

Santa Barbara County Education Office

BOARD BOOK
and AGENDA



May 2021



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
May 6, 2021 – 2:00 p.m.

AGENDA

The Santa Barbara County Board of Education is holding this meeting on Thursday, May 6, 2021, as a virtual meeting due to the COVID-19 pandemic. Governor Newsom's Executive Order N-29-20 allows local or state legislative bodies to hold public meetings via teleconference and to make meetings accessible electronically.

How to Connect to the Virtual Meeting

You can connect to the meeting online via Zoom or you can call-in on the phone.

Click [here](#) to join the Zoom webinar. Passcode, if needed: BG3kN5.

If you do not have online access, you can call (669) 900-6833 to listen to the meeting. When prompted, enter the webinar ID: 860 0669 1241, and passcode: 817433.

Public Comment Procedure

For General Public Comments

Persons wishing to address the board are requested to complete a "Request to Address Board" form, available online [here](#), by 1:00 p.m. the day of the board meeting. During the time for public comment specified on the agenda, the board will acknowledge requests to speak on agenda items as well as topics not on the agenda, but within the subject matter jurisdiction of the board. The board will call out the speaker's name at which time the speaker may unmute and make their comments. The total amount of time for public comments will be 15 minutes. The amount of time an individual speaker may speak 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.

For Thoreau Community School Public Comments

Persons wishing to address the board during the public hearing on Thoreau Community School are requested to do so in one of the following ways:

1. Email your comments in advance to afreedland@sbceo.org by 10:00 a.m. on May 5, 2021 (the day before the board meeting). Public comments received via email will be compiled, presented to the board members for review prior to the board meeting

(they will not be read aloud during the public hearing), and noted in the minutes for the meeting.

OR

2. Speak live during the virtual board meeting by first completing a “Request to Address Board – Public Hearing” form, available online [here](#), by 10:00 a.m. on May 5, 2021 (the day before the board meeting). Then, during the time for the public hearing specified on the agenda, the board will acknowledge requests to speak by calling out the speaker’s name at which time the speaker may unmute and make their comments.

Interpretation

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

Assistance with Meeting

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

GENERAL FUNCTIONS

1. Call to Order and Pledge of Allegiance

2. Student Performance

Special performance of the National Anthem by Larry Gaitan, a sophomore at Lompoc High School, accompanied by 2016 Santa Barbara Bowl Performing Arts Teacher of the Year Sarah Barthel on piano.

3. Roll Call

4. Changes to the Agenda

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

5. President and Board Comments

6. Public Comments

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

RECOGNITIONS

7. Teacher of the Year Announcement

[Time Approximate: 2:20 p.m.]

8. Allan Hancock College Centennial Recognition and Resolution

[Time Approximate: 2:50 p.m.]

(Attachment)

Recognition of Allan Hancock College’s centennial, with President Dr. Kevin Walthers and members of the Allan Hancock College Board of Education. The superintendent recommends adoption of Resolution No. 2105 congratulating the Allan Hancock College Board of Education on the college’s centennial.

[Roll Call Vote:]

MOVED:

SECONDED:

VOTE:

PUBLIC HEARING

9. Public Hearing on Thoreau Community School Charter School Appeal

[Time Approximate: 3:00 p.m.]

Public hearing on the appeal of the Thoreau Community School charter school petition.

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.

10. Minutes of Meeting Held April 1, 2021

(Attachment)

11. Registration of Credentials and Other Certification Documents: Issuance of Temporary County Certificates
(Attachment)

The superintendent recommends approval of the registration of credentials and other certification documents registered in the Santa Barbara County Education Office from March 7, 2021 to April 6, 2021, and the issuance of temporary county certificates for that same time period.

12. Recommended Approval for Acceptance of Donations
(Attachment)

The superintendent recommends approval for acceptance of donations on the attached donations list for the following department:

- Teacher Programs and Support

13. Recommended Approval for Declaration of Surplus
(Attachment)

The superintendent recommends approval for declaration of surplus on the attached surplus list for the following departments:

- Child Development
- Curriculum and Instruction
- Information Technology Services
- Teacher Induction Program

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

ACTION ITEMS

14. Recommended Adoption of Resolution Regarding Board Member Excused Absence
(Attachment)

The superintendent recommends adoption of Resolution No. 2106 excusing the absence of board member Judith Frost at today's board meeting due to illness, an acceptable hardship, and granting remuneration, per board policy 1004.

[Roll Call Vote:]

MOVED:

SECONDED:

VOTE:

15. Recommended Adoption of Resolution Proclaiming Teacher Appreciation Week, National School Nurse Day, and Classified School Employee Week (Attachment)

The superintendent recommends adoption of Resolution No. 2107 designating May 3-7, 2021 as Teacher Appreciation Week, the 12th of May as National School Nurse Day, and the third full week of May as Classified School Employee Week in Santa Barbara County.

[Roll Call Vote:]

MOVED:

SECONDED:

VOTE:

16. Recommended Adoption of the Expanded Learning Opportunities (ELO) Grant Plan (Attachment)

The superintendent recommends adoption of the Expanded Learning Opportunities (ELO) Grant Plan.

MOVED:

SECONDED:

VOTE:

17. Board Policies, Second Reading and Adoption (Attachment)

The following board policy is being presented for second reading and adoption. First reading took place at the April board meeting.

- BP 6015 (Revised) Appeals from District Decisions Regarding Charter Schools

MOVED:

SECONDED:

VOTE:

INFORMATION ITEMS

18. Personnel Report (Attachment)

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

SUPERINTENDENT'S REPORT

19. The superintendent will give a brief report.

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

- Distance learning options 2021-22
- COVID-19 relief one-time funding
- Youth mental wellness – Santa Barbara County

ADJOURNMENT

20. Adjournment to the next regular meeting to be held Thursday, June 3, 2021 at 2:00 p.m.

MOVED:

SECONDED:

VOTE:

Recognitions



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. 2105 Allan Hancock College Centennial

WHEREAS, Allan Hancock College has served as a critical contributor of accessible higher education to the community since its establishment as Santa Maria Junior College in 1920; and,

WHEREAS, Allan Hancock College has dedicated itself to opening doors to students from Northern Santa Barbara County and beyond who otherwise might not have the opportunity to attend college; and,

WHEREAS, Allan Hancock College is committed to providing equitable access to programs, activities, services, and employment opportunities to all without regard to national origin, ethnicity, ability, sexual orientation, gender identity, or religion; and,

WHEREAS, Allan Hancock College established the Hancock Promise program in 2018, ensuring every high school graduate in the district receives their first year of college tuition-free, regardless of background; and,

WHEREAS, since its inaugural cohort in 2018, the Hancock Promise has served more than 4,000 students who will join the ranks of Hancock alumni who have launched successful careers, become valuable community leaders, and embodied the college's slogan of "Start here. Go anywhere."; and,

WHEREAS, on May 22, 2021, Allan Hancock College will celebrate 100 years of serving the community and its significance for individuals and families, local business, and regional industries that rely on the quality and affordable education that has been offered since 1920;

THEREFORE, BE IT RESOLVED, that we, the Santa Barbara County Board of Education, hereby offer congratulations to Allan Hancock College – the premier college of Northern Santa Barbara County – for 100 years of dedication to providing quality higher education and commitment to 'changing the odds' for students in our community.

