

Santa Barbara County Education Office

BOARD BOOK and AGENDA



November 2022



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING

November 3, 2022 – 2:00 p.m.

AGENDA

Online Viewing Option

Individuals who are unable to attend the board meeting in person may view the board meeting online by clicking on the link below or by copying and pasting it into a web browser:

<https://us02web.zoom.us/j/81816960520?pwd=UXFqMUlY2aFMrNVlaQ0FqSmo1NWlqQT09>

Public Comment Procedure

Public comment may be made in person at the board meeting. 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. Live simultaneous interpretation will also be provided for those viewing online. Se proporcionará interpretación al español para la reunión de la junta directiva. También se ofrecerá interpretación simultánea en directo para quienes lo vean a través de Internet.

Video Recording

The board meeting will be video recorded. The video recording 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

2. Spanish Interpretation/Interpretación

The president will announce that Spanish interpretation of the board meeting is available. La presidente anunciará que hay interpretación en español disponible durante la reunión de la junta directiva.

3. Pledge of Allegiance

4. Roll Call

5. Changes to the Agenda

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

6. President and Board Comments

7. 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.

SUPERINTENDENT'S REPORT

8. Superintendent's Report (Attachment)

The superintendent's report is presented as an information item.

PRESENTATIONS

- 9. Presentation on the Western Association of Schools and Colleges (WASC) Accreditation Process for Juvenile Court and Community Schools (JCCS) (Attachment)**

JCCS Director Rene Wheeler and Educational Services Coordinator Shannon Yorke will provide a presentation to the board about the Western Association of Schools and Colleges (WASC) accreditation process for the Juvenile Court and Community Schools (JCCS) program. A draft of the JCCS 2022 WASC Initial Visit Report is attached for information.

- 10. Presentation on the Current State of Juvenile Court Schools as a Result of SB 823 and AB 2471**

Assistant Superintendent of Educational Services Bridget Baublits will provide a brief presentation to the board about SB 823 and AB 2471, the formation of the Office of Youth Community Restoration and its role in the realignment of the Division of Juvenile Justice, and the impact on Juvenile Court Schools.

SB 823 shifts the responsibility for managing all juvenile offenders from the state to local jurisdictions, a process known as realignment. AB 2471 clarifies that the Youth Bill of Rights applies to youth confined in any juvenile justice facility. Mrs. Baublits will address what this means for SBCEO JCCS programs.

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.

- 11. Minutes of Meeting Held October 6, 2022 (Attachment)**
- 12. 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 September 7, 2022 to October 6, 2022, and the issuance of temporary county certificates for that same time period.

13. Declaration of Surplus
(Attachment)

Declaration of surplus on the attached surplus list for the following departments:

- Administrative Services
- Communications
- Information Technology Services
- Superintendent's Office

14. Ratification of Joint Use Lease Agreement for Preschool Services
(Attachment)

In accordance with Resolution No. 2301, the Santa Barbara County Education Office (SBCEO) has entered into a three-year Joint Use Lease Agreement with the Cathedral Oaks Children's Center to lease a vacant portable and surrounding area at the SBCEO Cathedral Oaks Road campus to provide preschool services.

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

ACTION ITEMS

15. Board Policies, Reading and Adoption
(Attachment)

The following board policies are being presented for reading and adoption. Only board policy (BP) 5117.1 includes a "marked copy" and a "clean copy". All other BPs are new and therefore only the new "clean" copy is provided.

New board policies:

	–	–	–
Administrative Staff Organization			4301
Recruitment and Selection	4111	4211	4311
Legal Status Requirement	4111.2	4211.2	4311.2
Certification	4112.2		
Contracts			4312.1
Interns	4112.21		
Employment of Relatives	4112.8	4212.8	4312.8
Employee Notifications	4112.9	4212.9	4312.9

Revised board policies:

- BP 5117.1 – Interdistrict Attendance Appeals

MOVED:

SECONDED:

VOTE:

16. Reimburse Expenses for Board Member(s) to Attend the California School Boards Association (CSBA) Annual Education Conference (AEC), December 2022

The board will consider whether to approve the reimbursement of actual and necessary expenses for a board member(s) to attend the California School Boards Association (CSBA) Annual Education Conference, November 30, 2022 (pre-conference day), and December 1-3, 2022 (conference), in San Diego, in accordance with Board Policy 9250.

MOVED:

SECONDED:

VOTE:

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

In accordance with AB 361, Resolution No. 2310 recognizes a state of emergency and reauthorizes teleconferenced meetings for a period of thirty (30) days.

[Roll Call Vote:]

MOVED:

SECONDED:

VOTE:

INFORMATION ITEMS

18. Public Presentation of Joint Collective Bargaining Agreement Proposal of Santa Barbara County Education Office (SBCEO) and Santa Barbara County Education Association (SBCEA) (Attachment)

Draft memorandum of understanding for salary adjustments for the Santa Barbara County Education Association (SBCEA) is presented as an information item.

19. Public Presentation of Joint Collective Bargaining Agreement Proposal of Santa Barbara County Education Office (SBCEO) and California School Employees Association (CSEA) and its Coast and Valleys Chapter 817 (Attachment)

Draft memorandum of understanding for salary adjustments for the California School Employees Association (CSEA), Chapter 817 is presented as an information item.

20. Board Salary Committee Report

Board Salary Committee Chair Marybeth Carty will report to the board about salary adjustments for represented employees (SBCEA and CSEA), non-represented employees, and management employees, including superintendent.

21. Williams/Valenzuela Legislation School District Report
(Attachment)

The 2021-22 annual report on the condition and state of the Santa Barbara County schools in deciles 1-3 of the 2012 base API, as specified in California Education Code, section 1240, is submitted to the board as an information item.

22. The End of California's COVID-19 State of Emergency on February 28, 2023
(Attachment)

On October 17, 2022, Governor Newsom announced that the COVID-19 State of Emergency would end on February 28, 2023. The superintendent and the board may discuss what the end of the state of emergency means.

23. Personnel Report
(Attachment)

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

24. Board Committees
(Attachment)

The annual board organizational meeting is set for December 9, 2022 (a regular County Board of Education meeting date), during which the 2023 County Board of Education meeting dates and 2023 board committees will be solidified.

FUTURE AGENDA ITEMS

25. Future agenda items

ADJOURNMENT

26. Adjournment to the next regular meeting to be held Friday, December 9, 2022.

MOVED:

SECONDED:

VOTE:

Superintendent's Report



Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

Superintendent's Report November 3, 2022

Student Enrollment in SBCEO Schools and Programs

Juvenile Court and Community Schools (as of Oct. 21, 2022):

- FitzGerald Community School: 11 (4 junior high, 7 high school)
- Dos Puertas: 14
- Los Robles: 3

Early Care & Education (as of Oct. 21, 2022): 278 children in preschools and infant/toddler centers.

Special Education (as of Oct. 24, 2022): 752 children countywide, which is broken down into:

- JCCS: 7
- Early start (infants): 101 children
- Direct service districts: 97 students
- Regional:
 - TK-12 extensive support needs program: 56 students
 - Itinerant vision and deaf and hard of hearing program: 75 students
 - Preschool: 416 children

Rescheduled County Board of Education Optional Tours of JCCS and North County Office: November 18, 2022

The optional tours at Dos Puertas School at the Juvenile Justice Center (JJC), Peter B. FitzGerald Community School, and the SBCEO North County Office have been rescheduled for November 18, 2022. Tours will begin at 8:45 a.m. at Dos Puertas and conclude at approximately 11 a.m. at the North County Office. Please RSVP attendance to Anna Freedland on or before November 14.

The most recent update from County Probation:

Visitors entering a Santa Barbara County Probation juvenile facility are required to provide vaccination and booster records to Sr. AOP Buffy Harrington 48 hours before a scheduled visit. (bharrin@countyofsb.org)

Unvaccinated visitors must take a COVID-19 test within 48 hours before their scheduled visit and submit the negative test result to Sr. AOP Harrington prior to entering the facility. The test can be either a PCR or Antigen test but must be performed by a testing site or medical office that provides written verification (email, text) of negative results.

Unvaccinated visitors are required to wear a surgical, N95, or KN95 mask in the facility, cloth masks are not sufficient.

CAASPP Scores Released on October 24, 2022

Please see the attached media release describing the initial analysis of overall countywide CAASPP results.

Curriculum and Instruction (C&I) Division

Computer Science: SBCEO was named regional lead for The Computer Science Educator Workforce Investment Grant (EWIG) for Region 6 (Los Angeles, Ventura, Santa Barbara, San Luis Obispo, Kern and Fresno counties). Directors Lauren Aranguren and Cate Tolnai have been doing outreach and development across the 6 counties to recruit teams for training and build our county network into a regional network for training and Community of Practice. They are hosting a “Make and Take” workshop on November 16 for teachers, parents, after-school providers, and anyone interested in learning about Computer Science Education Week and the Hour of Code. Computer Science Education Week takes place December 5-11 to align with Grace Hopper's birthday.

Educational Partner Engagement Training: As part of SBCEO's Universal Support for Differentiated Assistance for all districts and charters, the C&I Division is hosting a 3-part series to support year-round planning, coherence and LCAP plan development. The first in the series was “Educational Partner Engagement” on October 27. District teams will attend the session, then meet with SBCEO staff for customized support and planning. The other two cycles in the Operationalizing Equity LCAP Development Series include: Data Analysis and Goals & Actions.

Ethnic Studies Professional Learning: The C&I Division has been providing customized outreach, support, and planning for districts in anticipation of the state ethnic studies graduation requirement. The class of 2030 (current 5th graders) will be the first class to meet this requirement, but schools need to have the courses in place a year before that graduating class begins high school (2025). There are many ways schools and districts can design courses and meet the requirement. Two of our districts already have qualifying courses and requirements, and all districts are beginning to plan for educational partner engagement.

Support for Plans, Templates and Statutory Deadlines: For the past 3 years, the education omnibus trailer bill has provided considerable categorical programs for local

education agencies. These funds and programs come with required plans, reports, deadlines, and multi-year spending and reporting regulations. At the last Curriculum and Superintendents' Councils, C&I shared a set of tools to help organize and summarize these requirements, board action, templates, etc., with planned reminders and supports to districts and charters. (Please see the organizational tools at the end of this report.)

Educational Services Division

Career Technical Education (CTE)

K12 Strong Workforce Grant Submitted: SBCEO's CTE department submitted the application for round 5 of the K12 Strong Workforce grant on October 14, 2022. The application was submitted as a consortium of middle and high schools from across Santa Barbara County. The consortium included eleven districts: Buellton Union School District, Carpinteria Unified School District, Cuyama Joint Unified School District, Guadalupe Union School District, Lompoc Unified School District, Orcutt Union School District, Santa Barbara County Education Office, Santa Barbara Unified School District, Santa Maria-Bonita School District, Santa Maria Joint Union High School District, and Santa Ynez Valley Union High School District. The grant focuses on 1) the development of three vital sectors: health care, education, and agriculture; 2) the expansion of college and career exploration opportunities; and 3) course offerings at the middle school level. CTE should receive notification in early December regarding the status of the application.

Teacher Tours: The CTE department recently held teacher tours in collaboration with the Santa Maria Valley Chamber of Commerce for CTE teachers in business, finance, cybersecurity, agriculture, environmental, and natural resources. A total of nine teachers from the Orcutt Union School District, Lompoc Unified School District, and Santa Maria Joint Union High School District attended the business, finance and cybersecurity tour held on October 6, 2022. A total of thirteen teachers from the Lompoc Unified School District and Santa Maria Joint Union High School District attended the agriculture, environmental, and natural resource tour held on October 11, 2022. Based on post event survey feedback from the teachers and business leaders, the tours were a success. The event developed additional partnerships between industry and schools, such as participation in mock interviews, job shadows, and advisory boards. The CTE program is looking at expanding this opportunity across the county, as teachers in other pathways/sectors would like to participate.

Early Care & Education (ECE)

ECE Needs Survey: The ECE department developed and sent a needs assessment to early child care providers throughout Santa Barbara County on October 11, 2022. The information collected is intended to identify 1) infrastructure and retention supports needed to recruit and retain the ECE workforce, 2) disparities between the need for child care spaces and the lack of available and qualified staff to fill the need, 3) ways in which substitutes are/can be utilized. To date, a total of 25 licensed child care organizations have responded to the survey. Preliminary survey data indicates that, due to staff vacancies, 147 infants/toddlers, 457 preschool aged children, and 5 school aged

children (after school care) are awaiting placements in organizations in Santa Barbara County. This is an area of high demand and attention - I will continue to report back on progress.

Juvenile Court & Community Schools (JCCS)

Rising Scholars Program Update: In September's Superintendent's Report to the County Board, I highlighted a new partnership between FitzGerald Community School and Allan Hancock College (AHC) for the Rising Scholars program. The Rising Scholars program pairs mentors with JCCS students and assists students with college enrollment and completion. Our first high school senior participant has now successfully enrolled in AHC and has completed the pre-registration for spring semester classes.

Special Education Division

Members of the Special Education Division's leadership team participated in the Santa Barbara County SELPA's annual Transition and Resources Fair on September 21 in Santa Barbara and October 12 in Santa Maria. These evening events showcased opportunities available for transition age youth and adults with disabilities living in Santa Barbara County.

On October 14, the division leadership team and IEP chairs led a professional development day for the certificated and classified preschool staff. The day focused on best practices for writing Individualized Education Plans (IEPs) and supporting behavior needs interspersed with fun, interactive activities for building community as a team.

My facilitation and/or attendance at recent countywide meetings and events (partial list):

- 10/3 Superintendents' Council meeting
- 10/3 Santa Barbara County Special Education Local Plan Area (SELPA) Joint Powers Agency (JPA) Board meeting
- 10/6 Santa Barbara County School Boards Association Executive Committee meeting
- 10/7 Juvenile Justice Coordinating Council (JJCC) & Community Corrections Partnership (CCP) meetings
- 10/8 Council on Alcoholism and Drug Abuse (CADA) mentor program quarterly meeting
- 10/8 The Mayors' Gala, Northern Santa Barbara County United Way
- 10/12 Visit to Adams School in Santa Barbara with Santa Barbara Unified School District Superintendent Dr. Hilda Maldonado
- 10/12 Fighting Back Leadership Coalition meeting
- 10/13 KUHL radio live interview
- 10/13 School/district visits:
 - Guadalupe Union School District
 - Santa Maria High School (Santa Maria Joint Union High School District – SMJUHSD)

- Santa Maria High School (SMJUHSD)
- Pioneer Valley High School (SMJUHSD)
- El Camino Junior High School (Santa Maria-Bonita School District – SMBSD)

10/20 Bill Libbon Elementary School ribbon cutting (SMBSD)

10/26 Opening remarks at the Santa Barbara County School Wellness Summit

10/26 Empty Bowls event - Foodbank of Santa Barbara County

Special Note:

- A Salute to Teachers Gala – November 5, 2022. Please RSVP to Steven Keithley, skeithley@sbceo.org.



Santa Barbara County
Education Office
Dr. Susan Salcido
Superintendent of Schools

News Release

State Student Test Scores Released

Results to Serve as New Baseline after Pandemic Disruptions

For immediate release: Oct. 24, 2022

SANTA BARBARA COUNTY - Student test score data newly released today by the California Department of Education illuminates the impact of the pandemic on student academic performance. The test scores show last spring's results in math and English Language Arts on the 2021-22 California Assessment of Student Performance and Progress (CAASPP).

This is the first year of CAASPP testing results since 2019, as the State Board of Education suspended mandatory testing during the COVID-19 pandemic. Due to the exceptional circumstances of the past three years, comparisons between 2019 and 2022 results are challenging, and highlight the need to consider this year's data as a new baseline.

Santa Barbara County school districts have had access to individual students' results since earlier this school year and have been using the data to provide extra support to students and to modify systems of intervention provided at each school. Student scores in grades 3-8 and 11 are categorized into four achievement levels, indicating whether that performance has exceeded, met, nearly met, or did not meet the standard.

The test results serve as a compass, a general idea of how students performed on a summative assessment on mathematics and English Language Arts, explained Santa Barbara County Superintendent of Schools Dr. Susan Salcido. "As educators, we look at this annual assessment in combination with more frequent, local, in-class

assessments to provide personalized instruction that helps each student advance in their learning.”

As anticipated, the results both at the state and county levels show that the pandemic thwarted some of the progress schools had made prior to the pandemic. For Santa Barbara County as a whole, the number of students meeting or exceeding standard declined by about the same percentage as the state:

- The percentage of students meeting or exceeding standard in English Language Arts (ELA) dropped about 6 percentage points (from 47% in 2018/19 to 41% in 2021/2022)
- The percentage of students meeting or exceeding standard in math declined by about 8 percentage points (from 36% in 2018/19 to 28% in 2021/2022)

Statewide, the percentage of students meeting or exceeding standard in ELA declined by 4 percentage points and declined in math by 7 percentage points when compared to pre-pandemic results. The CDE Press Release is linked [here](#).

“The data underscores the extraordinary disruption the pandemic caused on student learning and growth, and the critical importance of face-to-face, in-person instruction,” Superintendent Salcido said. “Now is the time to accelerate our efforts on every front; we are focused on targeted interventions, adapting, expanding, and accelerating services to meet and exceed the supports that are essential to our students’ long-term success.”

The Santa Barbara County Education Office is working closely with local school districts in various areas to enhance learning and academic performance. This includes: expanding preschool enrollment; supporting the rollout of transitional kindergarten (TK); providing professional learning and planning support for childcare staff, teacher teams, and administrators; and increasing access to mental health and wellness resources for students, families and school staff across the county.

The CAASPP test scores alone display only a portion of student performance and school accountability. For example, with the first grading period of this school year coming to a close, teachers will be communicating through parent conferences and report cards the progress and growth students have made in the months since students took these tests. Later this year, the 2022 California School Dashboard will provide additional data with the release of state and local measures of absenteeism, graduation rates, suspension rates, and English learner progress. The new Dashboard data is expected to be public by the end of December.

Assessment results for the CAASPP and ELPAC are available to the public on the [Test Results for California's Assessments website](#).

To provide essential background and factors to consider when interpreting California's 2021–22 statewide assessment results, the CDE created the *Interpretation Guide to the 2021–22 Statewide Assessment Results*, which can be found on the [CDE California Assessment Results News Release web page](#).

NAEP results, including those for California and all other states, are available on [The Nation's Report Card website](#).

#



DISTRICT AND CHARTER ACCOUNTABILITY DUE DATES 2022-23

KEY			
NEW ACTION	ANNUAL REPORTING	ONGOING ACTION	DEADLINE EXTENSION

BOARD MTG	DUE DATE	DOCUMENT/ PLAN	REQUIRED ACTION(S)	TEMPLATE/TOOLS	22-23 BOARD ACTION	SUBMIT TO
September	9/14/2022	ESSER-III EXPENDITURE PLAN	Complete the Maintenance of Equity survey.	Maintenance of Equity Questionnaire	NO - Plan was adopted by 10/29/21	CDE
	9/30/2022	EDUCATOR EFFECTIVENESS BLOCK GRANT	Submit annual data and expenditure reports.		NO - Plan was adopted by 12/31/21; see Row 26	CDE
	9/30/2022	PREKINDERGARTEN PLANNING AND IMPLEMENTATION GRANT	Submit responses to required questions in the UPK Planning Template.	UPK Survey	NO - Plan was presented by 6/30/22	CDE
	9/30/2022	LOCAL INDICATORS	Report progress on the local indicators using the self-reflection tools included within Dashboard.	Local Indicators	NO - Local Indicators were presented at the time LCAP was adopted	CDE
	9/30/2022	ESSER II/GEER II (ELO GRANT FUNDS)	Report ELO Grant expenditures from Resource Codes 3216 and 3217.		NO - ELOG Plan was adopted by 6/01/21	CDEs
December	12/1/2022	ESSER-III SAFE RETURN TO IPI & COS PLAN	Update/ Review/ Revise plan every 6 months.	ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan Template	NO - Plan was adopted by June 2021	Post on LEA Website
	12/14/2022	ESSER-III EXPENDITURE PLAN	Complete the Maintenance of Equity survey (only for LEAs without exception).	Maintenance of Equity Questionnaire	NO - Plan was adopted by 10/29/21	CDE
January	2/1/2023	2021-22 SARC AND LARC	Publish the template with completed school conditions and performance information.	Revised template approved in July and will be posted HERE	YES - Adoption required	CDE

Revised 9/22/2022

Source document prepared by the Santa Barbara County Education Office
Consult RCOE's [2022-23 Plans, Templates, and Statutory Deadlines \(PTSD\)](#) for more detail



DISTRICT AND CHARTER ACCOUNTABILITY DUE DATES 2022-23

KEY			
NEW ACTION	ANNUAL REPORTING	ONGOING ACTION	DEADLINE EXTENSION

BOARD MTG	DUE DATE	DOCUMENT/ PLAN	REQUIRED ACTION(S)	TEMPLATE/TOOLS	22-23 BOARD ACTION	SUBMIT TO
March	3/30/2023	PREKINDERGARTEN PLANNING AND IMPLEMENTATION GRANT	Present plan for consideration if this did not take place by the previous deadline (6/30/22).	UPK Planning Template	NO - Presentation only if not previously presented	
	3/31/2023	EDUCATOR EFFECTIVENESS BLOCK GRANT	Present and approve plan if this did not take place by the previous deadline (12/31/21).	Example Template (Excel version)	YES - Adoption required if not previously adopted	
June	6/1/2023	ESSER-III SAFE RETURN TO IPI & COS PLAN	Update/ Review/ Revise plan every 6 months.	ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan Template	NO - Plan was adopted by June 2021	Post on LEA Website
	6/30/2023	LOCAL INDICATORS	Report progress on local indicators in conjunction with the adoption of the LCAP.	Optional self-reflection tools available for Local Indicators	NO - Presentation only	
	6/30/2023	LCAP with Action Tables and Budget Overview for Parents	Submit all components of the 2023-24 LCAP to SBCEO for review and approval (districts).	Revised template due in January 2023 will be HERE	YES - Public Hearing and Adoption at two separate meetings	COE (and Post on LEA Website)
	6/30/2023	SELPA ADR & LEARNING RECOVERY FUNDS PLANS	Funds must be encumbered by 6/30/23.		NO - Plans were submitted by 10/01/21	
2022-23 School Year	Ongoing	EXPANDED LEARNING OPPORTUNITIES PROGRAM	Audit will begin in 2022-23 school year. (There is no audit for 2021-22 school year.)	ELO-P Program Plan Guide/Template	YES - Adoption required (no deadline specified)	Post on LEA Website
	Ongoing	A-G COMPLETION IMPROVEMENT GRANT PROGRAM	Report on how impact will be measured and outcomes based on those measurements by 12/31/23.		NO - Plan was developed by 4/01/22 and adopted at a later date	CDE
	Ongoing	ARTS, MUSIC, INSTRUCTIONAL MATERIAL GRANT	Allocations will be posted soon. Disbursements will take place in Dec (50%) and May (50%).	CDE may develop plan template. Riverside COE created an Expenditure Plan Template(Excel)	YES - Adoption required (no deadline specified)	

Major Revision History		
9/22/2022	SBCEO	Initial Publication

Revised 9/22/2022
Source document prepared by the Santa Barbara County Education Office
Consult RCOE's [2022-23 Plans, Templates, and Statutory Deadlines \(PTSD\)](#) for more detail



2022 – 2023

Plans, Templates, and Statutory Deadlines

Riverside County Office of Education
Division of Educational Services
Assessment, Accountability, and Continuous Improvement Unit
Access at: <https://bit.ly/RCOE-PTSD>

2022-23 Plans, Templates, and Statutory Deadlines

Table of Contents

Audience:

- Persons responsible for developing plans, monitoring implementation and expenditures, and ensuring deadlines are met in conjunction with fiscal oversight teams.

Section 1: Timeline for 2022-2023

- **Purpose:**
To provide a visual summary of the 2022-2023 school year calendar that indicates plan development, adoption, survey completion, data upload, or expenditure reporting deadlines.
- **Recommended Uses:**
Helpful tool for planning. Fiscal and program teams work together to map out the year and determine necessary activities to precede upcoming deadlines.
- **Color code key:**
Yellow: Expenditure reporting; **Purple:** Survey completion, data upload; **Green:** Plan completion and/or adoption; **Orange:** Deadline not specified.

Section 2: Multi-Year Planning, Reporting, and Expenditure Deadlines

- **Purpose:**
To provide an outline of required actions that need to be taken by an LEA in regards to each plan. Provides a multiple-year look to see future required activities and deadlines.
- **Recommended Uses:**
Helpful tool for planning. Fiscal and program teams work together to map out the year and upcoming expenditures in subsequent years.
- **Color code key:**
Red: High priority deadlines.

Section 3: Program Details

- **Purpose:**
To provide a detailed summary of each program. Links are provided to resources, Education Code text, and legislative bill text to assist users in meeting program requirements.
- **Recommended Uses:**
Helpful tool for planning. Fiscal and program teams work together to strategically align plans and expenditures to meet the needs of students within statutory parameters.
- **Color code key:**
Purple: Revisions due to AB 167; **Green:** Revisions due to AB 181; **Orange:** Revisions due to AB 185/Latest revisions.

Programs Included in Section 3:

- [ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan](#)
- [ESSER III Expenditure Plan](#)
- [Educator Effectiveness Funds Block Grant](#)
- [A-G Completion Improvement Grant Program](#)
- [2022-23 Local Indicators](#)
- [2022-23 LCAP, Action Tables, and Budget Overview for Parents \(BOP\)](#)
- [Prekindergarten Planning and Implementation Grant](#)
- [Expanded Learning Opportunities Grant Plan \(ELO or ELOG\)](#)
- [Expanded Learning Opportunities Program \(ELOP\)](#)
- [Arts, Music, and Instructional Materials Discretionary Block Grant](#)
- [Learning Recovery Emergency Fund](#)

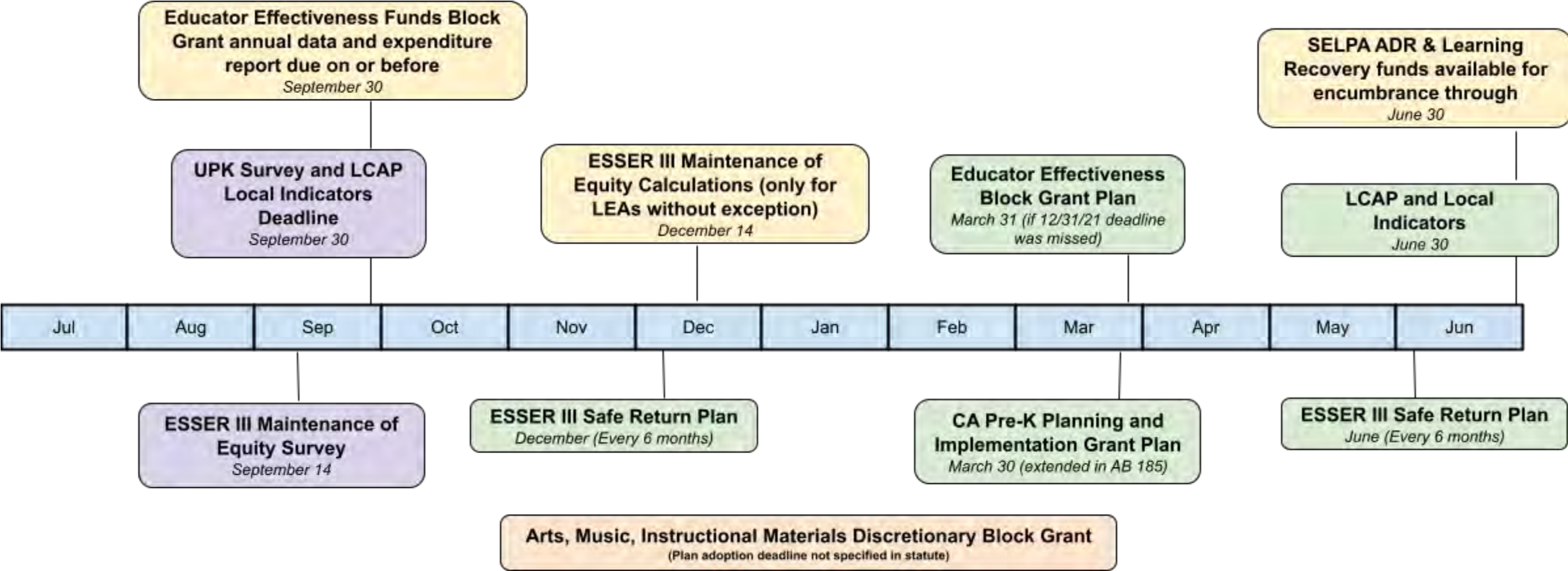
Section 4: [Major Revision History](#)

Additional Resources

- Santa Barbara COE [District and Charter Accountability Dates 2022-23](#)
- [2021-22 Plans, Templates, and Deadlines](#)

2022-23 Plans, Templates, and Statutory Deadlines

Section 1: Timeline for 2022-2023



2022-23 Plans, Templates, and Statutory Deadlines

Section 2: Multi-Year Planning, Reporting, and Expenditure Deadlines At-a-Glance

Program	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
In-person Instruction (IPI) Grant <i>*See 2021-2022 PTD for details</i>	Plan developed in 2020-21	• Implement Plan	• Implement Plan	<ul style="list-style-type: none"> Funds available for expenditure through 9/30/2024 Final expenditure reports due by 12/01/2024 				
Expanded Learning Opportunities Grant (ELO-G)	Plan developed in 2020-21 <ul style="list-style-type: none"> Implement plan Subject to audit. 	• Implement Plan	<ul style="list-style-type: none"> ESSER II & GEER II backed ELO Grant Funds (resources 3216 & 3217) must be obligated by 09/30/2023 	<ul style="list-style-type: none"> ESSER III backed ELO Grant Funds (resources 3218 & 3219) must be obligated by 09/30/2024 Final expenditure report from all funds due 12/01/2024 per EC 43523(c). 				
SELPA - Alternative Dispute Resolution <i>*See 2021-2022 PTD for details</i>	Plan due 10/01/2021	<ul style="list-style-type: none"> Implement Plan; Funds available for encumbrance through 06/30/2023 	<ul style="list-style-type: none"> LEAs report activities to SELPA by 9/30/2023 SELPAs report to CDE by 10/01/2023 					
SELPA - Learning Recovery <i>*See 2021-2022 PTD for details</i>	Plan due 10/01/2021	<ul style="list-style-type: none"> Implement Plan; Funds available for encumbrance through 06/30/2023 	<ul style="list-style-type: none"> SELPAs report to CDE by 09/30/2023 					

2022-23 Plans, Templates, and Statutory Deadlines

Program	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ESSER III Safe Return to In Person Instruction Plan	<ul style="list-style-type: none"> Post plan within 30 days of completing assurances Update every 6 months with public input Post on website 	<ul style="list-style-type: none"> Update every 6 months with public input Post on website 	<ul style="list-style-type: none"> Update every 6 months until 09/30/2023 Post on website 					
ESSER III Expenditure Plan	<ul style="list-style-type: none"> Plan Developed Monitor Expenditures 	<ul style="list-style-type: none"> Monitor Expenditures Reporting Maintenance of Equity (MOE) questionnaire due by 9/14/2022 Maintenance of Equity Calculations (for LEAs not exempt from requirements) due 12/14/2022 	<ul style="list-style-type: none"> Monitor Expenditures Reporting Maintenance of Equity Calculations (for LEAs not exempt from requirements) due 12/13/2023 	<ul style="list-style-type: none"> Monitor Expenditures Reporting Funds available for expenditure through 09/30/2024 				
Educator Effectiveness Block Grant Funds (EEF / EEBG)	<ul style="list-style-type: none"> Original deadline 12/30/2021 (<i>If LEA's local board approved plan by 12/30/21, LEA does not have to approve again in 22-23</i>). Implement Plan 	<ul style="list-style-type: none"> Deadline to develop and adopt plan extended to 03/31/2023 Implement Plan Annual data and expenditure report due on or before 09/30/2022 	<ul style="list-style-type: none"> Implement Plan Annual data and expenditure reports due on or before 09/30/2023 	<ul style="list-style-type: none"> Implement Plan Annual data and expenditure reports due on or before 09/30/2024 	<ul style="list-style-type: none"> Implement Plan Annual data and expenditure reports due on or before 09/30/2025 Funds available for expenditure through 06/30/2026 	<ul style="list-style-type: none"> Final report of expenditures due to CDE by 09/30/26. 		
A-G Completion Improvement Grant	<ul style="list-style-type: none"> Original deadline 01/01/2022 Updated to 04/01/2022 (AB167) 	<ul style="list-style-type: none"> Implement Plan 	<ul style="list-style-type: none"> Implement Plan Report to CDE by 12/31/2023 on measuring impact 	<ul style="list-style-type: none"> Implement Plan 	<ul style="list-style-type: none"> Implement Plan Funds available for expenditure through 06/30/2026 	<ul style="list-style-type: none"> Report to CDE by 08/31/2026 on final outcomes 		

2022-23 Plans, Templates, and Statutory Deadlines

Program	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Prekindergarten Planning and Implementation Grant	<ul style="list-style-type: none"> Plan development 	<ul style="list-style-type: none"> Plan due to governing board by March 30, 2023 (AB 185) Implement Plan Monitor Expenditures UPK survey deadline - 09/30/22 	<ul style="list-style-type: none"> Implement plan 	<ul style="list-style-type: none"> Implement plan 	<ul style="list-style-type: none"> Funds available for expenditure through 06/30/2026 (AB 185) 			
Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> Implement and Monitor Plan Develop plan for subsequent school year Adopt by June 30 One-time Supplement due 02/28/2022 	<ul style="list-style-type: none"> Implement and Monitor Plan Develop plan for subsequent school year Adopt by June 30 Local indicators Dashboard deadline - 09/30/2022 AB181, SEC 80 requirement for parents of SWD in PAC 	<ul style="list-style-type: none"> Implement and Monitor Plan Develop plan for subsequent school year Adopt by June 30 	<ul style="list-style-type: none"> Start of new 3-year cycle Implement and Monitor Plan Develop plan for subsequent school year Adopt by June 30 SBE to adopt IDEA Addendum by 1/31/2025 Identified LEAs must develop IDEA Addendum 	<ul style="list-style-type: none"> Implement and Monitor Plan Develop plan for subsequent school year Adopt by June 30 Identified LEAs develop/review IDEA Addendum 	<ul style="list-style-type: none"> Implement and Monitor Plan Develop plan for subsequent school year Adopt by June 30 Identified LEAs develop/review IDEA Addendum 	<ul style="list-style-type: none"> Start of new 3-year cycle Implement and Monitor Plan Develop plan for subsequent school year Adopt by June 30 Identified LEAs develop/review IDEA Addendum 	<ul style="list-style-type: none"> Implement and Monitor Plan Develop plan for subsequent school year Adopt by June 30 Identified LEAs develop/review IDEA Addendum
Expanded Learning Opportunities Program (ELO-P)	<ul style="list-style-type: none"> Plan Developed 	<ul style="list-style-type: none"> Implement Monitor Adjust plan if needed. 2021-22 funds may be carried-over to 2022-23. 	<ul style="list-style-type: none"> Implement Monitor Adjust plan if needed Subject to Annual Audit for first time 2022-2023 funds may be carried over to 2023-24 	<ul style="list-style-type: none"> Implement Monitor Complete three-year review/update of plan 	<ul style="list-style-type: none"> Implement Monitor Adjust plan if needed. 	<ul style="list-style-type: none"> Implement Monitor Adjust plan if needed. 	<ul style="list-style-type: none"> Implement Monitor Complete three-year review/update of plan 	<ul style="list-style-type: none"> Implement Monitor Adjust plan if needed.

