Santa Barbara County Education Office

BOARD BOOK
and AGENDA

SANTA BARBARA
County Education Office
Susan C. Salcido, Superintendent

June 9, 2022

SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
June 9, 2022 – 10:00 a.m.

AGENDA

Public Comment Procedure

Persons wishing to address the board are requested to complete a "Request to Address Board" form, available at the meeting room entrance, and deliver it to the secretary prior to the time the meeting is called to order. 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 total amount of time for public comments will be 15 minutes. 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/Interpretación

Spanish interpretation of the board meeting will be available at the meeting. Se proporcionará interpretación al español para la reunión de la junta directive.

Audio Recording

The board meeting will be audio recorded. The audio recording and transcript will be made available online at https://www.sbceo.org/board/materials.

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 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. Spanish Interpretation/Interpretación

Spanish interpretation of the board meeting will be available at the meeting. Se proporcionará interpretación al español para la reunión de la junta directive.

3. Roll Call

4. Changes to the Agenda

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

5. President and Board Comments

6. Public Comments

The total amount of time for public comments will be 15 minutes. 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.

RECOGNITION

7. Special Recognition

Special recognition of Debbie Breck, Administrator of Internal Services.

INFORMATION ITEMS

8. Summary of SBCEO's Support for Continuous Improvement in Districts

Assistant Superintendent of Curriculum and Instruction Ellen Barger will present a summary to the board on how the Santa Barbara County Education Office supports districts in implementing Article 4.5 of the Education Code: Local Control and Accountability Plans and the Statewide System of Support. SBCEO supports districts by reviewing their Local Control and Accountability Plans (LCAPs), providing Differentiated Assistance, and collaborating with the California Collaborative for Educational Excellence, other lead agencies and county superintendents. This is being presented as an information item, and must be presented at the same board meeting at which the SBCEO LCAP is being considered for approval, per Education Code 52066.

9. LCAP Local Indicators Report
(Attachment)

The report on SBCEO's progress on the Local Indicators through the California School Dashboard is submitted to the board as an information item, per the requirements of the standards for Local Indicators approved by the State Board of Education. Assistant Superintendent of Educational Services Bridget Baublits will provide a presentation to the board on the report.

10. **Summary of SBCEO's Support for Universal Pre-Kindergarten Planning and Implementation Grant in Districts**
(Attachment)

Assistant Superintendent of Curriculum and Instruction Ellen Barger and Assistant Superintendent of Educational Services Bridget Baublits will provide a summary to the board on how SBCEO plans to support districts with their Universal Pre-Kindergarten Planning and Implementation Grants.

ACTION ITEMS

11. **Recommended Adoption of the Santa Barbara County Education Office 2022-23 Local Control and Accountability Plan (LCAP), including the Budget Overview for Parents and the Supplement to the Annual Update to the 2021-22 LCAP**

The superintendent recommends adoption of the Santa Barbara County Education Office 2022-23 Local Control and Accountability Plan (LCAP), including the Budget Overview for Parents and the Supplement to the Annual Update to the 2021-22 LCAP.

MOVED: SECONDED: VOTE:

12. **Recommended Adoption of the 2022-23 County School Service Fund Budget**

The Board Budget Committee recommends adoption of the 2022-23 County School Service Fund Budget. The County Superintendent of Schools certifies that the budget has been reviewed utilizing the state adopted criteria and standards.

MOVED: SECONDED: VOTE:

ADJOURNMENT

13. **Adjournment to the next regular meeting to be held July 7, 2022.**

MOVED: SECONDED: VOTE:

Information Items

Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

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

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0%

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

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

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts			3		
World Language			3		

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

In the 2019-20 school year JCCS reviewed and adopted a standards-aligned social science curriculum. During the 2020-21 school year, we reviewed and adopted a standards-aligned science curriculum. Our staff continues to implement Common Core State Standard (CCSS) aligned instruction with our adopted ELA/ELD and mathematics curriculum materials. During the 2021-22 school year, teacher workgroups met throughout the year for coaching in Mathematics and ELA/ELD to deepen their understanding of common core standards, lesson planning to support student engagement and achievement, assessment strategies, instructional strategies, and routines. The English Workgroup continues to create a year-long pacing plan each summer, this has proven to be a successful strategy since the implementation of Character Based Literacy (CBL) in 2016-17 and something we plan to continue.