PASSED AND ADOPTED this 6th day of May, 2021, at a regular meeting of the Santa Barbara County Board of Education by the following vote:

Ayes:
Noes:
Absent:
Abstain:

Maggi Daane, President
Santa Barbara County Board of Education

Dr. Susan Salcido, Clerk/Secretary
Santa Barbara County Board of Education

Consent Agenda



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
April 1, 2021 – 2:00 p.m.

MINUTES

The Santa Barbara County Board of Education held this meeting on Thursday, April 1, 2021, as a virtual meeting due to the COVID-19 pandemic. Governor Newsom's Executive Order N-29-20 allows local or state legislative bodies to hold public meetings via teleconference and to make meetings accessible electronically.

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 2:00 p.m. by Board President Maggi Daane, followed by the Pledge of Allegiance.

2. Roll Call

Board Members Present

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

Board Members Absent

Judith Frost

Staff Members Present

Susan Salcido, Superintendent

Craig Price, Legal Counsel
Lauren Rode, Legal Counsel
Anna Freedland, Executive Assistant

Elizabeth Adams	Alondra Broeffle	Debra Hood	Magaly Vazquez
Mari Baptista	Valerie Cantella	Bill Ridgeway	Rene Wheeler
Ellen Barger	Luz Diaz	Fatima Segura	
Bridget Baublits	Kirsten Escobedo	Erika Terrazas	

Others Present

Kip Glazer, Principal, San Marcos High School
Allison Turkish
Barbara Uzin, Student, San Marcos High School

3. Changes to the Agenda

None.

4. President and Board Comments

President Daane commented briefly about this morning's Santa Barbara County School Boards Association meeting. She congratulated Craig Price who was being recognized at the 2021 Hope Awards put on by the Santa Barbara Education Foundation.

Michelle de Werd shared briefly about the Masters in Governance course that occurred last weekend.

5. Public Comments

The following member of the public addressed the County Board of Education via email:

- Greg Wolf

The emailed public comment was read aloud during the board meeting by President Daane.

RECOGNITIONS AND PRESENTATIONS

6. Special Recognition

The board and the superintendent recognized San Marcos High School senior Barbara Uzin for her participation in the Job-Readiness and Internship Program through Partners in Education.

7. Presentation on the Transitional Youth Services Program

Program Manager Elizabeth Adams provided a presentation to the board on Transitional Youth Services for foster youth and students experiencing homelessness.

ACTION ITEMS

8. Minutes of Meeting Held March 4, 2021

The minutes of the meeting held on March 4, 2021 were approved.

MOVED: **Dr. MacDougall** SECONDED: **Mrs. Carty** VOTE: **Passed 6-0**

9. Registration of Credentials and Other Certification Documents: Issuance of Temporary County Certificates

The board approved the registration of credentials and other certification documents registered in the Santa Barbara County Education Office from February 7, 2021 to March 6, 2021, and the issuance of temporary county certificates for that same time period.

MOVED: **Mr. Howell** SECONDED: **Dr. MacDougall** VOTE: **Passed 6-0**

10. 2021-22 Central Office Calendar

The board approved the Central Office Calendar for 2021-22.

MOVED: **Dr. MacDougall** SECONDED: **Mrs. Carty** VOTE: **Passed 6-0**

11. Recommended Approval for Declaration of Surplus

The board approved the declaration of surplus for the following department:

- Communications

MOVED: **Dr. MacDougall** SECONDED: **Mr. Howell** VOTE: **Passed 6-0**

12. Recommended Approval of Rules and Regulations Governing the Purchase of School Supplies and Equipment

The board approved the 2021-22 Rules and Regulations Governing the Purchase of Standard School Supplies and Equipment by School Districts, per Education Code 38110.

MOVED: **Mrs. de Werd** SECONDED: **Mrs. Carty** VOTE: **Passed 6-0**

INFORMATION ITEMS

13. Personnel Report

The classified personnel report was presented as an information item.

14. Williams/Valenzuela Uniform Complaints Quarterly Report

The Williams/Valenzuela Uniform Complaints Quarterly Report for Juvenile Court and Community Schools, College and Career Readiness, and Special Education indicating no complaints filed for the period of December 16, 2020 through March 15, 2021, was presented as an information item.

15. Overview and Discussion of the Process for Charter School Petition Appeals

Assistant Superintendent of Educational Services Bridget Baublits provided an overview on the process for charter school petition appeals, including the board's role and authority, staff review, and timeline.

16. Board Policies, First Reading

The following board policy was presented for first reading. Second reading and adoption will be recommended at the May board meeting.

- BP 6015 (Revised) Charter Schools

SUPERINTENDENT'S REPORT

17. The superintendent reported on the following topics:

- School reopening and vaccine for education staff – Dr. Salcido reported that 16 out of 20 school districts and all public charter schools had reopened, and two more school districts would reopen soon. She stated that schools were considering changes to their schedules given the March 20th guidance from the California Department of Public Health (CDPH) that changed physical distancing requirements in classrooms from 6 feet to 3 feet. She noted that the change did not apply to adults at school, only to children. Related to the vaccine, Dr. Salcido stated that some questions remain about student vaccines, additional rounds of vaccines, and staff/student testing.
- Commencements 2021 – The superintendent shared that the March 26th CDPH guidance for commencements recommended the following: commencements be held outdoors, households could attend together but must remain 6 feet apart from other households, and fixed or marked seating. The guidance also addressed masks, diplomas, performances,

entrances/exits, and refreshments.

- AB 86: In-Person Instruction Grant and Extended Learning Opportunity Grant – The superintendent shared some examples of allowable uses of the grant monies.
- California Department of Education state assessment waiver application to the U.S. Department of Education – Dr. Salcido asked Ellen Barger, Assistant Superintendent of Curriculum and Instruction, to comment on this topic. Ms. Barger reported that the State Board of Education (SBE) approved a plan for assessments for 2020-21, which included allowing local educational agencies to use the most viable option for assessment in their local context, including Smarter Balanced Summative Assessments and California Alternative Assessments for English Language Arts and mathematics, or other diagnostic, benchmark, or interim assessments (locally chosen). The plan also stated that no science test was required. The California Department of Education submitted the SBE-approved plan to the U.S. Department of Education, which has not yet approved it. Ms. Barger also reviewed requirements and considerations of local assessments.

ADJOURNMENT

- 18. Adjournment to the next regular meeting to be held Thursday, May 6, 2021 at 2:00 p.m.**

The meeting was adjourned at 3:52 p.m. to the next regular meeting to be held May 6, 2021 at 2:00 p.m.