2022-23 Plans, Templates, and Statutory Deadlines

Program	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Arts, Music, and Instructional Materials Discretionary Block Grant		<ul style="list-style-type: none"> • Develop Expenditure Plan • Implement Plan 	<ul style="list-style-type: none"> • Implement Plan 	<ul style="list-style-type: none"> • Implement Plan 	<ul style="list-style-type: none"> • Implement Plan • Funds available for expenditure through 6/30/2026 			
Learning Recovery Emergency Fund		<ul style="list-style-type: none"> • AB182 does not include any plan requirements 	<ul style="list-style-type: none"> • Implement program 	<ul style="list-style-type: none"> • Implement program • Report interim expenditures to CDE by 12/01/2024 	<ul style="list-style-type: none"> • Implement program 	<ul style="list-style-type: none"> • Implement program 	<ul style="list-style-type: none"> • Implement program • Report interim expenditures to CDE by 12/01/2027 • Funds available for expenditure through 06/30/2028 	<ul style="list-style-type: none"> • Final report to CDE by 12/01/2029

2022-23 Plans, Templates, and Statutory Deadlines

Section 3: Program Details

Elementary and Secondary School Emergency Relief (ESSER) III

Plan/Program	Template and Resources	Notes	Deadline (Board adoption)	COE Review/ Approval
ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan	ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan Template ESSER III Assurances (extended until 12/17/2021) Search ESSER III Submissions CDE ESSER III FAQs ESSER III Plans webpage	<ul style="list-style-type: none"> LEAs who had a plan in place by March 11, 2021 (such as COVID-19 Safety Plan), which incorporated opportunity for public comment and was posted publicly, have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances. Until September 30, 2023, LEAs must regularly (no less frequently than every six months taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in- person instruction and continuity of services. LEAs must seek public input and take such input into account when making revisions and determining if revisions are necessary. Any revisions must address an LEA's policies for CDC's updated safety recommendation. The LEA must use the required template for review/revision. 	<ul style="list-style-type: none"> Initial plan: within 30 days of completing Assurances. Review/ Revise every 6 months. <p>Updated 9/28/21: revised plans do not have to be submitted, but must be posted on the LEA website.</p>	No
ESSER III Expenditure Plan	ESSER III Expenditure Plan Template and Instructions CDE ESSER III Website including Allowable Uses and Formula Allocation (ARP Act Funding) ESSER III Funding Results COVID-19 Relief Funding Summary sheet (CDE) ESSER III Expenditure Plan FAQs ESSER III Fund FAQs	<ul style="list-style-type: none"> Requirement to “meaningfully consult” with several specified stakeholder groups; may reference or include input during development of LCAP and/or Expanded Learning Opportunities (ELO) Grant Plan to the extent input is applicable to this plan. “Meaningful consultation” will include an explanation of how the LEA has considered perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. The LEA must use at least 20% of the allocation to address Impact of Lost Instructional Time through evidence-based interventions. ESSER III funds must be in addition to any funding already indicated in other plans (i.e., LCAP, ELO Grant, etc.). Note: ESSER funds can be used to support Vaccine Verification for Workers in Schools CA Dept. of Public Health - Aug 11, 2021. The LEA must identify how they will monitor progress of actions. Expenditures allowed from March 13, 2020 – September 30, 2024. 	10/29/2021	Yes (including charter) Districts submit to COE within 5 days of adoption. Charters submit to chartering authority and COE.

2022-23 Plans, Templates, and Statutory Deadlines

Educator Effectiveness and A-G Completion Improvement

Plan/Program	Template and Resources	Notes	Deadline (Board adoption)	COE Review/ Approval
<p>Educator Effectiveness Funds Block Grant</p> <p>(AB130 - Section 22)</p> <p>(Revised by AB 167 - Section 9)</p> <p>(Revised by AB181 - Section 18)</p>	<p>Template development not specified in statute.</p> <p>Example Template (Word version) Example Template (Excel version) (Download for best results)</p> <p>Expenditure form to be developed by CDE by 9/30/26.</p> <p>EEBG CDE page, with Funding Results and FAQ (posted 10/21/21)</p> <p>EEF Block grant reporting website, webinar slides, and MS Word reporting template</p>	<p>EC 41480</p> <ul style="list-style-type: none"> Expend from 2021-22 through 2025-26. Shall coordinate with Title II. Shall expend funds apportioned pursuant to allowable uses. Develop and adopt a plan delineating the expenditure of funds. Plan shall be presented in a public meeting of the governing board before its adoption in a subsequent public meeting of governing board AB 181 added language to EC 41480 to include preschool learning foundations as a subject area and added coursework for existing staff to become credentialed as an allowable expenditure. <p>Reporting Requirements:</p> <ul style="list-style-type: none"> LEAs shall submit an annual data report and an annual expenditure report to CDE. The annual data and expenditure reports are due on or before 9/30/22 and each year thereafter on or before September 30. Final report of expenditures due to CDE by 9/30/26. Funding apportioned pursuant to this section is subject to the annual audits required by Section 41020. 	<p>3/31/2023 (Deadline changed by AB181)</p> <p>Presentation at a public meeting is required before adoption in a subsequent public meeting on or before 3/31/2023.</p>	<p>No</p> <p>Audit information: <i>Since AB181 changed the plan adoption deadline to 3/31/23, an LEA might receive a 2021-2022 audit finding if a plan was not adopted by the original deadline of 12/31/21. If an audit finding is received, evidence of the presentation and adoption of the plan in two separate public meetings by March 31, 2023 will be sufficient to resolve the finding.</i></p>
<p>A-G Completion Improvement Grant Program (subdivided into A-G Access Grant, A-G Success Grant, or A-G Learning Loss Mitigation Grant)</p> <p>(AB 130 - Section 24)</p> <p>(Revised by AB 167 - Section 10)</p> <p>(Revised by AB181 - Section 22)</p>	<p>CDE A-G Completion Improvement Grant Program Survey - primary purpose is to collect contact information</p> <p>School Services created a Sample Plan to assist LEAs in meeting plan requirements</p> <p>Optional template for LEA use</p> <p>Funding Results</p>	<p>EC 41590</p> <ul style="list-style-type: none"> Expend from 2021-22 through 2025-26. Different apportionment based on previous A-G completion rate and number of unduplicated pupils. Plan must describe how the funds received will increase or improve services for unduplicated pupils to improve A-G eligibility, including the opportunity to retake “D,” “F,” or “Fail” A-G courses in spring 2020 or 2021-22 school year. Must supplement, not supplant, services identified in LCAP. <p>Reporting Requirements:</p> <ul style="list-style-type: none"> Must report to CDE by 12/31/2023 on how they are measuring the impact of the funds on A-G completion rate and the outcomes based on those measurements. Final outcomes that measure the impact of the funds on their A-G completion rate due by 08/31/2026. 	<p>AB 167: 04/01/2022</p> <p>Prior meeting “discussion” required.</p> <p>Both meetings must be “regularly scheduled”.</p>	<p>No</p>

2022-23 Plans, Templates, and Statutory Deadlines

LCAP and Annual Update (End of Year)

Plan/Program	Template and Resources	Notes	Deadline (Board Presentation/ Adoption)	COE Review/ Approval
2022-23 Local Indicators	<p>CDE Local Indicators page</p> <p>Local Performance Indicator Quick Guide (DOCX; Updated Dec-2021)</p> <p>Note: most recent tool is named "localindquickguide2022.docx"</p>	<ul style="list-style-type: none"> Must engage stakeholders when responding to prompts. Must use SBE-adopted templates. Failure to present to the Board at LCAP adoption meeting will result in "Not Met" on the 2022 Dashboard. <ul style="list-style-type: none"> Submit to 2022 Dashboard in summer/fall 2022 <p>Note: Priority 3 (Parent Engagement) Self-Reflection Tool revised 7/14/2021 by the State Board of Education. LEAs must use the most recent revision (linked to the right) when completing the 2021-22 cycle.</p>	<p>Upload to CA Dashboard by 09/30/2022</p> <p>Presented to the Board at the same meeting as LCAP adoption.</p>	No
<p>2022-23 LCAP, Action Tables, and Budget Overview for Parents (BOP)</p> <p>(Revised by AB181 - Section 80)</p>	<p>Adopted 2022–23 LCAP Template (DOCX) Adopted by the SBE on November 4, 2021</p> <p>Adopted 2022–23 Action Tables (XLSX) Adopted by the SBE on November 4, 2021</p> <p>CDE LCAP Templates Page</p>	<ul style="list-style-type: none"> AB 181, SEC80 added language to EC 52063 to require LCAP parent advisory to include parents/guardians of students with disabilities. Carryover requirements. (EC 42238.07) 15% add-on for Concentration grant increasing school staffing. Required goals for LEAs eligible for Differentiated Assistance for 3 consecutive years. (EC 52064(e)(5)) and for districts and COEs with two or more schools meeting specified criteria. (EC 52064(e)(6)) <p>Enhanced approval criteria for COEs (EC 52070):</p> <ol style="list-style-type: none"> Adherence to template and instructions, including: <ol style="list-style-type: none"> (New) EL actions, if required. (New) DA Goal, if required. (New) School support action, if required. (New) Each school wide or district wide action identified as contributing to the Increased/Improved Services (IIS) requirement is supported by the required description in the IIS section of the LCAP. (New) Full proportionality obligation is described as required in IIS description in the LCAP. Budget includes sufficient funds to implement LCAP actions. LCAP adheres to expenditure requirements for Supplemental/Concentration funds. (New) Accounts for "carryover" as required in EC 42238.07. <p>LEAs are cautioned that for "contributing" actions originally planned to expend LCFF funds, using other resources in place of LCFF may have a significant impact on meeting Minimum Proportionality Percentage and/or Carryover requirements.</p>	<p>06/30/2022</p> <p>Prior public hearing required.</p> <p>Note: BOP & LCAP (with Expenditure Tables) adopted together, prior to budget adoption.</p>	Yes (non-charter)

2022-23 Plans, Templates, and Statutory Deadlines

Prekindergarten Planning and Implementation Grant

Plan/Program	Template and Resources	Notes	Deadline (Board adoption)	COE Review/ Approval
<p>Prekindergarten Planning and Implementation Grant</p> <p>See AB 130 section 4 for all required elements.</p> <p>(Revised by AB 167 - Section 1)</p> <p>Education Code 8281.5</p> <p>(Revised by AB181 - Section 7)</p> <p>Amended by AB 185 - Section 10)</p>	<p>Universal Prekindergarten Planning and Implementation Grant Program - Planning Template (DOCX) (Released 12/17/2021)</p> <p>CDE FAQ</p> <p>Funding Results</p> <p>Competitive grant application to be developed by CDE.</p> <p>Funds available for expenditure through 6/30/2026.</p> <p>RCOE UTK FAQs</p> <p>Early Childhood Education: State Allocations and Grant Funding Opportunities</p>	<p>Base allocation per Kinder enrollment:</p> <ul style="list-style-type: none"> Available for encumbrance through 6/30/2026. \$300 million allocated: <ul style="list-style-type: none"> Base grant of \$100,000 to all LEAs that operate Kindergarten programs. Enrollment 1-500 pupils = \$25,000 minimum base grant. Enrollment 501+ pupils = \$50,000 minimum base grant. <ul style="list-style-type: none"> Additional allocation to COEs of \$15,000 for each LEA in the county that operates kindergarten programs to support countywide planning and capacity building. 60% of remainder shall be available as enrollment grants allocated based on LEAs proportional share of total CALPADS Fall 1 kindergarten enrollment for 2021-22 fiscal year. 40% of remainder shall be available as supplemental grants allocated based on LEAs CALPADS Fall 1 kindergarten enrollment minus the transitional kindergarten program enrollment for the 2021-22 fiscal year, multiplied by the LEAs unduplicated pupil percentage. Allowable costs include, but are not necessarily limited to, planning costs, hiring and recruitment costs, staff training and professional development, classroom materials, and supplies. <p>Competitive Grant</p> <ul style="list-style-type: none"> An additional \$100 million for competitive grants to increase the number of and provide specific training to preschool, TK, K teachers. <ul style="list-style-type: none"> Competitive grants can be for an individual LEA or a consortium of LEAs. Funds available for expenditure until June 30, 2026. <p>Facilities Funding</p> <ul style="list-style-type: none"> Facilities funding is available through the California Preschool, Transitional Kindergarten and Full Full-Day Kindergarten Facilities Grant Program <ul style="list-style-type: none"> Webinar archived here (Slide deck) 	<p>6/30/2022 3/30/2023 (deadline extended in AB 185)</p> <p>Develop a plan for consideration by the governing board at a public meeting on or before June 30, 2022, (deadline extended to March 30, 2023) for how all children in the attendance area of the LEA will have access to full-day learning programs the year before kindergarten that meet the needs of parents, including through partnerships with the LEA's expanding learning offerings, the After School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs.</p>	No

2022-23 Plans, Templates, and Statutory Deadlines

Expanded Learning Opportunities Grant

Plan/Program	Template and Resources	Notes	Deadline (Board adoption)	COE Review/ Approval
<p>Expanded Learning Opportunities Grant Plan (ELO or ELOG)</p> <p>Applies to all LEAs, including all charter schools.</p> <p>Established by AB 86</p>	<p>LEA Template for the Plan</p> <p>AB 130 Sec. 34-36 modified grant funding to include several Federal funding resources and extended the deadline to expend funds until 9/30/2024</p> <p>AB 167 Sec. 12 modified funding amounts further.</p> <p>Accounting for AB 86 Funding</p> <p>CDE program page</p> <p>CDE FAQ</p>	<ul style="list-style-type: none"> Plan was due by June 1, 2021, EC Section 43522(e) Funds need to be expended by August 31, 2022 Modified per AB 130 (Sec 34) to Sep 30, 2024 (some federal resources expire Sep 30, 2023) Audit procedures will be added to the audit guide for the FY 2021-22: <ul style="list-style-type: none"> Compliance with EC Section 43521(c)(2)(B)(iii) related to requirements for continuous in-person instruction. Compliance with EC Section 43522(c), (d) and (e), regarding use of funds, and adoption of the plan. Compliance with EC 43523(c) regarding submission of a final expenditure report. Other statutory requirements may also be subject to annual audit pending the 2021–22 Supplemental Audit Guide. Monitoring of expenditures will be crucial for these funds. LEAs must revise their plans to reflect the increase in funding in the planned expenditures per Education Code section 43522[e][2][A][v]. An LEA may amend its ELO Grant Plan, including the planned expenditures, based on changes in student needs identified as part of the LEAs ongoing assessment of the needs of students identified for supplemental instruction and support. LEAs are encouraged to collaborate with community partners when amending their plan. A materially altered plan should be brought to the governing board or body of the LEA for adoption. School districts must submit the amended plan to their COE; charter schools must submit their amended plans to their chartering authority. LEAs are also strongly encouraged to post an amended plan to the same web page as their LCAP. <p>Reporting Requirements:</p> <ul style="list-style-type: none"> The ELO Grant assurance portal closed on June 1, 2022. If assurances were not submitted, LEAs would lose the Expanded Learning Opportunities Grant (ELO-G) federal allocation. 	<p>Yes- Plans were required to be board approved by June 1, 2021, EC Section 43522(e)</p> <p>ELOG Template indicates “<i>update plan to include actual expenditures by 12/01/2022</i>” - this was the original deadline in AB 86. Deadline was subsequently changed to 12/01/2024 by AB 130 Sec. 36</p>	<p>Submitted to COE but not approved by COE.</p> <p>Additional Annual Audit procedures added - see Notes section.</p>

2022-23 Plans, Templates, and Statutory Deadlines

Expanded Learning Opportunities Program

Plan/Program	Template and Resources	Notes	Deadline (Board adoption)	COE Review/ Approval
<p>Expanded Learning Opportunities Program (ELOP)</p> <p>Applies to all LEAs with unduplicated pupils in classroom-based instructional programs, including classroom-based charter schools.</p> <p>Note: The ELOP requirements have been amended many times (most recently by AB 185 Sec. 29). This section has been revised to reflect the current program requirements. The most recent revisions are in orange font.</p>	<p>Program requirements are found in EC 46120</p> <p>Several requirements reference ASES program requirements (specifically EC 8482.3 (c), (d) and (g))</p> <p>CDE ELO-P Landing Page</p> <p>CDE Expanded Learning FAQs</p> <p>ELO-P Program Plan Guide/Template now available - this template must be used for the plan.</p> <p>ELO-P Funding Results</p>	<ul style="list-style-type: none"> Funding allocated based on prior-year K-6 ADA multiplied by LEA's UPP. Additional funding if UPP is greater than 75%. In 2022-23, All LEAs must offer ELOP to Unduplicated Pupils TK-6, and provide access to at least 50% of Unduplicated Pupils TK-6. Beginning 2023-24: <ul style="list-style-type: none"> For LEAs with UPP >75%: Must offer the ELO Program to all pupils enrolled in classroom-based instructional programs in TK-6 and provide access to any pupil whose parent/guardian requests placement. Funding will be guaranteed for at least 3 years. For LEAs with UPP ≤ 75%: Must offer the ELO Program to all classroom-based Unduplicated Pupils TK-6 and provide access to any Unduplicated Pupil whose parent/guardian requests placement. "Offer Access" means to recruit, advertise, solicit, etc. "Provide Access" means to enroll a student in the program (EC 46120(e) (4) and (5). LEAs must provide transportation to/from ELOP if pupil's school of attendance does not offer ELOP. Time requirements: <ul style="list-style-type: none"> On schooldays, must offer in-person before and/or after school programs that, when added to instructional minutes, are at least 9 hours. Provide at least 30 days, of at least 9 hours, during nonschooldays (including Saturdays), inclusive of extended school year days. "Frontier Designated" schools have an 8-hour day requirement. Before/After school program includes many elements (but not all) of ASES requirements, including Educational and Enrichment content, nutritious snacks, and program review [subdivisions (c), (d), and (g) of EC 8482.3]. Must maintain staff:student ratios of 10:1 (TK/K), 20:1 (1-6) May optionally serve middle and high school students. May charge fees consistent with EC 8482.6. LEAs are "encouraged" to collaborate with community-based organizations. Intent is that ELOP and ASES/21st Century programs (if they exist in the LEA) to be one unified, coordinated program. LEAs are permitted to use 2021-22 and 2022-23 as "planning years" and are not required to implement until 2023-24. Additionally, 2021-22 funds may be carried-over to 2022-23, and 2022-23 funds may be carried over into 2023-24. NOTE: 2021-22 dollars can NOT be carried over into 2023-24. 	<p>EC 46120 (b)(2) specifies that a "program plan" is developed based on listed requirements. There is no deadline specified in statute.</p> <p>CDE guidance states: <i>The program plan needs to be approved by the Local Educational Agency's (LEA) Governing Board in a public meeting and posted on the LEA's website.</i></p> <p>The plan should be reviewed and adjusted "periodically" to reflect the needs of the community, updates in the law, and to provide continuous improvement of the ELOP.</p> <p>The plan must be reviewed/updated every three years.</p>	<p>No</p> <p>Subject to annual audit.</p> <p>Note: Audit will begin in the 2023-24 school year. No audit for 2021-22 or 2022-23.</p>

2022-23 Plans, Templates, and Statutory Deadlines

Arts, Music, and Instructional Materials Discretionary Block Grant

Plan/Program	Template and Resources	Notes	Deadline (Board adoption)	COE Review/ Approval
<p>Arts, Music, and Instructional Materials Discretionary Block Grant</p> <p>CA AB181, SEC. 134</p> <p>Amended by AB 185 Sec. 56</p>	<p>Plan Template not specified in statute.</p> <p>An example expenditure plan template has been created by Riverside COE, Assessment, Accountability, and Continuous Improvement Unit: Example Template(Excel) - AMIMDBG 2022.xlsx</p> <p><i>(At the State and Federal Program Directors' meeting hosted by CDE on September 16, CDE staff member, Mike Torres from the Curriculum Frameworks and Instructional Resources Division, stated that CDE is looking into the possibility of developing a planning template. Slide presentation included in CDE SFPD Box.)</i></p> <p>Arts, Music & Instructional Materials Block Grant categorical program page</p> <p>Arts, Music, and Instructional Materials funding results page</p> <p>Expected Distribution Schedule: Dec. 2022—50% / May 2023—50%</p> <p>Arts, Music & Instructional Materials FAQs</p>	<ul style="list-style-type: none"> \$3,560,885,000 appropriated to CDE for allocation to COEs, school districts, charter schools, and state special schools Use of funds: <ul style="list-style-type: none"> Obtain standards-aligned professional development and acquire instructional materials in the following subject areas: visual and performing arts, world languages, mathematics, science, including environmental literacy, English language arts (including literacy), ethnic studies, financial literacy (including content specified in Section 51284.5 of the Ed Code), media literacy, computer science, and history-social science. Instructional materials and professional development to be aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play. Develop diverse book collections and obtain culturally relevant texts, in both English and pupils' home languages, to support pupils' independent reading and to establish site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences. Book collections and culturally relevant texts are to be available in English, pupils' home language, or a combination of more than one language. Operational costs, including but not limited to, retirement and health care cost increases. As related to the COVID-19 pandemic, purchase of protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction. Funds apportioned proportionally based on 2021-22 P-2 ADA. Funding available for encumbrance through the 2025-26 fiscal year. LEAs are encouraged, but not required to, proportionally use resources received to support arts and music education programs. Standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries. 	<p>Deadline not specified in statute.</p> <p>The governing board or body of each school district, COE, or charter school receiving funds shall discuss and approve a plan for the expenditure of funds at a regularly scheduled public meeting.</p>	No

2022-23 Plans, Templates, and Statutory Deadlines

Learning Recovery Emergency Fund

Plan/Program	Template and Resources	Notes	Deadline (Board adoption)	COE Review/ Approval
<p>Learning Recovery Emergency Fund</p> <p>(Learning Recovery Emergency Block Grant)</p> <p>CA AB182</p> <p>Amended by AB 185 Sec. 15</p>	<p>Plan Template not specified in statute.</p> <p style="color: orange;">CDE must develop an expenditure report template by June 30, 2023.</p> <ul style="list-style-type: none"> - The template shall require the inclusion of the total expenditures, by fiscal year, for each allowable use, disaggregated by each allowable use. - The template shall, to the greatest extent practicable, use language that is understandable and accessible to parents. <p>Learning Recovery Emergency Block Grant categorical program page</p> <p>Learning Recovery Emergency Block Grant funding results page</p> <p>Expected distribution schedule: Nov. 2022—50% / April 2023—50%</p> <p>Learning Recovery Emergency Block Grant FAQs</p>	<ul style="list-style-type: none"> ● Use of funds: <ul style="list-style-type: none"> ○ Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs. ○ Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, such as: <ul style="list-style-type: none"> ■ Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. ■ Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both. ■ Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access. ■ Supporting expanded learning opportunity program services pursuant to Section 46120. ■ Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status. ○ Integrating pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs. ○ Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. ○ Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning. 	<p>(d) (1) Local educational agencies receiving apportionments pursuant to this section shall report to the department, using the template developed by the department, and make publicly available on their internet websites, interim expenditures of those apportioned funds to the department by December 1, 2024, and December 1, 2027, and a final report on expenditures no later than December 1, 2029. Local educational agencies that do not submit the final expenditure report shall forfeit all funds apportioned pursuant to this section.</p>	No

2022-23 Plans, Templates, and Statutory Deadlines

Major Revision History	
9/9/2022	Initial Publication
9/20/2022	Due to the many legislative changes to the Expanded Learning Opportunity Program (ELOP), the ELOP section was refined to only include the latest program requirements.
9/20/2022	Added Table of Contents page
10/11/2022	Added Funding Results and FAQ links for the Arts, Music, and Instructional Materials Block Grant and the Learning Recovery Emergency Fund

Note: The RCOE Assessment, Accountability, and Continuous Improvement (AACI) team will continue to update links and resources listed as they are released or revised. Check “Revised” Date in footer for latest revision date.

Contact Information
(Submit Questions and Feedback)

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Presentations



Juvenile Court and Community Schools 2022

WASC Initial Visit Report



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Initial Visit 2021 Report - Part I: School Information

[This information will be used in addition to the original application data for the initial visit. Please complete and submit to ACS WASC through the Action Card on the [School Portal](#).]

Part I: School Information

School:	Santa Barbara County Office of Education Court and Community Schools		
Address:	<u>402 Farnel</u>	<u>Santa Maria, CA</u>	<u>93458</u>
	Number and Street	City and State	Zip Code
Mailing Address (if different):	<u>PO Box 6307</u>	<u>Santa Barbara, CA</u>	<u>93160</u>
	Number and Street	City and State	Zip Code
Telephone #:	805-928-0698	Fax #:	805-928-5414
Email Address:	rwheeler@sbceo.org		
Chief Administrator:	Rene Wheeler		
Enrollment:	127	Current Grade Span to be Reviewed:	9-12
School District:	Santa Barbara County Education Office		
Check any of the following that apply to your school:			
<input type="checkbox"/> Comprehensive	<input type="checkbox"/> Community Day School	<input checked="" type="checkbox"/> Alternative Education/Continuation	
<input type="checkbox"/> Independent Study Online Distance	<input type="checkbox"/> Charter School	<input type="checkbox"/> Home Study	
<input type="checkbox"/> Learning	<input type="checkbox"/> Other: Explain:		

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 20%, and the percentage of students utilizing the online delivery system 3%.

Briefly describe:

We use Anywhere Learning Systems for credit recovery. Enrollment in online courses varies throughout the year as our student population fluctuates on a daily basis. Last year 67% of students who entered our program were credit deficient.

Note: If more space is needed on the following pages, please append additional pages.

Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the visiting committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

The Santa Barbara County Education Office (SBCEO) Juvenile Court and Community Schools (JCCS) system operates three schools: two court schools and one community school. Our two court schools operate in partnership with the Santa Barbara County Probation Department. Both schools serve incarcerated youth ranging in age from 12-18 who have been removed from the home by the court. All youth under the age of 18 are required to attend school while detained unless they are already high school graduates. SBCEO operates one community school, Peter B. FitzGerald (FitzGerald), under an MOU between SBCEO and two school districts. Santa Maria Joint Union High School District refers 9th-12th grade students, and Santa Maria-Bonita School District refers 7th-8th grade students for attendance at FitzGerald.

One of our two court schools, Dos Puertas School, is located in the Santa Maria Juvenile Justice Center and serves both male and females students. Dos Puertas enrollment fluctuates daily, ranging in the 2021-22 school year from a low of 9 to a high of 27. Commitments of youth in 2021-22 ranged from one day to a full school year and beyond.

Our second court school, Los Robles School, operates within the Los Prietos Boys' Camp. The Camp, set in the Los Padres National Forest twenty miles north of the city of Santa Barbara, offers 120-day and 240-day program options for adjudicated males. Youth being considered for placement at the Camp must meet specific intake criteria and have the necessary self-control to benefit from a minimum-security residential setting. In 2021-22, Los Robles enrollment ranged from a low of 3 to a high of 9. The continual impacts of the pandemic significantly reduced enrollment in our court schools. As a result, Los Prietos Boys' Camp will end operations in June 2023 and Los Robles School will close.

Both campuses will be referred to collectively as our Court Schools throughout the report.

Our third school, FitzGerald, has operated in partnership with two local school districts for six consecutive years. Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. In 2021-22, FitzGerald enrollment ranged from a low of 2 at the beginning of the school year to a high of 30. The continual impacts of the pandemic also affected the enrollment of FitzGerald during the 2021-22 school year.

Provide a description of the school that includes such areas as:

- *The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.*
- *When the school was opened*
- *Initial location of the school and any location changes*
- *Enrollment by grade level*

Community

FitzGerald and Dos Puertas Schools are located in the city of Santa Maria, in Santa Barbara County. Located on Highway 101, it is at the midpoint of the Central Coast and is the largest city in Santa Barbara County. It is located 150 miles northwest of Los Angeles. The city is notable for its agriculture and viticulture. While JCCS does not have migrant youth, 10% of students enrolled in the local comprehensive school districts have migrant status. English, Spanish and Mixteco are the three most commonly spoken languages in the community. The Court Schools serve students from all of Santa Barbara County which includes large rural areas as well as suburban and urban populations. Los Robles is located twenty miles north of the city of Santa Barbara in the Los Padres National Forest.

