

Santa Barbara County Education Office

BOARD BOOK and AGENDA



June 2021



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
June 3, 2021 – 2:00 p.m.

AGENDA

The Santa Barbara County Board of Education is holding this meeting on Thursday, June 3, 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: 3cz5eF.

If you do not have online access, you can call (669) 900-6833 to listen to the meeting. When prompted, enter the webinar ID: 879 9147 5346, and passcode: 542931.

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 the Public Hearings

Persons wishing to address the board during the public hearing on the Local Control and Accountability Plan (LCAP) or the public hearing on the County School Service Fund Budget are requested to do so in one of the following ways:

1. Email your comments in advance to afreedland@sbceo.org by 1:00 p.m. the day of 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 \(LCAP\)](#) and [here \(Budget\)](#), by 1:00 p.m. the day of the board meeting. 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.

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. **Roll Call**
3. **Changes to the Agenda**

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

4. **President and Board Comments**
5. **Public Comments**

The 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.

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.

6. **Minutes of Meeting Held May 6, 2021**
(Attachment)
7. **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 April 7, 2021 to May 6, 2021, and the issuance of temporary county certificates for that same time period.

8. **Declaration of Surplus**
(Attachment)

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

- Center for Community Education
- Curriculum & Instruction
- Information Technology Services

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

PRESENTATION

9. **Presentation on the Santa Barbara County Education Office 2021-24 Local Control and Accountability Plan (LCAP)**

Assistant Superintendent of Educational Services Bridget Baublits will provide a presentation to the board on the Santa Barbara County Education Office 2021-24 Local Control and Accountability Plan (LCAP), including the Budget Overview for Parents.

PUBLIC HEARING

10. **Public Hearing on the Santa Barbara County Education Office 2021-24 Local Control and Accountability Plan (LCAP), including the Budget**

Overview for Parents

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

The Education Code requires that a public hearing be held prior to the adoption of the 2021-24 Local Control and Accountability Plan (LCAP).

PRESENTATION

11. Presentation on 2021-22 County School Service Fund Budget

Assistant Superintendent of Administrative Services Bill Ridgeway will provide a presentation to the board on the 2021-22 County School Service Fund Budget.

PUBLIC HEARING

12. Public Hearing on the 2021-22 County School Service Fund Budget

[Time Approximate: 2:40 p.m.]

The Education Code requires that a public hearing be held prior to the adoption of the new County School Service Fund Budget.

ACTION ITEMS

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

The superintendent recommends adoption of Resolution No. 2108 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:

14. Recommended Approval of the Santa Barbara County Plan for Expelled Youth 2021-24 (Attachment)

The superintendent recommends approval of the Santa Barbara County Plan for Expelled Youth for 2021-24.

MOVED:

SECONDED:

VOTE:

15. Recommended Approval of the 2019-20 Forest Reserve Fund Apportionment (Attachment)

The superintendent recommends approval of the 2019-20 apportionment from the United States Forest Reserve Fund for school districts and the County Education Office adjacent to or lying within the United States Forest Reserve (Los Padres National Forest).

MOVED:

SECONDED:

VOTE:

16. Recommended Approval of the Use of 2021-22 Proposition 30 Education Protection Account (EPA) Revenues
(Attachment)

The superintendent recommends approval of the 2021-22 Proposition 30 Education Protection Account (EPA) Revenues to be used for existing Dos Puertas Juvenile Court School certificated salaries and benefits.

MOVED:

SECONDED:

VOTE:

INFORMATION ITEMS

17. Personnel Report
(Attachment)

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

SUPERINTENDENT'S REPORT

18. The superintendent will give a brief report.

ADJOURNMENT

19. Adjournment to the special meeting to be held Thursday, June 10, 2021, at 10:00 a.m.

Note: The July 1 meeting will most likely be held in person at the Santa Barbara County Education Office.

MOVED:

SECONDED:

VOTE:

Consent Agenda



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

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

MINUTES

The Santa Barbara County Board of Education held 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.

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 2:04 p.m. by Board President Maggi Daane, followed by the Pledge of Allegiance.

