Andres  
Paraprofessional • Special Education • Hollister School Elementary  
81.25% • 10 months  
January 1, 2022

Garcia, Carmen  
Child Care Assistant • Early Care and Education • Lompoc Cal-SAFE  
75% • 12 months  
January 1, 2022

La Riba, Walter  
Information Technology Support Specialist - Bilingual • Partners In Education • Cathedral Oaks  
100% • 12 months  
January 1, 2022

Mercier, Shannon  
Paraprofessional • Special Education • Montecito Union School  
81.25% • 10 months  
January 1, 2022

Sagrero, Maria  
Administrative Assistant • Internal Services • North County Office  
100% • 12 months  
January 1, 2022

Salazar, Eulogio  
Custodian/Delivery Driver • Internal Services • Operations South  
100% • 12 months  
January 1, 2022



***Differential - Add***

Baro, Jose August 12, 2021  
Teaching Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Community School  
87.5% • 10 months  
ELPAC

Rubio, Paloma January 13, 2022  
Paraprofessional • Special Education • Oakley Preschool  
70% • 10 months  
Specialized Health Care

***Increased Time (Voluntary)***

Dal Bon, Darnyl January 3, 2022  
Office Assistant • Children and Family Resource Services • Health Linkages Administration  
75% • 12 months  
From .725

Filomia, Andres September 16, 2021  
Paraprofessional • Special Education • Hollister School Elementary  
87.5% • 10 months  
From .8125

Ventura, Meredith January 18, 2022  
Program Associate • Children's Creative Project • Children's Creative Project  
60% • 12 months  
From .475

***Probation to Permanent***

Gomez Suarez, Isaac January 1, 2022  
Custodian • Internal Services • Operations North  
37.5% • 12 months

Harris, Debora January 1, 2022  
Child Care Services Technician • Early Care and Education • Early Care and Education - Lompoc  
100% • 12 months

Orozco Lopez, Maribel January 1, 2022  
Child Care Services Technician • Early Care and Education • Early Care and Education - Santa Maria  
100% • 12 months

***Promotion***

Inda-Orozco, Maria February 1, 2022  
Clerical Assistant • Children and Family Resource Services • Health Linkages - South County  
100% • 12 months

**Separation**

***Resignation***

Barraza Cardoza, Martha January 19, 2022  
Child Care Assistant • Early Care and Education • Young Learners State Preschool  
75% • 10 months  
Accepted a Certificated position

Meehan, Aileen January 28, 2022  
Training and Development Assistant • Teacher Induction Program • Teacher Induction Program  
100% • 12 months

Vaj, Hnub January 14, 2022  
Paraprofessional • Special Education • Central Avenue Preschool  
70% • 10 months  
Accepted a Certificated position

# Recognition

Employment anniversaries of long-term Santa Barbara County Education Office employees.

**NORTH COUNTY:**

**FIVE-YEAR SERVICE CERTIFICATES**

*Classified*

Selena Gonzales	Juvenile Court and Community Schools
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Brenda Rodriguez	Special Education
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Ruby Teran	Special Education
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*Certificated*

Sylvia Baeza	Special Education
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Kelli Johnston	Special Education
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**TEN-YEAR SERVICE CERTIFICATES**

*Classified*

Alejandro De La Cruz	Internal Services
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Fabian Delgadillo	Special Education
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Jose Gonzalez	Special Education
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Shawna Robertson	Special Education
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Rosie Sena	Early Care and Education
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Wendy Vega	Special Education
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*Certificated*

Rebecca Atkinson	Special Education
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Rachael Ginevra	Special Education
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Rose Marie Gonzalez-Brady	Early Care and Education
Liliana Gutierrez-Ruiz	Special Education
Nicki Knepp	Special Education

#### **FIFTEEN-YEAR SERVICE CERTIFICATES**

##### *Classified*

Luie Gallardo	Special Education
Esther Gonzalez	Special Education
Charmaine Hauber	Special Education
Rosa Herrera	Early Care and Education
Victor Limon	Special Education
Serena Martinez	Special Education
Paloma Rubio	Special Education
Maria Sagrero	Internal Services
Crystal Snow	Special Education

#### **TWENTY-YEAR SERVICE CERTIFICATES**

##### *Classified*

Wendy Garcia	Human Resources
Bertha Gonzalez	Special Education
Jodi Maquinalez	Special Education
Veronica Martinez	Special Education

Delfina Reyes	Special Education
Eva Sanchez	Special Education
<i>Certificated</i>	
Luz Bernal	Early Care and Education
Linda Furness	Special Education
Joanna Hendrix	Special Education
Cynthia Neal	Special Education
Linda Soloy	Special Education

#### **TWENTY-FIVE-YEAR SERVICE CERTIFICATES**

<i>Classified</i>	
Lisa Anderson	Early Care and Education
Olivia Carbajal-Esparza	Special Education
Gabriela Jasso	Special Education
Gabriela Rodriguez-Castellanos	Special Education
Juana Rubio-Macias	Juvenile Court and Community Schools

<i>Certificated</i>	
Lindy Birkholz	Special Education
Sarah Holtz	Special Education
Teresa Pawl	Special Education
Robin Wingell	Special Education

#### **THIRTY-YEAR SERVICE CERTIFICATES**

*Classified*

Ernestina Fonceca

Special Education

Leticia Padilla

Special Education

**SOUTH COUNTY:**

**FIVE-YEAR SERVICE CERTIFICATES**

*Classified*

Lydia Barcos

School Business Advisory Services

Makenzie Johns

School Business Advisory Services

Illa Llinares Senon

Children and Family Resource Services

Eric Ridgeway

Special Education

Erika Terrazas

Partners In Education

Ron Wheeler

Information Technology Services

*Certificated*

John Merritt Jr

Curriculum and Instruction

Rene Wheeler

Juvenile Court and Community Schools

**TEN-YEAR SERVICE CERTIFICATES**

*Classified*

Maria Inda-Orozco

Children and Family Resource Services

Kathy Klammer

Children and Family Resource Services

Joan Muhr

Information Technology Services

Denise Perkins

Special Education

Paty Ramirez

Special Education

## **FIFTEEN-YEAR SERVICE CERTIFICATES**

### *Classified*

Ana Dillon	Internal Services
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Anna Freedland	Superintendent
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Jessica Lopez	Human Resources
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### *Certificated*

Mari Baptista	Human Resources
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Susan Salcido	Superintendent
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Michelle Walsh	Special Education
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## **TWENTY-YEAR SERVICE CERTIFICATES**

### *Classified*

Maria Bezie	Early Care and Education
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Marilee Gadler Bell	Special Education
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Patrice Nelson	Internal Services
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Heather Walsh	Special Education
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### *Certificated*

Rachel Fauver	Curriculum and Instruction
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Mary Williams	Special Education
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Lynda Wright	Early Care and Education
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## **TWENTY-FIVE-YEAR SERVICE CERTIFICATES**

### *Classified*

Sam Van Gundy	Information Technology Services
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*Certificated*

Tony Paulsen

Special Education

**THIRTY-YEAR SERVICE CERTIFICATES**

*Certificated*

Jerri Dilley

Special Education