School History and Opening

FitzGerald

Peter B. FitzGerald, or Santa Barbara County Community School, has been open since 1982. The school was formerly called El Puente North, which was changed in 2016 when an MOU was created with two local school districts, Santa Maria-Bonita and Santa Maria Joint Union High School Districts. FitzGerald has a 295 minute instructional day and 180 days of instruction.

Dos Puertas

Dos Puertas School is one of two campuses that make up the Santa Barbara County Juvenile Court Schools. Dos Puertas operates at the Juvenile Justice Center, and underwent a construction expansion in 2004. It has been in operation since 1974.

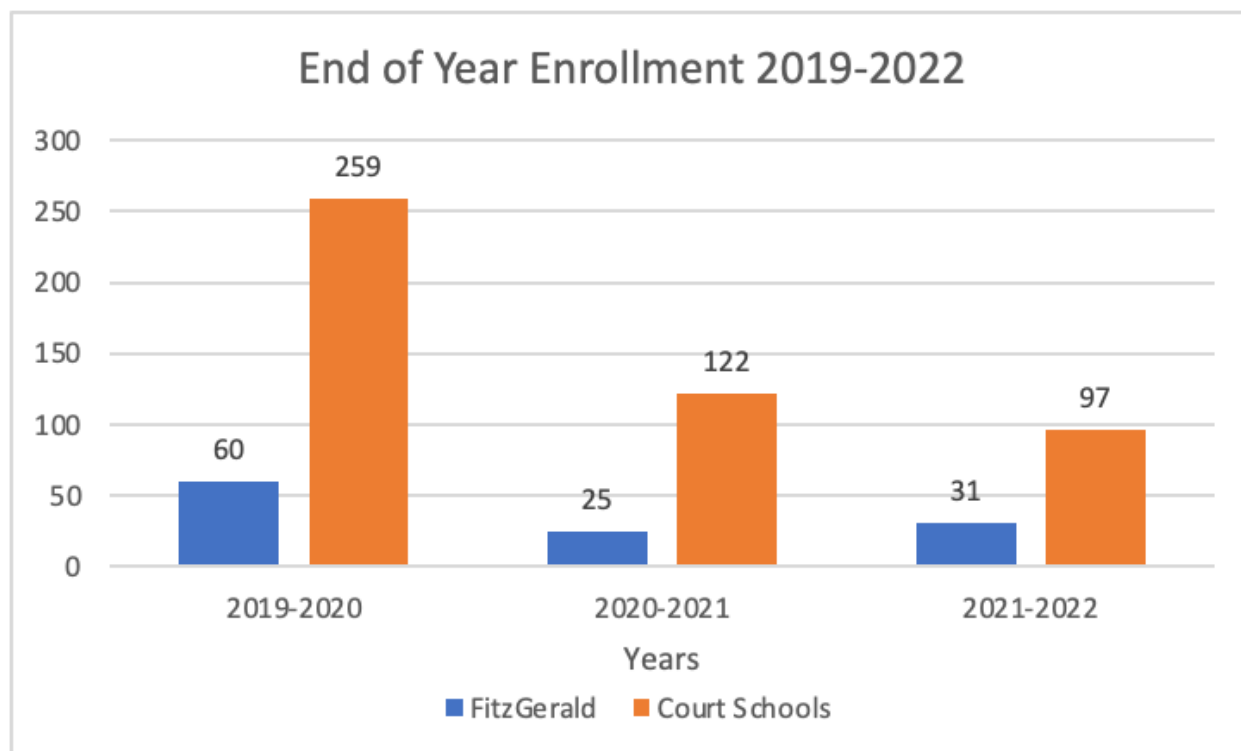
Los Robles

Los Robles School located at the Los Prietos Boys Camp has been in operation since 1944. Located in the Los Padres National Forest, the Camp provides an alternative setting for incarcerated youth. Programs run from 120 up to 240 days.

Both Dos Puertas and Los Robles have a 250 minute instructional day and 240 days of instruction.

End of Year Enrollment

Traditionally, enrollment numbers increase over the course of the school year. For example, at the end of the 2021-22 school year, there were a total of 127 unique students cumulatively enrolled in JCCS; 97 in the court schools, and 31 in the community school; whereas there were a total of 26 students enrolled over both programs in October 2021.



Enrollment by grade level

	FitzGerald School			Court Schools		
	School year			School year		
Grade	2019-2020	2020-2021	2021-2022	2019-2020	2020-2021	2021-2022
6th grade	0	0	0	1	1	0
7th grade	7	0	4	9	2	0
8th grade	25	6	7	16	10	4
9th grade	15	10	11	80	34	29
10th grade	9	5	4	60	38	26
11th grade	1	3	5	54	19	23
12th grade	3	1	0	39	18	15
Total	60	25	31	259	122	97

Provide demographic and achievement information regarding the students, including the following:

- *Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)*
- *English proficiency*
- *Gender/age mix*
- *Special populations*
- *Mobility of students- transiency*
- *Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available. (Provide hyperlinks to data sources, e.g., California School Dashboard.)*
- *Student follow-up*

Ethnicity

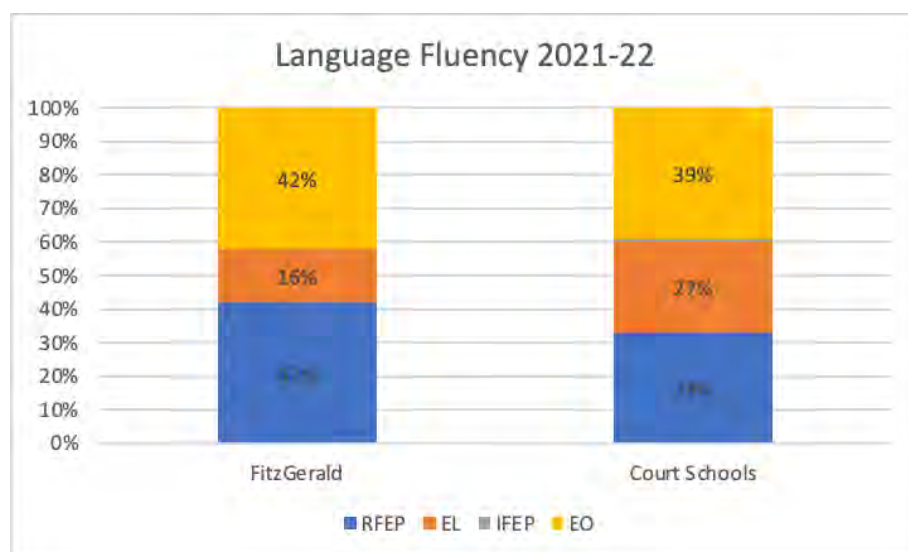
Enrollment demographics:

The October 2021 CBEDS report included a total of 26 students enrolled in JCCS, 22 in the court schools, and 4 in the community school. CBEDS enrollment reflected the following demographics:

- American Indian : 0 (0%)
- Asian: 0 (0%)
- Black or African American: 0 (0%)
- Filipino:0 (0%)
- Hispanic or Latino: 24 (92.31%)
- Pacific Islander: 0 (0%)
- White:2 (7.69%)

English Proficiency

16% of students enrolled at FitzGerald are English Learners, compared to 27% at the Court Schools. Students are provided with designated English Support during their school day in both programs.



Gender/Age Mix

Student populations are predominantly male. Similar statistical breakdowns appear across most community and course schools.

Gender	FitzGerald	Court Schools
Male	64.5%	86.6%
Female	35.5%	13.4%

Special Populations

- English Learners: 5 (19.23%)
- Redesignated Fluent English Proficient (RFEP): 10 (38.46%)
- LEP (EL + Selected RFEP): 13 (50.00%)
- Students with Disabilities: 11 (42.31%)
- Foster youth: 1 (2.70%)
- Socio-Economically Disadvantaged: 23 (88.46%)

Mobility of Students

The JCCS recidivism rate in 2021-22 reflected that 61.2% of court school students were repeated offenders, up from 29.91% in the 2020-21 school year. Due to the high mobility of students, curriculum and instruction programs are consistent across the two schools.

Student Achievement Data

Statewide Assessment Data

California Assessment of Student Performance and Progress (CAASPP)

In the 2021-2022 school year, ten students took the CAASPP. Of those, 100% did not meet the standard in Math, and 90% did not meet the standard in ELA, with 10% nearly meeting the standard. With the majority of students enrolling in JCCS deficient in credits; in particular Algebra, CAASPP student achievement is a continued area of improvement. It

should be noted that in our court schools, of the students who were assessed, only one was enrolled for the entire year with the remaining students enrolled between two to six weeks prior to taking the CAASPP.

English Language Proficiency Assessment for California (ELPAC)

Seven students took the ELPAC during the 2019-2020 and 2020-2021 school years. During that time, 43% of students scored a 3 or above, with 43% raising their overall scores during that time. These two years were unique in that the same students tested in the 19-20 and 20-21 school years, thereby indicating programmatic impacts on student's overall language acquisition.

Local Assessment Data

As with statewide data reports, students may not be present for the duration of the school year and will more likely be enrolled in a different school district from year to year. Three year data is generally three different cohorts of students in any given year.

Diagnostic Online Reading Assessment (DORA)

DORA is a comprehensive, valid, and reliable web-based assessment that diagnostically assesses a student's reading abilities. It provides pre and post reading assessments and is administered twice a year, measuring grade level equivalency. The program was implemented in the 2020-21 school year.

School Year	Grade level change
2020-21	+ 0.82 increase
2021-22	+ 0.21 increase

Students in both programs utilize Character Based Literacy (CBL) , which is a program that helps build literacy skills through exposure to literacy and books, and is designed for alternative education, court, and community schools.

Adaptive Diagnostic Assessment of Mathematics (ADAM)

The great majority of our students come to us significantly deficient in Algebra credits. Their foundational skills of analysis, synthesis, problem-solving, communication, and critical thinking are incomplete, impacting their ability to perform complex tasks related to concepts, facts, and skills. With this in mind, Let's Go Learn is used as an intervention program for mathematics. Part of Let's Go Learn is ADAM. Similar to DORA, ADAM is administered twice a year, and measures grade level equivalency. The program was implemented in the 2020-21 school year.

School Year	Grade level change
2020-2021	+ 0.27 increase
2021-2022	+ 0.25 increase

Credit Recovery

67.4% of students who enter our JCCS programs are credit deficient. By offering students credit recovery options through an online platform called Anywhere Learning System, students can earn credits at an accelerated rate. Continuing to provide students with the ability to earn credits independently assists them in meeting graduation requirements.

	19-20	20-21	21-22
Percent of students earning credits at an accelerated rate	84.1%	43.5%	72.6%

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

Court Schools operate within Probation facilities to provide schooling to students while incarcerated. Therefore, when these students are released from the facility Court Schools are required to unenroll them. This means it is imperative to provide a smooth transition for students back to their home district. JCCS staff pride themselves in the process they've created that includes parents, probation officers and local school personnel to ensure students are enrolled in their home school district upon release.

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school. Please remember that this is an Initial Visit and not a self-study. Evidence should be provided electronically, e.g., Dropbox, Box, or hyperlink.

DRAFT

Category A

Organization for Student Learning

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.

State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.

The JCCS leadership team met to review our current mission and vision statements in August 2022. The team felt the existing statements did not reflect current values held by staff and students. In a full day workshop, the team evaluated and refined the mission, vision and student learning outcomes that aligned with these beliefs.

Vision: Juvenile Court and Community School educators guide students to succeed in healthy social, emotional, academic, and career growth as they flourish into productive members of society.

Mission: Within our highly structured environment, our commitment is to provide a student-centered, deeply-engaging environment that is safe and respectful for all. In preparing students for 21st century readiness we focus on perseverance, problem solving, collaboration, career awareness, and critical thinking in all inclusive classrooms. We strive to include parents, teachers, and community members as partners in our students' educational program as they work to reach their full potential.

Given the recent update to these statements, staff are currently in the process of seeking input from all stakeholders on these statements, and will be sharing them with our larger community.

State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.

The schoolwide learner outcomes were initiated by the leadership team in August 2022. The team is composed of certificated and classified staff, and developed with the vision, mission, and core values in mind. The acronym 'ACCEPT' was created after developing the learning outcomes. Staff felt that students are ACCEPTing, and ACCEPTed at JCCS, and the acronym would help staff and students keep that at the forefront of what is promoted to students. Similar to the mission and vision, leadership are still in the process of seeking input from all staff, students and parents. Leadership anticipates reviewing finalized

schoolwide learning outcomes with all students, and creating posters to be displayed in every classroom.

Schoolwide Learning Outcome (SLO) goal:

JCCS students are A.C.C.E.P.T.ing and A.C.C.E.P.T.ed and strive to achieve.

Students will be able to demonstrate:

Agency and Perseverance

- Discover the capacity and resources to fulfill their potential
- Analyze complex, real world problems and persist in solving them
- Explain, solve and apply concepts and carry out procedures while embracing challenges and learning from mistakes
- Take initiative to plan and set goals

Critical Thinking

- Gather, analyze, and synthesize information in written, verbal, and creative formats effectively for varied audiences.
- Observe, interpret, analyze, evaluate, and integrate information
- Employ effective speaking, listening and writing skills in a context-appropriate manner for the task given.

Community and Civic Awareness

- Develop an awareness and understanding of local and global cultures and communities to inform and influence decision making
- Exercise personal and social responsibility
- Be open to initiating change

Effective Communication

- Communicate openly in a safe environment
- Offer opinions and accept the critique of others
- Listen with understanding and empathy and provide positive feedback
- Ask and answer clarifying questions

Prosocial Skills

- Develop an awareness and understanding of local and global cultures and communities to inform and influence decision making
- Exhibit resilience by facing challenges and working to overcome them
- Cultivate compassion, honesty, and respect

Twenty-First Century Readiness

- Develop technological skills appropriate to academic and workplace settings
- Make positive personal connections
- Promote creativity, collaboration, dependability and innovation
- Establish fluency in information and digital literacy

Explain how the school's purpose is communicated to the members of the school community.

Staff use ParentSquare to enhance parent communication between school and home. Surveys, school-wide updates, and meetings are shared through this platform (Annual Notification to Parents is mailed out annually and hard copies are distributed when students enroll.) ParentSquare is used to communicate this information to parents, and we plan on updating our website to include the Annual Notification.

Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.

The vision, mission and SLOs were all created together to ensure alignment to core beliefs and values. The SLOs are based on high quality standards, research, best practices, student and community profiles, and a belief that all students can learn and be college- and career-ready.

In addition, the SLOs align with the LCAP and the Single Plan for Student Achievement (SPSA) and the vision of providing equity for all students. The LCAP ensures that every student is treated with respect and is afforded an equitable chance to receive an excellent education. The LCAP empowers students to develop academically, technologically, and socio-emotionally to become productive citizens.

Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.

The school mission and core values were evaluated and revised in preparation for pursuing WASC accreditation. Given this, there are no plans for an iterative process at this time. However, school goals will be reviewed annually in light of the school climate, student needs, and ongoing school improvement. During Back to School professional learning, classified and certificated staff have dedicated time to review the school's purpose and schoolwide learner outcomes.

Supporting Evidence and Documentation:

[2022-2023 LCAP](#)

[Juvenile Court and Community Schools Website](#)

[Annual Notification](#)

Achievements:

[JCCS Vision and Mission](#)

[JCCS Schoolwide Learner Outcomes](#)

Areas for Improvement:

Communication: post the Annual Notification on the JCCS website and ParentSquare.

Post the Vision, Mission, and SLOs to website

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Provide information about the governance structure and its responsibilities.

The SBCEO provides clear policies and procedures regarding the roles of the governing board and the county administration. The policies and procedures are outlined on the SBCEO website. In particular, the policies and procedures outline the commitments that the governing board will follow in regards to upholding their mission of service and leadership.

In addition to the governing board's focus goals and purpose, there is a clear outline of the board's responsibility for the LCAP process, student accountability, and supporting school sites with their development of the SPSA. In both the LCAP and SPSA policies, it clearly states that all stakeholders must be involved in the development and the evaluation of the plans.

Educational partners have a variety of ways in which they can participate in both the school's governance, and that of the broader area. Some examples for participation of teachers, staff, parents or students include: Parent Student Advisory Committee (PSAC), leadership team, and weekly staff meetings. Site liaisons work to recruit parents, students and community members to participate on these committees to serve as representatives on PSAC.

Explain how the school's vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.

The board exercises final authority on matters, including the implementation of major educational and operational policies, budgets and fiscal affairs, and academic achievement. The superintendent maintains the authority and responsibility of managing day-to-day operations. There is a high level of connection between the board's policies and improvement plans with the school's vision, mission and schoolwide learner outcomes. The board receives annual comprehensive reports through SPSA and LCAP special board meetings.

Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

In accordance with the California education code and other regulations, the board sets SBCEO board policy, approves the SBCEO budget, approves the SBCEO LCAP, SPSA, and serves as an appeals board for inter-district transfer requests, student expulsions, charter school applications and appeals, and countywide charter school applications.

Board members are aware of their role, and it is evident in their actions. SBCEO board members are active participants in discussions and events and school site visits. The board promotes the school's mission, vision, and schoolwide learner outcomes through informal and formal participation. Graduates are encouraged to return and present to board members regarding the impact the program had on their lives and success.

Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.

The board is actively involved in the development and adoption of the LCAP. This includes overall school operations and budget allocations to monitor the fiscal sustainability of the program. Board reports and presentations are aligned to the school's mission and vision. With an emphasis on college- and career- readiness, the board has been in support of CTE implementation at all three campuses. Implementation and expansion will be monitored and reported to the board on an on-going, annual basis.

Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

SBCEO has established complaint and conflict resolution procedures as they relate to instructional materials, nondiscrimination and harassment, and uniform complaint procedures. The SBCEO website gives clear directions as to how students, parents and community members are to process formal complaints.

Supporting Evidence and Documentation:

[BP 2006 Uniform Complaint Procedure](#)

[BP 6145.3 Nondiscrimination and Harassment](#)

[BP 1312.2 Complaints concerning instructional materials](#)

[Expulsion Appeal Hearing Guide](#)

[Interdistrict Attendance Appeal Guide](#)

Achievements:

- Stakeholder involvement in the LCAP process
- CTE Implementation

Areas for Improvement:

- Expansion of CTE course offerings

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

The leadership structure of JCCS is effective, with defined areas of decision making authority and responsibility. The JCCS leadership team is composed of an administrator, general and special education teachers, teaching assistant, and a student information specialist. The leadership team meets bimonthly and as needed to provide input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement.

Staff meet weekly to review daily behavior feedback reports, student progress and student programs to promote student learning. Daily collaboration with the Probation Department has been effective for positive behavior monitoring. This has been achieved through a point-system incentive program. The Assistant Superintendent of Educational Services meets frequently with program leadership, both formally and informally.

Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.

To promote clarity and structure, a standardized staff meeting agenda has been implemented. At the end of every meeting, staff have the opportunity to bring up celebrations, both personal and professional, and areas of concern. This promotes dialog and open communication for everyone. Staff meetings are student-centered and include weekly review of English Learner monitoring. Staff participate in bimonthly Professional Learning Community (PLC) meetings with CTE teachers with a focus on assessing recent implementation.

Comment on how staff ensures that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

Ongoing program improvement is monitored through a variety of methods to ensure consistency throughout our system.

- School leadership are actively involved in the analysis of schoolwide data and the development of the LCAP and WASC Initial Report revisions.

- The JCCS Program Director develops an annual program review report that is presented to administration and board members (SPSA and LCAP). Each program review includes program demographics, assessment results, program improvements, and areas for ongoing improvement.
- PLCs are being established and plan to analyze student achievement data.
- Curriculum maps for ELA are created and refined by teachers to ensure common core standards are achieved, and appropriate assessments of skill development are administered. Assessments include Interim Assessment Blocks (IABs), student portfolios and Common Formative Writing Assignments.
- Individualized Student Learning Plans (ILPs) are aligned to ensure a broad course of study. ILPs are developed with the student, parent/guardian, general education teacher, and include the special education teacher when a student has an IEP. They are used to monitor, record, and conference with students regarding their progress.

Communication with parents is completed through ParentSquare, a school-home communication platform. This includes the school handbook, emails, surveys and calendar updates. While LCAP is a 3-year cycle of inquiry, goals are monitored, refined and tracked with data annually. Goals are reviewed as a whole by staff, and input is received through a variety of staff meetings.

Supporting Evidence and Documentation:

[Curriculum map with exemplar assessments](#)

[Individual Learning Plan template](#)

Schoolwide calendar: [FitzGerald](#), [Los Robles](#), [Dos Puertas](#)

[Staff Meeting Agenda example](#)

Achievements:

Goals aligned to relevant plans

Areas for Improvement:

Establish assessment calendar for school year

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

The governing board and administrative staff employ a highly qualified and effective person for each open position. All applications for available positions are posted on [Edjoin.org](https://edjoin.org). Job descriptions and position control systems are in place to ensure equitable opportunity and comparable compensation for all staff. Each applicant to the school is assessed and vetted through Human Resources (HR) prior to being contacted by the hiring supervisor. In consultation with the HR staff, hiring supervisors conduct interviews, contact references, and make hiring decisions based on the needs of each department.

Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

The SBCEO Certificated and Classified Staff Handbooks are updated annually and posted on a staff-only Intranet. Questions about staffing and conduct policies along with procedures are referenced in the handbook to ensure understanding and consistency. Supervisors also attend asynchronous supervisor training webinars which are managed by HR.

Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

Performance evaluations are an ongoing process, and the school encourages employees and their supervisors to communicate frequently. The performance evaluation process provides an objective, consistent, and fair way to measure employee effectiveness, identify areas needing improvement, and to review goal accomplishments and progress.

Evaluations are conducted between the employee and their immediate supervisor. The annual performance review directly addresses individual performance and the employee's ability to have met their job requirements. It may also include future goals for increased effectiveness or improvement. A self-assessment portion is included allowing employees to express their perception of their performance during the evaluation period.

Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

There are multiple opportunities for professional learning throughout the school year. During the annual inservice days, community-based organizations frequently provide staff-wide training. To kick off the 2022-2023 school year, Fighting Back Santa Maria Valley provided follow-up training on the Community Resiliency Model (CRM), which focuses on trauma-informed practices for de-escalation. Classified and certificated staff at all three campuses participated in this training. In addition, staff have engaged in the following:

- Embedded professional learning within the PLC model
- Paid release time for teacher workgroups
- Special Education spotlights at weekly staff meetings
- Annual CTE trainings for all staff, and bimonthly professional learning for CTE teachers with CTE TOSA
- Crisis Prevention and Intervention (CPI) certification every two years
- SBCEO Curriculum and Instruction professional learning
- ELA bimonthly release time
- Math monthly release time including coaching sessions
- Professional learning offering through County Probation

In addition to professional learning for individual teachers, we have strong partnerships with Community Based Organizations (CBOs). A few to highlight:

- Partners in Education: part of SBCEO, Partners in Education offers skill-building opportunities to students with business and community resources. Students at Los Robles participate in a job readiness program and earn certificates of completion.
- Fighting Back Santa Maria Valley (FBSMV): is a coalition that partners with local school districts in Santa Maria to achieve resilience against substance use and violence, and promotes healthy and safe environments. Trainings by FBSMV are provided to staff biannually, with direct services provided to foster and homeless youth.
- Council on Alcohol and Drug Abuse (CADA): delivers programs and services focused on the education, prevention, and treatment of substance abuse and co-occurring mental health conditions affecting youth, adults, and families throughout Santa Barbara County.
- CommUnify: Familias Seguras/Secure Families is a family-centered violence prevention collaboration to address the root causes of violence in Santa Maria. CommUnify provides wraparound services to the most vulnerable youth and families in Santa Maria. Their goal is to put families on a path to a healthier, more stable future and to positively impact the community by reducing violence.

Summarize the current process to determine the measurable effect of professional development on student achievement.

The professional development offered to JCCS staff is aligned with the population being served. While anecdotally professional learning has had positive outcomes for students (in

particular CBL and CRM trainings) we have not developed a measurement of its effectiveness. JCCS leadership plans to implement pre and post surveys for staff trainings in the future.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

JCCS schools align with Education Code 44865 in that teachers may teach in subject areas other than their single or multiple teaching subject credential. Of note, given the new Assignment Monitoring Outcome (AMO) dashboard, several teachers are indicated as “out of field,” however 100% of our teachers are highly qualified and fall under the corresponding Education Code for Juvenile Court and Community Schools.

Attach a copy of the school’s master schedule indicating staff assignment and length of period or module. Describe any use made of regularly employed instructional assistants.

Reference Master Schedule 2022-23 in the supporting evidence and documentation.

Every classroom in JCCS has a full time teaching assistant. Reduced student to adult ratios allow instructional staff an opportunity to get to know students on an individual basis and provide them with tailored academic, behavior and emotional supports.

Describe any regular use made of community volunteers.

Prior to the COVID pandemic, FitzGerald had two established volunteers that would help throughout the school year. Volunteers would tutor 2-3 times a week and work directly with students. Unfortunately, we have not had these individuals reprise their roles since 2020. Recognizing the positive impacts of community volunteers, we are in the first year of partnering with Allan Hancock College to bring their Rising Scholars program to JCCS, and hope this endeavor will become an annual support to students.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

In analyzing our student population we found they have significant learning gaps, therefore it is important to have a reduced student-teacher ratio. All classes have a maximum of 20:1 and are further reduced as appropriate to maximize learning recovery.

Student populations in JCCS vary greatly throughout the year due to its unique conditions. In October 2021 our student ratio in the 2021-22 school year was:

- Court School: 3:1 (22 students enrolled)
- Community School: 1:1 (4 students enrolled)

Provide the information regarding support or classified staff.

We are fortunate to have teaching assistants present in each classroom to provide one-on-one support to students. There are a total of six across all schools. One office assistant is assigned to two of the three schools to provide student enrollment support, parent communication, and to help families with transitioning to comprehensive high school districts.

Additional Supporting Evidence and Documentation:

[Master Schedule 2022-23 Los Robles](#)

[Master Schedule 2022-23 Dos Puertas](#)

[Master Schedule 2022-23 FitzGerald](#)

Achievements:

Partners in Education job readiness program

CTE Industry certifications for students (OSHA & ServSafe Food Handlers)

Areas for Improvement:

Determine measurable effect of professional development on student achievement

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

Resources are allocated around LCAP goals which align with the school's vision and mission for student achievement. These goals are:

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)

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)

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)

Goal #4: Continue to successfully implement programs that support basic conditions for learning (Priority 1) and expelled youth (Priority 9).

Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Throughout the 2021-22 school year, SBCEO, JCCS, and Special Education staff created meaningful opportunities for educational partners to contribute to the LCAP process. Educational partners contributed by providing input and feedback in a variety of ways including, but not limited to, participating in virtual meetings, parent-teacher conferences, and surveys that informed the goals and actions reflected in the 2022-23 LCAP.

JCCS administration meets regularly with the JCCS leadership team. This team reviews progress on the SPSA and makes recommendations. In addition, the JCCS PSAC meets quarterly to provide input and guidance. Due to the overlap of students that occurs throughout the school year, the SPSA goals are aligned for JCCS. These goals are outlined below:

Goal #1 English Learners who test with JCCS for two consecutive ELPAC administration cycles will demonstrate annual progress in English.

Goal #2 All students enrolled 85 days or more will show progress towards proficiency in ELA as measured by state and local assessments.

Goal #3 Students enrolled 85 days or more will show progress towards proficiency in Mathematics as measured by state and local assessments.

Goal #4 Students in JCCS will (1) participate in career awareness programs, (2) build post-secondary plan identifying college and/or career options, and (3) be provided instruction and guidance in researching and pursuing work in areas of interest and aptitude.

Goal #5 SBCEO, in collaboration with Probation and in consultation with all 20 school districts in Santa Barbara County, is committed to transitioning students through the JCCS system and back into the most appropriate educational setting upon their release.

Explain the impact the process for the allocation of resources has made on student learning.

Impact of resources on student learning:

Goal #1: English Learners who test with JCCS for two consecutive ELPAC administration cycles will demonstrate annual progress in English.		
Metric	Expected Outcomes	Actual Outcomes (2022)
ELPAC Reports	25% of students who tested with for two consecutive ELPAC cycles will make progress toward proficiency	No students demonstrated proficiency. Three of the seven students raised their overall scores, but not enough to increase their level.
Reclassification Rate	Reclassification Rate: 3.6% with student transient population, cohort rates are of completely different students from one year to the next.	Reclassification Rate: 3.6% All four students who were eligible for reclassification were classified.
Training Sign-In Sheets	100% of teachers participated in professional development specific to English Learners.	100% of teachers participated in professional development specific to English Learners.
Staff were thoughtful and deliberate in efforts to assist students' English language development with the goal of reclassification. Staff take great pride in the fact that all eligible students were reclassified while enrolled in JCCS. This has proven to be a difficult		

task with the student population. Staff will continue the systematic approach in 2022-23 of assessing students upon entry and at the end of each trimester to receive targeted feedback to make meaningful adjustments in instruction.

Goal #2: All students enrolled 85 days or more will show progress towards proficiency in ELA as measured by state and local assessments.

Metric	Expected Outcomes	Actual Outcomes (2022)
Diagnostic Online Reading Assessment (DORA)	New assessment tool	0.7 Grade level increase in a trimester
JCCS Writing Assessments	20% earn a score of 3 or better on a 4-point rubric	46% earned a score of 3 or better on a 4-point rubric
CAASPP results	19% earn approaching or at standard	14% earned approaching or at standard

One of the "Metrics/Indicators" were met, not all. It is attributed to the fact that measurements are of different student cohorts from year to year, and due to the small and declining population, each students' information is weighted more heavily when calculating percentages. The analysis shows that the outcomes were tied to student success and helped improve overall effectiveness in meeting the needs of the JCCS population. Staff will continue to fine-tune the specific strategies into the CBL lesson plans that will increase student achievement in ELA. Additional focus will be on outcomes that were not met.

Goal #3: Students enrolled 85 days or more will show progress towards proficiency in Mathematics as measured by state and local assessments.

Metric	Expected Outcomes	Actual Outcomes (2022)
CAASPP results	1% increase in Math scores	0%
Adaptive Diagnostic Assessment of Mathematics (ADAM)	0.63 Grade level growth	0.27 grade level increase in a trimester
Training sign-in sheets	100% participation	100% participation

CAASPP goals were not achieved, and are attributed to several factors including; the majority of students enrolled in JCCS, 83%, have not yet completed Algebra in their home districts; JCCS teaches a transient student population, therefore rarely assessing the same students year to year making it difficult to compare annual scores. JCCS acknowledges that even with these difficulties staff need to do a better job preparing students. In 2021-22 ongoing professional development and coaching will be provided to expand teaching strategies in mathematics. JCCS will continue to use “Let’s Go Learn” as a math intervention to “fill in” educational gaps in mathematics. Lastly, interim assessments will be administered on a monthly basis. The goal is that the added emphasis on foundational skills and increasing student familiarity with CAASPP assessments will ultimately increase student achievement in math.

Goal #4: Students in JCCS will (1) participate in career awareness programs, (2) build a post-secondary plan identifying college and/or career options, and (3) be provided instruction and guidance in researching and pursuing work in areas of interest and aptitude.

Metric	Expected Outcomes	Actual Outcomes (2022)
CTE Course Completion Rate	24%	30%
Participation in Career Awareness Opportunities	100%	0%
Partners in Education Schedule of Events	100%	0%

In 2020-21, three JCCS teachers received their Designated Subject (CTE) credential, one at each of the three schools, allowing JCCS to implement a new CTE Exploratory class throughout JCCS. In August 2020 the CTE lab was installed at Los Robles and Peter B. FitzGerald Community School. With students returning to school in mid-November the decision was made to pilot the course with two students in December with a full class enrolled in January 2021. Students were excited to participate in hands-on activities like building a rocket and then launching it to see whose design would go the highest and/or furthest. Then it was back to the drawing board to make modifications that would improve on their first attempt.