2. Student Performance

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

3. 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
Anna Freedland, executive assistant

Mari Baptista	Valerie Cantella	Bill Ridgeway
Ellen Barger	Kirsten Escobedo	Rene Wheeler
Bridget Baublits	Steve Keithley	

Others Present

Sarah Barthel, teacher, Lompoc High School
Elizabeth Blair, Thoreau Community School
Alisyn Blanton, teacher, Miguelito Elementary School
Tom Blanton, board member, Lompoc Unified School District
Marianne D'Emidio-Caston, Thoreau Community School
Larry Gaitan, student, Lompoc High School
Jon Hooten, executive director, Allan Hancock College Foundation
Suzanne Levy, board member, Allan Hancock College
Trevor McDonald, superintendent, Lompoc Unified School District
Greg Pensa, board member, Allan Hancock College
Becky Sausker, principal, Miguelito Elementary School
Steve Straight, board member, Lompoc Unified School District
Allison Turkish, Thoreau Community School
Bree Valla, assistant superintendent, Lompoc Unified School District
Kevin Walthers, superintendent/president, Allan Hancock College
Members of the public
Members of the media

4. Changes to the Agenda

None.

5. President and Board Comments

President Daane congratulated Craig Price, legal counsel, who was recognized at the 2021 Hope Awards put on by the Santa Barbara Education Foundation. She also shared that the July board meeting would potentially be held in person. Mrs. Daane explained the consent agenda since it was a new section on the agenda. Lastly, she shared that Allan Hancock College would celebrate its centennial via a virtual celebration on May 22.

Michelle de Werd shared that she and a few fellow board members were recent graduates of the Masters in Governance program. She thanked the superintendent and executive assistant for introducing her to the program.

Marybeth Carty congratulated Craig Price and the graduates of the Masters in Governance program.

Joe Howell congratulated Craig Price. He thanked the superintendent and executive assistant for their preparation for today's board meeting.

Bruce Porter requested the following agenda items for future board meetings:

- Information item on homelessness and students throughout the county, including SBCEO students.
- Information/discussion item, with potential action, about a board member potentially having a seat on the County of Santa Barbara's Elected Leaders Forum to Address Homelessness.

6. Public Comments

None.

RECOGNITIONS

7. Teacher of the Year Announcement

The superintendent announced the 2022 Santa Barbara County Teacher of the Year, Alisyn Blanton, a 5th grade teacher at Miguelito Elementary School in the Lompoc Unified School District. Dr. Salcido presented Mrs. Blanton with a plaque and honorarium on behalf of the board.

8. Allan Hancock College Centennial Recognition and Resolution

The board adopted Resolution No. 2105 recognizing Allan Hancock College's centennial and congratulating the Allan Hancock College Board of Education.

Ayes: 6	Noes: 0	Absent: 1	Abstain: 0
MOVED: Dr. MacDougall	SECONDED: Mr. Howell	VOTE: Passed 6-0-1-0	

PUBLIC HEARING

9. Public Hearing on Thoreau Community School Charter School Appeal

The public hearing was opened at 2:56 p.m. regarding the appeal of the Thoreau Community School charter school petition. The board heard comments from representatives of the Thoreau Community School and members of the public. The public hearing was closed at 3:36 p.m.

At the request of President Daane, legal counsel briefly reviewed the components of the next board meeting, which would include a board decision on the appeal of the Thoreau Community School charter school petition.

CONSENT AGENDA

10. Minutes of Meeting Held April 1, 2021

The minutes of the meeting held on April 1, 2021 were approved.

11. 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 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

The board approved the acceptance of donations for the following department:

- Teacher Programs and Support

13. Recommended Approval for Declaration of Surplus

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

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

Motion to approve all consent items:

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

ACTION ITEMS

14. Recommended Adoption of Resolution Regarding Board Member Excused Absence

The board adopted 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.

Ayes: 6 Noes: 0 Absent: 1 Abstain: 0
MOVED: Mrs. Carty SECONDED: Mrs. de Werd VOTE: Passed 6-0-1-0

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

The board adopted 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.

Ayes: 6 Noes: 0 Absent: 1 Abstain: 0
MOVED: Mrs. de Werd SECONDED: Mr. Howell VOTE: Passed 6-0-1-0

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

The board adopted the Expanded Learning Opportunities (ELO) Grant Plan.

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

17. Board Policies, Second Reading and Adoption

The following board policy was presented for second reading and adoption. First reading was held at the April board meeting. The board approved the board policy.