MOVED: Mrs. Carty

SECONDED: Mr. Porter

VOTE: Passed 6-0

Maggi Daane, 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
March 7, 2021 - April 6, 2021**

<u>Name</u>		<u>Type of Credential / Permit</u>
Expiration Date: 2021		
Chelsea	Delgado	30-Day Substitute Teaching Permit
Heidi	Diaz	30-Day Substitute Teaching Permit
Lauren	Hoffman	Crosscultural, Language and Academic Development Permit
Celi	Ribet	Short-Term Staff Permit
Jessica	Sterling	Short-Term Staff Permit
Jeannette	Todd	General Education Limited Assignment Multiple Subject Permit
Expiration Date: 2022		
Jeffrey	Bailey	Single Subject Teaching Credential
Shannon	Bettencourt	30-Day Substitute Teaching Permit
Diana	Blanchard	30-Day Substitute Teaching Permit
Tracy	Bower	30-Day Substitute Teaching Permit
Alicia	Branam	30-Day Substitute Teaching Permit
Donald	Bumanglag	30-Day Substitute Teaching Permit
Robyn	Caplan	30-Day Substitute Teaching Permit
Phlyiss	Cohen	30-Day Substitute Teaching Permit
Christy	Davidow	30-Day Substitute Teaching Permit
Timothy	Doyle	30-Day Substitute Teaching Permit
Deedra	Dutra	30-Day Substitute Teaching Permit
Christopher	Folsom	30-Day Substitute Teaching Permit
Kirsten	Garberg	30-Day Substitute Teaching Permit
Deedra	Garcia	30-Day Substitute Teaching Permit
Leslie	Garcia	30-Day Substitute Teaching Permit
Cristina	Gonzalez Calderon	30-Day Substitute Teaching Permit
Abigail	Guillen	30-Day Substitute Teaching Permit
Haley	Hamman	30-Day Substitute Teaching Permit
Susan	Harris	30-Day Substitute Teaching Permit
Julianne	Hastings	30-Day Substitute Teaching Permit
Audra	Henson	Teaching Permit for Statutory Leave
Kelly	Jackson	30-Day Substitute Teaching Permit
Virginia	Johnstone	30-Day Substitute Teaching Permit
Patricia	Jorgensen	Administrative Services Credential
Patricia	Jorgensen	Multiple Subject Teaching Credential
Iwris	Kelly	30-Day Substitute Teaching Permit
Claire	Landino	30-Day Substitute Teaching Permit
Jaelynnne	Lay	30-Day Substitute Teaching Permit
Holly	Lohuis	30-Day Substitute Teaching Permit
Sean	Mageean	30-Day Substitute Teaching Permit
Monica	Martinez-Martinez	30-Day Substitute Teaching Permit
Cesar	Mena	30-Day Substitute Teaching Permit
Kurt	Millet	30-Day Substitute Teaching Permit
Mariah	Morales	30-Day Substitute Teaching Permit
Tess	Moran	30-Day Substitute Teaching Permit
Catherine	Muro	30-Day Substitute Teaching Permit
Fred	Nadis	30-Day Substitute Teaching Permit
Blaga	Nichols	30-Day Substitute Teaching Permit
Kathryn	Noble	30-Day Substitute Teaching Permit

Matthew	O'Hanlon	30-Day Substitute Teaching Permit
Michelle	Oliver	30-Day Substitute Teaching Permit
Michele	Pittenger	30-Day Substitute Teaching Permit
Mario	Rodriguez	Administrative Services Credential
Mario	Rodriguez	Single Subject Teaching Credential
Deedra	Rojas	30-Day Substitute Teaching Permit
Paloma	Rosales	Teaching Permit for Statutory Leave
Jeffrey	Salsbury	30-Day Substitute Teaching Permit
C Chapman	Sanders	30-Day Substitute Teaching Permit
Adrienne	Schell	30-Day Substitute Teaching Permit
Susanne	Schenck	30-Day Substitute Teaching Permit
John	Shade	30-Day Substitute Teaching Permit
Teisha	Sturman	30-Day Substitute Teaching Permit
Emily	Thakar	30-Day Substitute Teaching Permit
Kyle	Tripp	30-Day Substitute Teaching Permit
Patricia	Vanderlaan	30-Day Substitute Teaching Permit
Miette	Walton	Substitute Teaching Permit for Prospective Teachers
Lesley	Whiteley	30-Day Substitute Teaching Permit
Carol	Wiseblood	30-Day Substitute Teaching Permit
Avery	Wood	30-Day Substitute Teaching Permit

Expiration Date: 2023

Katherine	Bartz	Multiple Subject Teaching Credential
Shannon	Montanes	Single Subject Teaching Credential

Expiration Date: 2024

Shea	Peinado	Career Technical Education Teaching Credential
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Expiration Date: 2025

Kelley	Adam	Single Subject Teaching Credential
Michael	Barker	Multiple Subject Teaching Credential
Alexandra	Cruz	Multiple Subject Teaching Credential
Audra	Dabney	Multiple Subject Teaching Credential
Miranda	Jaimes	Multiple Subject Teaching Credential
Kate	Lambert	Single Subject Teaching Credential
Xiaoyan	Orozco	Pupil Personnel Services Credential
Courtne	Ries	Single Subject Teaching Credential

Expiration Date: 2026

Mary	Adams	Multiple Subject Teaching Credential
Eric	Albright	Single Subject Teaching Credential
Marvin	Atkins	Administrative Services Credential
Marvin	Atkins	Single Subject Teaching Credential
Rebecca	Atkinson	Multiple Subject Teaching Credential
Patricia	Barba	Multiple Subject Teaching Credential
Kimberly	Baron	Multiple Subject Teaching Credential
Donna	Barranco	Child Development Program Director Permit
Gloria	Barrientos	Child Development Master Teacher Permit
Olin	Bausback	Single Subject Teaching Credential
Bijou	Beltran	Administrative Services Credential
Bijou	Beltran	Multiple Subject Teaching Credential