Implementing a new program is always a lengthy process, and this proved to be especially true when combined with a global pandemic and newly credentialed teachers. There have been several delays, but overall, staff succeeded in surpassing previous outcomes by enrolling more students in the CTE Exploratory class than were able to participate in the previous Culinary Arts course. For the Culinary Arts course, students

were unable to work in the kitchen until they were cleared by both Probation and Behavior Wellness. This approval process was not a requirement with the CTE Exploratory Class therefore we were able to surpass the expected outcome goal by 6%.

Goal #5: SBCEO, in collaboration with Probation, and in consultation with all 20 school districts in Santa Barbara County, is committed to transitioning students through the JCCS system and back into the most appropriate educational setting upon their release.

Metric	Expected Outcomes	Actual Outcomes (2022)
Transition Log (parent; district contact)	100%	100%

This year presented a unique challenge with so many schools in distance learning for most of the school year. As one of the first schools to resume in-person instruction in the county, leadership had to negotiate if students would be returning to in-person instruction at their home school or a distance learning environment. Even with these unprecedented challenges JCCS was able to successfully transition 100% of students back to a variety of educational programs including students' home districts, residential placement programs, or post-secondary institutions.

Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Materials and equipment are allocated based on the school's mission, LCAP goals, program needs, and state guidelines. The JCCS director and leadership team ensures all students have adequate, up-to-date materials.

The Director must also ensure that staff development is properly budgeted to meet specific needs. Other areas include office supplies and technology, program goals, and LCAP.

Each classroom is equipped for students to have access to Chromebooks for school use as needed. The IT department fully supports all students/staff with issues regarding their Chromebooks and additional technology.

Append the written safety and emergency policies and procedures that are in place.

Reference 2022 School Safety Plan in Evidence and Documentation

Additional Supporting Evidence and Documentation:

[2021-24 Local Control and Accountability Plan](#)

[Single Plan for Student Achievement 2021-22](#)

[2022 School Safety Plan](#)

Achievements:

Increase of students completing at least one CTE course

Areas for Improvement:

Implementation of a CTE Pathway

DRAFT

Category B Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements.

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC "a-g" requirements.

JCCS administration and staff ensure schoolwide consistency of a rigorous and relevant curriculum that is aligned to standards in all core curricular areas. Teachers participate in workgroups research and update schoolwide curriculum choices that can adapt to the personalized learning model of instruction. Curriculum resources are analyzed and revised during weekly and bimonthly PLC meetings. Teachers edit, update and improve resources that are aligned to standards in order to support students. A goal along with WASC accreditation is to approve coursework for UC 'a-g' approval consideration.

The leadership team and staff have implemented a variety of schoolwide initiatives to ensure that all students receive a rigorous and relevant education with embedded support throughout the school day:

- ELA and Math courses are updated by teachers on an ongoing basis
- Newsela subscriptions provide differentiated text for English learners and students needing additional support. This provides scaffolded reading opportunities in a wide array of content areas to promote literacy skills
- CTE lab space and course modules offer hands-on learning. Math content is embedded in several modules to reinforce math fluency. During 2022-2023, one CTE teacher will be piloting a new CTE pathway in manufacturing using AMPED on Algebra. This curriculum integrates Algebra concepts into real work in the Manufacturing, Entrepreneurship and Design path.
- CBL curriculum is a program that helps build literacy skills through exposure to literacy and books, and is designed for alternative education, court and community schools
- Curriculum mapping in ELA is a collaborative process that is implemented by teachers. Each teacher has the freedom to scaffold/modify curriculum and instruction as required based on student needs.
- Students that qualify for Special Education services have standards-aligned goals that support their specific needs.
- Credit recovery courses are delivered through an online management system. This offers students credit acceleration opportunities for those that are credit deficient.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

The ELA curriculum is CBL. There is a teacher work group that meets six times a year to develop a pacing plan that is used system wide, and to identify strategies and resources for each novel and theme being taught. Example themes include: Leadership requires Engagement, Change requires Effort, and Kindness requires Empathy.

For Math, teachers utilize the Big Ideas curriculum, and teacher workgroups meet monthly for ongoing professional learning and to learn how to differentiate instruction to meet the needs of a diverse group of learners. One-on-one coaching support is provided twice a year to support teachers in their growth.

Future planning includes establishing workgroups for Science and Social Studies. While there is robust curriculum for these two subject areas, staff are in the nascent stage of professional learning communities for these groups.

Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

Late work is not penalized at JCCS. Teachers are aligned with how students accrue credits and grade level determination. Graduation requirements are established by the school board, and JCCS follows guidance from AB 2306 when applicable.

Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.

Los Robles

The Los Robles campus is located within the Santa Barbara Community College District. Because of this, students who earn a high school diploma from this campus are eligible to sign up for the Promise program. This offers any recent local high school graduate the opportunity to attend Santa Barbara City College (SBCC) by covering all required fees, books, and supplies for up to two years. Annually, Freedom 4 Youth, a local non-profit focused on reducing recidivism rates, meets with students to discuss the Promise Program as part of student's post secondary actions plans.

FitzGerald and Dos Puertas

Both campuses are located within the Allan Hancock Joint Community College District. The Hancock Promise provides local high school graduates with one year of free tuition. Students from either campus can receive financial support through Extended Opportunity Programs and Services (EOPS).

Rising Scholars at Allan Hancock is a support program for incarcerated youth that students can join after high school. Participants can access school supplies, tutoring, and transportation assistance. Once students are active Allan Hancock students, the Beyond

Incarceration: Greater Education (BIG E) Student Club provides a support group for making the transition from incarceration to college, and connects students to available resources.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

Reference document Active Course List 2022-2023

List the courses for which there is a written comprehensive and sequential documented curriculum.

All high school core courses include a documented curriculum.

List the graduation requirements of the school, if applicable.

Graduation Requirements are set by the School Board (BP 6126.1). These have been summarized in the table below. For students enrolled in Court Schools, AB 2306 waives coursework or other requirements that are in addition to statewide requirements (Ed Code 48645.5). For the last three years, an average of 77% of graduates qualified for a reduction of coursework requirements.

Content Area	# of Courses Required by SBCEO	Including Courses in:	# of Course Required by State
English	4		3
Math	3	Algebra I/Math I	2
Science	2	1 Physical Science 1 Biological Science	2
Social Science / History	3	World History US History Economics /Government	3
VAPA/World Language/CTE	1	Visual Performing Arts OR World Language (including ASL) OR CTE	1
Physical Education	2		2

Briefly describe the post-graduation plans of the school's graduating class, if applicable.

There were 8 students in the 2022 graduating class. Of those, 7 enrolled at Allan Hancock College and 1 enrolled in a program for professional translation and interpretation.

Supporting Evidence and Documentation:

[BP 6146.1 High School Graduation Requirements](#)

[SBCC Promise Program](#)

[Hancock Promise Program](#)

[AB 2306 Eligibility Worksheet](#)

[Active Course List 2022-2023](#)

[Anywhere Learning Online Course List](#)

Achievements:

Partnership with local community colleges

Freedom 4 Youth individualized action plans

Increased CTE exposure and pathway implementation

Areas for Improvement:

Continue developing partnership with Allan Hancock to promote the Hancock Promise for students earning their high school diploma. Form partnership with EOPS to support the student application process.



B2. Equity and Access to the Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

A county-wide CTE Advisory Committee was established in the spring of 2021 to solicit input and advisement regarding CTE programming. The curriculum was reviewed to ensure alignment between pathways offered in JCCS schools and districts throughout the county.

Beginning during the 2020-2021 school year, JCCS campuses include CTE Labs for career exploration and pre-technical training. Courses are taught at the introductory level for ease of movement into and out of the two schools, and to maximize career exploration opportunities. Example Modules include:

- Digital Manufacturing
- Flight & Drone Technology
- Robotics
- Energy & Power
- Research Development
- Environment & Ecology
- Forensic Science
- Home Maintenance Fundamentals

Students are able to earn the following industry aligned certifications while enrolled in their CTE exploratory course: Occupational Safety and Health Administration (OSHA) 10 General Industry, ServSafe Food Handlers, and Partners in Education Job Readiness. For the 2021-22 school year, a total of 40 certifications were earned by students.

We are excited to introduce a new CTE Pathway: AMPED on Algebra during the 2022-2023 school year. This is a 'learn by doing' curriculum where students learn Algebra concepts and apply those skills into Manufacturing, Entrepreneurship and Design experiences. Students will have concepts taught in a laboratory setting and operate a fabrication lab with products made from textiles, wood, metal, and plastics.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.

School leadership and staff recognize the challenges of ensuring that all students have access to all courses, including hands-on CTE modules given the restrictive environment of juvenile court and community schools. We continue to work on forming community partnerships with Allan Hancock and Santa Barbara City College to broaden student experiences.

Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.

ILPs are aligned for graduation requirements, and to ensure a broad course of study. These are developed with the student, parent/guardian, general education teacher, and include the special education teacher when a student has an IEP. They are used to monitor, record, and conference with students regarding their progress.

Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.

School staff and teachers meet with students regularly to track student progress through their four-year plan. They provide support for post-graduation transitions in multiple ways: college application workshops, letters of recommendations, and career technical education pathways.

Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

JCCS students have access to a rigorous, standards-based curriculum and a wide range of opportunities to explore real world applications, including a range of career and educational options.

- The structure of the ELA curriculum, CBL, provides access points for students to apply to their everyday lives. It is organized in value-themed units with activities that move students away from anti-social thoughts, and into prosocial thoughts, values and behaviors.
- In conjunction with Partners in Education, JCCS holds bi-monthly workshops with students in a variety of skills such as resume building, mock interviews, financial literacy and career panels.
- Staff have recognized the importance of college- and career- readiness for students, and the alternative measurements from the state to demonstrate preparedness. JCCS is currently exploring CTE pathway and dual enrollment opportunities to better serve students in these areas.
- Students that qualify for special education work with their case manager and use the goals in their IEP to monitor and track progress. These goals are monitored and discussed annually to support students with graduation and college- or career- planning.

Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.

Administrative staff ensure that students have access to all programs, resources, and services, and are enrolled in an appropriate level course. Staff advise students and parents of additional academic resources within the community, and provide transitional support for students returning to their home district. Staff collaborate together to review course

placements and four-year plans, utilize ILPs to monitor student progress, and provide early academic intervention when needed.

Supporting Evidence and Documentation:

[Individual Learning Plan template](#)

[CTE Lab modules list](#)

Achievements:

Individual Learning Plan process

CTE Industry Certifications

Areas for Improvement:

Implementation of CTE concentrator course

Collaboration time among general education and special education teacher



Category C

Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences in an equity-centered learning environment.

Comment on the types of challenging and relevant experiences in which students are effectively engaged in learning, including critical and creative thinking, problem solving, knowledge attainment and application skills.

Instruction is delivered through a variety of methods, including direct instruction in the classroom setting and hands-on learning in the CTE learning labs. Parents, students, and teachers work collaboratively on creating ILPs and student goal setting to achieve the academic standards. Teachers modify lessons and assignments to ensure that each student is appropriately challenged, or the additional assistance required in order to foster academic success, and college- or career- readiness is in place. Students are expected to master required core subjects: English language arts, mathematics, science and social studies. Instruction is focused on 1) building a solid foundation in reading, writing and mathematics, 2) developing lifelong learning and analytical skills, and 3) encouraging exploration, critical thinking, and problem-solving.

English Learner students receive a variety of text and instructional options to facilitate their English language development. Academic supports are in place for students who are not demonstrating adequate progress. Progress is monitored at regularly set intervals and referrals for additional assessments and evaluations for specialized services are made.

Students receiving Special Education services are in alignment with their Individualized Education Plan (IEP). All students with IEPs are enrolled in the same course of study as general education students and receive services in the general education classroom using a push-in model, unless the student's IEP dictates otherwise. Special education providers write standards-based goals to ensure complete access to the general education curriculum.

Comment on strategies used to determine student understanding of the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Students enrolled in JCCS utilize a variety of strategies to demonstrate their understanding:

- Students focus on organizational skill development for their social studies and math skills to demonstrate growth over time
- Students complete long format written assessments three times a year and teachers use Smarter Balanced Assessment Consortium (SBAC) rubrics to measure student progress.
- In addition, English Learners written assignments are assessed using ELPAC rubrics

- Students create portfolios of their reading and writing assessments for each book completed in CBL
- Students engage in daily discussions utilizing the CBL curriculum. Students build consensus on five major plot points in the literary text. This elicits communication, critical thinking and collaboration among students and is an area of strength in our curriculum.
- Thematic units in CBL engage students in social emotional skill development by integrating book themes into prosocial discussion.
- For college- and career- readiness, students engage in research of regional job markets that are aligned to learning modules. Students develop portfolios that include: skills required, salaries, various positions in the pathway, and job market potential.

Upon entry, students are given an adaptive assessment in reading and math. Students are then assigned lessons based on their individual deficit areas. Teaching assistants and paraeducators provide strategic support towards academic advancement. Teachers use these assessments to determine students' performance levels and are a key component to learning.

Provide examples of resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and the community.

We recognize that because of the safety and security requirements set by the Probation Department that govern how the school operates, certain real-world experiences are in some ways limited, though Court School students are provided with other challenging and interesting opportunities to engage in real-world experiences.

This has led to the implementation of CTE learning modules, and the formation of CTE labs at all three campuses. This career-focused learning provides students with key critical thinking and skill development which is needed for post-secondary experiences. In addition, students are able to earn industry specific certifications which can be used for future employment.

Other media and technology resources students engage with beyond the textbook:

- Newsela provides non-fiction and social emotional learning (SEL) content. SEL content is woven into the curriculum for students to demonstrate CASEL (Collaborative for Academic Social and Emotional Learning) competencies. In addition, lexile levels can be adjusted to provide differentiation for students with disabilities and English Learners.
- California Streaming is a platform that provides high quality digital content for students and is used to engage students in learning and deepen their understanding of content, by providing real world context to the classroom.
- Our county education office has a teacher portal which provides California Educational Databases. This gives students access to explore primary and secondary sources in a vetted and organized platform.
- While Discovery Science is the adopted curriculum for our science courses,

Discovery.com provides supplemental resources for math, English, and social studies. This digital resource provides student learning through: videos, simulations, formative assessments, activities and virtual field trips.

- Anywhere Learning is an online credit recovery platform that is designed to meet the specific needs of students across content areas. This addresses student's specific deficits and assists students with being on track to graduate.

Supporting Evidence and Documentation:

- County Office of Education portal for students and teachers:
<https://www.sbceoportal.org/>
- [California Streaming](#)
- [Discovery Education, Science](#)

Achievements:

- Embedded thinking skills in CBL framework

Areas for Improvement:

- Increase exploration of virtual field trips and labs

C2. Student-Centered Instruction Through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.

Teachers are involved in professional learning around the use of various research-based methodologies in the following ways:

- Utilization of the high-engagement methodology for math instruction called Routines for Reasoning. This approach weaves the Common Core Mathematical Practice Standards into classroom teaching so students can build crucial mathematical thinking habits through inquiry learning.
- Ongoing coaching is provided to teachers in math for project-based learning and to continue to implement Routines for Reasoning.
- Teacher participation in learning rounds to learn from their peers' successful literacy strategies.
- Collaboration with the CTE Director and Coordinator to embed college and career anchor standards across multiple disciplines.

Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

Teachers follow a pacing guide that incorporates meaningful tasks, projects, books and opportunities for demonstration of mastery for all standards. Teachers provide the opportunity for students to learn via inquiry and discussion, acting as a coach and facilitator during English and math instruction. In particular, for consensus making with the CBL curriculum, and Routines for Reasoning with Big Ideas.

Students self-monitor their progress through their unit of study by compiling formative and summative assessments and assignments. Each student receives an ILP with individual goals based on their current levels and areas of interest. Teachers work as facilitators to guide their students through their personalized learning paths every semester, and these documents are utilized for parent-teacher conferences to facilitate communication and progress.

We would like to continue to expand our opportunities in social studies and science to implement a coaching approach to instruction.

Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.

Students have multiple opportunities to apply their knowledge in the classroom setting. Through Routines for Reasoning activities, students can explore new math concepts by asking questions first, building on prior knowledge and then collaborating with their peers to work toward understanding. Students work to create timeline projects that meet the guidelines/theme for CBL books and embed art, national observances, and local challenges. Teachers guide students to meet required expectations, but give the freedom to explore interest and national observances, and to apply their knowledge. For example, students participate in the national Acts of Kindness Challenge. This empowers students to create a culture of kindness, with acts both big and small.

Explain how students demonstrate higher level thinking and problem solving skills in a variety of instructional settings.

In CTE classes, students have opportunities to participate in end-of-module exhibitions. Exhibits include model rockets, car design, drone flight pathways and incorporate higher level thinking and problem solving skills. Students get to show off their designs, take note of their successes and engage in multiple trials and the redesign process, as needed.

Summative assessment writing in ELA demonstrates students' higher level thinking skills. Various essays require students to critique, analyze and defend their thinking while relating text to their personal lives.

Students participating in intervention classes have yet another way to practice and perform mastered skills and knowledge through coursework offered through Anywhere Learning.

Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.

Whenever possible, teachers integrate hands-on, personalized, and student-driven learning strategies to increase student engagement and enhance the relevancy of the learning process. School administration and teachers continue to seek out professional development in order to successfully provide students a personalized learning experience. JCCS has multiple instructional resources to provide learning experiences beyond the text-book. Examples include:

- CBL thematic units such as: Leadership requires Engagement, Change requires Effort and Kindness requires Empathy.
- Science performance tasks
- Discovery Education (online portal for video streaming, lesson plans, units, and library including original source documents, images and simulations.)
- Let's Go Learn
- Newsela

Explain the degree to which students have access to and are engaged in career preparation activities.

JCCS, in conjunction with Partners in Education, holds bi-monthly workshops with students

in a variety of skills such as resume building, mock interviews, financial literacy and career panels.

CTE lab space and course modules offer hands-on learning. Math content is embedded in the AMPED on Algebra curriculum for the Manufacturing, Entrepreneurship and Design pathway. Freedom 4 Youth, a local non-profit focused on reducing recidivism rates, meets with students to discuss the Promise Program as part of student's post secondary actions plans.

Supporting Evidence and Documentation:

[Individual Learning Plan template](#)

Achievements:

Industry aligned certifications
Mental Health services

Areas for Improvement:

Increase coaching opportunities in science and social studies
Increase collaboration with Allan Hancock College
Continue to expand group collaboration activities for students



Category D

Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.

As part of the cycle of continuous improvement, we analyze educational partner input along with state and local data. In addition, we include student feedback and perception data to tailor our program to their needs. This analysis helps to strategically identify areas of marked success and improvement, and develop specific goals and actions to meet the identified needs.

Parent School Advisory Committee (PSAC)

The PSAC meets four times throughout the school year, and meetings are used to engage school community members in the process of program review and planning. The committee is directly involved in the development and review of parent surveys. The annual survey shows that 100% of parents who participated in the survey agreed that the school does a good job evaluating their child's emotional needs and provides positive support and direction.

Parents and Guardians

2021-22 was the second year JCCS used ParentSquare as a way to streamline and enhance communication with parents and guardians. With over 89% of our parents contactable in ParentSquare we were able to post the link to the parent survey which increased parent access to the survey. The parent survey was made available in both hard copy and online formats. Hard copies were mailed to parents.

Leadership Team

The JCCS leadership team collaborated on the Local Indicators for LCAP, and provided essential support. The leadership team provided input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement.

Special Education

The JCCS program has a higher than average percentage of students with disabilities (42.31%), therefore meeting regularly as a team is a priority in order to ensure students receive the services they need. This has proven to be a valuable strategy as there is a need to constantly recalibrate as the student population changes with some enrollments lasting

one day while some students are enrolled for a year or more. The SBCEO Special Education Team meets regularly with the Santa Barbara SELPA, thereby completing the feedback loop.

For monitoring student's individual academic success, JCCS utilizes multiple systems which include CAASPP, ELPAC, ILPs, DORA and ADAM assessments, SBAC aligned writing assessments, and student portfolios. These indicators support school staff with effectively monitoring student learning, and to inform the school and district where there areas of celebration, and opportunities for growth.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

Teachers hold parent-teacher conferences once a semester at both schools. At FitzGerald they are held in person, and at the Court Schools they are held over the phone. This is an opportunity for families to hear about their student's learning progress and review goals that have been established or achieved on their ILPs. Meetings are held with interpretation as needed. It is a priority to have a high percentage of staff that speak Spanish so parents are able to communicate with the school in their preferred language. Of note, we have averaged over 80% of students and parents participation in these conferences. These have proven to be successful in building and maintaining relationships with the parent community. This approach began with the pandemic, but JCCS staff have now adopted it as an annual expectation.

CAASPP and ELPAC results are communicated and explained to teachers and staff through shared resources, staff development, and email. Results are also sent directly to parents as a hard copy along with instructions on interpreting the data. Teachers review results from ADAM, DORA and formative assessments in order to recognize trends and guide instruction. Teachers use this data when holding goal setting meetings during parent-teacher conferences. We continue to work on analyzing and disaggregating this information as a driver for instruction and positive student outcomes.

Special education staff at court schools are effective in using a variety of assessment tools to determine present levels of performance and eligibility. The special education team utilizes both informal and formal assessment techniques i.e., review of student records, interviews, observations, work samples, state test results, cognitive assessments, academic assessments, social emotional rating scales, speech, and language assessments. The assessment data drives classroom services, social emotional support, and assists in determining individualized goals, accommodations, and modifications in the school setting. The results of these special education assessments and recommendations are discussed during IEP meetings with parents, students, teachers, and other stakeholders.

Students attending FitzGerald receive their Special Education services directly from their home district. JCCS Staff are part of the IEP team, but take the lead from the Santa Maria-Bonita and Santa Maria Joint Union High School districts' assessment teams. JCCS staff provide classroom accommodations, modifications and support students with achieving their individualized goals.

Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

In the English department the curriculum, performance levels, and assessments are aligned across all three campuses. Teachers meet regularly to plan and develop assessments which embed common strategies. These assessments incorporate performance level rubrics so students are clear on their grade, growth, and skill development. It is the goal of JCCS staff to incorporate these same practices in other content areas, with the intent to make this process part of the PLC work.

Monthly Treatment Team meetings are held in partnership with probation, medical and BWell staff, during these meetings teachers update the team on progress towards graduation and academic growth.

For long-term students, Multidisciplinary Team Meetings are held every six months. These meetings include the same educational partners as the Treatment Team meetings as well as the student and their parent(s). These meetings are a culmination of the prior six months of growth, analysis of current goals and if they are being met, and future goal setting based on the team's feedback.

Students have access to a credit recovery program and an expanded resource of course selections through the online instruction program Anywhere Learning Systems. Anywhere Learning has built-in "steps" which allows students to continue onto the next unit only if they meet minimum standards. Grading is done electronically, and results are given to teachers for input into Aeries, the student information system. Academic integrity is assured by the proctoring of a credentialed teacher who monitors the class. An immediate indicator of students' progress is provided as they navigate through on-line course work.

Supporting Evidence and Documentation:

[Writing Assessment Rubric](#)

[ELD Writing Assessment Rubric](#)

[Parent-Teacher Conference Success Rates](#)

Achievements:

Alignment of common assessments and performance indicators

Biannual parent-teacher conferences

Areas for Improvement:

Continue PLC data analysis to drive instruction

Align performance criteria and assessments in math, science, and social studies

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.

Teachers use a variety of assessments daily in their classrooms. Day to day formative assessments range from using a simple thumbs up/thumbs down and check-ins for understanding, to using online tools such as Quizlet to create exit ticket assessments for the day's lesson.

At the beginning of each CBL unit, the CBL Workgroup identifies student assessments as part of the unit planning process. Assessments include writing to a prompt, reflections, and creating infographics.

Credit recovery and intervention programs have integrated assessments throughout the lesson as well as at the end of chapters and units.

Finally Interim Assessment Blocks (IAB) are given on the first and third Wednesday of the month. An area of growth is to incorporate analysis protocols of this data to further drive instruction.

Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.

Check ins for understanding are utilized to determine comprehension prior to moving on in daily lessons. If students are not ready to move on, teachers reteach skills and concepts during class time. For students that require additional practice, teaching assistants provide 1:1 support. Exit tickets are given at the end of the class period and can be used to informally determine whole class comprehension. Again, if results demonstrate a need for further reteaching the skill in the exit ticket, that skill is reviewed at the beginning of class the following day.

Due to small class sizes, daily assessments are often administered 1:1, and modifications to instruction are made in real time to support students.

Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Students demonstrate their achievement through multiple indicators:

- Individualized Student Learning Plans (ILPs) are developed with the student,

parent/guardian, teacher, and include the special education teacher when a student has an IEP. They are used to monitor, record, and conference with students regarding their progress.

- DORA is a comprehensive, valid, and reliable web-based adaptive assessment that diagnostically assesses a student's reading abilities. It provides pre and post reading assessments for students in both schools. It is administered twice a year, and measures grade level equivalency. It is used to monitor all student's literacy developments, and is one metric used to monitor our English Learners. In addition, this assessment helps to inform teachers of appropriate lexile levels for struggling learners.
- ADAM is similar to DORA, and provides a comprehensive, diagnostic assessment of mathematics. ADAM is administered twice a year, and measures grade level equivalency. Teachers use these metrics to fill in the gaps of understanding for their students so they can make progress in their math proficiency.
- Smarter Balanced Performance Task Scoring Rubrics are used three times a year to monitor student progress on long form writing assignments. These performance tasks challenge students to demonstrate their critical thinking skills, and align with prompts that students will be required to respond to when taking CAASPP.
- Student portfolios are a collection of student work gathered over the course of the year. This is a reflection of what has been taught and learned, and is an authentic representation of a student's content knowledge and skills. We value this type of progress monitoring as it demonstrates the individual progression of student learning.
- Mock Interviews are completed as a culminating assessment with Partners in Education. After students participate in workshops learning about essential people skills in the workplace (soft skills), and create industry-aligned resumes, students participate in mock interviews with local community members to practice their interview skills. This process helps prepare students for college and career opportunities in their future.

Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Small class sizes, 4-6 on average, allow teaching staff the opportunity to develop personal connections with students. Conversations about goal setting and life after high school occur regularly. Students are given supplementary materials based on their individual interests to extend their college and career explorations.

FitzGerald has partnered with Allan Hancock College which provides mentors to work with students. Mentors will continue working with students after they transition back into their home school with the goal of enrolling in college and earning their degree. We are in preliminary conversations with probation to implement this program in our court schools.

Supporting Evidence and Documentation:

[JCCS SBAC rubric](#) (reformatted)

[Original SBAC rubric](#)

Achievements:

Writing assessments

Areas for Improvement:

Analysis of IAB results

DRAFT

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parental and Community Engagement Criterion

The school leadership employs a wide range of culturally sensitive strategies to encourage family and community involvement, especially with the learning/teaching process.

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

In lieu of a traditional parent-teacher organization, JCCS operates a PSAC. They focus on a variety of categories within our schools, including English Learner monitoring and academic supports. Due to our relatively small populations, this model best encompasses various initiatives while still promoting active community and parent engagement. Prior to COVID we partnered with community organizations to provide workshops to our families to let them know about resources available in the community. Now with communities opening back up we plan to resume these activities during the current academic school year.

PSAC meets four times a year, and meetings are used to engage school and community members in program review and planning. The committee is involved in developing the parent survey for the LCAP and they review the results to give informed feedback to school leadership. The annual survey showed that 100% of parents who participated in the survey agreed that the school does a good job evaluating their child's emotional needs and provides positive support and direction.

To connect with families digitally, JCCS uses ParentSquare as a way to streamline and enhance communication with parents and guardians. This has been a successful platform for two-way communication. There is a translation feature on the platform so parents can view and send messages in their preferred language.

New this year, JCCS partnered with One Community Action for social-emotional and mental health support. This Community Based Organization (CBO) provides group-based services to students and families. Parents may participate in equity and access learning, connecting to community resources, or participate in grief and healing groups.

FitzGerald has an established relationship with CommUnify: Familias Seguras/Secure Families. It is a family-centered violence prevention collaboration to address the root causes of violence in Santa Maria. They provide wraparound services to vulnerable youth and families in Santa Maria with the goal of reducing community violence.

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

With a focus on college and career, there is strong collaboration with Partners in Education. They are part of SBCEO and offer skill-building opportunities to students with business and

community resources. These bi-monthly workshops include a variety of skills such as resume building, mock interviews, financial literacy, and career panels. Students can earn certificates of completion at the end of the workshop.

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes, and academic standards.

During the first PSAC meeting of 2022-23 members reviewed the recently revised Vision and Mission statements and SLO's. A teacher representative from the leadership team shared the process for revising and developing these statements, and elicited input from the group. Overall, PSAC appreciated hearing about the process and supported the direction JCCS is moving in for student success and achievement.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

Parents take an active role during teacher-parent conferences. This is an opportunity for families to hear about their student's learning progress and review goals that have been established or met on ILPs. Meetings are held with interpretation as needed.

Comment on how parents have access to school personnel regarding all concerns.

Parents have access to school personnel via email and over the phone. If the need arises, teachers hold meetings with families to resolve any issues or concerns.

Describe how the school regularly communicates to parents and other stakeholders.

JCCS communicates with students, parents, and community through the school website and ParentSquare. ParentSquare is used to update the community on resources from CBOs (e.g. CommUnify), and annual parent surveys. Teachers call home to report areas of success and areas of growth, and hold teacher-parent conferences. All parents receive the Annual Notification of Parental Rights and Procedural Safeguards. Leadership plans to enhance communication with monthly newsletters and additional information posted to the school website.

Supporting Evidence and Documentation:

[PSAC Agenda](#)

[PSAC Minutes](#)

[Parent-Teacher conference logs](#)

Achievements:

Parent-teacher conferences

Areas for Improvement:

Monthly ParentSquare posts with community updates, resources and school events

Reinstate quarterly parent workshops

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, equity, and high expectations for all students.

Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

Student learning cannot take place unless students feel safe in their environment. JCCS leadership uses guidance from the California Education Code for Court Schools and the Probation Department (Welfare and Institutions, and Crime Prevention Codes), SBCEO board policy, and school site rules to develop Site Safety Plans.

School and probation personnel meet weekly. Probation assigned school liaisons are involved in addressing safety concerns involving students. Furthermore, school staff are trained and are required to demonstrate understanding of Non-Violent Crisis Intervention, Child Abuse Mandated Reporting, Suicide Prevention, and Sexual Harassment. Staff are also trained on facility specific protocols as needed.

School and probation staff have been trained in Restorative Approaches. This model promotes positive conflict-resolution strategies, with a focus on positive relationships and root causes rather than behaviors. When need arises, restorative circles are held with school and probation staff in the classroom to promote a united support system for students to resolve issues in a proactive approach.

Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.

School staff promote a positive, safe, and nurturing environment in the classroom. Staff have worked hard to maintain this positive environment for students and have cultivated trusting relationships with students. While several students have demonstrated violent behaviors in their personal lives, violent outbursts are rarely seen in the classroom. According to the 2021-22 CHKS, 68% of students perceive school as safe or very safe, and staff feel strongly that this is in large part to their focus on student relationships.

Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.

During the school enrollment process, staff are given the opportunity to learn about the student's learning history and educational background, establish goals for student ILPs, and determine graduation eligibility. Students are administered math and reading assessments (ADAM and DORA) to determine academic needs and to prioritize support and intervention if necessary.

Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.