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

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

INFORMATION ITEMS

18. Personnel Report

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

SUPERINTENDENT'S REPORT

19. The superintendent reported on the following topics:

- Vaccine update – Dr. Salcido reported that the Centers for Disease Control and the California Department of Public Health (CDPH) issued guidance for fully vaccinated people around face coverings that was intended for the general public; however, schools must follow CDPH

guidance specifically for schools which required face coverings be worn. She reported that people age 16 and older were eligible to receive a COVID-19 vaccine, with parental consent. The vaccine was not yet approved for children ages 12-15. The superintendent shared that SBCEO was collecting the number of students in that age range from local educational agencies (LEA) for the Santa Barbara County Public Health Department. Dr. Salcido shared that transportation to vaccine appointments was available via the website MyTurn.ca.gov.

- Distance learning for 2021-22 – The superintendent shared that the governor and the legislature were considering distance learning as an option for the 2021-22 school year. She stated that more information was expected with the governor's May budget revision.
- COVID-19 relief one-time funding – Dr. Salcido stated that there were a number of one-time funds available to schools and districts for COVID-19 relief. She shared that the California County Superintendents Educational Services Association (CCSESA) created a workgroup to support LEAs to understand the different funding sources, how to use them, the timelines, etc. Multiple county offices of education participated in the workgroup, including SBCEO's Assistant Superintendent of Curriculum and Instruction Ellen Barger.
- Youth mental wellness – Santa Barbara County – The superintendent reminded the board that SBCEO had received a mental health grant in 2020. The goal of the grant was to hire personnel to support mental health in schools and to provide early intervention and crisis response activities, by providing direct services, making referrals to services, and coordinating mental health training, and education. Dr. Salcido reported that four "navigators"/health advocates and one clinician had been hired. She shared that program manager interviews would take place within the next month. She stated that the agreement between SBCEO and the Santa Barbara County Department of Behavioral Wellness was being reviewed by County Counsel.
- Celebrations and recognitions – Dr. Salcido shared that a number of SBCEO staff members were recognized with SELPA Star Awards for their work in special education, including Kirsten Escobedo, assistant superintendent of special education; Rachel Garcia Audet; Paloma Guerrero; Paul Hokedo; and Laura Ishikawa. She also announced the upcoming 2021 Education Celebration on May 27. She thanked Steve Keithley, director of Teacher Programs and Support, and Anne Flores, administrative assistant, for their work planning the event, under the leadership of Ellen Barger, assistant superintendent of curriculum and instruction.

ADJOURNMENT

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

The meeting was adjourned at 4:20 p.m. to the next regular meeting to be held June 3, 2021 at 2:00 p.m.

MOVED: **Mr. Howell**

SECONDED: **Dr. MacDougall** 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
April 7, 2021 - May 6, 2021**

<u>Name</u>		<u>Type of Credential/Permit</u>
Expiration Date: 2021		
Nicole	Black	Short-Term Staff Permit
York	Shingle	Single Subject Teaching Credential

Expiration Date: 2022

Thomas	Aguilar	30-Day Substitute Teaching Permit
Jose	Alvarez	30-Day Substitute Teaching Permit
Gladys	Arambula	30-Day Substitute Teaching Permit
Albert	Arguijo	30-Day Substitute Teaching Permit
Joseph	Bailey	30-Day Substitute Teaching Permit
Jeremy	Baker	30-Day Substitute Teaching Permit
Kirstin	Boeken	30-Day Substitute Teaching Permit
Jacob	Brown	30-Day Substitute Teaching Permit
Brooke	Butler	30-Day Substitute Teaching Permit
Candace	Cheney	30-Day Substitute Teaching Permit
Bridget	Clancy	30-Day Substitute Teaching Permit
Caitlyn	Cline	30-Day Substitute Teaching Permit
Kristiana	Cushing	30-Day Substitute Teaching Permit
Michele	Dario	30-Day Substitute Teaching Permit
Luke	Gonzalez	30-Day Substitute Teaching Permit
Robert	Goodrow	30-Day Substitute Teaching Permit
Jennifer	Graham	30-Day Substitute Teaching Permit
James	Green	30-Day Substitute Teaching Permit
Rory	Haueter	30-Day Substitute Teaching Permit
Carlos	Herrera	30-Day Substitute Teaching Permit
Joy	Hoover	30-Day Substitute Teaching Permit
Taylor	Kelley	30-Day Substitute Teaching Permit
Amie	Kelly-Wilkinson	30-Day Substitute Teaching Permit
Jeong Gyu	Lee	30-Day Substitute Teaching Permit
David	Letinsky	30-Day Substitute Teaching Permit
Lise	Main	30-Day Substitute Teaching Permit
Ziyad	Marcus	30-Day Substitute Teaching Permit
Mason	Mathews	30-Day Substitute Teaching Permit
Tandeka	McCann	30-Day Substitute Teaching Permit
Jonathan	Medina Vazquez	30-Day Substitute Teaching Permit
Kelly	O'Connell	30-Day Substitute Teaching Permit
Perla	Prado-Barboza	30-Day Substitute Teaching Permit
Susana	Ramirez	30-Day Substitute Teaching Permit
Erica	Rivera	30-Day Substitute Teaching Permit
Leonard	Rodriguez	30-Day Substitute Teaching Permit