Bridget	Berg	Multiple Subject Teaching Credential
Alise	Brown	Multiple Subject Teaching Credential
Hector	Campos	Administrative Services Credential
Hector	Campos	Multiple Subject Teaching Credential
Heather	Clinton	School Nurse Services Credential
Jenna	Corliss	Single Subject Teaching Credential
Gerardo	Cornejo	Administrative Services Credential
Gerardo	Cornejo	Single Subject Teaching Credential
Adeana	Cramer	Multiple Subject Teaching Credential
Audra	Dabney	Child Development Site Supervisor Permit
Mariela	De Santiago	Education Specialist Instruction Credential
Christy	Decker	Multiple Subject Teaching Credential
William	Farrell	Single Subject Teaching Credential
Tanis	Ferrari	Multiple Subject Teaching Credential
Thrisha	Francia	Child Development Site Supervisor Permit
Dawn	Fredrickson	Multiple Subject Teaching Credential
Dawn	Fredrickson	Specialist Instruction Credential in Special Education
Francine	Fridrich	Multiple Subject Teaching Credential
Maribel	Garcia	Multiple Subject Teaching Credential
Scott	Gelotti	Single Subject Teaching Credential
Jennifer	Gill	Multiple Subject Teaching Credential
Jennifer	Gill	Specialist Instruction Credential (Reading)
William	Gonzales	Single Subject Teaching Credential
Jesse	Grimm	Education Specialist Instruction Credential
Olivia	Happel	Single Subject Teaching Credential
Sandy	Hille	Child Development Site Supervisor Permit
Randy	Hohimer	Education Specialist Instruction Credential
Rebecca	Ingrahm	Career Technical Education Teaching Credential
Kevin	Jauregui	Single Subject Teaching Credential
Robert	Jimenez	Multiple Subject Teaching Credential
Erica	Johnson	Administrative Services Credential
Sharon	Kaklamanos	Multiple Subject Teaching Credential
Melanie	Kopf	Multiple Subject Teaching Credential
Melanie	Kopf	Education Specialist Instruction Credential
Brian	Koster	Education Specialist Instruction Credential
Laurie	Ladd	Single Subject Teaching Credential
Danielle	Lageman	Pupil Personnel Services Credential
Philip	Levien	Single Subject Teaching Credential
Linda	Limon-Stafford	Multiple Subject Teaching Credential
Lovenneea	Marchetti	Multiple Subject Teaching Credential
Carmelita	Martin Del Campo	Single Subject Teaching Credential
Jamie	Mathews	Single Subject Teaching Credential
Jamie	Mathews	Multiple Subject Teaching Credential
Nicole	McMillen	Education Specialist Instruction Credential
Linnea	Meister	Single Subject Teaching Credential
David	Mendoza	Multiple Subject Teaching Credential
Ellen	Middleton	Multiple Subject Teaching Credential
Patricia	Mitchell	Multiple Subject Teaching Credential
Christopher	Mollkoy	Career Technical Education Teaching Credential
Lisa	Moore	Administrative Services Credential
Lisa	Moore	Single Subject Teaching Credential
Monica	Morgan	Multiple Subject Teaching Credential
Rebecca	Morrison	Multiple Subject Teaching Credential
Annette	Muse	Child Development Site Supervisor Permit
Carole	Nevarez	Administrative Services Credential
Carole	Nevarez	Multiple Subject Teaching Credential
Amanda	Ochs	Multiple Subject Teaching Credential
Xiaoyan	Orozco	Single Subject Teaching Credential
Lilian	Ortega-Reyes	Child Development Teacher Permit

Pamela	Pano	Child Development Teacher Permit
Meghan	Parsons-Field	Single Subject Teaching Credential
Shelise	Paulson	Single Subject Teaching Credential
Francine	Pelka	Multiple Subject Teaching Credential
Deborah	Pentland	School Nurse Services Credential
Lindsey	Pierce	Multiple Subject Teaching Credential
Lindsey	Pierce	Education Specialist Instruction Credential
Anna	Pilhoefer	Single Subject Teaching Credential
Stefanie	Poland	Multiple Subject Teaching Credential
Ricardo	Ponce	Multiple Subject Teaching Credential
Jennifer	Powers	Single Subject Teaching Credential
Courtney	Preston	Single Subject Teaching Credential
Cynthia	Quaid	Single Subject Teaching Credential
Rebecca	Ranney	Multiple Subject Teaching Credential
Joseph	Reiken	Administrative Services Credential
Joseph	Reiken	Single Subject Teaching Credential
Sara	Richardson	Single Subject Teaching Credential
Maria	Rodriguez	Child Development Site Supervisor Permit
Shelli	Rohr	Multiple Subject Teaching Credential
Ruby	Root	Multiple Subject Teaching Credential
Corie	Ross	Education Specialist Instruction Credential
Nora	Salguero	Child Development Site Supervisor Permit
Mecaela	Salinas	Multiple Subject Teaching Credential
Sasha	Santos	Multiple Subject Teaching Credential
Emiy	Shaeer	Multiple Subject Teaching Credential
Theresa	Shelley	Multiple Subject Teaching Credential
Susan	Snyder	Pupil Personnel Services Credential
Yvette	Soriano	Multiple Subject Teaching Credential
Richard	Sorich	Single Subject Teaching Credential
Priya	Talwar	Single Subject Teaching Credential
Jennifer	Thies	Multiple Subject Teaching Credential
Katherine	Thompson-Guthrie	Multiple Subject Teaching Credential
Alison	Throop	Multiple Subject Teaching Credential
Jacqueline	Tretyak	Single Subject Teaching Credential
Lew	Trigueiro	Multiple Subject Teaching Credential
Victor	Velazquez	Administrative Services Credential
Victor	Velazquez	Multiple Subject Teaching Credential
Stephanie	Venezia	Multiple Subject Teaching Credential
Kristy	Villegas	Pupil Personnel Services Credential
Amber	Walz	Pupil Personnel Services Credential
Patrice	Warwick	Multiple Subject Teaching Credential
Sheri	White	Multiple Subject Teaching Credential
Tamera	Williams	Multiple Subject Teaching Credential
Lynda	Zahn	Multiple Subject Teaching Credential
Veronica	Zavala	Multiple Subject Teaching Credential

Expiration Date: 2027

Mary Beth Mc Lain Single Subject Teaching Credential

Certificates of Competence

Hector Campos Bilingual, Crosscultural, Language and Academic Devel Certificate
 Rebecca Ranney Crosscultural, Language and Academic Development Certificate

Name

Type of Credential / Permit

Temporary County Certificates

Samantha	Aragon	Teaching Permit for Statutory Leave
Erik	Benitez-Foster	Administrative Services Credential
Kristy	Bluem	Multiple Subject Teaching Credential
Tanya	Cannon	Single Subject Teaching Credential
John	Keogh	General Education Limited Assignment Single Subject Permit
Olivia	Martinez	Teaching Permit for Statutory Leave
Olivia	Morales	Teaching Permit for Statutory Leave
Edwin	Roque	Special Education Limited Assignment Teaching Permit
Catherine	Vengel	Crosscultural, Language and Academic Development Permit
Peter	Ybarra	Teaching Permit for Statutory Leave
Omar	Yunes	Single Subject Teaching Credential



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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education
Recommended Approval for Acceptance of Donations
May 6, 2021

Teacher Programs & Support

Teachers Network Grants

- \$1,000 from Santa Ynez Valley Foundation
- \$5,000 from Southern California Edison
- \$5,000 from Deckers Outdoor Corporation
- \$6,200 from QAD



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Susan C. Salcido, Superintendent of Schools