Our JCCS Director and CTE Director collaborated throughout the year to research and adopt a CTE Pathway. In 2021-22 we successfully offered two industry certifications with 42.9% of students enrolled in a CTE course earning at least one of these certifications. Additionally, JCCS successfully created a CTE workgroup led by a CTE Teacher on Special Assignment (TOSA) to uniformly implement CTE throughout JCCS. Further, we took the first step to becoming WASC accredited by submitting our application in January 2022, which prompted an initial visit in the Fall of 2022. This will allow us to provide a robust, broad course of study to satisfy the A-G course requirements for entrance into the University of California (UC) and California State University (CSU) systems.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

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

This was an area of strength for JCCS in 2021-22. We were able to increase our parent outreach by holding parent/teacher conferences for all students enrolled in our programs in the fall and again in the spring. By increasing our outreach efforts, and by holding conferences both by phone and in person, we were able to increase the percentage of parents who participated from 62.4% in 2020-21 to 84.44% in 2021-22. We continue to reach out to parents regularly throughout the year to provide progress updates and hold parent/teacher meetings as needed. In addition, we use ParentSquare as our communication tool. This online platform allows us to reach out to parents to provide community updates and training opportunities, school schedules, and notifications in real-time. 89% of our parents are contactable through ParentSquare.

In our annual parent survey, 100% of parents surveyed reported their child feels supported by one or more staff members at the school. Parents also indicated they would like more information regarding Teen Court programs and drug/alcohol abuse programs.

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

We were unable to hold our planned Open House and Parent Information Nights due to fluctuating COVID rates in our community. We faced an additional complication due to Probation's Institutional Guidance for visitors, including parents, who were not allowed in the facility for the majority of the school year. In previous years we have had approximately 30% of parents attend these events and we plan to resume this practice in 2022-23. Parents also indicated in our annual survey they would like more information regarding Teen Court and counseling programs, therefore we will schedule these topics for Parent Information Nights in 2022-23.

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

Establishing relationships with the families of our students is a priority for JCCS, we take great pride in the process we have implemented to ensure all families are engaged in their child's education. During the enrollment process, teachers get to know the entire family. Throughout the school year, the teaching staff continues to build relationships by staying in contact with parents, updating them on their child's progress, and holding conferences as needed. Twice a year we calendar formal parent/teacher conferences when all parents are contacted to provide a progress update. Parents have really responded to this approach and often initiate conversations with the school staff asking for advice on how to assist their child. For our Spanish-speaking families, our office staff and teaching assistants are bilingual and provide interpretation services as needed. ParentSquare, which provides information in both English and Spanish, has proven to be a resource that has greatly enhanced our ability to regularly communicate with our families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

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

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

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

JCCS programs historically struggle with parent outreach since the parent population is in constant fluctuation as youth move in and out of the juvenile justice system. This is also true for SBCEO's JCCS program and we have tried multiple strategies in the past to reach and engage our parents, including holding open houses and conducting parent/teacher conferences over the phone in the fall and again in the spring. The feedback we receive from parents is typically positive. Parents often report that they appreciate receiving input on their child's progress while incarcerated, however, the feedback we receive only captures a small percentage of our parents, as the information

is received during parent-teacher conference weeks in October or April. Since our student population turns over by approximately a fourth each month, we use ParentSquare and phone calls home to keep our parents informed of student progress on an ongoing basis.