Educational partners are part of weekly staff meetings. The intent of these weekly meetings is to discuss student concerns and successes so staff can improve student outcomes. In court schools, probation and BWell staff are included in agendas and given an opportunity to share and/or ask for input. At FitzGerald, CADA and One Community Action attend weekly staff meetings and when appropriate, Rising Scholars and BWell are invited to attend. To complete the feedback loop meeting minutes are sent out to all school staff and educational partners. This model has been successful for sites to maintain ongoing communication and collaboration with stakeholders.

Supporting Evidence and Documentation:

[Staff meeting minutes](#)

[SBCEO Safety Plan](#)

Achievements:

Collaborative weekly staff meetings

Areas for Improvement:

Continued collaboration with probation around Restorative Approaches



E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community.

Explain the availability and effectiveness of personal, social-emotional, and academic support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.

Through trauma-informed practices of student engagement, JCCS works with community partners to meet students where they are at. Court Schools have partnered with the BWell for mental health services. BWell staff conducts a needs assessment for each individual student upon entry and provides services for any students in need. BWell also runs small groups for the majority of adjudicated youth featuring Moral Reconnection Therapy. This supports students with traumatic events and life skill development. At FitzGerald, the school has partnered with CADA, enlisting a School Based Therapist who provides individual counseling to students.

Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Students enter JCCS schools at various times throughout the school year. Because of this, families receive support throughout the enrollment process so that parents and students feel comfortable and are clear about program expectations and the learning environment. Staff initiate a friendly welcoming relationship with each student during this time, and learn about the nuances of each student's situation, and potential support needed.

Students progress through their curriculum outlined in their ILPs, and teachers embed the SLOs (ACCEPT) in their approach to teaching and learning.

Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.

When students require additional services or interventions, teacher teams are established to quickly, and efficiently address students' needs as they arise. By using our various CBOs, we are able to link students with resources and behavioral health services immediately. Due to the small student to teacher ratios, academic interventions occur daily if needed, with additional support from teaching assistants available in all classrooms.

Explain how all students have access to a challenging, relevant, and coherent curriculum.

All curriculum has a foundation in California Department of Education (CDE) approved

instructional materials. A highlight is the CBL curriculum for ELA as it is targeted for the JCCS student population. Each grade level and subject is challenging, relevant, and coherent.

Teachers' co-created work products enrich the curriculum to provide many entry points for students that may have gaps in their foundational knowledge, which is critical for the school setting.

Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

There are robust partnerships with community agencies that present to students regularly on a variety of programs on all campuses. The agencies and their programs include:

- CommUnify: Making Proud Choices. A state approved curriculum that satisfies the requirements outlined in the California Healthy Youth Act. Facilitators work directly with students over the course of two weeks, and students earn a certificate of completion at the end of their learning.
- FBSMV: Provides workshops at FitzGerald in; Sexual Health, Tobacco Prevention, and Positive Choices Prevention Education. One-hour workshops are offered throughout the school year and build on the student's community and civic awareness.
- Rising Scholars at Allan Hancock College: Provides mentorship to students enrolled at JCCS. Mentors will work with students as they transition back to their home school districts with the goal of enrolling in college. Transitions between school districts has been a challenge for students, so focusing on this move provides a 'warm hand off' to promote student success.
- One Community Action: Provides the POR VIDA curriculum at FitzGerald; a culturally responsive program that supports academic achievement by working with students in groups to develop prosocial skills.

Supporting Evidence and Documentation:

Teacher created [CBL framework](#) with embedded skills
[FBSMV: Tobacco Prevention Education website](#)

Achievements:

New partnership with One Community Action

Areas for Improvement:

Increase academic co-curricular opportunities

Part IV: Admission Procedures and Records

Respond as applicable for a CDE school. Describe the admissions procedures used by the school.

FitzGerald

When students are enrolled in the community school, staff meet with students to discuss course placement, possible graduation exemptions for students who qualify, contact local school district personnel to discuss expected return dates of their students and school placement options.

Court Schools

Upon entry, the Office Assistant reviews data in CALPADS for previous school attendance, language status, and any special services. Records are requested from previous schools and the transcript is updated to include all earned credits to date.

At the end of each grading period teachers provide school district personnel with an updated progress to date. Parents are consulted to review a student's academic progress, graduation status, and school placement options available through the home district. Staff meet with students to discuss course placement, possible graduation exemption for students who qualify, contact local school district personnel to discuss expected return date of their students and school placement options. Parents are consulted to review a student's academic progress, graduation status, and school placement options available through the home district. Whenever possible, enrollment appointments are made in advance and confirmed with parents the date, time, and contact information. Upon release, Office Assistants update the transcripts with credits earned in court schools and forward to receiving school districts.

How are permanent records/transcripts secured against fire, theft, etc.?

School records including transcripts are stored in a secured area. They are separate from areas where students congregate, and are located near the office assistant and JCCS director. All buildings include fire alarms, and fire extinguishers in the event of a fire. There are plans to consolidate student records upon the closure of Los Robles.

If the school ever discontinues operation, where will permanent records/transcripts be transferred and permanently housed? How are parents and students informed of this plan?

JCCS has had schools close over the years, and when this occurs student records have been moved to the SBCEO North County Office located in Santa Maria. If school sites close in the future these records/transcripts will also be moved to the North County Office. When former students call and request transcripts, we inform them of our current processes, and will continue to communicate directly with students as new requests are made.

Supporting Evidence and Documentation:

[Intake form](#)

Achievements:

Student academic review process during enrollment

Areas for Improvement:

Consolidate student records

DRAFT

Part V: Major Achievements/Accomplishments

Major Achievements/Accomplishments: *Summarize the list of prioritized major achievements/ accomplishments (within the past three years) of students, staff, and school.*

- Enrollment in CTE courses and industry certification completion has increased since its implementation
- Biannual parent-teacher conferences focused on student learning
- Implementation of CBL and collaboration among teachers
- Community partnership involvement to support students at school and in their community
- Student support with the transition process from Court Schools to their home district

Major School Needs: *Summarize the list of major school needs, focusing on student achievement.*

- All students will show progress towards proficiency in ELA as measured by state and local assessments (SPSA goal #1)
- All students will show progress towards proficiency in Mathematics as measured by state and local assessments (SPSA goal #2)
- Students in JCCS will (1) participate in career awareness programs, (2) build a post-secondary plan identifying college and/or career options, and (3) be provided instruction and guidance in researching and pursuing work in areas of interest and aptitude (SPSA goal #4)

Consent Agenda



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
October 6, 2022 – 2:00 p.m.

MINUTES

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 2:02 p.m. by Board President Judy Frost, followed by the Pledge of Allegiance.

2. Spanish Interpretation

Spanish interpretation of the board meeting was announced.

3. Brief Instructions Related to Video Recording the Board Meeting

Board President Judy Frost provided brief instructions on how to use the upgraded microphones located at board member places and the podium in order to capture good sound quality for the video recording of the board meeting.

4. Roll Call

Board Members Present

Marybeth Carty
Maggi Daane
Michelle de Werd
Nadra Ehrman
Judith Frost
Joe Howell
Bruce Porter

Staff Members Present

Susan Salcido, superintendent
Craig Price, legal counsel

Anna Freedland, executive assistant

Camie Barnwell	Matt Evans	Pete Sherlock
Mari Baptista	Nicole Evenson	Shannon Yorke
Shawn Carey	Luis Medina	
Kirsten Escobedo	Bill Ridgeway	

Others Present

Kelly Choi, teacher, Dos Pueblos High School
Two students from Dos Pueblos High School
Hugo Santos-Gomez, interpreter
Stephen Watson, interpreter

5. Changes to the Agenda

The president announced a change to the agenda: Item 18 was corrected after the board agenda and materials were posted. The revised attachments were distributed to the board, posted to the website, and available for the public at the board meeting.

6. President and Board Comments

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

- Wishing Board Member Maggi Daane a happy birthday
- A recent meeting of the Board Policy Committee. The board policies reviewed at the meeting will come forward to the board in November.
- Attendance at the following events: candidate forums for school boards, Chumash tribe intertribal powwow, California County Boards of Education (CCBE) Annual Conference, site visit to Canalino School and its Dual Language Immersion program in Carpinteria
- Reminder about the California School Boards Association (CSBA) conference in December
- CCBE board governance handbook coming out in December

7. Public Comments

None.

SUPERINTENDENT'S REPORT

8. Superintendent's Report

The superintendent's report was included in the board book and was presented as an information item. Dr. Salcido also shared the following additional information items:

- Reschedule optional tours for the board of SBCEO's Juvenile Court and Community Schools (JCCS), originally scheduled for October 11, due to the Juvenile Justice Center facility being under quarantine
- A Salute to Teachers event invitations are at board member places
- The JCCS program is working on Western Association of Schools and Colleges (WASC) accreditation and a report to the board will take place in November
- CSBA Annual Education Conference in December and reimbursement of expenses for board members to attend
- SBCEO's Local Control Funding Formula (LCFF) has been flat funded for nine years. This year, with the state budget, there's been a modification to our LCFF, which is good news. Our current agreements with our bargaining units state that if there is a change to our LCFF, we would re-open negotiations regarding salaries. Therefore, we will move forward with re-opening negotiations with our bargaining units. We will convene a meeting of the Board Salary Committee to share information and the committee will report back to the board at the November board meeting, with anticipated board action in December.
- Plans to modify the Board Room

PRESENTATION

9. Presentation on the Innovate Program at Dos Pueblos High School, Santa Barbara Unified School District

Kelly Choi, Dos Pueblos High School teacher, director of the Innovate program, and former Santa Barbara County Teacher of the Year, provided a presentation to the board about the Innovate program. Mrs. Choi was joined by two students who shared about their experiences in the program.

Synthesized from Kelly Choi: "Innovate DP was established in 2021 as an evolution of The Academy for Success, which had been highly successful for over a decade. Through our experiences, we became passionate about changing school, not only for our most marginalized, but for all students. We focused on the students who were consistently truant, experiencing frequent discipline issues when they did attend school, and were receiving Ds and Fs in their classes. We invited students to join our program and all invited students said yes. The program began as Innovate DP with an academic plan enhanced by teachers building personal relationships with the students. 100% of our students finished their year on track to graduate and 72% are on track to enroll in a four-year college."

CONSENT AGENDA

The board approved all consent agenda items:

10. **Minutes of Special Meeting Held August 22, 2022**
11. **Minutes of Special Meeting Held August 26, 2022**
12. **Minutes of Special Meeting Held August 29, 2022**
13. **Minutes of Regular Meeting Held September 1, 2022**
14. **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 August 7, 2022 to September 6, 2022, and the issuance of temporary county certificates for that same time period.

15. **Acceptance of Donations**

Acceptance of donations for the following departments:

- Special Education
- Teacher Programs and Support

16. **Declaration of Surplus**

Declaration of surplus for the following departments:

- Early Care and Education
- Information Technology Services

Motion to approve all consent items:

MOVED: **Mr. Howell**

SECONDED: **Mrs. Carty**

VOTE: **Passed 7-0**

ACTION ITEMS

17. **Recommended Approval of Grant Application – Consolidated Programs**

The board approved the submission of application to the California Department of Education (CDE) for 2022-23 funding for Consolidated Categorical Programs. This application is submitted to the CDE once a year.

MOVED: **Mr. Porter**

SECONDED: **Mrs. Daane**

VOTE: **Passed 7-0**

18. Recommended Adoption of Gann Resolution

The Gann Appropriations Limit Calculation form and Resolution No. 2306 were revised after the board agenda and materials were posted. A revised resolution and Gann Appropriations Limit Calculation form were provided to the board on October 5 and distributed at the October 6 board meeting. The board adopted Resolution No. 2306 for the Gann Appropriations Limit Calculation as corrected.

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

19. Posting Board Minutes on the SBCEO Website

The board discussed posting historical board minutes on the SBCEO website. Currently, the SBCEO County Board of Education page links to:

- January to October 2022 agendas, minutes, presentations, and materials
- January to December 2021 agendas, minutes, and materials
- January to December 2020 agendas

SBCEO completed a transition from “former website” to “current website” in March 2020. The primary purpose for the transition was to come into compliance with the Americans with Disabilities Act (ADA) and web accessibility standards. We also modernized the website, organized functionality, and added features and content -- the website was last updated in a major way around 2006.

The board approved posting agendas and minutes, years 2018 and 2019, to the website to equal five years total posted online (2018, 2019, 2020, 2021, 2022), in ADA compliant format. The superintendent would determine staff availability to implement the project. Going forward, the board approved maintaining seven years of board minutes posted online.

MOVED: Mrs. Frost **SECONDED: Mrs. Carty** **VOTE: Passed 7-0**

20. Recommended Adoption of Resolution for Exception to 180-day Wait Period

The board adopted Resolution No. 2307 for an exception to the 180-day wait period to hire a Public Employees' Retirement System (PERS) retired annuitant.

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

21. Recommended Adoption of Resolution Proclaiming Red Ribbon Week

The board adopted Resolution No. 2308 proclaiming October 23-31, 2022, as Red Ribbon Week in Santa Barbara County.

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

22. Recommended Adoption of Resolution Recognizing a State of Emergency and Reauthorizing Teleconferenced Meetings

In accordance with AB 361, the board adopted Resolution No. 2309 recognizing a state of emergency and reauthorizing teleconferenced meetings for a period of thirty (30) days.

Ayes: 6 **Noes: 1** **Absent: 0** **Abstain: 0**
MOVED: Mrs. Carty **SECONDED: Ms. Ehrman** **VOTE: Passed 6-1-0-0**
Mrs. de Werd voted no

DISCUSSION ITEM

23. Eligibility of Community College Employees for Appointment to County Board of Education

The board discussed the eligibility of community college employees for appointment to the County Board of Education.

INFORMATION ITEMS

24. Personnel Report

The classified personnel report was presented as an information item.

25. Williams/Valenzuela Uniform Complaints Quarterly Report

The Williams/Valenzuela Uniform Complaints Quarterly Report indicating no complaints filed for the period of June 16, 2022 through September 15, 2022, for Juvenile Court and Community Schools, and Special Education, was presented to the board as an information item.

26. Correspondence

September 14, 2022 correspondence from the California Department of Education confirming approval of the Santa Barbara County Education Office 2021-22 through 2023-24 Local Control and Accountability Plan (LCAP) for the 2022-23 school year, was presented as an information item.

FUTURE AGENDA ITEMS

27. Future agenda items

The following was mentioned as potential future agenda item:

- Brief presentation on the juvenile justice reform in the state of California and how it may affect SBCEO

ADJOURNMENT

28. Adjournment to the next regular meeting to be held November 3, 2022.

The meeting was adjourned at 4:33 p.m. to the next regular meeting to be held November 3, 2022.

MOVED: Mr. Howell

SECONDED: Mrs. Daane

VOTE: Passed 7-0

Judith Frost, President
County Board of Education

Dr. Susan Salcido, Secretary
County Board of Education

**Registration of Credentials or Other Certification Documents
Issuance of Temporary County Certificates
September 7, 2022 - October 6, 2022**

Name**Type of Credential / Permit****Expiration Date: 2023**

Ariana	Abayari	30-Day Substitute Teaching Permit
Genesis	Acosta	30-Day Substitute Teaching Permit
Michelle	Alferez	Speech-Language Pathology Services Credential
Julia	Allen	Multiple Subject Teaching Credential
Alyssa	Anadon	Special Ed Limited Assignment Teaching Permit
Evelyn	Aparicio	30-Day Substitute Teaching Permit
Suhas	Atre	30-Day Substitute Teaching Permit
Rebecca	Baldizon	30-Day Substitute Teaching Permit
Deana	Barry	30-Day Substitute Teaching Permit
Hector	Basulto	30-Day Substitute Teaching Permit
Isaac	Blackburn	30-Day Substitute Teaching Permit
Kyle	Borges	30-Day Substitute Teaching Permit
Sarah	Buchanan	30-Day Substitute Teaching Permit
Nicole	Caiazza	Gen Ed Limited Assignment Teaching Permit
Andrea	Cantrell	30-Day Substitute Teaching Permit
Cristian	Cardenas	Short-Term Staff Permit
Jacob	Castilleja	30-Day Substitute Teaching Permit
Charles	Cathcart	30-Day Substitute Teaching Permit
Beth	Chamberlain	30-Day Substitute Teaching Permit
Elizabeth	Clark	30-Day Substitute Teaching Permit
Kate	Connell	30-Day Substitute Teaching Permit
Daniel	Coombs	Crosscultural, Language, & Academic Devel Permit
Thomas	Crooke	30-Day Substitute Teaching Permit
Rachel	Cutright	30-Day Substitute Teaching Permit
Andre	Darnell	30-Day Substitute Teaching Permit
Chelsea	Delgado	30-Day Substitute Teaching Permit
Dustin	Demeter	30-Day Substitute Teaching Permit
Johny	Diaz	Short-Term Staff Permit
Jessica	Escalante	30-Day Substitute Teaching Permit
Pamela	Eschler	30-Day Substitute Teaching Permit
Chyane	Fabing	Short-Term Staff Permit
Stephanie	Fikri	30-Day Substitute Teaching Permit
Jessica	Finocchio	Provisional Internship Permit
Katie	Flynn	30-Day Substitute Teaching Permit
Elaine	Furst	Special Ed Limited Assignment Teaching Permit
Sara	Gallon	30-Day Substitute Teaching Permit
Jessica	Garces	30-Day Substitute Teaching Permit

Jaime	Garcia	30-Day Substitute Teaching Permit
Teresa	Garcia	30-Day Substitute Teaching Permit
Cherie	Garza	30-Day Substitute Teaching Permit
Lauren	Gerken	30-Day Substitute Teaching Permit
Cassandra	Golden	30-Day Substitute Teaching Permit
Barbara	Gonzalez	30-Day Substitute Teaching Permit
Caleb	Gonzalez	Gen Ed Limited Assignment Teaching Permit
Lori	Gonzalez	30-Day Substitute Teaching Permit
Eric	Gregg	Short-Term Staff Permit
Brett	Gregory	30-Day Substitute Teaching Permit
Marcus	Guzman	Provisional Internship Permit
Madeleine	Harris	30-Day Substitute Teaching Permit
Rory	Haueter	Short-Term Staff Permit
Mark	Hemza	Education Specialist Instruction Credential
Amanda	Hernst	30-Day Substitute Teaching Permit
Carolina	Heredia	30-Day Substitute Teaching Permit
Marissa	Hernandez	30-Day Substitute Teaching Permit
Bailey	Hill	30-Day Substitute Teaching Permit
Rosio	Ibarra	30-Day Substitute Teaching Permit
Daniel	Ingraham	Special Ed Limited Assignment Teaching Permit
Leslie	Kasitati	30-Day Substitute Teaching Permit
Nicole	Katz	30-Day Substitute Teaching Permit
Brittany	Kirkland	Teaching Permit for Statutory Leave
Katherine	Kleinsteinuber	30-Day Substitute Teaching Permit
Debra	Kotkin	30-Day Substitute Teaching Permit
Rebecca	Kovacs	30-Day Substitute Teaching Permit
Jesse	Lara	30-Day Substitute Teaching Permit
Jamie	Lear	Multiple Subject Teaching Credential
Tracy	Liddell	30-Day Substitute Teaching Permit
Kristen	Lindgren	Clinical or Rehabilitative Services Credential
Max	Lober	30-Day Substitute Teaching Permit
Eduardo	Madera	30-Day Substitute Teaching Permit
Monique	Mangino	30-Day Substitute Teaching Permit
Whitney	Marquez	30-Day Substitute Teaching Permit
Michael	Martony	30-Day Substitute Teaching Permit
Brent	Matschke	30-Day Substitute Teaching Permit
Ryann	Mc Collum	30-Day Substitute Teaching Permit
Meike	Mc Crindle	30-Day Substitute Teaching Permit
Santiago	Melendez	30-Day Substitute Teaching Permit
Alexi	Mendez	Substitute Teaching Permit for Prospective Teachers
Lucie	Mendoza	30-Day Substitute Teaching Permit
Gavin	Mentz	30-Day Substitute Teaching Permit
Sara	Michels	30-Day Substitute Teaching Permit
Gina	Milan	30-Day Substitute Teaching Permit
Carol	Millar	30-Day Substitute Teaching Permit
John	Montes	30-Day Substitute Teaching Permit
Lisa	Morales	30-Day Substitute Teaching Permit

Ray	Munoz	30-Day Substitute Teaching Permit
Meridith	Nguyen	Special Ed Limited Assignment Teaching Permit
Krysten	Nunes	30-Day Substitute Teaching Permit
Patrick	Oneill	30-Day Substitute Teaching Permit
Obed	Otero	Provisional Internship Permit
Elea	Panofsky	30-Day Substitute Teaching Permit
Corey	Perez	30-Day Substitute Teaching Permit
Yonic	Perez	30-Day Substitute Teaching Permit
Gary	Perkins	Career Technical Education Teaching Credential
Julie	Pike	30-Day Substitute Teaching Permit
Maggie	Pleis	Gen Ed Limited Assignment Teaching Permit
Stacie	Powell	30-Day Substitute Teaching Permit
Susana	Ramirez	30-Day Substitute Teaching Permit
Emily	Ramos	30-Day Substitute Teaching Permit
Rhonda	Redkey	30-Day Substitute Teaching Permit
Hayley	Renteria	30-Day Substitute Teaching Permit
Crystal	Rivera	30-Day Substitute Teaching Permit
Y-Quyen	Rosenberger	30-Day Substitute Teaching Permit
Jana	Russell	30-Day Substitute Teaching Permit
Jeff	Saito	30-Day Substitute Teaching Permit
Hector	Sanchez	30-Day Substitute Teaching Permit
Jose	Sandoval	30-Day Substitute Teaching Permit
Samantha	Santos	30-Day Substitute Teaching Permit
Reagan	Sauer	30-Day Substitute Teaching Permit
Rebecca	Savill	30-Day Substitute Teaching Permit
Patricia	Sazani	30-Day Substitute Teaching Permit
Scott	Schaller	Career Technical Education Teaching Credential
David	Schwenk	30-Day Substitute Teaching Permit
Laura	Selken	30-Day Substitute Teaching Permit
Elizabeth	Shank	Short-Term Staff Permit
Alyssa	Shannon	Special Ed Limited Assignment Teaching Permit
Jennifer	Sherlock	30-Day Substitute Teaching Permit
Maureen	Silva	30-Day Substitute Teaching Permit
Miranda	Silva	30-Day Substitute Teaching Permit
Brianne	Smith	30-Day Substitute Teaching Permit
Maria	Solis	30-Day Substitute Teaching Permit
Timothy	Stewart	30-Day Substitute Teaching Permit
Hannah	Swanson	30-Day Substitute Teaching Permit
Robert	Tarr	30-Day Substitute Teaching Permit
Matthew	Tavianini	30-Day Substitute Teaching Permit
Gloria	Taylor	30-Day Substitute Teaching Permit
Adolph	Thompson	30-Day Substitute Teaching Permit
Yocelin	Villa	Crosscultural, Language, & Academic Devel Permit
Richard	Walls	30-Day Substitute Teaching Permit
Dana	Whitted	30-Day Substitute Teaching Permit
Tracy	Woodham	Crosscultural, Language, & Academic Devel Permit
Julia	Wright	30-Day Substitute Teaching Permit

Kristina	Yoder	Provisional Internship Permit
Sandrina	Zent	30-Day Substitute Teaching Permit

Expiration Date: 2024

Erin	Canby	Multiple Subject Teaching Credential
Geoffrey	Ernst	Education Specialist Instruction Credential
Lindsay	Felchle	Education Specialist Instruction Credential
Caitlin	Gable	30-Day Substitute Teaching Permit
Laura	Jenkins	Education Specialist Instruction Credential
Michael	Lee	Single Subject Teaching Credential
George	Levin	Multiple Subject Teaching Credential
Katlin	Majewski	Multiple Subject Teaching Credential
Sohrab	Movahedi	Education Specialist Instruction Credential
Nestor	Nunez	Single Subject Teaching Credential
Anna	Paquette	Multiple Subject Teaching Credential
Anna	Paquette	Education Specialist Instruction Credential
Christopher	Smith	Single Subject Teaching Credential
Ashlyn	Soriano	Education Specialist Instruction Credential
Shannon	Thompson	Education Specialist Instruction Credential
Christopher	Yee	Single Subject Teaching Credential
Isaac	Zapata	30-Day Substitute Teaching Permit

Expiration Date: 2025

Kari	Andersen	Education Specialist Instruction Credential
Bailey	Darley	Single Subject Teaching Credential
Desiree	Hernandez	Career Technical Education Teaching Credential
Jack	Kaiser	Career Technical Education Teaching Credential
Elida	Machuca	Pupil Personnel Services Credential
Angelica	Mendoza	Multiple Subject Teaching Credential
Kenichi	Nishiya	Administrative Services Credential
David	Ross	Single Subject Teaching Credential

Expiration Date: 2026

Reilly	Cochran	Multiple Subject Teaching Credential
Catherine	George	Education Specialist Instruction Credential
Clarice	Olson	Single Subject Teaching Credential
Jennifer	Ramirez	Education Specialist Instruction Credential
Jennifer	Ryan	Education Specialist Instruction Credential
Lew	Trigueiro	Administrative Services Credential

Expiration Date: 2027

Karen	Abbate	Multiple Subject Teaching Credential
Patricia	Aguilar	Multiple Subject Teaching Credential
Debra	Aiken	Child Development Site Supervisor Permit
Daniza	Aldana	Child Development Site Supervisor Permit
Nancy	Allen	School Nurse Services Credential
Agueda	Arias	Multiple Subject Teaching Credential
Kathleen	Avina	Multiple Subject Teaching Credential
Stephanie	Baker	Child Development Site Supervisor Permit
Lizbeth	Bello	Child Development Assistant Permit
David	Bleecker	Multiple Subject Teaching Credential
David	Bleecker	Education Specialist Instruction Credential
Julia	Bottiani	Child Development Site Supervisor Permit
Megan	Bradbury	Single Subject Teaching Credential
Kimberly	Bray	Multiple Subject Teaching Credential
Devon	Cabelli	Multiple Subject Teaching Credential
Kristina	Calamia	School Nurse Services Credential
Sofia	Carrillo	Education Specialist Instruction Credential
Thomas	Cash	Multiple Subject Teaching Credential
Daniel	Clardy	Multiple Subject Teaching Credential
Joanne	Cloutier	Single Subject Teaching Credential
Peter	Cotte	Single Subject Teaching Credential
Karina	Dabos	Child Development Master Teacher Permit
Linda	Daniel	Multiple Subject Teaching Credential
Gina	Danley	Administrative Services Credential
Daniel	Davis	Education Specialist Instruction Credential
Monica	Dettmer	Multiple Subject Teaching Credential
Kymberly	Doane	Pupil Personnel Services Credential
Maria	Douvia	Child Development Program Director Permit
Yadira	Fabela	Multiple Subject Teaching Credential
Kelli	Flores	Education Specialist Instruction Credential
Steven	Florindo	Multiple Subject Teaching Credential
Marissa	Folmar	Single Subject Teaching Credential
Pierangeli	Fulton	Multiple Subject Teaching Credential
Jeffrey	Furst	Multiple Subject Teaching Credential
Andrea	Fystro	Multiple Subject Teaching Credential
Sonia	Garcia	Child Development Master Teacher Permit
Amanda	Gori	Multiple Subject Teaching Credential
Lisa	Grady	Single Subject Teaching Credential
Heather	Gripp	Multiple Subject Teaching Credential
Crystal	Guzman	Single Subject Teaching Credential
Stacey	Haiungs	Multiple Subject Teaching Credential
Catherine	Henrey	Education Specialist Instruction Credential
Cheryl	Hess	Multiple Subject Teaching Credential
Glen	Holmes	Career Technical Education Teaching Credential
Tara	Huseth	Education Specialist Instruction Credential

Melanie	Jackson	Single Subject Teaching Credential
Melanie	Jackson	Multiple Subject Teaching Credential
Cara	Jones	Education Specialist Instruction Credential
Eric	Kaufmann	Single Subject Teaching Credential
Cody	Kiniry	Single Subject Teaching Credential
Kristin	Kirchmaier	Multiple Subject Teaching Credential
Alanna	Kjoller	Speech-Language Pathology Services Credential
Demi	Kouvaris	Speech-Language Pathology Services Credential
Carl	Krugmeier	Administrative Services Credential
Carl	Krugmeier	Single Subject Teaching Credential
Seth	Kurczodyna	Multiple Subject Teaching Credential
Joshua	Laforge	Single Subject Teaching Credential
Carla-Marie	Lara	Multiple Subject Teaching Credential
Jessica	Lawson	Multiple Subject Teaching Credential
Patricia	Leavitt	Multiple Subject Teaching Credential
Mary Beth	Lee	Single Subject Teaching Credential
Eric	Lewis	Education Specialist Instruction Credential
Fernanda	Lopez	Multiple Subject Teaching Credential
Lauren	Macioce	Multiple Subject Teaching Credential
Marsha	Maietta	Multiple Subject Teaching Credential
Ellen	Manalac	Child Development Master Teacher Permit
Marlyse	Maretti	Multiple Subject Teaching Credential
Delany	Marley	Multiple Subject Teaching Credential
Maria	Martinez	Child Development Site Supervisor Permit
Amber	Mason	Multiple Subject Teaching Credential
Lisa	Miller	Multiple Subject Teaching Credential
Megan	Moles	Multiple Subject Teaching Credential
Clemente	Moreno	Multiple Subject Teaching Credential
Kaci	Morrell	Single Subject Teaching Credential
Amanda	Olson	Multiple Subject Teaching Credential
Charles	Ortega	Single Subject Teaching Credential
Abel	Ortiz	Single Subject Teaching Credential
Elizabeth	Owens	Education Specialist Instruction Credential
Sherrie	Paul	Education Specialist Instruction Credential
Kathleen	Pelle	Multiple Subject Teaching Credential
Brooke	Phillips	Single Subject Teaching Credential
Brooke	Phillips	Specialist Instruction Credential (Agriculture)
David	Posey	Administrative Services Credential
Jennifer	Ramirez	Multiple Subject Teaching Credential
Michael	Rasey	Single Subject Teaching Credential
Andrea	Reeves	Multiple Subject Teaching Credential
Matthew	Ringer	Single Subject Teaching Credential
Elisabeth	Rizo	Child Development Program Director Permit
Jeanene	Robinson	Single Subject Teaching Credential
Linda	Robinson	Multiple Subject Teaching Credential
Bonnie	Rodriguez	Multiple Subject Teaching Credential
Sheri	Rogers	Multiple Subject Teaching Credential

Serena	Ross	Multiple Subject Teaching Credential
Gregory	Sanders	Single Subject Teaching Credential
Julia	Schmidt	Speech-Language Pathology Services Credential
Lisa	Schmidt	Multiple Subject Teaching Credential
Shannon	Schmidt	Multiple Subject Teaching Credential
Virginia	Scozzari	Multiple Subject Teaching Credential
Katherine	Sheehy	Multiple Subject Teaching Credential
Jan	Silk	Multiple Subject Teaching Credential
Sandra	Sylvester	Single Subject Teaching Credential
Jennifer	Tangel	Multiple Subject Teaching Credential
Silvia	Trujillo	Child Development Teacher Permit
Jannine	Tuttle	Single Subject Teaching Credential
Juan	Vergara	Single Subject Teaching Credential
Patricia	Wagner	Single Subject Teaching Credential
Bethany	Williams	Multiple Subject Teaching Credential
Beth	Yale	Child Development Program Director Permit
Beth	Yale	Multiple Subject Teaching Credential
Ofelia	Zaragoza	Child Development Master Teacher Permit