**Santa Barbara County Board of Education
Recommended Approval for Declaration of Surplus
May 6, 2021**

Child Development

- SB 19754 COMPUTER, Dell, OptiPlex 3010
- SB 12490 PRINTER, HP, LaserJet 4050 TN
- SB 15727 COMPUTER, Dell, OptiPlex GX280 P4
- SB 19816 LAPTOP, HPI, 350 GT
- SB 19072 COMPUTER, Dell, OptiPlex 360
- SB 17860 COMPUTER, Dell, OptiPlex 380
- SB 14474 COMPUTER, Dell, OptiPlex GX270
- SB 13817 COMPUTER, Premio, P3 866 MHz
- SB 19373 COMPUTER, DELL, OptiPlex

Curriculum & Instruction

- SB 19747 LAPTOP, Apple, MacBook Pro

Information Technology Services

- SB 17041 SERVER, Dell, PowerEdge 2950

Teacher Induction Program

- SB 19764 COMPUTER, Apple, iMac
- SB 17638 LAPTOP, Apple, MacBook Pro
- SB 16254 Laptop, Apple, MacBook

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

Action Items



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Resolution No. 2106 Board Member Excused Absence

WHEREAS, Board Member Mrs. Judith Frost is unable to attend the May 6, 2021, regular meeting of the County Board of Education because she is dealing with an illness within her immediate family; and

WHEREAS, section 1090 of the Education Code authorizes the County Board of Education to determine certain issues related to compensation of board members, and authorizes the County Board of Education to allow an absent board member to be compensated if the absence is due to a hardship deemed to be acceptable by the Board; and

WHEREAS, Board Policy 1004 allows an absent board members to be paid for up to two meetings in a fiscal year when the Board, by resolution, finds that they were absent because of illness.

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

1. Mrs. Judith Frost's absence is due to a hardship deemed acceptable by the Board;
2. Mrs. Judith Frost remains eligible to be compensated for service on the County Board of Education for the month of May 2021.

PASSED AND ADOPTED by the Santa Barbara County Board of Education on **May 6, 2021** 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



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Susan C. Salcido, Superintendent of Schools

Resolution No. 2107

Teacher Appreciation Week, May 3-7, 2021

National School Nurse Day, May 12, 2021

Classified School Employee Week, May 16-22, 2021

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, all students have a right to have their physical and mental health needs safely met while in a school environment; and

WHEREAS, with the COVID-19 pandemic, students and school employees face unprecedented, complex, life-impacting conditions requiring the utmost care in school; and

WHEREAS, the pandemic has emphasized the essential role educators, classified staff, and school nurses play in student health and academic success; and

WHEREAS, the Santa Barbara County Board of Education and the Santa Barbara County Superintendent of Schools recognize and appreciate the contributions of teachers, classified employees, and school nurses in providing quality education services and support for the schools in Santa Barbara County,

BE IT HEREBY RESOLVED, that the Santa Barbara County Board of Education and the Santa Barbara County Superintendent of Schools recognize Teacher Appreciation Week, May 3-7, 2021, National School Nurse Day, May 12, 2021, and Classified School Employee Week, May 16-22, 2021; and

BE IT FURTHER RESOLVED, that we celebrate and commend the significant efforts of all schools in supporting students and staff particularly during this 2020-21 school year.

PASSED AND ADOPTED, by the Santa Barbara County Board of Education on May 6, 2021, by the following vote:

Ayes:
Noes:
Absent:
Abstain:

Dr. Susan Salcido, Clerk/Secretary
Santa Barbara County Board of Education

Expanded Learning Opportunities Grant Plan

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

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

<p>The Santa Barbara County Education Office (SBCEO) met with or surveyed various stakeholder groups to gather information on how to best implement the funds received through the Expanded Learning Opportunities Grant (ELO).</p> <p>Parents:</p> <p>A survey was sent to all parents the week of March 15, 2021 requesting input. Parents were also invited to share input during Parent/Teacher Conferences the week of March 8 - 12, 2021. Parent feedback indicated that students would benefit from more in-person instruction to help support students who experienced learning loss during the pandemic. Additional feedback indicated that students would benefit from having additional mental health supports and services.</p> <p>Parents of students in SBCEO's regional special day class programs provided input to their children's IEP teams informally throughout the year, and formally during annual, triennial and requested review IEP team meetings. A survey was sent to parents the week of April 19, 2021.</p> <p>Teachers, school staff and probation:</p> <p>Teachers, school staff and probation engaged in multiple conversations and brainstorming sessions to identify which of the seven supplemental and support strategies would be best to implement to meet the needs of our students. The Juvenile Court and Community Schools (JCCS) staff discussed ideas during weekly staff meetings.</p>
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Brainstorming sessions were held during weekly staff meetings at each of the three school sites and with the Leadership Team:

- FitzGerald met on March 31, 2021 and April 14, 2021
- Los Robles met on April 5 & 12, 2021
- Dos Puertas met on April 6 & 13, 2021
- JCCS Leadership Team met on April 16, 2021

The staff identified the need to provide additional academic supports to students during the school day, the need for additional professional development opportunities, and the need to provide summer school sessions at the community school. At FitzGerald Community School staff identified the need for additional mental support for students who are homeless since the impact from the pandemic disproportionately affected this population. Our counselor shared that parents reported an increase in student drug use.

Teachers of our regional special day class programs were surveyed on April 8, 2021.

Based on feedback from stakeholder groups five of the seven supplemental instruction and support strategies were identified as needs for our at-promise students.

A description of how students will be identified and the needs of students will be assessed.

The JCCS program serves at-promise students who are wards of the courts; expelled or have been referred to the community school as a pre-expulsion intervention. With such a high need student population, all students in JCCS are in need of additional assistance and support. Our student demographics show that the majority of our students fit into one or more subgroups.

- English Learners – 30.77%
- Special Education - 17.95%
- Limited English Proficient (LIP [EL + Selected RFEP]) - 66.67%
- Socio-Economically Disadvantaged - 94.87%
- Homeless - 20%
- Foster - 2.86%

Students will be assessed upon entry in reading and math, then will be assessed again at the end of each trimester as long as at least one month has passed since enrollment. Formative assessments will be given on an on-going basis. This information along with student transcripts will be used to create an Individual Learning Plan (ILP). Students' ILP will identify if summer school, intervention, and/or credit recovery is needed.

Our summer school and before school program will target students who are low-income, English learners and are in need of credit recovery and/or academic skill building.

SBCEO's regional special day class programs serve students with significant disabilities. Additional support for these students will be determined on an individual basis by the students' IEP teams. These additional supports will target students' needs as outlined in their IEP goals in the areas of specialized academic instruction, speech and language, and other related services.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

SBCEO student programs implemented Parent Square in 2020-21 as our communication platform. Since subscribing to this service we have increased the information we provide to parents on a regular basis and have doubled the amount of feedback we receive from our parents. To inform parents of the additional instructional opportunities available at our schools, we will create a flyer in English and Spanish and post it in Parent Square.