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

Our court schools are located within Probation facilities, therefore it is important for us to work closely together with Probation staff, so we can reach the whole child. Probation and Behavioral Wellness staff attend weekly school meetings. A large part of these meetings is devoted to discussing student progress and/or concerns. Since these meetings proved to be beneficial, we decided to expand this practice to the Leadership Team for each agency. This decision was made in the spring of 2022 and we have held three meetings since, with positive results. In 2022-23, the JCCS Director, Probation Manager and Supervisor, Behavior Wellness Forensic Manager, and the WellPath Pediatrician have all committed to attend monthly meetings with the goal of information sharing to improve youth outcomes.

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

We have found that families of at-promise students have not been connected to their child's school in the past except to deal with behavior issues. This means we first need to establish trust so that families know we are available to help. The first step is connecting with parents during the enrollment process. For families of students in our court schools, this means calling home and talking with the parents. During phone calls, we assure parents that their child will attend school while incarcerated. For students attending our community school, staff make an effort to get to know all members of the family present during the enrollment appointment. Once the paperwork is completed we then take them for a tour of the school. By taking the time during enrollment to connect with the parents, we have found that our parents are more willing to discuss issues that may arise later in the year. We frequently call home to update parents on their child's progress.

This spring we partnered with Probation and implemented Multi-Disciplinary Team (MDT) meetings, in attendance are parents, the student, probation officer, probation manager, Behavioral Wellness clinician, WellPath Pediatrician and/or nurse, and school staff. The primary purpose of these meetings is to set goals, discuss progress, and any concerns that may be getting in the way of the student's success. These meetings have been helpful in getting everyone on the same page in order to help the student achieve their goals. We will continue to participate in MDT's meetings in 2022-23.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

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

JCCs takes great pride in working with education partners and has created multiple ways for partners to provide meaningful contributions to the LCAP process. Starting with our parents who are provided multiple opportunities to provide input throughout the school year including; serving on the Parent-Student Advisory Council, attending parent-teacher conferences, completing a parent survey, and using ParentSquare. With two of our three schools located in Probation facilities, it is vital to have ongoing conversations with our Probation partners who attend weekly staff meetings. In addition to attendance at weekly staff meetings, the JCCS Director and Probation Manager met 11 times throughout the school year. These meetings were so impactful in the spring that it was decided to institute monthly meetings that would also include Behavior Wellness and WellPath. We strongly believe that having regular meetings will further enhance our ability to work together and reach the whole child.

Since students attending JCCS typically are with us for only a fraction of the school year and then return to their school of residence, we engage with the local school districts throughout the school year. The JCCS Director met with school district representatives eight times throughout the year to ensure a continuum of services, identify student needs, as well as, evaluate student and program effectiveness. In order to provide a robust education for our students with disabilities, the JCCS Leadership met eight times throughout the school year with Special Education Leadership. The SBCEO Special Education Team met regularly with the Santa Barbara SELPA, thereby completing the feedback loop. The JCCS Leadership Team, consisting of management, general and special education teachers, teaching assistants, and a student information specialist met quarterly to provide input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement.

A focus this year has been the implementation of CTE programs in JCCS. This has been a multi-pronged approach that began with hiring a Teacher on Special Assignment (TOSA) who provides weekly coaching sessions with teachers and bi-weekly Workgroup meetings. Since JCCS was identified for Differentiated Assistance (DA) we created a workgroup attended by the Assistant Superintendent of Education Services, JCCS Director, CTE Coordinator, CTE TOSA, general education teacher, and two Education Program Consultants from the California Department of Education (CDE). This team met eight times throughout the school year culminating in the CDE Education Program Consultants visiting JCCS sites on May 27, 2022.

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

JCCS believes all parents have the right to provide input on their child's education, this includes parents from historically underrepresented groups and parents whose child is with JCCS for short-term enrollments (less than 30-days). ParentSquare is the ideal platform to increase our ability to receive input from our parents since it is connected to our student information system which means that regardless of when a student is enrolled the parent and/or guardian receive an invite. During our implementation year of 2020-21, we were able to consistently enroll 88% of parents, in 2021-22, we enrolled 89% of parents. In 2022-23, we plan to start using the polling feature to elicit more input from our families.