Expiration Date: 2028

Scott	Alvarez	Single Subject Teaching Credential
Jessica	Angell	Multiple Subject Teaching Credential
Christian	Basulto	Single Subject Teaching Credential
Rebecka	Berry	Multiple Subject Teaching Credential
Sara	Bettencourt	Multiple Subject Teaching Credential
Lisette	Brown	Single Subject Teaching Credential
Jennifer	Byrne	Multiple Subject Teaching Credential
Elizabeth	Cabrera	Multiple Subject Teaching Credential
Jennifer	Cardenas	Multiple Subject Teaching Credential
Eduardo	Ceja	Education Specialist Instruction Credential
Eduardo	Ceja	Multiple Subject Teaching Credential
Deborah	Danielson	Single Subject Teaching Credential
Rebecka	Dreesen	Multiple Subject Teaching Credential
Taylor	Duguran	Multiple Subject Teaching Credential
Priscilla	Fabie	Single Subject Teaching Credential
Glenn	Fairchild	Single Subject Teaching Credential
Kara	Forbes	Single Subject Teaching Credential
Angela	Frankland	Education Specialist Instruction Credential
Andrew	Garceau	Multiple Subject Teaching Credential
Sylvia	Gomes	Multiple Subject Teaching Credential
Hayley	Grodt	Multiple Subject Teaching Credential
Sarah	Gulbranson	Multiple Subject Teaching Credential
Lauren	Hoffman	Education Specialist Instruction Credential
Daci	Hughes	Single Subject Teaching Credential
Daniel	Ingraham	Education Specialist Instruction Credential

Miranda	Jaimes	Multiple Subject Teaching Credential
Carolyn	Johnson	Multiple Subject Teaching Credential
Denise	Lyle	Education Specialist Instruction Credential
Emily	MacDonald	Multiple Subject Teaching Credential
Kelsey	Maganaris	Education Specialist Instruction Credential
Angela	Mcguire	Education Specialist Instruction Credential
Marisol	Medina	Education Specialist Instruction Credential
Priscilla	Medina	Single Subject Teaching Credential
Michaela	Mellor	Multiple Subject Teaching Credential
Brittany	Mercouris	Multiple Subject Teaching Credential
Mallory	Meyer	Multiple Subject Teaching Credential
Mallory	Meyer	Education Specialist Instruction Credential
Taylor	Mihelic	Single Subject Teaching Credential
Robert	Moore	Single Subject Teaching Credential
Laura	Ortiz	Multiple Subject Teaching Credential
Elizabeth	Osborne	Single Subject Teaching Credential
Elizabeth	Osborne	Multiple Subject Teaching Credential
Elizabeth	Osborne	Specialist Instruction Credential (Reading)
Elizabeth	Osborne	Specialist Instruction Credential in Special Education
Casey	Penn	Education Specialist Instruction Credential
Nastacia	Perales	Multiple Subject Teaching Credential
Maria	Perez	Multiple Subject Teaching Credential
Brittany	Pollard	Education Specialist Instruction Credential
Amelia	Ribbens	Multiple Subject Teaching Credential
Samantha	Rojas	Single Subject Teaching Credential
Kevin	Russell	Single Subject Teaching Credential
Margaret	Schiltz	Single Subject Teaching Credential
Savannah	Schindele	Single Subject Teaching Credential
Deborah	Shenfil	Single Subject Teaching Credential
Paige	Sleep	Multiple Subject Teaching Credential
Brian	Tomooka	Single Subject Teaching Credential
Bree	Valla	Multiple Subject Teaching Credential
Olivia	White	Multiple Subject Teaching Credential
Tammy	White	Multiple Subject Teaching Credential
Olivia	Wiley	Multiple Subject Teaching Credential
Nicole	Winters	Multiple Subject Teaching Credential
Amy	Zakaria	Multiple Subject Teaching Credential

Certificates of Competence

Kristin	Kirchmaier	Crosscultural, Language, & Academic Devel Cert
Bethany	Williams	Crosscultural, Language, & Academic Devel Cert

Waivers

Geraldo	Canongo	Single Subject Teaching Credential
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Name

Type of Credential / Permit

Temporary County Certificates

Tonya	Bosch	School Nurse Services Credential
Julia	Garmendia	Short-Term Staff Permit
Kelee	Harding	Short-Term Staff Permit
Tamatha	Jimenez	Multiple Subject Teaching Credential
William	Jones	Single Subject Teaching Credential
Karin	Kelemen	Child Development Teacher Permit
Emma	Kuykendall	Short-Term Staff Permit
Janna	Mackiewicz	Education Specialist Instruction Credential
Jherre	Madlock	Education Specialist Instruction Credential
Susan	McIntyre	Single Subject Teaching Credential
Kelly	O'Connell	Short-Term Staff Permit
Janisha	Rangel	Child Development Associate Teacher Permit
David	Ross	Gen Ed Limited Assignment Teaching Permit
Samantha	Stauch	Short-Term Staff Permit



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

Santa Barbara County Board of Education
Recommended Approval for Declaration of Surplus
November 3, 2022

Administrative Services

- SB 0245 FILE CABINET, Steelcase, 4 drawers

Communications

- SB 17132 COMPUTER, iMac, Apple
- SB 20461 COMPUTER, iMac, Apple

Information Technology Services

- SB 2005 CHROMEBOOK, Acer C910

Superintendent's Office

- SB 19661 TOWER and MONITOR, Dell, Optiplex 7010
- SB 20822 MACBOOK AIR, Apple, 13"

The value of items listed above does not exceed \$25,000.

JOINT USE CLASSROOM LEASE AGREEMENT

This Lease Agreement is entered into by and between the Santa Barbara County Education Office ("Landlord"), and Cathedral Oaks Children's Center ("Tenant").

Premises

1. Subject to the terms and conditions set forth in this lease, Landlord hereby leases to Tenant one vacant portable (second portable) Building I, Building E Exterior Access Storeroom, Building E Exterior Access Restroom, Building E Kitchen (shared use), all located at 4400 Cathedral Oaks Road, in Santa Barbara, California ("Premises").
2. Tenant is also permitted to use the playground behind the portable in cooperation with the Medical Therapy Unit and the cement area in front of the portable as it sees fit as long as safety is maintained and ready access by Landlord and its programs is provided.

Term

3. The term of this lease shall be a period of three years commencing at 12:01 a.m. on October 17, 2022 and ending at 12:01 a.m. on October 17, 2025 unless terminated earlier as provided in this lease.
4. At least six months prior to the end of the initial three-year term, Landlord and Tenant agree that they shall meet and confer upon the terms of an extension of said Joint Use Lease Agreement for an additional term, if and to the extent Tenant wishes to extend the lease and the facilities are still unneeded for classroom or other educational use by Landlord. Neither party shall be obligated, however, to extend the term of this lease.

Rent

5. Tenant agrees to pay to Landlord for use and occupancy of the Premises monthly rent in the sum of \$2,000.00 to be paid in advance on the 17th day of each and every month commencing on the first day of the lease and continuing through the term of this lease.
6. Rent will increase annually on the anniversary of the commencement of the term based on the 12-month Los Angeles area *Consumer Price Index for All Urban Consumers* (CPI-U for All Items) for June of the current year, but in no instance shall the increase exceed 5%. The Index can be found at: https://www.bls.gov/regions/west/news-release/consumerpriceindex_losangeles.htm

Use of Premises

7. Tenant shall use the Premises as additional space for its early childhood program. Use of the Premises for the purpose of serving children and their families in ways that complement the education services provided by Landlord is deemed to be the highest and best use of the facility. Subject to availability, Tenant shall give priority for services to employees of Landlord and current families of Cathedral Oaks Children's Center.

8. Tenant shall not sublease the Premises without prior, written approval of Landlord. Any subleases entered into by Tenant shall be subordinate and subject to the terms and conditions of this Joint Use Classroom Lease Agreement between Landlord and Tenant and all sub-lessees shall be required to abide by its provisions.

9. During the term of this lease, Tenant and Landlord shall meet and negotiate in good faith in the event Tenant proposes to increase or decrease its usage of the Premises and with regard to any corresponding changes necessitated thereby, including rent or other terms and conditions.

10. Landlord shall retain the right to use the Building E Kitchen and the Playground as necessary and appropriate to Landlord's continued occupancy of the other facilities located at 4400 Cathedral Oaks, Santa Barbara. Landlord shall also be entitled to use of Building E Kitchen and the Playground on a periodic basis, as agreed upon by Landlord and Tenant.

11.e Tenant shall on expiration or earlier termination of this lease surrender the Premises to Landlord in as good condition and repair as existed on the date of this lease, reasonable wear and tear and damage by the elements excepted. Tenant shall also, on or before expiration of the lease term, remove all improvements installed by the Tenant if requested to do so by Landlord.

Prohibited Uses

12. Tenant shall not commit or permit the commission of any acts on the Premises, or use or permit the use of the Premises, in any way that:

(a) Increases the existing rates for or causes cancellation of any fire, casualty, liability, or other insurance policy insuring the Premises or its contents;

(b) Violates or conflicts with any law, statute, ordinance, or governmental rule or regulation, whether now in force or hereinafter enacted, governing the Premises;

(c) Interferes with the educational program or activities of any school or class conducted at the Premises or jeopardizes the safety of any children;

(d) Unduly disrupts the residents in the surrounding neighborhoods or adjacent office space on the premises;

(e) Constitutes the commission of waste on the Premises or the commission or maintenance of a nuisance as defined by the laws of California.

13. Tenant shall not be entitled to sublease the premises to any private educational institution which maintains kindergarten or grades 1 to 12, inclusive.

Utilities and Services

14. During the term of this lease, Landlord shall pay all charges for water, electricity, natural gas, trash bin waste disposal, sewer, and Internet (Wifi) access. Tenant shall be responsible for all other utility/service charges including but not limited to telephone and cable as respects Tenant's use of the Premises.

Parking Lot

15. During the term of this lease, Landlord shall provide parking for employees of Tenant and access to the curbside for drop off and pick up of children attending Tenant's program.

Maintenance and Improvements

16. Landlord shall be responsible during the term of this lease for grounds upkeep and routine maintenance of the portable including plumbing, electrical and lighting repairs and maintenance. Tenant shall be responsible for telephone and janitorial services and supplies.

17. Any Tenant improvements, including interior painting, carpets, floors, lighting or otherwise, will only be undertaken with the prior written approval of Landlord and shall be undertaken at Tenant's sole expense.

18. Tenant shall obtain prior, written approval from Landlord prior to placing any exterior or common area signage.

19. Landlord shall be responsible for maintaining the Premises, shared use areas and other existing facilities, structures and systems in good working order, including any repairs and replacements appropriate or necessary to keep them in good working order.

20. No new capital improvements may be carried out in respect to the Premises during the term or any extended term of this lease without obtaining the prior written approval of Landlord. Any such improvements will be undertaken at Tenant's sole expense and will be required to meet all applicable State of California requirements.

Tenant's Insurance

21. Tenant shall during the term of this lease cause to be issued and maintained general property and liability insurance in the sum of at least \$1,000,000 for injury to or death of one person, and \$2,000,000 for injury to or death of more than one person in any one accident, insuring the Tenant against liability for injury and/or death occurring in or on the Premises. Tenant shall also cause to be issued and maintained during the term of this Lease sexual abuse and molestation coverage in the sum of at least \$2,000,000 per occurrence or claim. Landlord shall be named as an additional insured on the policy. The Tenant shall maintain all such insurance in full force and effect during the entire term of this lease and shall pay all premiums for the insurance. A certification of insurance naming Landlord as additional insured shall be provided to Landlord, stating that insurance will not be cancelled without notice to Landlord.

22. Tenant agrees at all times during the term of this lease to keep, at Tenant's sole expense, all of Tenant's personal property that may be on or in the Premises from time to time, insured against loss or damage by fire and by any peril included within fire and extended coverage insurance for an amount that will insure the ability of Tenant to fully replace the personal property. Loss of personal property for all other reasons, such as earthquake or theft, shall be the sole responsibility of Tenant.

23. Tenant expressly agrees that if any sub-tenancy agreements are entered into, they will contain provisions requiring sub-tenants to adhere to the minimum insurance coverage requirements herein set forth.

Landlord's Insurance

24. Landlord, at its sole cost and expense, shall during the term of this Lease cause to be issued or maintained in full force and effect insurance coverage which includes general liability coverage meeting the same minimum terms as Tenant's insurance. This insurance is in addition to, not in lieu of, Tenant's insurance.

Damage or Destruction

25. Destruction or Partial Damage. If the Premises are destroyed by fire or other casualty, or so damaged thereby so as to substantially interfere with Tenant's use and occupancy of the Premises, and such damage is an Insured Loss, and the damage can be repaired within one hundred twenty (120) days, then Landlord shall, at the Landlord's expense, repair such damage (exclusive of any property of the Tenant such as fixtures, equipment or Tenant improvements) as soon as practicable within said one hundred twenty (120) day period, and this Lease shall continue in full force and effect. If Landlord does not complete such repair within said one hundred twenty (120) day period, or if the damage cannot be repaired within one hundred twenty (120) days, then Tenant may terminate this Lease by providing thirty (30) days' written notice. Landlord shall give Tenant written notice of the anticipated timing of repair within thirty (30) days after the damages occur. If the damage occurs during the last six (6) months of the term of this Lease, either party

may, at its option, terminate this Lease as of the date of occurrence of such damage by giving written notice to the other party within thirty (30) days after the date of occurrence of such damage; provided, however, that if the term of this Lease has been extended for any reason whatsoever, the party's right to terminate this Lease shall only apply during the last six (6) months of the then current term of this Lease. For purposes of this provision, Insured Loss shall mean damage or destruction which was caused by an event required to be covered, and actually covered, by the insurance described in this Lease.

a) If at any time during the term of this Lease, there is damage which is not an Insured Loss and which falls within the classification of Partial Damage, unless caused by a negligent or willful act of Tenant (in which event Tenant shall make the repairs at Tenant's expense), Landlord may, entirely at Landlord's option, either (i) repair such damage as soon as reasonably possible at Landlord's expense in which event this Lease shall continue in full force and effect, or (ii) give written notice to Tenant within thirty (30) days after the date of the occurrence of such damage of Landlord's intention to cancel and terminate this Lease, as of the date of the occurrence of such damage. In the event Landlord elects to give such notice of Landlord's intention to cancel and terminate this Lease, Tenant shall have the right within ten (10) days after the receipt of such notice to give written notice to Landlord of Tenant's intention to repair such damage at Tenant's expense, without reimbursement from Landlord, in which event this Lease shall continue in full force and effect, and Tenant shall proceed to make such repairs as soon as reasonably possible. If Tenant does not give such notice within such ten (10) day period, this Lease shall be canceled and terminated as of the date of the occurrence of such damage.

26. Total Destruction. If at any time during the term of this Lease there is damage or destruction to the Premises, whether or not an Insured Loss, (including destruction required by any authorized public authority), for which as determined by Landlord, the cost of repair is 10% or more of the then replacement cost of the Premises, this Lease shall automatically terminate as of the date of such total destruction, unless caused by a negligent or willful act of Tenant (in which event Landlord shall have the right to keep this Lease in effect and Tenant shall make the repairs at Tenant's expense).

27. Abatement of Rent. If the Landlord is obligated or elects to repair the Premises as provided above, the rent payable for the period during which such repair continues (and otherwise during the time and to the extent the Premises or any portion thereof are unfit for occupancy for the purposes permitted under this Lease due to the casualty) shall be abated, in proportion to the degree to which the Tenant's use of the Premises is impaired.

Indemnification

28. Landlord shall not be liable to Tenant, and Tenant hereby waives all claims against Landlord, for any injury or damage to any person or property in or about the Premises or any part of the Premises arising from the negligence or willful misconduct of Tenant or Tenant's guests or invitees, except injury or damage to Tenant resulting from the sole negligence or willful misconduct of Landlord or Landlord's

authorized agents. Tenant shall hold Landlord harmless from and defend Landlord against any and all claims or liability for any injury or damage to any person or property whatsoever occurring in, on, or about the Premises or any part of it, arising from the negligence or willful misconduct of Tenant or Tenant's guests or invitees, unless due to sole negligence or willful misconduct of Landlord or Landlord's agents.

Assignment and Subletting

29. Tenant shall not encumber, assign, sublet, or otherwise transfer this lease, or any right or interest in this lease, except as otherwise herein provided.

Breach by Tenant

30. The following shall constitute a default under and a breach of this lease by Tenant:

(a) The nonpayment of rent when due, when the nonpayment continues for 10 days after written notice to pay rent or surrender possession of the Premises has been given by Landlord to Tenant;

(b) A failure to perform any provision, covenant, or condition of this lease other than one for the payment of rent, when that failure is not cured within 30 days after written notice of the specific failure is given by Landlord to Tenant; or

(c) The breach of this lease and abandonment of the Premises before expiration of the term of this lease.

Landlord's Remedies

31. If Tenant breaches or is in default under this lease, Landlord, in addition to any other remedies given Landlord by law or equity, may:

(a) Continue this lease in effect by not terminating Tenant's right to possession of the Premises and thereby be entitled to enforce all Landlord's rights and remedies under this lease including the right to recover the rent specified in this lease as it becomes due under this lease; or

(b) Terminate this lease and all rights of Tenant under the lease and recover from Tenant the worth at the time of award of the unpaid rent that had been earned at the time of termination of the lease and any other amount necessary to compensate Landlord for all detriment proximately caused by Tenant's failure to perform Tenant's obligations under this lease; or

(c) In lieu of, or in addition to, bringing an action for any or all of the recoveries described in subparagraph (b) of this paragraph, bring an action to recover and regain

possession of the Premises in the manner provided by the California law of unlawful detainer then in effect.

Termination at Option of Landlord

32. Landlord may terminate this Lease at any time, at its sole discretion, by delivering written notice of its election to terminate not less than one year prior to the date Landlord wishes to terminate the Lease.

Legality of Lease

33. Landlord is entering into this lease pursuant to the joint use provisions of the California Education Code. (Ed. Code §§ 17527-17535.) In the event this lease is deemed to violate the Education Code or is otherwise held invalid based upon a legal challenge by any party other than Tenant, Landlord shall be entitled to immediately terminate this lease and shall have no further obligation or liability to Tenant, other than the return of rent previously paid by the Tenant for periods after the termination date.

34. Tenant warrants that it is fully authorized to enter into and execute this lease agreement.

Governing Law; Disputes

35. This Lease shall be construed and interpreted in accordance with the laws of the State of California. In the event of any dispute with respect to this Lease, Landlord and Tenant agree to engage in good faith discussions with each other prior to initiating any legal action. If either party initiates a legal action against the other with respect to this Lease, each party shall bear its own attorneys' fees.

Notices

36. Except as otherwise expressly provided by law, any and all notices or other communications required or permitted by this lease or by law to be served on or given to either party to this lease by the other party shall be in writing, and shall be deemed duly served and given when personally delivered to the party to whom it is directed or any managing employee of that party or, in lieu of personal service, when deposited in the United States mail, first-class postage prepaid, addressed to Landlord at 4400 Cathedral Oaks Road, Santa Barbara, CA 93110 or to Tenant at 4974 Cathedral Oaks Road, Santa Barbara, CA 93111.

Neither Party to be Deemed Drafter

37. This lease is to be deemed to have been prepared jointly by the parties hereto; any uncertainty or ambiguity existing herein shall not be interpreted against either party but according to the application of rules of contracts generally.

Severability

38. In the event any court invalidates any provision of this lease, all other provisions shall remain binding and in full force and effect with respect to the parties.

Headings


39. Headings are included in this lease for convenience of reference only, and shall in no way define, limit, or extend the scope or intent of any provision of this lease.

Entire Agreement

40. This instrument constitutes the sole and only full, final, and complete agreement between Landlord and Tenant respecting the Premises or the leasing of the Premises to Tenant, and correctly sets forth the obligations of Landlord and Tenant to each other as of its date. Any agreements or representations respecting the Premises or their leasing by Landlord to Tenant not expressly set forth in this instrument are null and void. All prior negotiations between the parties are subsumed into this lease to the extent they have been agreed to, and if not agreed to by the parties such negotiations are not set forth in the terms and conditions of this lease. This lease may not be extended, amended, modified, altered, or changed, except in a writing signed by Landlord and Tenant. This Lease is binding upon, and inures to the benefit of, Landlord and Tenant and their respective successors and assigns.


Executed this 13th day of October, 2022, at Santa Barbara, California, by:

Landlord:



Dr. Susan C. Salcido, County Superintendent of Schools
Santa Barbara County Education Office

Tenant:



or
Cathedral Oaks Children's Center

Action Items



PERSONNEL – MANAGEMENT AND SUPERVISORY EMPLOYEES

BOARD POLICY – ADMINISTRATIVE STAFF ORGANIZATION

BP 4301

The County Superintendent of Schools is authorized to organize the administrative and supervisory staff in a manner that best supports student achievement, the educational program, and efficient operations.

The County Superintendent of Schools or designee shall establish and define job responsibilities for supervisory and administrative personnel. (Education Code 44662)

The County Superintendent of Schools or designee may adjust staff responsibilities temporarily or permanently as needed to accommodate the workload and/or individual capabilities.

The County Superintendent of Schools or designee shall maintain a current SBCEO organization chart which designates lines of primary responsibility and the relationships among all SBCEO positions. Lines of responsibility shall in no way prevent staff members at all levels from collaborating, communicating, and cooperating to develop the best possible programs and provide efficient services.

Policy Reference Disclaimer:

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Management Resources

Website
Website

Description

CSBA
Association of California School Administrators

State

Ed. Code 35010
Ed. Code 35020
Ed. Code 35035
Ed. Code 44662

Description

Control of district; prescription and enforcement of rules
Duties of employees fixed by governing board
Powers and duties of the superintendent; transfer authority
Evaluation of certificated employees

ADOPTED BY COUNTY BOARD: Pending
REVISED:



PERSONNEL – CERTIFICATED EMPLOYEES

BOARD POLICY – RECRUITMENT AND SELECTION

BP 4111

The County Board of Education and County Superintendent of Schools are committed to employing suitable, qualified individuals to effectively carry out the SBCEO's vision, mission, and goals.

The County Superintendent of Schools or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

When a vacancy occurs, the County Superintendent of Schools or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. The Superintendent or designee shall also disseminate job announcements to ensure a wide range of candidates.

The SBCEO's selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position.

The County Superintendent of Schools or designee may establish an interview committee to rank candidates and recommend finalists. During job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law.

No inquiry shall be made with regard to any information prohibited by state or federal nondiscrimination laws.

The County Superintendent of Schools or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits. The Superintendent or designee shall also not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position to which the applicant is applying. (Labor Code 432.3)

Incentives

With County Superintendent of Schools or designee approval and in accordance with SBCEO needs, the SBCEO may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

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State

Ed. Code 200-262.4
Ed. Code 35035
Ed. Code 44066
Ed. Code 44259

Ed. Code 44750
Ed. Code 44830-44831
Ed. Code 44858
Ed. Code 44859
Ed. Code 45103-45139
Ed. Code 49406
Gov. Code 12900-12996
Gov. Code 12940-12957
Gov. Code 6250-6276.48
Gov. Code 815.2
H&S Code 53570-53574
Lab. Code 432.3

Description

Prohibition of discrimination
Powers and duties of the superintendent; transfer authority
Limitations on certification requirements
Teaching credential, exception; designated subjects; minimum requirements
Teacher recruitment resource center
Employment of certificated persons
Age or marital status in certificated positions
Prohibition against certain rules and regulations re: residency
Employment (classified employees)
Examination for tuberculosis
Fair Employment and Housing Act
Discrimination prohibited; unlawful practices
Public Records Act
Liability of public entities and public employees
Teacher Housing Act of 2016
Salary information

Federal

20 USC 1681-1688
28 CFR 35.101-35.190
34 CFR 106.51-106.61

42 USC 12101-12213
42 USC 2000d-2000d-7
42 USC 2000e-2000e-17
5 USC 552
8 USC 1324a
8 USC 1324b

Description

Discrimination based on sex or blindness, Title IX
Americans with Disabilities Act
Nondiscrimination on the basis of sex in employment in education program or activities
Equal opportunity for individuals with disabilities
Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended
Freedom of Information Act
Unlawful employment of aliens
Unfair immigration related employment practices

Management Resources

CCSESA Publication

Court Decision

Website

Website

Website

Website

Website

Website

Website

Description

Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017
C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1
California County Superintendents Educational Services Association
Commission on Teacher Credentialing
Education Job Opportunities Information Network
Teach USA
U.S. Department of Education
U.S. Equal Employment Opportunity Commission
California Department of Fair Employment and Housing

ADOPTED BY COUNTY BOARD:
REVISED:

Pending



PERSONNEL – CLASSIFIED EMPLOYEES

BOARD POLICY – RECRUITMENT AND SELECTION

BP 4211

The County Board of Education and the County Superintendent of Schools are committed to employing suitable, qualified individuals to effectively carry out the SBCEO's vision, mission, and goals.

The County Superintendent of Schools or designee shall develop equitable, fair, and transparent recruitment and selection processes and procedures that ensure individuals are selected based on demonstrated knowledge, skills, and competence and not on any bias, personal preference, or unlawful discrimination.

Recruitment and selection processes and procedures for classified employees shall be consistent with personnel commission rules.

During final job interviews, applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. All discussions and recommendations shall be confidential in accordance with law.

No inquiry shall be made with regard to any information prohibited by state or federal nondiscrimination laws.

The County Superintendent of Schools or designee shall not inquire, orally or in writing, in regard to an applicant's salary history information, including compensation and benefits. The Superintendent or designee shall also not rely on salary history information as a factor in determining whether to offer employment to an applicant or the salary to offer. However, the Superintendent or designee may consider salary information that is disclosable under state or federal law or that the applicant discloses voluntarily and without prompting. Upon request, the Superintendent or designee shall provide the applicant the pay scale for the position to which the applicant is applying. (Labor Code 432.3)

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With County Superintendent of Schools or designee approval and in accordance with SBCEO needs, the SBCEO may provide incentives to recruit teachers, administrators, or other employees, such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

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State	Description
Ed. Code 200-262.4	<u>Prohibition of discrimination</u>

Ed. Code 35035
Ed. Code 44066
Ed. Code 44259

Ed. Code 44750
Ed. Code 44830-44831
Ed. Code 44858
Ed. Code 44859
Ed. Code 45103-45139
Ed. Code 49406
Gov. Code 12900-12996
Gov. Code 12940-12957
Gov. Code 6250-6276.48
Gov. Code 815.2
H&S Code 53570-53574
Lab. Code 432.3

Federal

20 USC 1681-1688
28 CFR 35.101-35.190
34 CFR 106.51-106.61

42 USC 12101-12213
42 USC 2000d-2000d-7
42 USC 2000e-2000e-17
5 USC 552
8 USC 1324a
8 USC 1324b

Management Resources CCSESA Publication

Court Decision

Website

Website
Website
Website
Website
Website
Website

Powers and duties of the superintendent; transfer authority
Limitations on certification requirements
Teaching credential, exception; designated subjects; minimum requirements
Teacher recruitment resource center
Employment of certificated persons
Age or marital status in certificated positions
Prohibition against certain rules and regulations re: residency
Employment (classified employees)
Examination for tuberculosis
Fair Employment and Housing Act
Discrimination prohibited; unlawful practices
Public Records Act
Liability of public entities and public employees
Teacher Housing Act of 2016
Salary information

Description

Discrimination based on sex or blindness, Title IX
Americans with Disabilities Act
Nondiscrimination on the basis of sex in employment in education program or activities
Equal opportunity for individuals with disabilities
Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964, as amended
Freedom of Information Act
Unlawful employment of aliens
Unfair immigration related employment practices

Description

Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017
C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1
[California County Superintendents Educational Services Association](#)
[Commission on Teacher Credentialing](#)
[Education Job Opportunities Information Network](#)
[Teach USA](#)
[U.S. Department of Education](#)
[U.S. Equal Employment Opportunity Commission](#)
[California Department of Fair Employment and Housing](#)

ADOPTED BY COUNTY BOARD: Pending
REVISED:



PERSONNEL – MANAGEMENT AND SUPERVISORY EMPLOYEES

BOARD POLICY – RECRUITMENT AND SELECTION

BP 4311

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When a certificated management vacancy occurs, the County Superintendent of Schools or designee shall review the job description for the position to ensure that it accurately describes the major functions and duties of the position. The Superintendent or designee shall also disseminate job announcements to ensure a wide range of candidates.

The SBCEO's selection procedures shall include screening processes, interviews, recommendations from previous employers, and observations when appropriate, as necessary to identify the best possible candidate for a position.

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such as signing bonuses, assistance with beginning teacher induction and/or credential costs, mentoring, additional compensation, and/or subsidized housing.

Policy Reference Disclaimer:

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State

Ed. Code 200-262.4
 Ed. Code 35035
 Ed. Code 44066
 Ed. Code 44259

 Ed. Code 44750
 Ed. Code 44830-44831
 Ed. Code 44858
 Ed. Code 44859
 Ed. Code 45103-45139
 Ed. Code 49406
 Gov. Code 12900-12996
 Gov. Code 12940-12957
 Gov. Code 6250-6276.48
 Gov. Code 815.2
 H&S Code 53570-53574
 Lab. Code 432.3

Description

Prohibition of discrimination
 Powers and duties of the superintendent; transfer authority
 Limitations on certification requirements
 Teaching credential, exception; designated subjects; minimum requirements
 Teacher recruitment resource center
 Employment of certificated persons
 Age or marital status in certificated positions
 Prohibition against certain rules and regulations re: residency
 Employment (classified employees)
 Examination for tuberculosis
 Fair Employment and Housing Act
 Discrimination prohibited; unlawful practices
 Public Records Act
 Liability of public entities and public employees
 Teacher Housing Act of 2016
 Salary information

Federal

20 USC 1681-1688
 28 CFR 35.101-35.190
 34 CFR 106.51-106.61

 42 USC 12101-12213
 42 USC 2000d-2000d-7
 42 USC 2000e-2000e-17
 5 USC 552
 8 USC 1324a
 8 USC 1324b

Description

Discrimination based on sex or blindness, Title IX
 Americans with Disabilities Act
 Nondiscrimination on the basis of sex in employment in education program or activities
 Equal opportunity for individuals with disabilities
 Title VI, Civil Rights Act of 1964
 Title VII, Civil Rights Act of 1964, as amended
 Freedom of Information Act
 Unlawful employment of aliens
 Unfair immigration related employment practices

Management Resources

CCSESA Publication

Description

Teacher Recruitment in California: An Analysis of Effective Strategies, Research Brief, Veritas Research and Evaluation Group, October 2017

Court Decision

C.A. v William S. Hart Union High School District et al., (2012) 138 Cal.Rptr.3d 1

Website

California County Superintendents Educational Services Association

Website

Commission on Teacher Credentialing

Website

Education Job Opportunities Information Network

Website

Teach USA

Website

U.S. Department of Education

Website

National Employment Opportunity Commission

Website

Fair Housing Act Department of Fair Housing and Housing

ADOPTED BY COUNTY BOARD:

Pending

REVISED:



PERSONNEL – CERTIFICATED EMPLOYEES

BOARD POLICY – LEGAL STATUS REQUIREMENTS

BP 4111.2

The County Board of Education and the County Superintendent of Schools shall ensure that the SBCEO employs only those individuals who are lawfully authorized to work in the United States.

The County Superintendent of Schools or designee shall verify the employment eligibility of all persons hired by completing the U.S. Citizenship and Immigration Services Form I-9, Employment Eligibility Verification, for each individual hired and ensure that the SBCEO does not knowingly hire or continue to employ any person not authorized to work in the United States. (8 USC 1324a)

In accordance with law, the County Superintendent of Schools or designee shall ensure that SBCEO employment practices do not unlawfully discriminate on the basis of citizenship status or national origin, including, but not limited to, discrimination against any refugees, grantees of asylum, or persons qualified for permanent or temporary residency.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the County Superintendent of Schools or designee to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal

8 CFR 274a.1n274a.14

8 USC 1324a

8 USC 1324b

Description

Control of Employment of Aliens

Unlawful employment of aliens

Unfair immigration related employment practices

Management Resources

USCIS Publication

Website

Description

Handbook for Employers: Instructions for Completing Form I-9,
April 2009

[U.S. Citizenship and Immigration Services](#)

ADOPTED BY COUNTY BOARD: Pending
REVISED:



PERSONNEL – CLASSIFIED EMPLOYEES

BOARD POLICY – LEGAL STATUS REQUIREMENTS

BP 4214.2

The County Board of Education and the County Superintendent of Schools shall ensure that the SBCEO employs only those individuals who are lawfully authorized to work in the United States.