Our community school is relatively small with up to 40 students enrolled. The majority of students who attend are dropped off and picked up by their parents. Therefore, school staff have frequent opportunities to engage in conversations with our parents. We will use these opportunities to have an open dialogue with our parents and to provide them a flyer describing the expanded learning opportunities we are offering. For those parents who we are not able to speak with in-person we will make a personal call home to inform them of the expanded learning opportunities offered. Additionally, for students who are on probation we will call their probation officer to make them aware of expanded learning opportunities. Finally, we will post the flyer in our school office, classrooms, and distribute to students to take home to share with their parents.

For our court schools we will work with our probation partners to schedule additional time before and/or afterschool for expanded learning opportunities. We will also post information on ParentSquare in English and Spanish to inform our families of the expanded learning opportunities being offered to their student.

A description of the LEA's plan to provide supplemental instruction and support.

Our JCCS program utilizes a Multi-Tiered System of Support (MTSS) for students. Due to the fact that we serve a high needs population we focus on creating a positive school environment to engage all students in their education. Universal supplemental instruction and supports are offered to all of our at-risk students. Based on the unique needs of students, targeted supports are only offered to some students. For example, all students participate in group counseling (universal support), individual counseling (targeted support) is provided to students who have been identified through the MTSS process. A few students receive more intensive supports as determined through the MTSS process. The expanded learning opportunities will be offered to students based on assessed needs identified through the MTSS framework.

Based on stakeholder input SBCEO decided to utilize the ELO grant funds to provide five of the seven identified supplemental instruction and support strategies to students.

1. Extending instructional learning time:

a. SBCEO will offer a four-week summer school session at the community school in the summer of 2021 and summer of 2022 to middle and high school students that have been identified for targeted intervention support. The four-week summer school session will provide students with one-on-one tutoring and small group support to accelerate progress, provide credit recovery, and English and math intervention.

2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports:

- a. Teaching Assistants in the court schools will be re-hired to support one-on-one tutoring and small group instruction for students identified as needing targeted intervention support. Individual students will be provided intensive support based on their assessed need.
- b. Special education staff will provide compensatory time to special education students in accordance with their IEPs, to address loss of skills due to the pandemic. This need will be determined on an individual basis by the students' IEP teams.
- c. Supplemental instructional materials will be purchased to bolster student academic proficiency in English language arts and mathematics.
- d. JCCS teaching staff will be provided professional learning and coaching to assist in closing learning gaps in mathematics and English language development.

3. Integrated student supports to address other barriers to learning:

a. JCCS contracts with The Council on Alcohol and Drug Abuse (CADA) to provide a Youth Support Specialist (YSS) who will facilitate group sessions with all students attending FitzGerald Community School. Targeted students will also participate in individual sessions. In addition, the

YSS involves the parents to ensure that needs are being addressed.

b. Snacks and meals will be provided to all students attending the community school's four-week summer school sessions.

c. Evening or Saturday meetings with families of students with IEPs, provided by teachers to collaborate and train families on assistive technology devices and hearing assistive technology devices and supports. The purpose of these meetings is to increase student application of skills

across multiple settings and create a bridge between home and school.

d. Special education staff will be provided professional learning on Google Suite (Docs, Sheets, Forms, and Slides). The training will cover an orientation to the tools, essential and practical uses in educational environments, and differentiated opportunities for introductory to advanced skills practice and application to accommodate broad user background knowledge. Exploration of each tool will be explicitly integrated into Google Classroom.

4. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve student's college eligibility:

a. Students in need of credit recovery will be placed on a special schedule or enrolled in an on-line curriculum program as determined by their Individual Learning Plan (ILP) created upon enrollment.

b. Students who are struggling during the school day and in danger of failing will be placed in zero period before school or homework help after school.

5. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs:

a. All staff will receive professional learning in Trauma Informed Practices to better support students' social-emotional health and well-being. Many of our students have experienced social-emotional trauma during the pandemic and as a result are exhibiting behavioral needs in and

outside of the classroom. Providing professional learning in Trauma Informed Practices to staff will better equip them to appropriately respond to the social-emotional needs of our at-risk students.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$76,802	
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$280,398	
Integrated student supports to address other barriers to learning	\$24,900	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	0	
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$18,480	
Additional academic services for students	0	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$10,000	
Total Funds to implement the Strategies	\$410,580	

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

SBCEO did not receive any federal Elementary and Secondary School Emergency Relief (ESSER or ESSER II) funds, therefore this question is not applicable to our LEA.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGGrants@cde.ca.gov or lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the

supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year 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 the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, 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 student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, 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 student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

PROVISIONS RELATING TO STUDENTS

BOARD POLICY – APPEALS FROM DISTRICT DECISIONS REGARDING CHARTER SCHOOLS

BP 6015

Introduction

The County Board subscribes to the belief that properly established and operated charter schools, which are staffed by dedicated teachers and experienced educators, are an integral part of our educational system.

Petitions to establish charter schools coming before the Board are reviewed pursuant to the requirements contained in the Charter Schools Act of 1992 (Education Code 47600 et. seq.), Title 5, California Code of Regulations, and relevant policies and regulations of the County Education Office. Once established, charter schools are likewise operated under and subject to these same laws, regulations and policies.

It is the policy of the Board to always adhere to the governing provisions of state law as respects the establishment and operation of charter schools. This policy is intended to implement state law, and to provide petitioners, staff, school districts and the public with a description of the process and way the Board will address charter school appeal petitions. In the event of any conflicts with state law, the provisions of the Education Code and Title 5, California Code of Regulations shall apply.

The County Board shall consider any appeal of a decision made by the governing board of a school district within the County Board's jurisdiction to deny a petition for the establishment of a charter school, deny the renewal of a charter, or revoke a charter that was originally authorized by the district, provided that the request for the appeal meets the requirements described below. (Education Code 47605, 47607; 5 CCR 11967)

Appeal of District Denial of Charter Authorization or Renewal

If the governing board of a school district denies a petition for the establishment or renewal of a charter school, the petitioners may submit an appeal to the County Board within 30 calendar days of the denial. Any petition submitted to the County Board after this time may be denied. (Education Code 47605)

A petition to the County Board to establish or renew a charter school that has been denied by a school district governing board shall be submitted in the format as prescribed by the County Board/County Superintendent of Schools (see Charter School Handbook for instructions), and shall include: (Education Code 47605; 5 CCR 11966.5, 11967)

1. A complete copy of the charter petition as denied, including, but not limited to, the signatures required by Education Code 47605 and the identification of the proposed site(s) where the charter school will operate
2. Evidence of the school district governing board's action to deny the petition, such as meeting minutes
3. Any written factual findings from the school district governing board setting forth specific facts to support the grounds for denial
4. A signed certification stating that the petitioner(s) will comply with all applicable law
5. A description of any changes to the petition necessary to reflect the County Board as the chartering entity

If the petition submitted on appeal contains new or different material terms, the County Board shall immediately remand the petition to the governing board of the school district for reconsideration. If the governing board of the school district denies a petition after reconsideration, the petitioner may elect to resubmit the petition for the establishment of a charter school to the County Board. (Education Code 47605)

Upon receipt of a petition and before the petition is officially submitted, the County Superintendent or designee shall verify that all required content has been received in the correct format. A petition will not be considered officially received until all required content in the correct format is received. Once verified, the County Superintendent or designee shall date the official receipt of the petition.