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

Based on input from the Parent Survey we will resume holding Parent Information Nights in 2022-23. Parents indicated they would be interested in learning more about teen drug and alcohol abuse, counseling services available in the community and how to transition their child back to their home school.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The California Healthy Kids Survey (CHKS) is administered every other year and was last given in December 2020, with 60% of students responding.

Students in grades 8-12 participated in the survey. JCCS parents also participate in annual surveys created by the JCCS Leadership Team and advisory committee members. Survey results are reviewed and analyzed by the JCCS Leadership Team and advisory committee members, and results are summarized in the Local Control Accountability Plan (LCAP). Local decisions are made based on the results of these surveys.

The CHKS results indicated that the majority of students (62%) reported feeling optimistic about school; with 68% reporting they feel safe at school; 60% reporting there is a teacher or other adult who wants them to do their best; and 66% reporting that an adult has high expectations for them. Our data confirms that our staff is building relationships that have a meaningful impact on our students and their choices. The majority of our students are coming to us with adverse childhood trauma and the fact that the results of the survey show they have an adult who they can trust at school is a huge achievement. Having one caring adult has proven to be the key indicator of a child's ability to overcome childhood trauma and build resiliency.

An area of concern was the high number of students (44%) who reported they've been drunk or "high" on drugs at school and 28% reported current alcohol or drug use. Additionally, 19% of students reported being chronically sad or having feelings of hopelessness. This data supports the need to have a full-time Youth Support Specialist (YSS)

through the Council on Alcohol and Drug Abuse (CADA) on campus who provides both individual and group therapy sessions. In 2021-22, JCCS teachers and teaching assistants received training in mental health, substance abuse, trauma-informed practices, and Crisis Prevention & Intervention (CPI) to better support student needs.

Access to a Broad Course of Study (LCFF Priority 7)

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

---

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

The tools listed below have been identified to track student access and enrollment in a broad course of study:

- Transcripts and Individualized Learning Plans (ILPs)
Upon enrollment, JCCS staff request and evaluate student transcripts to determine the appropriate course of study for each individual student. Priority is given to courses needed for graduation. An Individualized Learning Plan (ILP) is created for every JCCS student to help ensure access to and completion of courses needed for graduation. ILPs are reviewed with students on an ongoing basis as courses are completed and new courses are assigned.

- Master Schedule
The JCCS master schedule is created to ensure that all students have access to state-required coursework. The master schedule is flexible enough to allow for the creation of special schedules when students have unique coursework needs that deviate from a traditional schedule.

- Aeries Course Report
JCCS provides a breadth of online coursework opportunities through the Anywhere Learning System. Online course enrollment and completion are monitored through Aeries.

- Individualized Education Plan (IEP)
The four tools identified above may be used to disaggregate data for all JCCS student subgroups. In addition, the IEP is consistently used to review and monitor the course of study for students with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are

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

We devote a great deal of energy to ensure our students have access to and are enrolled in the courses needed for high school graduation. We are proud to say that 100% of our students have access to a breadth of courses through either direct instruction or online coursework. Of our three school sites, Dos Puertas located at the Juvenile Justice Center presents the greatest challenge due to the short-term nature of detainment. We have a designated staff at each site to aid in the collection and use of necessary data to ensure students receive a seamless education while enrolled with JCCS. We have a formal MOU with Probation identifying responsible parties to assist students as they transition back into their community.

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

In 2021-22, the greatest barriers we faced were these:

- In the 2020-21 school year we had three JCCS teachers, one at each site, receive their Designated Subject credential authorizing them to teach our new Exploratory CTE class. The CTE TOSA hired in August 2021, was instrumental in ensuring these classes were uniformly implemented during 2021-22. In addition, she provided one-on-one coaching to our CTE teachers to provide support since this is a new subject area for our JCCS teachers. We then focused our efforts on identifying a CTE Pathway to offer students. After researching programs in the fall of 2021, a pathway was identified in Spring 2022 and our JCCS teacher was enrolled in this training offered in summer 2022. Once the teacher is trained we will begin piloting the manufacturing class in 2022-23.