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In accordance with law, the County Superintendent of Schools or designee shall ensure that SBCEO employment practices do not unlawfully discriminate on the basis of citizenship status or national origin, including, but not limited to, discrimination against any refugees, grantees of asylum, or persons qualified for permanent or temporary residency.

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Federal

8 CFR 274a.1-274a.14
8 USC 1324a
8 USC 1324b

Description

Control of Employment of Aliens
Unlawful employment of aliens
Unfair immigration related employment practices

Management Resources

USCIS Publication

Description

Handbook for Employers: Instructions for Completing Form I-9,
April 2009

Website

[U.S. Citizenship and Immigration Services](#)

ADOPTED BY COUNTY BOARD: Pending
REVISED:



PERSONNEL – MANAGEMENT AND SUPERVISORY EMPLOYEES

BOARD POLICY – LEGAL STATUS REQUIREMENTS

BP 4311.2

The County Board of Education and the County Superintendent of Schools shall ensure that the SBCEO employs only those individuals who are lawfully authorized to work in the United States.

The County Superintendent of Schools or designee shall verify the employment eligibility of all persons hired by completing the U.S. Citizenship and Immigration Services Form I-9, Employment Eligibility Verification, for each individual hired and ensure that the SBCEO does not knowingly hire or continue to employ any person not authorized to work in the United States. (8 USC 1324a)

In accordance with law, the County Superintendent of Schools or designee shall ensure that SBCEO employment practices do not unlawfully discriminate on the basis of citizenship status or national origin, including, but not limited to, discrimination against any refugees, grantees of asylum, or persons qualified for permanent or temporary residency.

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Federal

8 CFR 274a.1-274a.14

8 USC 1324a

8 USC 1324b

Description

Control of Employment of Aliens

Unlawful employment of aliens

Unfair immigration related employment practices

Management Resources

USCIS Publication

Website

Description

Handbook for Employers: Instructions for Completing Form I-9,
April 2009

[U.S. Citizenship and Immigration Services](#)

ADOPTED BY COUNTY BOARD: Pending
REVISED:



PERSONNEL – CERTIFICATED EMPLOYEES

BOARD POLICY – CERTIFICATION

BP 4112.2

The County Board of Education and the County Superintendent of Schools recognize that the SBCEO's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The County Superintendent of Schools or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or SBCEO requirements for the position.

The County Superintendent of Schools or designee shall provide assistance and support to teachers holding preliminary credentials to enable them to meet the qualifications required for the clear credential.

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The County Superintendent of Schools or designee shall make reasonable efforts to recruit a fully prepared teacher who is authorized in the subject or setting for each assignment or, when necessary, a fully prepared teacher serving on a local assignment option. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who enrolls in an approved intern program in the region of the SBCEO and possesses an intern credential
2. A candidate who is scheduled to complete preliminary credential requirements within six months and who is granted a provisional internship permit (PIP) or short-term staff permit issued by the CTC.
3. The Board shall approve, as an action item at an open Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)
4. An individual who has been granted a credential waiver by the CTC

Prior to requesting that the CTC issue an emergency permit or a limited assignment permit, the County Superintendent of Schools or designee shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be submitted to the California Commission on Teacher Credentialing (CCTC) after a posting for public announcement in the main offices of the SBCEO for a minimum of 72 hours. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the SBCEO's specified employment criteria for the position(s) and that the SBCEO has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the SBCEO estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the County Superintendent of Schools or designee shall revise and re-post the Declaration of Need. (5 CCR 80026)

Whenever it is necessary to employ non-credentialed teachers to fill a position requiring certification qualifications, the County Superintendent of Schools or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

Parental Notifications

At the beginning of each school year, the County Superintendent of Schools or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC 6312)

1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. Is teaching in the field of discipline of the teacher's certification

In addition, the County Superintendent of Schools or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

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State	Description
5 CCR 80001-80674.6	Commission on Teacher Credentialing
Ed. Code 32340-32341	Unlawful issuance of a credential
Ed. Code 35186	Complaints regarding teacher vacancy or misassignment
Ed. Code 44066	Limitations on certification requirements
Ed. Code 44200-44399.1	Teacher credentialing
Ed. Code 44250-44277	Credentials and assignment of teachers
Ed. Code 44300-44302	Emergency permit
Ed. Code 44325-44328	District interns
Ed. Code 44330-44355	Certificates and credentials
Ed. Code 44420-44440	Revocation and suspension of credentials
Ed. Code 44450-44468	University intern program

Ed. Code 44830-44929

Ed. Code 56060-56063

Ed. Code 8360-8370

Federal

20 USC 6312

34 CFR 200.48

Management Resources

Commission on Teacher Credentialing
Publication

Commission on Teacher Credentialing
Publication

Commission on Teacher Credentialing
Publication

Commission on Teacher Credentialing
Publication

Commission on Teacher Credentialing
Publication

Commission on Teacher Credentialing
Publication

Commission on Teacher Credentialing
Publication

Commission on Teacher Credentialing
Publication

Commission on Teacher Credentialing
Publication

Commission on Teacher Credentialing
Publication

Commission on Teacher Credentialing
Publication

Court Decision

Nat'l Board for Prof. Teaching Stds.
Publication

Website

Website

Website

Website

Website

Website

Employment of certificated persons; requirement of proficiency in
basic skills

Substitute teachers in special education

Qualifications of child care personnel

Description

Title I local educational agency plans; notifications regarding
teacher qualifications

Parent notification regarding teacher qualifications

Description

Waiver Requests Guidebook, 2015

Credential Information Guide

Hiring Hierarchy in Education Code 44225.7, Coded
Correspondence 13-01e January 30, 2013
Approved Add. and Amendments to Title 5 of the CCR Pertaining
to Teaching Permit for Statutory Leave (TPSL), Coded
Correspondence 16-10, Aug 23, 2016
California Standards for the Teaching Profession, 2009

CL-667 Basic Skills Requirement

CL-856 Provisional Internship Permit

CL-858 Short-Term Staff Permit

Subject Matter Authorization Guideline Book, 2012

Supplementary Authorization Guideline Book, 2012

The Administrator's Assignment Manual. rev. September 2007

Association of Mexican-American Educators et al. v. State of
California and the Commission on Teacher Credentialing, (1993)
836 F.Supp. 1534

Considerations for Using Federal Funds to Support National Board
Certification, 2018

National Board Resource Center

National Board for Professional Teaching Standards

Commission on Teacher Credentialing

Commission on Teacher Credentialing. Credential Information
Guide (for employers' use only)

CSBA

U.S. Department of Education

ADOPTED BY COUNTY BOARD:
REVISED:

PENDING



PERSONNEL – MANAGEMENT AND SUPERVISORY EMPLOYEES

BOARD POLICY – CONTRACTS

BP 4312.1

The County Board of Education and the County Superintendent of Schools recognize the importance of employing qualified and competent individuals to manage SBCEO programs and to assist the County Superintendent of Schools in coordinating efforts to achieve SBCEO goals and objectives. To that end, the County Superintendent of Schools or designee may fill certificated administrative and supervisory positions and classified senior management positions on a contract basis.

The County Superintendent of Schools or designee may offer a continuing contract of up to four years to any deputy, associate, or assistant superintendent; any certificated employee holding a position requiring a supervision or administration credential; or any senior manager of the classified service. (Education Code 35031, 44929.20)

Prior to entering into any such contract, the County Superintendent of Schools or designee shall consider the financial impact of the contract on the SBCEO.

Copies of any contract and other public records created or received in the process of developing the contract regarding salary, benefits, and other compensation shall be available to the public upon request. (Government Code 53262, 54953)

Extension of Contract/Reemployment

A contract shall be extended only by County Superintendent of Schools or designee subsequent to a satisfactory evaluation of the employee's performance. No employment contract shall include a provision for automatic renewal of the contract.

During the term of the contract and with the consent of the employee involved, the County Superintendent of Schools or designee may reelect or reemploy the employee starting on the next succeeding first day of July and based on terms and conditions mutually agreed upon by the County Superintendent of Schools or designee and the employee. (Education Code 35031)

If the County Superintendent of Schools or designee decides not to reelect or reemploy a deputy, associate, or assistant superintendent or a senior manager of the classified service upon the expiration of the employee's term, it shall notify the employee in writing 45 calendar days prior to the expiration of the term of the contract. (Education Code 35031)

Termination of Contract

The County Superintendent of Schools or designee may terminate an employment contract prior to its expiration date in accordance with the conditions and process specified in the contract. Every employment contract shall include a provision specifying the legal maximum cash

settlement that the employee may receive in the event that the contract is terminated prior to its expiration date. (Government Code 3514.2, 53260)

In addition, all employment contracts shall include a provision that, if the employee is convicted of a crime involving an abuse of the employee's office or position, the employee shall fully reimburse the SBCEO for payments the employee receives as paid leave salary pending investigation or as cash settlement upon the employee's termination and for any funds expended by the SBCEO in its criminal legal defense. (Government Code 53243-53243.4, 53260)

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Management Resources

Attorney General Opinion
Website
Website
Website

Description

57 Ops. Cal. Atty. Gen. 209 (1974)
CSBA
California Office of the Attorney General
Association of California School Administrators

State

Ed. Code 35030

Ed. Code 35031
Ed. Code 44842
Ed. Code 44843
Ed. Code 44929.20
Ed. Code 44951

Gov. Code 3511.1-3511.2
Gov. Code 53260-53264
Gov. Code 54953

Gov. Code 54954
Gov. Code 54956
Gov. Code 54957

Description

Title of deputy, associate or assistant superintendent for certain positions
Term of employment
Reemployment notices, certificated employees
Notice of employment to county superintendent
Continuing contracts (not to exceed four years - ADA under 250)
Continuation in position unless notified, administrative or supervisory personnel
Local agency executives
Employment contracts
Oral summary of recommended salary and benefits of superintendent
Time and place of regular meetings
Special Meetings
Complaints against employees; right to open session

ADOPTED BY COUNTY BOARD:
REVISED:

Pending



PERSONNEL – CERTIFICATED EMPLOYEES

BOARD POLICY – **INTERNS**

BP 4112.21

The County Superintendent of Schools or designee may employ interns as necessary to fulfill the need for sufficient instructional staff and to provide future teachers an opportunity to link teaching theory with practice in order to meet state credentialing requirements. In addition, the County Superintendent of Schools or designee may employ teachers who already possess a preliminary or clear credential and are pursuing a credential in a different specialization as interns for positions that require such other credential.

The County Superintendent of Schools or designee may enter into partnership agreements with one or more approved teacher preparation programs sponsored by colleges or universities and/or may provide a SBCEO intern program with approval of the Commission on Teacher Credentialing (CTC). Any intern program in which the SBCEO participates shall be aligned with the preconditions and program standards adopted by the CTC.

The County Superintendent of Schools or designee shall make reasonable efforts to recruit an intern from an approved program within the region whenever a teacher with a preliminary or clear credential is not available for a position requiring certification. (Education Code 44225.7)

The County Superintendent of Schools or designee shall ensure that any intern employed by the SBCEO possesses an appropriate intern credential and is adequately prepared for the responsibilities of the position.

An intern may be assigned to provide the same service as a holder of a regular multiple subject, single subject, or education specialist credential in accordance with the authorizations and grade/age level specified on the intern credential. (Education Code 44454, 44325, 44326, 44830.3)

Terms of employment for interns shall be consistent with law and the SBCEO's collective bargaining agreement, as applicable.

Interns shall receive intensive, structured supervision and ongoing support by qualified personnel in order to enhance their instructional skills and knowledge. The Superintendent or designee shall ensure that SBCEO staff serving as supervisors, mentor teachers, or other support providers receive appropriate training to fulfill their responsibilities and that they maintain frequent communication with the interns they are assigned to assist.

Interns shall be provided with ongoing feedback regarding their performance and shall be formally evaluated in accordance with Board policy and the SBCEO's collective bargaining agreement. Upon receiving notification from the County Superintendent of Schools or designee that an intern has successfully completed the program, the Superintendent or designee may recommend to the CTC that the intern be awarded a preliminary credential. (Education Code 44328, 44468, 44830.3)

The County Superintendent of Schools or designee shall regularly evaluate the effectiveness of the intern program(s) to determine whether changes are needed in the support and/or assignment of interns. The Superintendent or designee's evaluation shall be based on a report including, but not limited to, data on student performance in classes taught by interns, feedback from interns and supervisors, and the number of interns who successfully complete the program and obtain general education or education specialist credentials.

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State

5 CCR 80021.1
5 CCR 80033
5 CCR 80055
Ed. Code 300-340
Ed. Code 44225

Ed. Code 44225.7
Ed. Code 44253.10

Ed. Code 44253.3-44253.4
Ed. Code 44259

Ed. Code 44314
Ed. Code 44321
Ed. Code 44325-44328
Ed. Code 44339-44341
Ed. Code 44450-44468
Ed. Code 44830.3
Ed. Code 44885.5

Description

Provisional internship permit
Intern teaching credential
Intern credential, extension for extenuating circumstances
English language education for immigrant children
Credentials, responsibilities of Commission on Teacher Credentialing
Priority for hiring fully prepared teacher
Qualifications to provide specially designed academic instruction in English
Certificate to provide services to English learners
Teaching credential, exception; designated subjects; minimum requirements
Subject matter programs, approved subjects
CTC approval of intern programs
District interns
Teacher fitness
University intern program
Employing district interns
District interns classified as probationary employees

Management Resources

Commission on Teacher Credentialing Publication
Commission on Teacher Credentialing Publication
Commission on Teacher Credentialing Publication
Commission on Teacher Credentialing Publication
Commission on Teacher Credentialing Publication
Commission on Teacher Credentialing Publication
Commission on Teacher Credentialing Publication
Commission on Teacher Credentialing Publication
Commission on Teacher Credentialing Publication
Court Decision
U.S. Department of Education Guidance

Description

Administrator's Assignment Manual, 2008

California Standards for the Teaching Profession, October 2009

CL-840 Early Completion Option

Education Specialist Teaching and Other Related Services Credential Program Standards, rev. May 2013
Hiring Hierarchy in Education Code 44225.7, Coded Correspondence 13-01, January 30, 2013
Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners, Program Sponsor Alert 13-06, June 3, 2013
Preparation of Intern Credential Holders Prior to Service as Teacher of Record as an Intern, Coded Correspondence 08-03, March 3, 2008
SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards, rev. February 2014
Renee v. Duncan, 686 F.3d 1002 (2012)
Improving Teacher Quality State Grants, rev. October 5, 2006

Website
Website
Website

Commission on Teacher Credentialing, Interns
CSBA
U.S. Department of Education

ADOPTED BY COUNTY BOARD: PENDING
REVISED:



PERSONNEL – CERTIFICATED EMPLOYEES

BOARD POLICY – EMPLOYMENT OF RELATIVES

BP 4112.8

The County Board of Education and County Superintendent of Schools desire to maximize staff and community confidence in SBCEO hiring, promotion, and other employment decisions by promoting practices that are free of conflicts of interest or the appearance of impropriety.

The County Superintendent of Schools or designee prohibit the appointment of any person to a position for which the person's relative maintains management, supervisory, evaluation, or promotion responsibilities and prohibits an employee from participating in any decision that singularly applies to any of the employee's relatives.

For purposes of this policy, relative includes the individual's spouse, domestic partner, parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse or domestic partner.

In addition, the County Superintendent of Schools or designee may determine, on a case-by-case basis, whether to appoint a person to a position in the same department or facility as an employee with whom the person maintains a personal relationship when that relationship has the potential to create (1) an adverse impact on supervision, safety, security, or morale of other SBCEO employees or (2) a conflict of interest for the individuals involved which is greater because of their relationship than it would be for another person.

An employee shall notify the employee's supervisor within 30 days of any change in the employee's circumstances that may constitute a violation of this policy.

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Management Resources

Website

Website

Description

League of California Cities

California Department of Fair Employment and Housing

State

2 CCR 7292.0-7292.6

2 CCR 7292.5

Ed. Code 35107

Fam. Code 297-297.5

Description

Marital status discrimination

Employee selection

School district employees

Rights, protections, benefits under the law; registered domestic partners

Gov. Code 1090-1099

Gov. Code 12940

Prohibitions applicable to specified officers

Unlawful discriminatory employment practices

ADOPTED BY COUNTY BOARD:

Pending



PERSONNEL – CLASSIFIED EMPLOYEES

BOARD POLICY – EMPLOYMENT OF RELATIVES

BP 4212.8

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Management Resources

Website
Website

Description

[League of California Cities](#)
[California Department of Fair Employment and Housing](#)

State

2 CCR 7292.0-7292.6
2 CCR 7292.5
Ed. Code 35107
Fam. Code 297-297.5

Description

[Marital status discrimination](#)
[Employee selection](#)
School district employees
Rights, protections, benefits under the law; registered domestic partners
Prohibitions applicable to specified officers
Unlawful discriminatory employment practices

ADOPTED BY COUNTY BOARD:

Pending

Employment of Relatives – Board Policy 4212.8



PERSONNEL – MANAGEMENT AND SUPERVISORY EMPLOYEES

BOARD POLICY – EMPLOYMENT OF RELATIVES

BP 4312.8

The County Board of Education and County Superintendent of Schools desire to maximize staff and community confidence in SBCEO hiring, promotion, and other employment decisions by promoting practices that are free of conflicts of interest or the appearance of impropriety.

The County Superintendent of Schools or designee prohibit the appointment of any person to a position for which the person's relative maintains management, supervisory, evaluation, or promotion responsibilities and prohibits an employee from participating in any decision that singularly applies to any of the employee's relatives.

For purposes of this policy, relative includes the individual's spouse, domestic partner, parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse or domestic partner.

In addition, the County Superintendent of Schools or designee may determine, on a case-by-case basis, whether to appoint a person to a position in the same department or facility as an employee with whom the person maintains a personal relationship when that relationship has the potential to create (1) an adverse impact on supervision, safety, security, or morale of other SBCEO employees or (2) a conflict of interest for the individuals involved which is greater because of their relationship than it would be for another person.

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Management Resources

Website

Website

State

2 CCR 7292.0-7292.6

2 CCR 7292.5

Ed. Code 35107

Fam. Code 297-297.5

Gov. Code 1090-1099

Gov. Code 12940

Description

League of California Cities

California Department of Fair Employment and Housing

Description

Marital status discrimination

Employee selection

School district employees

Rights, protections, benefits under the law; registered domestic partners

Prohibitions applicable to specified officers

Unlawful discriminatory employment practices

ADOPTED BY COUNTY BOARD:

Pending



PERSONNEL – CERTIFICATED EMPLOYEES

BOARD POLICY – EMPLOYEE NOTIFICATIONS

BP4112.9

The County Board of Education and County Superintendent of Schools believe that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing their job performance. The County Superintendent of Schools or designee shall provide SBCEO employees all notifications required by law and any other notifications that the Superintendent or designee believes will promote staff knowledge of the SBCEO's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, SBCEO employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in the human resources department.

Policy Reference Disclaimer:

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Federal

29 CFR 825.300
34 CFR 104.8
34 CFR 106.9
34 CFR 84.205-84.210
38 USC 4334

40 CFR 763.84
40 CFR 763.93
41 USC 8101-8106
49 CFR 382.113
49 CFR 382.303
49 CFR 382.601

State

13 CCR 1234
13 CCR 2480
2 CCR 11023
2 CCR 11035-11051

2 CCR 11087-11098
5 CCR 4622
5 CCR 80303
8 CCR 3204
8 CCR 5191
8 CCR 5194
Civ. Code 1798.29
Ed. Code 17612
Ed. Code 22455.5
Ed. Code 22461

Description

Family and Medical Leave Act; notice requirement
Notice
Severability
Drug-free workplace statement
Uniformed Services Employment and Reemployment Rights Act, notice requirement
Asbestos inspections, response actions and post-response actions
Asbestos management plans
Drug-Free Workplace Act
Controlled substance and alcohol use and testing notifications
Post-accident information, procedures, and instructions
Controlled substance and alcohol use and testing notification

Description

Reports regarding school buses and bus drivers
Vehicle idling, limitations
Harassment and discrimination prevention and correction
Unlawful sex discrimination: pregnancy, childbirth and related medical conditions
California Family Rights Act
Uniform complaint procedures
Reports of change in employment status, alleged misconduct
Employees exposed to bloodborne pathogens standard
Chemical hygiene plan
Hazard communication
District records, specifically - breach of security
Notification of pesticide use
STRS information to potential members
Postretirement compensation limitation

Ed. Code 231e5	Sexual harassment policy
Ed. Code 35031	Term of employment
Ed. Code 35171	Availability of rules and regulations for evaluation of performance
Ed. Code 37616	Notice of public hearing on year-round schedule
Ed. Code 44031	Personnel file contents, inspection
Ed. Code 44663-44664	Evaluation of certificated employees
Ed. Code 44842	Reemployment notices, certificated employees
Ed. Code 44896	Transfer of administrator or supervisor to teaching position
Ed. Code 44916	Written statement of employment status
Ed. Code 44929.21	Notice of reelection decision; districts with 250 ADA or more
Ed. Code 44929.23	Districts with less than 250 ADA
Ed. Code 44934	Notice of disciplinary action for cause
Ed. Code 44938	Notice of unprofessional conduct and opportunity to correct
Ed. Code 44940.5-44941	Notification of suspension and intent to dismiss
Ed. Code 44948.3-44948.5	Dismissal of probationary employees
Ed. Code 44948.5	Nonreelection procedures, districts under 250 ADA
Ed. Code 44949	Dismissal of probationary employees
Ed. Code 44951	Continuation in position unless notified, administrative or supervisory personnel
Ed. Code 44954	Nonreelection of temporary employees
Ed. Code 44955	Reduction in number of permanent employees
Ed. Code 451d3	Notification of charges, classified employees
Ed. Code 451d7	Notice of layoff, classified employees
Ed. Code 45169	Employee salary data, classified employees
Ed. Code 45192	Industrial accident and illness leave for classified employees
Ed. Code 45195	Additional leave
Ed. Code 46162	Notice of public hearing on block schedule
Ed. Code 49013	Complaints regarding student fees
Ed. Code 49079	Notification to teacher, student who has engaged in acts re: grounds suspension or expulsion
Ed. Code 49414	Epinephrine auto-injectors
Ed. Code 49414.3	Administration of opioid antagonist
Gov. Code 1126	Incompatible activities of employees
Gov. Code 12950	Sexual harassment
Gov. Code 21029	Retirement credit for period of military service
Gov. Code 54957	Complaints against employees; right to open session
Gov. Code 54963	Unauthorized disclosure of confidential information
Gov. Code 8355	Certification of drug-free workplace, including notification
H&S Code 104420	Tobacco-free schools
H&S Code 120875	Information on AIDS, AIDS-related conditions, and hepatitis B
H&S Code 120880	Notification to employees re AIDS, AIDS-related conditions, and hepatitis B
H&S Code 1797.196	Automated external defibrillators; notification of use and locations
Lab. Code 2800.2	Notification of availability of continuation health coverage
Lab. Code 3550-3553	Notifications re: workers' compensation benefits
Lab. Code 5401	Workers' compensation, claim form and notice of potential eligibility
Pen. Code 11165.7	Child Abuse and Neglect Reporting Act, notification requirement
Pen. Code 11166.5	Employment, statement of knowledge of duty to report child abuse or neglect
Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits

ADOPTED BY COUNTY BOARD:

Pending



PERSONNEL – CLASSIFIED EMPLOYEES

BOARD POLICY – EMPLOYEE NOTIFICATIONS

BP 4212.9

The County Board of Education and County Superintendent of Schools believe that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing their job performance. The County Superintendent of Schools or designee shall provide SBCEO employees all notifications required by law and any other notifications that the Superintendent or designee believes will promote staff knowledge of the SBCEO's policies, programs, activities, and operations.

When required by law, Board policy, or administrative regulation, SBCEO employees shall be asked to sign an acknowledgment indicating receipt of the notification. Such acknowledgments shall be retained in the human resources department.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the County Superintendent of Schools or designee to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Federal

29 CFR 825.300
34 CFR 104.8
34 CFR 106.9
34 CFR 84.205-84.210
38 USC 4334

40 CFR 763.84
40 CFR 763.93
41 USC 8101-8106
49 CFR 382.113
49 CFR 382.303
49 CFR 382.601

State

13 CCR 1234
13 CCR 2480
2 CCR 11023
2 CCR 11035-11051

2 CCR 11087-11098
5 CCR 4622
5 CCR 80303
8 CCR 3204
8 CCR 5191
8 CCR 5194
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Description

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ADOPTED BY COUNTY BOARD:

Pending



PERSONNEL – MANAGEMENT AND SUPERVISORY EMPLOYEES

BOARD POLICY – EMPLOYEE NOTIFICATIONS

BP 4312.9

The County Board of Education and County Superintendent of Schools believe that providing clear communications to staff is essential to establishing a professional, positive work environment and enhancing their job performance. The County Superintendent of Schools or designee shall provide SBCEO employees all notifications required by law and any other notifications that the Superintendent or designee believes will promote staff knowledge of the SBCEO's policies, programs, activities, and operations.

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Unemp. Ins. Code 2613	Disability insurance; notice of rights and benefits

ADOPTED BY COUNTY BOARD:

Pending

POLICY -- INTERDISTRICT ATTENDANCE APPEALS

BP 5117.1

In accordance with the provisions of California Education Code section 46601, the County Board of Education will consider appeals following the failure or refusal of a school district to issue an inter-district attendance permit or to enter into an agreement allowing inter-district attendance. Any such appeal must be submitted in writing by a person having legal custody of the student denied inter-district attendance and must be filed within thirty (30) calendar days of the failure or refusal of the school district to issue a permit. Failure to appeal within the required time is good cause for denial of the appeal. An appeal shall be accepted only upon verification by the County Superintendent of Schools or designee that appeals within the districts have been exhausted.

Within thirty (30) calendar days of receipt of a written appeal, the County Board of Education will determine whether the student should be permitted to attend in the district in which the student desires to attend and the applicable period of time. The County Superintendent or designee may, for good cause, extend this thirty-day period for an additional five (5) school days if the time requirement for an appeal hearing is impractical for the County Board of Education. Additionally, the County Superintendent or designee may grant a continuance of any applicable time requirement for a specified number of days for any other reason upon good cause shown.

~~Upon receiving the concurrence of the County Board of Education President, the County Superintendent may assign appeal hearings to one or more administrative panel(s) authorized to conduct hearings on its behalf. The panel(s) must consist of at least three (3) impartial and certificated members appointed by the County Board of Education. No member of the impartial administrative panel(s) shall be a member of the County Board of Education, nor be employed by the school district of residence or the district of desired attendance. The administrative panel(s) shall render a recommendation within three (3) school days after the hearing and the County Board of Education shall render a final decision within ten (10) school days of the administrative panel's recommendation.~~

Inter-district transfer appeals may be heard in closed session if necessary, to protect pupil confidentiality, as long as to do so would not violate the Brown Act. The County Board of Education shall deliberate in closed session if the appeal is heard in closed session. In such cases, the decision of the County Board of Education and the vote of each member shall be announced in open session immediately following the closed session.

Families with appeals for multiple children may have the appeals heard separately or as one. The County Board of Education will conduct a separate vote on the appeal of each child.

Adequate notice shall be provided to all parties of the date and time of any hearing scheduled, and of the opportunity to submit written statements and documentation and to be heard on the matter. All written statements and supporting documentation must be

STUDENTS

POLICY -- INTERDISTRICT ATTENDANCE APPEALS

BP 5117.1

attached to the appeal or the response to the appeal so that the County Board of Education and the parties have ample time to prepare for the appeal hearing. The County Board of Education may, in its discretion, permit parties to present additional written documentation at the time of the hearing. In exercising that discretion the County Board of Education may consider factors that it deems relevant including but not limited to the following: (1) whether the opposing party will be unfairly prejudiced by the late submission of the additional documentation because it will be unable to adequately respond to the additional documentation; (2) the reasons why the party offering the additional documentation did not timely submit that documentation with their appeal or response; and (3) whether acceptance of the additional documentation will unduly delay the hearing on the appeal or the ability of the County Board of Education to timely rule on the merits of the appeal. An appeal may be remanded for further consideration if local remedies at the district level have not been exhausted or new evidence or grounds for request are produced.

The County Board of Education, in its discretion, may decide to limit the time each party has to present their position at the appeal hearing. The parties will be notified in advance of the hearing of any time limit imposed by the County Board of Education.

Each party to the appeal or their counsel may present oral statements to the County Board of Education. Each party may also present the oral statements of witnesses having knowledge of the facts relating to the appeal. The statements of parties and witnesses shall be taken in a narrative form and the parties and witnesses shall not be administered an oath prior to making their statements. No party shall have the right to examine or question the witnesses of the other party. The County Board of Education may do so at its discretion.

The County Superintendent, or designee, shall investigate to determine whether local remedies in the matter have been exhausted and to provide any additional information deemed useful to the County Board of Education in reaching a decision.

Students who are under consideration for expulsion or who have been expelled may not appeal inter-district attendance denials or rescissions while expulsion proceedings are pending, or during the term of the expulsion.

Although the County Board of Education has broad discretion, disposition of inter-district attendance appeals will generally be based upon the presumptions that: (a) the pupil is normally required to attend school in the district of residence of either the parent or the legal guardian; (b) such issues should be settled by the governing boards of the district(s) involved; and (c) only in extraordinary situations would the County Board of Education reverse the decisions of the local school board(s). The County Board of Education's scope of review of an inter-district appeal includes determining whether the subject school

STUDENTS

POLICY -- INTERDISTRICT ATTENDANCE APPEALS

BP 5117.1

district(s) acted in compliance with the Education Code regarding inter-district transfers.

The County Board does not conduct the appeal hearing de novo. Instead it acts as an appellate body and examines the record before it to ascertain whether:

- (1) The district's policy was adhered to and consistently applied; and
- (2) The district's decision is supported by substantial evidence;

The County Board grants deference to the decision of governing board and existing district policies where the decision being appealed was made by the governing board and was adequately explained to the parent or guardian and will not override a lawful district policy absent a showing of substantial harm to the student.

In determining whether the appeal presents an extraordinary situation exists that supports a reversal of the decision of the governing board, the County Board may consider the following factors:

- (a) A substantial danger to the student's health or safety. There must be evidence of threats or injuries to the student or evidence that the student's health, welfare or safety is otherwise in clear, present, and continuing jeopardy or danger at the school of required attendance.
- (b) A severe hardship to parents or guardians, which is substantially greater than inconvenience, which would negatively affect the student's success in school. The parent or guardian must specify and describe the type of hardship in writing.
- (c) Continuity of attendance involving situations where a student has been allowed to attend a school in a district of non-residency, but the district alters policy.
- (d) The negative financial impact of educating the student (district of desired attendance) or losing the student (district of residence).
- (e) Overcrowding/Lack of space for the student in the receiving district, or evidence that the educational goals of the district will be otherwise impaired if it was required to admit the student and similarly situated students.

In applying these factors, the County Board may give them the weight it considers appropriate under the circumstances of each case.

The County Board ordinarily will not consider the following factors in determining whether an extraordinary situation exists:

- (a) The academic performance or reputation of a district or school;
- (b) Matters of preference or inconvenience to parents, the student, or the students' siblings caused by the parents' place of employment, transportation, child care or the availability of after-school options (unless considered under the district's policy)

STUDENTS

POLICY -- INTERDISTRICT ATTENDANCE APPEALS

BP 5117.1

that will occur if the student is required to attend school in the student's district of residence.