Anne	Rycroft	30-Day Substitute Teaching Permit
Regina	Sabens	30-Day Substitute Teaching Permit
Christian	Serrato Ruiz	30-Day Substitute Teaching Permit
David	Simon	30-Day Substitute Teaching Permit
Alexandra	Sims	30-Day Substitute Teaching Permit
Shannon	Smith	30-Day Substitute Teaching Permit
Haley	Snyder	30-Day Substitute Teaching Permit
Natalia	Tolentino	30-Day Substitute Teaching Permit
Jonathan	Vazquez	30-Day Substitute Teaching Permit
Tina	Wall	Administrative Services Credential
Brigitte	Wright	30-Day Substitute Teaching Permit
Christopher	Yee	30-Day Substitute Teaching Permit

Expiration Date: 2023

Usha	Atterbury	Single Subject Teaching Credential
David	Bleecker	Multiple Subject Teaching Credential
Robert	Fergus	Single Subject Teaching Credential
Brigitte	Haley	Administrative Services Credential
Taylor	Jordan	Single Subject Teaching Credential
Mark	Leufkens	Career Technical Education Teaching Credential
Maria	Prado Rosales	Multiple Subject Teaching Credential
Eriberto	Torres	Career Technical Education Teaching Credential

Expiration Date: 2024

Clarence	Banks	Multiple Subject Teaching Credential
Viviana	Corsa	Multiple Subject Teaching Credential
Viviana	Corsa	Education Specialist Instruction Credential
Veronica	Gallardo	Specialist Instruction Credential (Reading)
Jennifer	Johnson	Single Subject Teaching Credential
Aaron	Martin	Multiple Subject Teaching Credential

Expiration Date: 2025

Charles	Allen	Single Subject Teaching Credential
David	Bleecker	Education Specialist Instruction Credential
Kayleen	Evans	Education Specialist Instruction Credential
Stacy	Hall	Child Development Site Supervisor Permit
Dalila	Hernandez	Multiple Subject Teaching Credential
Aaron	Martin	Education Specialist Instruction Credential
Monica	Rojas	Education Specialist Instruction Credential
Kylie	Snyder	Multiple Subject Teaching Credential