With the daily turnover of students at Dos Puertas, staff are faced with balancing the ongoing demands of (a.) meeting the comprehensive needs of newly enrolled students, including evaluation of transcripts, determination of coursework, assessment of academic strengths and needs, and orientation; (b.) determination of grades and transcript updates for exiting students; and (c.) maintaining a rigorous instructional environment for all students.

- The length of detainment for students at the Juvenile Justice Center is varied, with some enrollments lasting only a few days. Ongoing and necessary triage is needed in order to accommodate the academic needs of our students and provide essential support.

- Since the majority (67.40%) of students enter JCCS with severe academic deficits, our main priority is helping them get back on track toward high school graduation. Once students are on track, we are able to offer a greater breadth of coursework to enrich their high school experience.

- Many JCCS students have experienced social, emotional, and physical trauma that impedes their ability to access the academic curriculum, interact with others, cope with anxiety, and maintain focus. Our staff has engaged in meaningful professional learning to implement practices that support the academic, social and emotional needs of our students. It is necessary to constantly evaluate student needs and adjust strategies, supports and instructional practices, and we are dedicated to ensuring our students are provided every opportunity for success.

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

In order to promote access to a broad course of study, we are focusing on:

- Becoming Western Association of Schools and Colleges (WASC) accredited to provide an even broader course of study including A-G courses.
- Continuing to provide students with access to Anywhere Learning Systems an online credit recovery program.

- Aligning courses between court schools to ensure continuity of education and coursework as students transition between sites;
- Continuing to engage in professional learning in such areas as standards-based instruction, trauma-informed care, and restorative practices
- Continuing transitional supports for students entering and exciting JCCS
- Communication within school sites and across the JCCS system

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

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

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available					5

Coordinating Instruction	1	2	3	4	5
continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					5

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).				4	
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					5

Universal Prekindergarten Planning and Implementation

Santa Barbara County Education Office
Planning and Capacity Building Survey responses

This is a summary of the responses to the required questions SBCEO will complete as an online survey from the California Department of Education sometime after July 30, 2022

Each COE is required to develop a plan for how it is providing support for countywide planning and capacity building efforts for UPK planning and implementation (EC Section 8281.5). COEs will be required to submit the required data questions outlined in this document. The CDE released the UPK Planning and Implementation Grant Program - COE Countywide Planning and Capacity Building Tool on March 22, 2022 to: (1) offer planning questions for COE consideration in developing comprehensive plans for supporting LEAs to plan and implement UPK that meet community and family needs, and (2) outline the data that will be required for submission to the CDE to meet the requirements of EC Section 8281.5.

The CDE will be collecting information on the answers to the COE required questions after July 30, 2022, in a survey. This will allow the CDE to learn about how COEs are supporting LEAs as they move through the planning and implementation process and what additional support the CDE needs to provide to the COEs and LEAs to implement UPK. The CDE may collect additional data related to UPK implementation in future years as well.

There are initial questions about data, needs and technical assistance. The rest of the questions fall into 5 domains: Vision and Coherence; Community Engagement and Partnerships; Workforce Recruitment and Professional Learning; Curriculum, Instruction and Assessment; and Facilities, Services and Operations.

We have only included the responses to the required questions, but have used additional recommended questions to guide our planning.

Projected Enrollment and Needs Assessment
Required Questions
1. What data sources has the COE used to support LEAs in the development of enrollment projections or needs assessments?

   o TK and K census day and cumulative enrollment counts from 2013 through 2019 as reported to the CDE (these may be acquired through the CDE TK Data web page at https://www.cde.ca.gov/ds/ad/filestkdata.asp)

   o The estimated population of three-, four-, five-, and six-year-old children for each county from 2013 through 2026 produced by the Department of Finance (DOF) (these may be found on the DOF Projections web page at https://www.dof.ca.gov/forecasting/demographics/projections/)