The County Board's discretion is limited to granting or denying an appeal to attend in a particular district and not with regard to an individual school. The inter-district attendance appeal shall be denied unless the majority of all of the members of the County Board of Education (regardless of the number of members hearing the appeal) vote to grant the appeal. Once the County Board of Education has ruled on an appeal, it may not reconsider that ruling at a subsequent meeting.

ADOPTED BY COUNTY BOARD:
REVISED:

July 3, 1975
January 6, 1994
April 7, 1994
June 12, 2008
December 2, 2010
December 11, 2014

POLICY -- INTERDISTRICT ATTENDANCE APPEALS

BP 5117.1

In accordance with the provisions of California Education Code section 46601, the County Board of Education will consider appeals following the failure or refusal of a school district to issue an inter-district attendance permit or to enter into an agreement allowing inter-district attendance. Any such appeal must be submitted in writing by a person having legal custody of the student denied inter-district attendance and must be filed within thirty (30) calendar days of the failure or refusal of the school district to issue a permit. Failure to appeal within the required time is good cause for denial of the appeal. An appeal shall be accepted only upon verification by the County Superintendent of Schools or designee that appeals within the districts have been exhausted.

Within thirty (30) calendar days of receipt of a written appeal, the County Board of Education will determine whether the student should be permitted to attend in the district in which the student desires to attend and the applicable period of time. The County Superintendent or designee may, for good cause, extend this thirty-day period for an additional five (5) school days if the time requirement for an appeal hearing is impractical for the County Board of Education. Additionally, the County Superintendent or designee may grant a continuance of any applicable time requirement for a specified number of days for any other reason upon good cause shown.

Inter-district transfer appeals may be heard in closed session if necessary, to protect pupil confidentiality, as long as to do so would not violate the Brown Act. The County Board of Education shall deliberate in closed session if the appeal is heard in closed session. In such cases, the decision of the County Board of Education and the vote of each member shall be announced in open session immediately following the closed session.

Families with appeals for multiple children may have the appeals heard separately or as one. The County Board of Education will conduct a separate vote on the appeal of each child.

Adequate notice shall be provided to all parties of the date and time of any hearing scheduled, and of the opportunity to submit written statements and documentation and to be heard on the matter. All written statements and supporting documentation must be attached to the appeal or the response to the appeal so that the County Board of Education and the parties have ample time to prepare for the appeal hearing. The County Board of Education may, in its discretion, permit parties to present additional written documentation at the time of the hearing. In exercising that discretion the County Board of Education may consider factors that it deems relevant including but not limited to the following: (1) whether the opposing party will be unfairly prejudiced by the late submission of the additional documentation because it will be unable to adequately respond to the additional documentation; (2) the reasons why the party offering the additional documentation did not timely submit that documentation with their appeal or response; and (3) whether acceptance of the additional documentation will unduly delay the hearing.

STUDENTS

POLICY -- INTERDISTRICT ATTENDANCE APPEALS

BP 5117.1

on the appeal or the ability of the County Board of Education to timely rule on the merits of the appeal. An appeal may be remanded for further consideration if local remedies at the district level have not been exhausted or new evidence or grounds for request are produced.

The County Board of Education, in its discretion, may decide to limit the time each party has to present their position at the appeal hearing. The parties will be notified in advance of the hearing of any time limit imposed by the County Board of Education.

Each party to the appeal or their counsel may present oral statements to the County Board of Education. Each party may also present the oral statements of witnesses having knowledge of the facts relating to the appeal. The statements of parties and witnesses shall be taken in a narrative form and the parties and witnesses shall not be administered an oath prior to making their statements. No party shall have the right to examine or question the witnesses of the other party. The County Board of Education may do so at its discretion.

The County Superintendent, or designee, shall investigate to determine whether local remedies in the matter have been exhausted and to provide any additional information deemed useful to the County Board of Education in reaching a decision.

Students who are under consideration for expulsion or who have been expelled may not appeal inter-district attendance denials or rescissions while expulsion proceedings are pending, or during the term of the expulsion.

Although the County Board of Education has broad discretion, disposition of inter-district attendance appeals will generally be based upon the presumptions that: (a) the pupil is normally required to attend school in the district of residence of either the parent or the legal guardian; (b) such issues should be settled by the governing boards of the district(s) involved; and (c) only in extraordinary situations would the County Board of Education reverse the decisions of the local school board(s). The County Board of Education's scope of review of an inter-district appeal includes determining whether the subject school district(s) acted in compliance with the Education Code regarding inter-district transfers.

The County Board does not conduct the appeal hearing de novo. Instead it acts as an appellate body and examines the record before it to ascertain whether:

- (1) The district's policy was adhered to and consistently applied; and
- (2) The district's decision is supported by substantial evidence;

The County Board grants deference to the decision of governing board and existing district policies where the decision being appealed was made by the governing board and

STUDENTS

POLICY -- INTERDISTRICT ATTENDANCE APPEALS

BP 5117.1

was adequately explained to the parent or guardian and will not override a lawful district policy absent a showing of substantial harm to the student.

In determining whether the appeal presents an extraordinary situation exists that supports a reversal of the decision of the governing board, the County Board may consider the following factors:

- (a) A substantial danger to the student's health or safety. There must be evidence of threats or injuries to the student or evidence that the student's health, welfare or safety is otherwise in clear, present, and continuing jeopardy or danger at the school of required attendance.
- (b) A severe hardship to parents or guardians, which is substantially greater than inconvenience, which would negatively affect the student's success in school. The parent or guardian must specify and describe the type of hardship in writing.
- (c) Continuity of attendance involving situations where a student has been allowed to attend a school in a district of non-residency, but the district alters policy.
- (d) The negative financial impact of educating the student (district of desired attendance) or losing the student (district of residence).
- (e) Overcrowding/Lack of space for the student in the receiving district, or evidence that the educational goals of the district will be otherwise impaired if it was required to admit the student and similarly situated students.

In applying these factors, the County Board may give them the weight it considers appropriate under the circumstances of each case.

The County Board ordinarily will not consider the following factors in determining whether an extraordinary situation exists:

- (a) The academic performance or reputation of a district or school;
- (b) Matters of preference or inconvenience to parents, the student, or the students' siblings caused by the parents' place of employment, transportation, child care or the availability of after-school options (unless considered under the district's policy) that will occur if the student is required to attend school in the student's district of residence.

The County Board's discretion is limited to granting or denying an appeal to attend in a particular district and not with regard to an individual school. The inter-district attendance appeal shall be denied unless the majority of all of the members of the County Board of Education (regardless of the number of members hearing the appeal) vote to grant the appeal. Once the County Board of Education has ruled on an appeal, it may not reconsider that ruling at a subsequent meeting.

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POLICY -- INTERDISTRICT ATTENDANCE APPEALS

BP 5117.1

ADOPTED BY COUNTY BOARD: July 3, 1975
REVISED: January 6, 1994
April 7, 1994
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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

Resolution No. 2310

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 October 6, 2022, the Santa Barbara County Board of Education passed resolution No. 2309 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 **November 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:

Clerk/Secretary of the Governing Board

Information Items



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307

Telephone: (805) 964-4711 • FAX: (805) 964-4713 • sbceo.org

Susan C. Salcido, Superintendent of Schools

**Public Presentation of Joint Collective Bargaining Agreement Proposal
of Santa Barbara County Education Office (SBCEO)
and Santa Barbara County Education Association (SBCEA)**

SBCEA and SBCEO mutually propose to make changes to the existing collective bargaining agreement that began on July 1, 2021 and expires on June 30, 2024. The proposal is represented by the draft Memorandum of Understanding attached.

**MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN THE
SANTA BARBARA COUNTY EDUCATION OFFICE
AND THE
SANTA BARBARA COUNTY EDUCATION ASSOCIATION (CALIFORNIA TEACHERS ASSOCIATION)**

This memorandum is agreed between the Santa Barbara County Education Office (SBCEO) and the Santa Barbara County Education Association (SBCEA) concerning salary increases for the 2021-2024 Bargaining Agreement. This Agreement shall go into effect upon signatures of all parties. Components of this MOU that result in additional pay for the 2022-2023 fiscal year shall be retroactively applied starting from July 1, 2022.

A. Salary Schedule Adjustment

2021-2022, 2022-2023, and 2023-2024. All SBCEA bargaining unit salary schedules will be increased by three and a half percent (3.5%) in 2021-2022, ~~one five percent (54%)~~ in 2022-2023, and ~~zero four percent (40%)~~ in 2023-2024. All salary schedules were re-structured to include longevity within the schedule.

Dated: _____ By: _____
For Santa Barbara County Education Office

Dated: _____ By: _____
For Santa Barbara County Education Association



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
Telephone: (805) 964-4711 • FAX: (805) 964-4713 • sbceo.org

Susan C. Salcido, Superintendent of Schools

**Public Presentation of Joint Collective Bargaining Agreement Proposal
of Santa Barbara County Education Office (SBCEO)
and the
California School Employees Association and its Coast and Valleys Chapter 817 (CSEA)**

CSEA and SBCEO mutually propose to make changes to the existing collective bargaining agreement that began on July 1, 2021 and expires on June 30, 2024. The proposal is represented by the draft Memorandum of Understanding attached.

**MEMORANDUM OF UNDERSTANDING
BY AND BETWEEN THE
SANTA BARBARA COUNTY EDUCATION OFFICE
AND THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS SANTA BARBARA COAST & VALLEY
CHAPTER #817**

This memorandum is agreed between the Santa Barbara County Education Office (SBCEO) and the California School Employees Association and its Santa Barbara Coast & Valley Chapter 817 (together "CSEA") concerning salary increases for the 2021-2024 Bargaining Agreement. This Agreement shall go into effect upon signatures of all parties. Components of this MOU that result in additional pay for the 2022-2023 fiscal year shall be retroactively applied starting from July 1, 2022.

13.1 SALARY SCHEDULE

- 13.1.1 2021-2022, 2022-2023, and 2023-2024. The CSEA bargaining unit salary schedule will be increased by three and a half percent (3.5%) in 2021-2022, ~~one-five~~ percent (15%) in 2022-2023, and ~~zero-four~~ percent (40%) in 2023-2024. The salary schedule was re-structured in 2018 to include longevity within the schedule.

This MOU is subject to ratification by Chapter 817's executive board and the approval of the CSEA and the Santa Barbara County Superintendent of Schools or designee.

Dated: _____ By: _____
For Santa Barbara County Education Office

Dated: _____ By: _____
For Coast & Valley's Chapter 817

Dated: _____ By: _____
For California School Employees Association



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

November 3, 2022

Judith Frost, President
Santa Barbara County Board of Education
4400 Cathedral Oaks Road
Santa Barbara, California 93110

Re: Williams/Valenzuela Settlement Legislation - Annual School District Reports

Dear Mrs. Frost:

California Education Code Section 1240 requires that we evaluate schools in our county ranked in deciles 1-3 of the 2012 base API, verify specific information supplied by the schools and school districts, and report to you the results. It is a pleasure to submit this report on the condition and state of these 31 schools in Santa Barbara County for 2021-22.

Schools Evaluated:

Cuyama Joint Unified School District

Cuyama Elementary School

Guadalupe Union School District

Kermit McKenzie Intermediate School

Mary Buren School

Lompoc Unified School District

Arthur Hapgood School

Clarence Ruth School

La Honda School

Leonora Fillmore School

Lompoc Valley Middle School

Lompoc High School

Los Berros School

Santa Barbara Unified School Districts

Cleveland School

Franklin School

Harding School

Monroe School

Santa Maria-Bonita School District

Adam School

Alvin Avenue School

Arellanes Elementary School

Arellanes Junior High School

Battles School

Bonita School

Bruce School

El Camino Junior High School

Fairlawn School

Liberty School

Miller School

Oakley School

Rice School

Sanchez School

Taylor School

Tunnell School

Santa Maria Joint Union High School District

Santa Maria High School

The purpose of the visits as specified in California Education Code 1240 were:

1. To ensure that students have access to “sufficient” instructional materials in four core subject areas (English language arts, mathematics, history/social science, science).
2. To assess compliance with facilities maintenance to determine the condition of a facility that “poses an emergency or urgent threat to the health or safety of pupils or staff,” and
3. To determine if the school has provided accurate data for the annual school accountability report card related to instructional materials and facilities maintenance.
4. To determine the extent to which pupils who have not passed the California High School Exit Exam (CAHSEE) by the end of grade 12 are informed that they are entitled to receive CAHSEE intensive instruction and services for up to two consecutive years after completion of grade 12 and the extent to which pupils who have elected to receive services are being served.

The law further requires Santa Barbara County Education Office to:

1. Annually monitor and review teacher assignments in decile 1-3 schools;
2. Receive quarterly reports on complaints filed with the school district concerning insufficient instruction materials, teacher vacancies and misassignments, emergency or urgent facilities, and CAHSEE intervention instruction and services issues under the Uniform Complaint Procedure; and
3. Include a review in the areas of use of instructional materials program funds, teacher vacancies and misassignments, and information reported on the school accountability report card.

While the areas enumerated in this paragraph are not mandated to be a part of this report to you, they are being included so that you and the citizens of our communities will have a complete understanding of the environment in which Santa Barbara County schools are functioning.

Before proceeding with the report, let me define some basic terms:

- “Sufficient instructional materials” means every pupil, including English language learners, has a textbook in the four core areas to use in class, after class, and to take home.
- “Facilities standards” means that each school district that received state funding for facilities is required to establish a facilities inspection program and to ensure that each of the schools is maintained in good repair.
- “Good repair” is defined as maintaining schools that are clean, safe, and functional.

The findings related to the six areas evaluated (instructional materials, facilities, school accountability report card, teacher vacancies or assignments, Uniform Complaint Procedures, and CAHSEE intervention and instructional services) are summarized below.

GENERAL INFORMATION

The Santa Barbara County Education Office Williams Evaluation Team completed the visits between September 1 and September 22, 2021. The principals were organized, and, in most cases, the staff and students had been informed about the purpose of the visit. School principals, as well as others (district representatives, assistant principals, custodians, etc.) accompanied the evaluation team on the visit and were eager to share information about their school. Their cooperation made the visitation process more manageable and allowed the team to accomplish the task quickly with little disruption to students in classrooms. A pre and

post briefing was conducted with the principals to review the visitations process, update information, and answer questions.

INSTRUCTIONAL MATERIALS

Twenty-five percent of elementary classrooms (193 of 602) were visited, including at least one class from each grade level and special education, and 20 percent of junior high and high school core courses (216 of 1059). Junior high and high school visits included science labs, health, and world language courses, if applicable.

It was determined that sufficient textbooks and instructional materials have been provided for every pupil, including English language learners, for use in class, after class, and to take home. Textbook inventories were provided and verified as evidence of sufficient materials.

Each district provided a listing of standards-aligned State adopted or board-adopted textbooks in the four core areas, and the evaluation team verified that these are the instructional materials that are being used in each class or course.

SCHOOL FACILITIES

The evaluation of the facilities included classrooms, offices, libraries, labs, auditoriums, gyms and locker rooms, stadiums, storage rooms, cafeterias, all restrooms, grounds, ball fields, tracks, bleachers, storage sheds, mechanical equipment rooms, etc. All facilities were found to be in good repair. At sites where construction projects were in progress, every effort was being made to secure the safety of the students. No Emergency Facilities Needs Projects were identified. In most cases, school custodians are responsible for the daily cleaning and some minor repairs. The district offices take an active role in providing repairs and upkeep in a timely manner.

SCHOOL ACCOUNTABILITY REPORT CARD

School districts are required to include data for these topics in the SARCs:

- Sufficient textbooks – availability of sufficient standards-aligned textbooks and other instruction materials.
- Facilities - Safety, cleanliness, and adequacy of school facilities, including needed maintenance to ensure good repair.
- Teacher Vacancies or Assignments/Misassignmentsi– number of teacher vacancies or misassignments.

All schools provided SARCs to SBCEO. The Evaluation Team verified that the data was accurate.

TEACHER VACANCY OR ASSIGNMENT/MISASSIGNMENT

With the passage of AB 1219, teacher credential monitoring is now completed through the California Statewide Assignment Accountability System (CalSAAS) reporting system.

UNIFORM COMPLAINT PROCEDURES

Uniform Complaint Procedures signs (including notice for complaints related to instructional materials, condition of facilities posing an emergency or urgent threat, teacher vacancies/ misassignments, and CAHSEE intensive instruction and services) were posted in all classrooms visited and it was verified that the complaint forms are available in the school offices.

All Santa Barbara County districts have submitted quarterly reports indicating that there were no unresolved Williams/Valenzuela Legislation complaints.

CAHSEE INTENSIVE INSTRUCTION AND SERVICES

The CAHSEE requirement was suspended by the California Department of Education in 2016 and repealed by Governor Brown, October 2017.

In conclusion, we find the Santa Barbara County schools we evaluated to be in compliance with the Williams/Valenzuela Settlement Legislation. The districts and schools are to be complimented, again, for their cooperation and efforts to comply with and implement these requirements. If you have any questions or wish to discuss this report further, please let me know.

Sincerely,



Bridget Baublits
Assistant Superintendent

BB/bca

Governor Newsom to End the COVID-19 State of Emergency

Published: Oct 17, 2022

California's pandemic response saved tens of thousands of lives, protected the economy, distributed nation-leading financial assistance and built up an unprecedented public health infrastructure

The SMARTER Plan will maintain California's operational preparedness to support communities and quickly respond to outbreaks

SACRAMENTO – Today, Governor Gavin Newsom announced that the COVID-19 State of Emergency will end on February 28, 2023, charting the path to phasing out one of the most effective and necessary tools that California has used to combat COVID-19. This timeline gives the health care system needed flexibility to handle any potential surge that may occur after the holidays in January and February, in addition to providing state and local partners the time needed to prepare for this phaseout and set themselves up for success afterwards.

With hospitalizations and deaths dramatically reduced due to the state's vaccination and public health efforts, California has the tools needed to continue fighting COVID-19 when the State of Emergency terminates at the end of February, including vaccines and boosters, testing, treatments and other mitigation measures like masking and indoor ventilation. As the State of Emergency is phased out, the SMARTER Plan continues to guide California's strategy to best protect people from COVID-19.

SMARTER Plan progress update

"Throughout the pandemic, we've been guided by the science and data – moving quickly and strategically to save lives. The State of Emergency was an effective and necessary tool that we utilized to protect our state, and we wouldn't have gotten to this point without it," said Governor Newsom. "With the operational preparedness that we've built up and the measures that we'll continue to employ moving forward, California is ready to phase out this tool."

To maintain California's COVID-19 laboratory testing and therapeutics treatment capacity, the Newsom Administration will be seeking two statutory changes immediately upon the Legislature's return: 1) The continued ability of nurses to dispense COVID-19 therapeutics; and 2) The continued ability of laboratory workers to solely process COVID-19 tests.

"California's response to the COVID-19 pandemic has prepared us for whatever comes next. As we move into this next phase, the infrastructure and processes we've invested in and built up will provide us the tools to manage any ups and downs in the future," said Secretary of the California Health & Human Services Agency, Dr. Mark Ghaly. "While the threat of this virus is still real, our preparedness and collective work have helped turn this once crisis emergency into a manageable situation."

Throughout the pandemic, Governor Newsom, the Legislature and state agencies have been guided by the science and data to best protect Californians and save lives – with a focus on those facing the greatest social and health inequities – remaining nimble to adapt mitigation efforts along the way as we learned more about COVID-19. The state's efforts to support Californians resulted in:

- Administration of 81 million vaccinations, distribution of a billion units of PPE throughout the state and processing of 186 million tests.
- Allocation of billions of dollars to support hospitals, community organizations, frontline workers, schools and more throughout the pandemic.
- The nation's largest stimulus programs to support people hardest hit by the pandemic – \$18.5 billion for direct payments to Californians, \$8 billion for rent relief, \$10 billion for small business grants and tax relief, \$2.8 billion to help with overdue utility bills, and more.

California's pandemic response efforts have saved tens of thousands of lives, kept people out of the hospital and protected the economy:

- California's death rate is the lowest amongst large states. If California had Texas' death rate, 27,000 more people would have died here. If California had Florida's rate, that figure jumps to approximately 56,000 more deaths.
- In only the first ten months of vaccines being available, a study showed that California's efforts saved 20,000 lives, kept 73,000 people out of the hospital and prevented 1.5 million infections.
- California's actions during the pandemic protected the economy and the state continues to lead the nation in creating jobs and new business starts:
 - "'Lockdown' states like California did better economically than 'looser' states like Florida, new COVID data shows," with **California's economy having contracted less** than such states – economic output shrank 3.5% on average for the U.S., compared with 2.8% for California.
 - Since February 2021, **California has created 1,628,300 new jobs** – over 16% of the nation's jobs, by far more than any other state. By comparison, Texas created 1,133,200 jobs (11.3% of the nation's) and Florida created 787,600 jobs (7.9% of the nation's) in that same timeframe.
 - Since the beginning of 2019, data from the Bureau of Labor Statistics shows that **over 569,000 businesses started in California**, by far more than any other state.

###

Santa Barbara County Board of Education
Santa Barbara County Education Office

Certificated Personnel Report
November 3, 2022

Appointments		Effective Date
Offer of Employment		
Hatfield, Jeanette	Coordinator, ECE Programs and Support	August 29, 2022
Tolnai, Catherine	Director, Digital Learning	October 3, 2022
Separations		Effective Date
Resignations		
Carrillo, Monica	Early Care and Education Associate Teacher	September 30, 2022
Clark, Andrew	School Psychologist – Bilingual	September 8, 2022

Santa Barbara County Board of Education

Classified Personnel Report

November 3, 2022

Appointments

Limited Term/Substitute

Acquafresca, Whitney

September 26, 2022

Paraeducator • Special Education • Various Sites
• Hourly as needed

Aguirre, Julian

October 18, 2022

Student Worker • Partners In Education • Hope
• Hourly as needed

Baez, Melissa

September 19, 2022

Paraeducator • Special Education • Various Sites
• Hourly as needed

Demchak, Stephanie

October 17, 2022

Braille Transcriber • Special Education • North County
• months

Gonzalez, Adelina

September 13, 2022

Paraeducator • Special Education • Various Sites
• Hourly as needed

Gutierrez, Jasmin

October 4, 2022

Paraeducator • Special Education • Various Sites
• Hourly as needed

Holt, Max

October 18, 2022

Paraeducator • Special Education • Various Sites
• Hourly as needed

Hoyos, Silkia

September 20, 2022

Paraeducator • Special Education • Various Sites
• Hourly as needed

Hughes, Morgan

September 20, 2022

Paraeducator • Special Education • Various Sites
• Hourly as needed

Lee, Hannah

October 3, 2022

Student Worker • Partners In Education • Hope
• Hourly as needed

Machado, Michelle

September 30, 2022

Paraeducator • Special Education • Various Sites
• Hourly as needed

Sharma, Anuradha

September 27, 2022

Student Worker • Partners In Education • Various Sites
• Hourly as needed

Velarde, Priscilla

September 21, 2022

Child Care Assistant • Early Care and Education • Various Sites
• Hourly as needed

Probationary

Beltran de Alvarez, Cecilia

October 19, 2022

Vocational Assistant • Special Education • Vocational Services
75% • 10 months

Clark, Dionysius

September 13, 2022

Paraeducator • Special Education • Arthur Hapgood Preschool
67.5% • 10 months

Cortez, Heidi

September 19, 2022

Child Care Services Technician • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Gonzalez, Adelina

September 23, 2022

Paraeducator • Special Education • Zaca Preschool
43.75% • 10 months

Hoyos, Silkia

September 27, 2022

Paraeducator • Special Education • Taylor Preschool
70% • 10 months

Lopez-DelaCruz, Guadalupe

September 29, 2022

Clerical Assistant • Early Care and Education • Early Care and Education - Hope Center
100% • 12 months

Lynch, Ryan

October 10, 2022

School Occupational Therapist • Special Education • School Occupational Therapy Services
100% • 10 months

Patrick, Delaney

October 11, 2022

Communications Specialist • Communications • Communications
100% • 12 months

Rivera, Fabiola

September 19, 2022

Child Care Services Technician • Early Care and Education • Early Care and Education - Santa Maria
100% • 12 months

Rodriguez, Melissa

September 28, 2022

Classified Human Resources Analyst • Human Resources • Classified Human Resources Staff
100% • 12 months

Santos, Martha

September 23, 2022

Paraeducator • Special Education • Central Avenue Preschool
70% • 10 months

Velarde, Priscilla

October 3, 2022

Child Care Assistant • Early Care and Education • Learning Place State Preschool
75% • 10 months

Changes

Anniversary Increase

Acheoual, Nancy

October 1, 2022

Paraeducator • Special Education • Robert Bruce Preschool
70% • 10 months

Aguirre, Ancelmo

October 1, 2022

Paraeducator • Special Education • Cabrillo High School
90.825% • 10 months

Caffery, Lisa	October 1, 2022
Welcome Every Baby (WEB) Nurse • Children and Family Resource Services • Welcome Every Baby 21% • 12 months	
Cahill, Joan	October 1, 2022
Paraeducator • Special Education • Cabrillo High School 81.25% • 10 months	
Carrillo, Heracio	October 1, 2022
Custodian • Internal Services • Operations North 62.5% • 12 months	
Castaneda, Gloria	October 1, 2022
Child Care Assistant • Early Care and Education • Los Alamos State Preschool 50% • 10 months	
Cronin, Diana	October 1, 2022
Health Advocate - Bilingual • Children and Family Resource Services • Health Linkages - North County 100% • 12 months	
Dillon, Ana	October 1, 2022
Accounting Technician, Senior • Internal Services • Accounting 100% • 12 months	
Gonzalez, Bertha	October 1, 2022
Paraeducator • Special Education • Infant Services, Santa Maria 50% • 12 months	
Hunter, Staci	October 1, 2022
Payroll Specialist • School Business Advisory Services • School Business Advisory Services Payroll 100% • 12 months	
Lawton, Rachel	October 1, 2022
Administrative Assistant • Educational Technology Services • Educational Technology Services 100% • 12 months	
Lee, Melissa	October 1, 2022
Accounting Supervisor • Internal Services • Accounting 100% • 12 months	

Lemos, Frank	October 1, 2022
Delivery Specialist II • Internal Services • Operations South 100% • 12 months	
Lopez, Olga	October 1, 2022
Student Information Specialist • Special Education • Special Education Support Staff North 100% • 12 months	
Perkins, Denise	October 1, 2022
Licensed Vocational Nurse • Special Education • Licensed Vocational Nurse South 87.5% • 10 months	
Robles, Violeta	October 1, 2022
Child Care Services Technician • Early Care and Education • Early Care and Education - Santa Maria 100% • 12 months	
Sanchez-Corona, Nancy	October 1, 2022
Child Care Services Technician • Early Care and Education • Early Care and Education - Santa Maria 100% • 12 months	
Valentin Contreras, Jose	October 1, 2022
Teaching Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Community School 87.5% • 10 months	
Walker, Kristen	October 1, 2022
Digital Media Resources Developer • Educational Technology Services • Educational Technology Services 72.5% • 12 months	
Walsh, Heather	October 1, 2022
Computer/Network Technician II • Special Education • Special Education Support Staff, Valley 100% • 12 months	
Weger, Richard	October 1, 2022
Payroll Specialist • School Business Advisory Services • School Business Advisory Services Payroll 100% • 12 months	

Differential - Add

King, Barbara

September 13, 2022

Paraeducator • Special Education • Arellanes Junior High School
87.5% • 10 months
Specialized Health Care

Muniz, Alicia

October 13, 2022

Paraeducator • Special Education • Cuyama Elementary School
81.25% • 10 months
Specialized Health Care

Nuno, Ellen

October 13, 2022

Paraeducator • Special Education • Cuyama High School
81.25% • 10 months
Specialized Health Care

Robles, Esther

August 23, 2022

Paraeducator • Special Education • Arellanes Junior High School
87.5% • 10 months
Specialized Health Care

Santos, Martha

October 13, 2022

Paraeducator • Special Education • Central Avenue Preschool
70% • 10 months
Specialized Health Care

Differential - Remove

Bravo, Christina

October 13, 2022

Paraeducator • Special Education • Los Padres Head Start
35% • 10 months
Specialized Health Care

Hidalgo, Monique

October 13, 2022

Paraeducator • Special Education • Los Padres Head Start
32.5% • 10 months
Specialized Health Care

Increased Time (Voluntary)

Coracero, Antonio

September 9, 2022

Paraeducator • Special Education • Ralph Dunlap School DHOH & Pre-K
75% • 10 months
From .30

Desales, Alexis

October 17, 2022

Manager, Health Linkages Program • Children and Family Resource Services • Health Linkages Administration
100% • 12 months
From .50

Hidalgo, Monique

September 13, 2022

Paraeducator • Special Education • Chapel Head Start
32.5% • 10 months
Added Position #1768

Perkins, Denise

September 20, 2022

Licensed Vocational Nurse • Special Education • Licensed Vocational Nurse South
87.5% • 10 months
From .8125

Probation to Permanent

Garcia , Carlos

October 1, 2022

Child Care Assistant • Early Care and Education • Santa Maria Cal-SAFE
75% • 10 months

Hart, Jordan

October 1, 2022

Educational Interpreter, American Sign Language, Waiver • Special Education • Righetti High School DHOH
54.175% • 10 months

Takeuchi, Sheila

October 1, 2022

Training and Development Assistant • Teacher Induction Program • Teacher Induction Program
100% • 12 months

Valdovinos, Jennifer

October 1, 2022

Office Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Community School
50% • 12 months

Professional Growth

Cadena Jr., Juan

September 1, 2022

Senior Software Engineer • Information Technology Services • Cathedral Oaks
100% • 12 months
Professional Growth x 2

Goksu, Sibel

September 14, 2022

Educational Data Analyst • Curriculum and Instruction • Cathedral Oaks
100% • 12 months
Professional Growth x 3 for a total of 10

Remick, Cory

October 1, 2022

Senior Software Engineer • Information Technology Services • Information Technology Services
100% • 12 months
Professional Growth x 10

Promotion

Kerrutt-Dent, Erin

October 17, 2022

Certificated Human Resources Specialist • Human Resources • Human Resources Staff
100% • 12 months

Separation

Resignation

Gallardo, Jose

November 2, 2022

Paraeducator • Special Education • Arellanes Junior High School
87.5% • 10 months

Hart, Alexander

October 21, 2022

Accounting Assistant • Internal Services • Accounting - Fiscal Services
100% • 12 months

Moody, Catherine

September 30, 2022

Paraeducator • Special Education • Montecito Union School
81.25% • 10 months

Segura-Casillas, Fatima

September 30, 2022

Program Associate • Transitional Youth Services • Transitional Youth
100% • 12 months

Torres, Evelyn

September 22, 2022

Integrated Worker • Special Education • Integrated Special Education North
37.5% • 12 months

Retirement

Cora, Denice

December 30, 2022

Administrator, School Business Advisory Services • School Business Advisory Services • Cathedral Oaks
100% • 12 months

Ridgeway, William

December 30, 2022

Assistant Superintendent, Administrative Services • Administrative Services • Cathedral Oaks
100% • 12 months



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

2022 Board Committee Assignments

- **Organization and Development**

Maggi Daane - Chair

Joe Howell

~~Peter MacDougall~~ Judy Frost

- **Policy**

Bruce Porter - Chair

Marybeth Carty

Judy Frost

- **Budget**

Judy Frost - Chair

Maggi Daane

Michelle de Werd

- **Community Relations**

Michelle de Werd - Chair

Marybeth Carty

Joe Howell

- **Legal**

Joe Howell - Chair

Judy Frost

~~Peter MacDougall~~

- **Salary**

Marybeth Carty - Chair

Maggi Daane

Bruce Porter