Expiration Date: 2026

Sheila	Abshere	Multiple Subject Teaching Credential
Carolina	Allen	Pupil Personnel Services Credential
Susan	Allen	Standard Elementary Teaching Credential
Samantha	Almaguer	Multiple Subject Teaching Credential
Melinda	Amaral	Multiple Subject Teaching Credential
Kimberly	Armstrong	Single Subject Teaching Credential
Sarah	Barthel	Career Technical Education Teaching Credential
Sarah	Barthel	Single Subject Teaching Credential
Genevieve	Beaird	Administrative Services Credential
Genevieve	Beaird	Multiple Subject Teaching Credential
Amargiete	Bell	Child Development Site Supervisor Permit
John	Berry	Administrative Services Credential
John	Berry	Single Subject Teaching Credential
Julie	Bolton	Administrative Services Credential
Julie	Bolton	Multiple Subject Teaching Credential
Lani	Bruer	School Nurse Services Credential
Katrine	Bryan	Single Subject Teaching Credential
Dawn	Burch	Multiple Subject Teaching Credential
Elaine	Campo	Single Subject Teaching Credential
Emmanuel	Campuzano	Multiple Subject Teaching Credential
Jairo	Cardenas	Pupil Personnel Services Credential
Sarah	Castellanos	Multiple Subject Teaching Credential
Cassandra	Cathcart	Single Subject Teaching Credential
Maria	Cervantes	Child Development Site Supervisor Permit
Lindsey	Clarno	Single Subject Teaching Credential
Veronica	Corona	Multiple Subject Teaching Credential
Sonya	Cross	Multiple Subject Teaching Credential
Emily	Cutrell	Single Subject Teaching Credential
James	Davis	Multiple Subject Teaching Credential
Mollie	Davis	Single Subject Teaching Credential
Morgan	Davis	Pupil Personnel Services Credential
Barnaby	Dillon	Single Subject Teaching Credential
Hilary	Dimitruk	Multiple Subject Teaching Credential
Dorotea	Dubois	Administrative Services Credential
Dorotea	Dubois	Multiple Subject Teaching Credential
Timothy	Eymann	Single Subject Teaching Credential
Shari	Farrington	Multiple Subject Teaching Credential
Ana	Flores	Child Development Site Supervisor Permit
Marna	Ford	Multiple Subject Teaching Credential
Grant	Fredericks	Multiple Subject Teaching Credential
Danielle	Freed	Child Development Teacher Permit
Omar	Garza	Single Subject Teaching Credential
Brittany	Golbek	Multiple Subject Teaching Credential
Jennifer	Gonzalez	Multiple Subject Teaching Credential
Jean	Gradias	Multiple Subject Teaching Credential
Maureen	Granger	Single Subject Teaching Credential
Christopher	Greeley	Single Subject Teaching Credential
Brian	Grimnes	Administrative Services Credential
Brian	Grimnes	Single Subject Teaching Credential

Kristy	Guerrero	Multiple Subject Teaching Credential
Jacqueline	Hammer	Multiple Subject Teaching Credential
Erin	Hansen	Single Subject Teaching Credential
Tarah	Herning	Multiple Subject Teaching Credential
Laura	Herrera	Multiple Subject Teaching Credential
Jason	Holladay	Multiple Subject Teaching Credential
Jason	Holladay	Education Specialist Instruction Credential
Norma	Hornsby	Multiple Subject Teaching Credential
Ellen	Hunt	Education Specialist Instruction Credential
Cassandra	Joyner	Single Subject Teaching Credential
Kristin	Katz	Pupil Personnel Services Credential
Kristal	Keinert	Single Subject Teaching Credential
Alexis	Kissel	Single Subject Teaching Credential
Linda	Kucera	Multiple Subject Teaching Credential
Margaret	Lehr	Multiple Subject Teaching Credential
Jennifer	Malinowski	Multiple Subject Teaching Credential
Thomas	Maloney	Single Subject Teaching Credential
Colleen	Maloney	Multiple Subject Teaching Credential
Cassandra	March	Multiple Subject Teaching Credential
Karen	Mc Eachen	Multiple Subject Teaching Credential
Timothy	McLain	Clinical or Rehabilitative Services Credential
Reyna	Meraz	Single Subject Teaching Credential
Valerie	Merrill	Pupil Personnel Services Credential
Magdalena	Morales	Child Development Teacher Permit
Jennifer	Morin	Single Subject Teaching Credential
Christine	Nagel	Administrative Services Credential
Elizabeth	Neal	Multiple Subject Teaching Credential
Francesca	Neal	Multiple Subject Teaching Credential
Gloria	Ochoa	Child Development Site Supervisor Permit
Joshua	Ostini	Administrative Services Credential
Joshua	Ostini	Single Subject Teaching Credential
Caryn	Parker	Multiple Subject Teaching Credential
Heather	Penk	Single Subject Teaching Credential
Heather	Penk	Single Subject Teaching Credential
Christine	Pesapane	Multiple Subject Teaching Credential
Deborah	Phillely	Multiple Subject Teaching Credential
Betty	Pierskalla	General Elementary Teaching Credential
Marbeya	Pineda	Child Development Teacher Permit
Marcella	Porter	Pupil Personnel Services Credential
Iran	Rahbar	School Nurse Services Credential
Susan	Remick	Multiple Subject Teaching Credential
Natalie	Ricci	Multiple Subject Teaching Credential
Estefana	Rossler	Multiple Subject Teaching Credential
Cynthia	Satterberg	Multiple Subject Teaching Credential
Erin	Schenk	Single Subject Teaching Credential
Edward	Schoenwetter	Administrative Services Credential
Edward	Schoenwetter	Multiple Subject Teaching Credential
Ryan	Sims	Single Subject Teaching Credential
Jeannette	Smart	School Nurse Services Credential
Allison	Smith	Multiple Subject Teaching Credential
Nicholas	Spaht	Multiple Subject Teaching Credential