- o CHHS Live Birth Profiles by ZIP Code (these can be found at https://data.chhs.ca.gov/dataset/cdph_live-birth-by-zip-code)
- o CDE TK and Kindergarten enrollment by school and LEA (these can be found on the CDE TK Data web page at https://www.cde.ca.gov/ds/ad/filestkdata.asp)
- o Head Start Program Information Report
- o Quality Counts California (QCC) Common Data File
- o Local First 5 needs assessments
- o California Child Care Resource and Referral (R&R) Network data tools

2. Has the COE partnered with local Head Start providers, CSPP, local childcare and development planning councils (LPCs), R&R agencies, or other early learning and care partners to leverage existing data to inform LEA needs assessments?
   - o Head Start providers
   - o California State Preschool Providers (CSPP)
   - o Local Planning Councils (LPCs)
   - o R&R agencies
   - o Other early learning and care partners: Boys & Girls Club, Private Preschools

3. Has the COE provided technical assistance to LEAs in any of the following areas related to projecting enrollment and assessing needs?
   - o Support for parent surveys to gauge interest in service delivery models
   - o Data analysis capacity building to support staff to refine enrollment projections and project staffing needs based on community context
   - o Information on program eligibility requirements to project enrollment across programs
   - o Information on available resources and programs to support workforce pipeline development to staff UPK
   - o Projecting staffing needs

Technical Assistance and Capacity Building:

1. How is the COE developing capacity to support UPK?
   - o Hiring a dedicated staff person to focus on UPK or P-3
   - o Providing technical assistance or coaching on key issues such as braided and blended funding models, curriculum and instruction best practices
   - o Facilitating standing capacity building, peer learning, or collaboration meetings
   - o Integrating the LPC with UPK planning and implementation efforts
   - o Serving as a liaison between LEAs and early education community partners
   - o Holding forums for parents
   - o Partnering with other COEs to increase or share expertise

- o Partnering with the local First 5 county commission
- o Joining UPK or P-3 webinars offered by the CDE
- o Joining trainings or webinars offered by other organizations

Focus Area A: Vision and Coherence

1. How many districts is the COE offering or planning to offer support to? [**18/ 100%** of those w/TK]

2. How many districts have accepted or participated in COE-administered UPK planning supports within the county to date? [**12**]

3. How many charters is the COE supporting or planning to support within the county? [**9/ 100%**]

4. What proportion of districts and charters is the COE supporting or planning to support within the county? [**100%**]

5. How did the COE support LEAs to develop a local vision for UPK?

   UPK has been a major focus area in multiple Superintendents Network and Curriculum Council meetings. We've facilitated multiple meetings for LEA administrators and teachers, CSPP teachers, and local early educator providers to collaborate, sharing thoughts on best practices and early learning foundations. During each meeting, we provided relevant research supporting the benefits of early learning and development in educational settings and provided an accessible Jamboard to develop and share visions of UPK. Our focus is grounded in the benefits for children, working families, and our school communities. We have provided individual support for our smaller/rural LEAs through individual and collective meetings.

6. Has the COE supported or does the COE plan to support districts to incorporate UPK into their Local Control and Accountability Plans (LCAPs)?

   - Yes

7. Did the COE implement or is the COE planning to implement internal organizational structures or modifications to ensure that COE child development and early education staff collaborate and coordinate effectively with staff in other departments within the COE (for example, Special Education, Curriculum and Instruction)

   - Yes

   We are hiring a coordinator, an early care education manager, and coach. Directors in both divisions have worked collaboratively thus far as well through regular meetings and shared folders.

8. Does the COE plan to support LEAs in the county to either apply to operate a CSPP contract or apply to expand existing CSPP contracts?