Within 60 days of the receipt of the petition, the County Board shall hold a public hearing to review documentation and obtain public input.

In considering the charter petition, the County Board is not limited to a review based solely on the reasons for denial stated by school district. The County Board shall review and approve or deny a petition based on the criteria specified in Education Code 47605. (Education Code 47605; 5 CCR 11967)

The Board shall deny a petition only if the Board makes written factual findings setting forth specific facts to support one or more of the following findings:

1. The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

3. The petition does not contain the number of signatures required by the Education Code 47605(a).
4. The petition does not contain an affirmation of each of the conditions set forth in Education Code 47605(e).
5. The petition does not contain reasonably comprehensive descriptions of all the information required by Education Code 47605(c)(5)(A)-(O).
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the factors discussed in the Education Code 47605(c)(7)(A)-(B).
8. The school district is not positioned to absorb the financial impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 42131 and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Education Code Section 42131, has a negative interim certification pursuant to Section 42131, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

Following review of the petition and the public hearing, the County Board shall either grant or deny the charter within 90 days of receipt of the petition, or within 120 days if the petitioner and County Board agree to the extension. (Education Code 47605)

A charter school authorized by the County Board on appeal shall be subject to the same requirements concerning geographic location to which it would otherwise be subject if it received approval from the school district to which it originally submitted its petition. (Education Code 47605, 47605.1)

A charter school authorized by the County Board on an appeal shall operate under the provisions of its charter, relevant policies and regulations adopted by the County Board, any memorandum of understanding (MOU) between the County Board and the charter school, and applicable state and federal laws. The County Board may approve one or more MOUs with the charter school to clarify the financial and operational arrangements, such as how and when the charter school will establish governing bylaws, policies, and procedures or implement additional requirements that the County Board considers necessary for the sound operation of a charter school. Any such MOU may, at the option of the County Board, be annually reviewed by the County Board and the charter school governing body and be amended as necessary.

Any charter petition appealed to and denied by the County Board may be submitted to the State Board of Education (SBE) within 30 days of the denial. Upon request by the petitioner, the County Board shall prepare a documentary record, including transcripts of the public hearing at which the petition was denied, no later than 10 business days of the request. Within 30 days of receipt of the appeal submitted to SBE, the County Board may submit a written opposition and supporting documentation or evidence that was considered by the County Board in reviewing and denying the petition. (Education Code 47605)

Appeal of District Charter School Revocations

If a school district governing board revokes the charter of the charter school it authorized, the charter school may appeal the revocation by delivering a written Notice of Appeal to the County Board within 30 days the district's final decision. (Education Code 47607; 5 CCR 11968.5.4)

The Notice of Appeal shall include all the following: (5 CCR 11968.5.4)

1. A copy of the district's Notice of Violation, Notice of Intent to Revoke, and the Final Decision, unless the school district did not provide them to the charter school as required pursuant to 5 CCR 11968.5.2
2. Evidence of the final vote of the school district governing board, if available
3. All evidence relied upon by the school district in determining whether substantial evidence existed that the charter school failed to remedy one or more violations identified in the Notice(s) of Violation
4. All evidence and correspondence submitted by the charter school's governing body in response to the school district's Notice of Violation and Notice of Intent to Revoke

5. Minutes of any public meeting at which the school district governing board considered or made its decision to revoke the charter, if available
6. A written statement from the charter school explaining why it does not believe that the school district's factual findings are supported by substantial evidence
7. Identification of any procedural omissions or errors the charter school alleges to have occurred in the revocation process

The County Board shall consider the following when determining whether school district's factual findings are supported by substantial evidence: (5 CCR 11968.5.4)

1. Whether the district provided the charter school a Notice of Violation and a reasonable opportunity to remedy the identified violation(s)
2. If the charter school submitted a response to the Notice of Violation, whether the charter school complied with the procedures set forth for that response
3. Whether the district provided the charter school a Notice of Intent to Revoke, a public hearing, and Final Decision
4. Whether the school district provided the charter school a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety, if applicable
5. Whether an alleged procedural deficiency negatively impacted the charter school's ability to refute or remedy the alleged violation(s) or the school district's ability to comply with its procedural obligations or authorizing duties

The County Board shall provide the California Department of Education and the school district a copy of its written decision within 10 calendar days of its action. (5 CCR 11968.5.4)

The County Board may reverse the district's decision if it determines the district's findings are not supported by substantial evidence. If the district's decision is reversed on appeal, the district shall continue to be regarded as the chartering authority. The school district may appeal the reversal to SBE. (Education Code 47607)

If the County Board does not issue a decision within 90 days of receiving the Notice of Appeal, or if the County Board upholds the district's decision to revoke the charter, the charter school may appeal to SBE. (Education Code 47607)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

33054 Waivers

47600-47616.7 Charter Schools Act of 1992, as amended

60600-60649 Assessment of academic achievement, including:

60605 Academic content and performance standards; assessments

60640-60649 Assessment of academic achievement

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act

54950-54963 The Ralph M. Brown Act

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools

UNITED STATES CODE, TITLE 20

7223-7225 Charter schools

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.78 Accountability

ATTORNEY GENERAL OPINIONS

80 Ops.Cal.Atty.Gen. 52 (1997)

78 Ops.Cal.Atty.Gen. 297 (1995)

Management Resources:

CSBA PUBLICATIONS

Charter Schools: A Guide for Governance Teams, 2016

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov/sp/cs>

Education Commission of the States: <http://www.ecs.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education: <http://www.ed.gov>

ADOPTED BY COUNTY BOARD: September 7, 2006

REVISED: December 2, 2010

Information Items

Santa Barbara County Board of Education
Santa Barbara County Education Office

Certificated Personnel Report
May 6, 2021

Appointments		Effective Date
Offer of Employment		
Kelemen, Eve	School Psychologist	July 1, 2021
Separation		Effective Date
Resignation		
Bautista, Cassandra	Director, Leadership and Program Support	June 30, 2021
Retirement		
Geiger, Deborah	Director, Special Education	June 30, 2021
Neal, Charles	School Psychologist	June 30, 2021
Rosenberry, Lynn	Coordinator, Teacher Induction Program	June 30, 2021

Santa Barbara County Board of Education

Classified Personnel Report

May 6, 2021

Appointments

Limited Term/Substitute

Hernandez, Nece March 27, 2021
Child Care Assistant • Child Development • Various Sites
• Hourly as needed