Cynthia	Spangler	Education Specialist Instruction Credential
Susi	Stanfield	Multiple Subject Teaching Credential
Sara	Stolarski	Multiple Subject Teaching Credential
Debra	Taylor	Single Subject Teaching Credential
Jonathan	Taylor	Single Subject Teaching Credential
Emily	Thakar	Multiple Subject Teaching Credential
Judith	Thielemann	Single Subject Teaching Credential
Sharla	Tibbetts	Administrative Services Credential
Angelica	Torres	Multiple Subject Teaching Credential
Maria	Valdez	Child Development Site Supervisor Permit
Alma	Valentin-Fischer	Child Development Site Supervisor Permit
Bree	Valla	Administrative Services Credential
Bree	Valla	Specialist Instruction Credential (Agriculture)
Maricela	Vargas Gonzalez	Multiple Subject Teaching Credential
Sydney	Vincent	Multiple Subject Teaching Credential
Sydney	Vincent	Specialist Instruction Credential in Special Education
Timothy	Vincent	Administrative Services Credential
Timothy	Vincent	Single Subject Teaching Credential
Timothy	Vincent	Specialist Instruction Credential in Special Education
Melanie	Vonder Schulenburg	Single Subject Teaching Credential
Annika	Walker	Single Subject Teaching Credential
Lili	Walker Schafer	Multiple Subject Teaching Credential
Lili	Walker Schafer	Specialist Instruction Credential in Special Education
Jodi	Waples	Multiple Subject Teaching Credential
Terry	Whaley	Multiple Subject Teaching Credential
Trisa	White-Ranson	Multiple Subject Teaching Credential
Audrey	Wilson	Multiple Subject Teaching Credential
Gina	Wineman	Child Development Teacher Permit
Michelle	Winters	Multiple Subject Teaching Credential
Joanna	Zaragoza	Single Subject Teaching Credential

Expiration Date: 2027

Jeannette	Banakus	Multiple Subject Teaching Credential
Lisa	Caruso	Administrative Services Credential
Lisa	Caruso	Multiple Subject Teaching Credential
Lauren	Nelson	Multiple Subject Teaching Credential
Jeffrey	Sofro	Pupil Personnel Services Credential

Certificates of Competence

Judith	Thielemann	Crosscultural, Language, and Academic Development Certificate
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Waivers

Jason	Carlson	Single Subject Teaching Credential
Stephen	Scopatz	30-Day Substitute Teaching Permit
Mary	Williams	Education Specialist Instruction Credential

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

Brittany	Bertrand	Multiple Subject Teaching Credential
Michael	Bloodworth	Short-Term Staff Permit
Alan	Cuenca Salmeron	Teaching Permit for Statutory Leave
Veronica	Gallardo	Administrative Services Credential
Jamaica	Horton	Teaching Permit for Statutory Leave
Vanessa	Jasso Herrejon	Child Development Site Supervisor Permit
Matthew	Kissel	Single Subject Teaching Credential
Madison	Yolar-Groppeti	Teaching Permit for Statutory Leave



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
June 3, 2021

Center for Community Education

- SB 19544 LAPTOP, Lenovo T430

Curriculum & Instruction

- SB 19624 LAPTOP, Apple, Macbook Pro 13"
- SB 19668 LAPTOP, Apple, Macbook Pro 13"

Information Technology Services

- SB 19998 iPad, Apple
- SB 19405 PORT SWITCH, Cisco, SG300-52
- SB 19406 PORT SWITCH, Cisco, SG300-52
- SB 19675 iPhone, Apple, 5S, Gray 64 GB

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. 2108 Board Member Excused Absence

WHEREAS, Board Member Mrs. Judith Frost is unable to attend the June 3, 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 meeting held on June 3, 2021.