   - Yes - the COE will support LEAs in applying to expand existing CSPP contracts in future years (if funding is appropriated by the legislature)

9. In which of the Focus Area A: Vision and Coherence areas has the COE provided technical assistance to LEAs?

   - Adjusting classroom practices to support the district's UPK model (for example, mixed-age classrooms)
   - Creating inclusive classrooms, including implementing Universal Design for Learning

- Developing templates or frameworks for drafting a P-3 vision that incorporates partners' and parents' voices

- Technical assistance on how to integrate UPK and P-3 in the district LCAP

- Guidance on best practices for smooth transitions through the P-3 continuum

- Considerations for TK early admittance (e.g., Buellton)

- Implementing internal organization changes to ensure LEA child development and early education staff collaborate and coordinate effectively with staff in other departments within the LEA (e.g., Special Education, Curriculum and Instruction in Buellton, Lompoc)

Focus Area B: Community Engagement and Partnerships

Required Questions

1. Is the COE collaborating with other COEs (for example, sharing resources, developing joint plans, administering joint technical assistance sessions) to provide UPK planning and implementation support to LEAs?

    o **No**

2. Which partners has the COE worked with or convened to support UPK implementation in their county?

    o Special Education Local Plan Area (SELPA)

    o Local Planning Councils (LPCs)

    o Resource & Referral (R&R) Agencies

    o First 5 County Commission

    o CSPP Providers

    o Head Start Providers

    o Community-based organizations (CBOs) providing early learning and care

    o District curriculum groups

    o District early learning groups

    o District business officials' groups

3. What forums has the COE joined, administered, or convened to elevate and support UPK implementation within the county?

    o LPCs

    o First 5 County Commission meetings

    o Local Quality Counts for Children (QCC) meetings

    o Local Parent Teacher Association forums

    o Other local forums by request from LEAs - Buellton, Lompoc, College

4. How has the COE worked with community-based extended learning and care providers to share information about UPK planning and implementation?

- o Joined or convened meetings with community-based providers
- o Provided information about TK expansion directly to providers
- o Provided information to the R&Rs and LPCs to share with providers
- o Provided information about changes in law and eligibility for early learning and care programs
- o Helped community-based providers identify which district they are located in
- o Helped connect community providers to staff at their local school or district

5. In which of the Focus Area B: Community Engagement and Partnerships areas has the COE has provided technical assistance to LEAs?

- o Support for community engagement activities including best practices for coordination with LPCs, Local QCC Consortia, First 5 county commissions, Head Start Policy Councils, and other early learning and care leadership tables
- o Strategies for meeting the ELO-P requirements through different models of extended learning and care, including models of blending and layering funding to support the nine-hour day and ensuring developmentally-informed environments for young children (Will this summer)
- o Strategies for increasing UPK enrollment and parent awareness of programs

Focus Area C: Workforce Recruitment and Professional Learning

Required Questions

1. How is the COE supporting districts in creating a pipeline of ethnically, culturally, and racially diverse, multilingual TK and early education teachers?

- o Creating pipeline programs to elevate the qualifications of existing early education staff, including targeted recruitment of racially and culturally diverse individuals
- o Encouraging workforce programs to offer culturally competent mentoring and coaching
- o Encouraging preparation programs to offer coursework during non-traditional hours, for example, after 6 p.m.
- o Offering coursework online or coursework that can be completed on candidates' own time
- o Offering or collaborating to offer paid internship and apprenticeship programs
- o Other [Finalizing accreditation for in-service teachers to be able to expand DLI programs at the TK level]

2. Which of the strategies does the COE intend to use to support a pipeline of diverse and effective prospective TK teachers to earn a Multiple Subject Teaching Credential?

- o Partner with one or more local accredited Institute of Higher Education (IHE) or other COEs to help support teachers holding less than a full credential to complete requirements to earn a Preliminary Multiple Subject Teaching Credential
- o Apply for a California Classified School Employee Teacher Credentialing Program grant

- Establish a relationship with other LEAs to establish pathways for high school students interested in a career in CSPP or in P-3 teaching through Career Technical Education programs, dual enrollment programs, clubs, registered apprenticeships, or other such early recruitment opportunities
- Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers in the county
- Apply for workforce development funding and competitive grant opportunities from the CDE
- Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential
- Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [Santa Barbara City College, Allan Hancock College]
- Partner with an IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- Partner with another COE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential
- Lead a coalition application for statewide grants (for example, partner with districts to apply for statewide grants)
- Create a countywide matrix of workforce programs to share with LEAs and prospective educators