Probationary

Jimenez, Elizabeth March 29, 2021
Health Advocate - Bilingual • Children and Family Resource Services • Health Linkages Lompoc
50% • 12 months

Changes

Anniversary Increase

Barcos, Lydia April 1, 2021
Accounting Technician • School Business Advisory Services • School Business Advisory Services
50% • 12 months

Bezie, Maria April 1, 2021
Clerical Assistant • Child Development • Child Development - Hope Center
100% • 12 months

Bluem, Denice April 1, 2021
Educational Interpreter, ASL, Certified • Special Education • Ralph Dunlap School DHOH & Pre-K
75% • 10 months

Consolascio, Sherry April 1, 2021
Food Service Worker • Child Development • Santa Maria Cal-SAFE
100% • 10 months

Davis-Orr, Patricia April 1, 2021
Paraprofessional • Special Education • Montecito Union School
78.75% • 10 months

Davis, Eli	April 1, 2021
Inventory Specialist • Special Education • Special Education Accounting 100% • 12 months	
Earle, Rosangel	April 1, 2021
Paraprofessional • Special Education • Speech/Language Services, Lompoc 75% • 10 months	
Gadler Bell, Marilee	April 1, 2021
School Occupational Therapist • Special Education • School Occupational Therapy Services 100% • 12 months	
Gonzalez, Esther	April 1, 2021
Paraprofessional • Special Education • Speech/Language Services, Dunlap 75% • 10 months	
Gonzalez, James	April 1, 2021
Paraprofessional • Special Education • Manzanita Charter School 81.25% • 10 months	
Hernandez, Vivian	April 1, 2021
Office Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Community School 50% • 10 months	
Howard, Diane	April 1, 2021
Clerical Assistant • Child Development • Child Development - Hope Center 100% • 12 months	
Hulsizer, Samantha	April 1, 2021
Paraprofessional • Special Education • Montecito Union School 81.25% • 10 months	
Lemos, Lisa	April 1, 2021
Paraprofessional • Special Education • Alice Shaw Elementary 77.5% • 10 months	

Macias, Diana	April 1, 2021
Student Information Specialist • Special Education • Special Education Support Staff, Santa Barbara 100% • 12 months	
Maquinalez, Jodi	April 1, 2021
Paraprofessional • Special Education • Orientation and Mobility Specialist 75% • 10 months	
Marble, Margaret	April 1, 2021
Paraprofessional • Special Education • Montecito Union School 81.25% • 10 months	
Martinez, Veronica	April 1, 2021
Paraprofessional • Special Education • Speech/Language Services, McClelland 75% • 10 months	
McDaniel, Aaron	April 1, 2021
Educational Interpreter, ASL, Certified • Special Education • Ernest Righetti High School DHOH 81.25% • 10 months	
Medina, Lydia	April 1, 2021
Child Care Assistant • Child Development • Learning Place State Preschool 75% • 10 months	
Moreno Covarrubias, Blanca	April 1, 2021
Paraprofessional • Special Education • Cold Spring School 81.25% • 10 months	
Muhr, Joan	April 1, 2021
Office Assistant • Information Technology Services • Information Technology Services 30% • 12 months	
Niz, Ruth	April 1, 2021
Office Assistant • Special Education • Special Education Support Staff, Lompoc 100% • 11 months	

Park, Heather	April 1, 2021
Paraprofessional • Special Education • Vision Services 75% • 10 months	
Ramirez, Norma	April 1, 2021
Paraprofessional • Special Education • Montecito Union School 81.25% • 10 months	
Remick, Cory	April 1, 2021
Senior Software Engineer • Information Technology Services • Information Technology Services 100% • 12 months	
Rodriguez, Brenda	April 1, 2021
Paraprofessional • Special Education • Buena Vista Headstart 37.5% • 10 months	
Rodriguez, Isabel	April 1, 2021
Paraprofessional • Special Education • Manzanita Charter School 81.25% • 10 months	
Rubio-Macias, Juana	April 1, 2021
Teaching Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School 87.5% • 12 months	
Sanchez De Diaz, Luz	April 1, 2021
Program Associate • Transitional Youth Services • Transitional Youth 100% • 12 months	
Santizo, Marissa	April 1, 2021
Paraprofessional • Special Education • Hollister School Elementary 81.25% • 10 months	
Sautot, Jenifer	April 1, 2021
Paraprofessional • Special Education • Cold Spring School 81.25% • 10 months	

Segura-Casillas, Fatima Program Associate • Transitional Youth Services • Transitional Youth 100% • 12 months	April 1, 2021
Sprague, Lynette Paraprofessional • Special Education • Hollister School Elementary 81.25% • 10 months	April 1, 2021
Tapia, Ana Paraprofessional • Special Education • Speech/Language Services, Valley/Lompoc 75% • 10 months	April 1, 2021
Teran, Ruby Paraprofessional • Special Education • Olga Reed Elementary 77.5% • 10 months	April 1, 2021
Valadez, Patricia Accounting Technician, Senior • Internal Services • Accounting 100% • 12 months	April 1, 2021
Velazquez, Ricardo Paraprofessional • Special Education • Infant Services, Santa Maria 50% • 12 months	April 1, 2021
Watson, Clarissa Paraprofessional • Special Education • Los Robles High School 68.75% • 12 months	April 1, 2021
Wells, Brittany Child Care Assistant • Child Development • Santa Maria Cal-SAFE 100% • 10 months	April 1, 2021
Wheeler, William Computer/Network Technician, Information Technology Services • ITS • Network/Microcomputer Support 100% • 12 months	April 1, 2021

Wold, Kristen April 1, 2021
Paraprofessional • Special Education • Montecito Union School
81.25% • 10 months

Differential - Add

Carpio, Andrew April 12, 2021
Paraprofessional • Special Education • Orcutt Academy H.S.Preschool
67.5% • 10 months
Specialized Health Care

Teran, Ruby February 22, 2021
Paraprofessional • Special Education • Olga Reed Elementary
77.5% • 10 months
Specialized Health Care

Williams, Shirley February 22, 2021
Paraprofessional • Special Education • Olga Reed Elementary
77.5% • 10 months
Specialized Health Care

Increased Time (Voluntary)

Jimenez, Elizabeth April 19, 2021
Health Advocate - Bilingual • Children and Family Resource Services • Health Linkages Lompoc
100% • 12 months
From .50 to 1.0

Promotion

Tapia, Ana April 19, 2021
Health Advocate - Bilingual • Children and Family Resource Services • Health Linkages Administration
100% • 10 months

Separation

Resignation

Bhatti, Kavnit June 30, 2021
Manager, Health Linkages Program • Children and Family Resource Services • Health Linkages South
93.25% • 12 months

Retirement

Davis-Orr, Patricia

June 4, 2021

Paraprofessional • Special Education • Montecito Union School
78.75% • 10 months

Janicek, Karen

August 31, 2021

Accounting Technician • Child Development • Child Development - Hope Center
100% • 12 months