3. Which of the strategies does the COE intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under EC Section 48000(g)(4)?
   - Partner with a local IHE offering eligible early childhood education or childhood development coursework
   - Partner with an IHE or COE to operate models for LEA teachers earning 24 units
   - Provide information on scholarship and grant opportunities
   - Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree
   - Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit
   - Offer advice to existing teachers on ECE requirements and how to meet the requirements
   - Develop or work with an established mentorship program to support new TK teachers
   - Create a countywide matrix of workforce programs to share with LEAs and prospective educators

4. Which of the strategies does the LEA **intend to employ** to support diverse and effective prospective CSPP or LEA-operated preschool teachers, including multilingual educators, to obtain a Child Development Teacher Permit?
   - Partner with an IHE (including both community colleges and four-year IHEs) offering eligible early childhood education or childhood development coursework
   - Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

- o Provide information on scholarship and grant opportunities

- o Apply for workforce development funding and grant opportunities

- o Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or an associate or baccalaureate degree

- o Offer advising and transcript analysis to prospective CSPP teachers on requirements and support individual planning for how to meet the Child Development Teacher Permit requirements

- o Offer unit-bearing coursework at a local district site during times that work for teachers

5. In which of the Focus Area C: Workforce Recruitment and Professional Learning areas has the COE already provided technical assistance to LEAs?

- o Additional guidance on UPK workforce requirements (TK, CSPP, and other early learning and care providers)

- o Creating professional learning opportunities to provide school site leaders with more early childhood knowledge

Focus Area D: Curriculum, Instruction, and Assessment

Required Questions

1. If any LEAs in the county administer CSPP, does the COE plan to support them with providing any of the following language model(s) for CSPP students?

- o Other: As the LEAs expand CSPP and Dual Language Immersion programs, we are equipped to support their language models for CSPP. Our plans are dependent on expansion of dual language into CSPP

2. In which of the following Focus Area D: Curriculum, Instruction, and Assessment areas will the COE provide technical assistance to LEAs?

- o Guidance on how to adopt the California Preschool Learning Foundations and the California Preschool Curriculum Frameworks into a specific UPK setting (for example, mixed-age classrooms)

- o Guidance on the selection, development, or integration of developmentally-informed curricula and aligning curricula across the early grades

- o Guidance on how to support effective classroom organization practices and behavior management strategies to ensure a positive learning environment for a diverse population of UPK students

- o Guidance on instructional practices to support children with disabilities in UPK (for example, implementing Universal Design for Learning, providing specialized job embedded services in the classroom with peer models, and implementing social-emotional strategies such as the Pyramid Model) and partnerships with early learning and care providers to support services for children with disabilities

- o Specific instructional strategies to support specific skills including, but not limited to, children's social-emotional development and home language development

- o Guidance on appropriate assessment selection and utilization

- o Guidance on creating dual language immersion or bilingual programs

Focus Area E: LEA Facilities, Services, and Operations

Required Question

1. In which of the following Focus Area E: LEA Facilities, Services, and Operations areas has the COE provided or **plans to provide** technical assistance to LEAs?

   o Guidance on how to modify an elementary school classroom to serve young children, including but not limited to proximity of bathrooms within or near classrooms and location of parking near drop-off locations

   o Strategies to address transportation issues related to UPK access and enrollment

   o Guidance to support strategies that ensure TK students have access to meals and LEAs implement age-appropriate mealtime practices, including adequate time to eat

   o Making modifications to district data systems to support access to UPK assessment data and other relevant information across community and elementary school settings

   o Best practices for preventing displacement of early learning education programs operated by non-LEA administrators on LEA campuses and transitioning programs to serve younger children (or to offer extended learning opportunities, including in intersession and summer)

   o Utilizing outdoor learning environment