PASSED AND ADOPTED by the Santa Barbara County Board of Education on **June 3, 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



**Santa Barbara
Countywide Plan for
Expelled Students**

Triennial Update: 2021-2024

In Collaboration with Santa Barbara County School Districts

Ballard School District

Blochman Union School District

Carpinteria Unified School District

Cold Spring School District

College School District

Cuyama Joint Unified School District

Goleta Union School District

Guadalupe Union School District

Hope School District

Lompoc Unified School District

Los Olivos School District

Montecito Union 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

Santa Ynez Valley Union High School District

Solvang School District

Vista del Mar Union School District

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Legal Requirements of a Countywide Expulsion Plan

California Education Code (EC) Section 48916.1 provides that, at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil during the expulsion period. EC Section 48926 requires county superintendents, in conjunction with district superintendents within the county, to develop a plan for providing education services to all expelled pupils within that county. The initial plan was to be adopted by both the governing board of each school district within the county and by the county board of education, and then submitted to the State Superintendent of Public Instruction (SSPI) in 1997. EC Section 48926 further requires that each county superintendent of schools, in conjunction with district superintendents in the county, submit a triennial update to that plan to the State Superintendent of Public Instruction.

EC Section 48926 provides specifically that:

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in educational services to expelled pupils, and provide strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Countywide Expulsion Plans are required to address the following components:

1. Enumerate the educational alternative services that are currently available for expelled students and outline strategies for improvement during the next three years.
 - Any behavioral intervention practices, at the site and district levels, and options used to:
 - Minimize the number of suspensions leading to expulsions
 - Minimize the number of expulsions being ordered
 - Support students returning from expulsions
 - Specific explanation of how those practices relate to any disproportionate representation of minority students in such interventions.
2. The Countywide Plan must address gaps in educational services and strategies for filling them. If a 2018 Countywide Plan identified gaps in the educational services to expelled pupils, it is recommended that the 2021 plan include the following information regarding the implementation of strategies outlined for filling those service gaps:
 - Were the strategies successful or not? If not, explain why and how they were or were not successful.
 - Were any additional strategies implemented? If so, explain why and how they were or were not successful.

- For strategies that were not successful, describe any additional measure(s) or approach(es) taken, and the outcome(s).
3. Identify alternative placements for pupils who are expelled and placed in district community day school programs but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

The desired outcome is to ensure that appropriate educational placement options are available for students who have been expelled, and as well as other at-promise students. This will also result in:

- Closing the achievement gap
- Decreasing the dropout rate
- Increasing the graduation rate

In addition, under the Local Control Funding Formula (LCFF), county offices of education are required to adopt a Local Control and Accountability Plan (LCAP) for county operated schools and programs which includes goals, actions, and expected measurable outcomes in 10 state priority areas for all pupils and subgroups of pupils identified in EC Section 52052. Included among the priorities, a county office LCAP must address how it will coordinate the instruction of expelled students under EC Section 48926. Thus, the Countywide Plans will contribute to the information presented in the LCAP and provide a regional perspective on meeting the needs of expelled pupils.

Santa Barbara County Demographic Profile

Santa Barbara is a culturally rich and diverse county that includes twenty independent school districts and one county office of education. Each school district operates under the leadership of its own governing board. Santa Barbara County is comprised of:

- 14 Elementary School Districts
- 2 High School Districts
- 4 Unified School Districts

Approximately 69,000 ethnically diverse Transitional Kindergarten -12th grade students are educated in Santa Barbara County's public schools. Nearly 43,000 (62.1%) of our county's students are considered low-income, which is higher than the statewide average.

The graduation rate in Santa Barbara County is consistently around 86%. The Santa Barbara County cohort graduation rate is routinely above that of the state. The 2018 Countywide Expulsion Plan identified a gap between graduation rates of Hispanic and African American students and their peers. Hispanic students have made improvements in their graduation rate and in 2019-20 the cohort graduation rate for this subgroup was 87.4% which is above the county cohort rate. A gap in graduation rates continues to exist between African American students and their peers. Additionally American Indian or Alaska Native students report a lower graduation rate than their peers. Both of these subgroups score about 10% lower than the 2019-20 county cohort graduation rate of 86.3%.

The high school dropout rate in Santa Barbara County dropped from 3.5% in 2010-11 school year to a low of 1.7 % in the 2015-16 school year. Most recent data from the 2016-17 school year showed a slight increase to 2.0%, this is still a lower dropout rate than the state average. Although the high school dropout rate is relatively low, a gap exists between some subgroups and their peers; the three highest subgroup rates in Santa Barbara County are Pacific Islander, not Hispanic at 5.4%, African American, not Hispanic at 3.8%, and American Indian or Alaskan Native, not Hispanic at 3.3%. These subgroups are all higher than the county dropout rate of 2%.

Approximately one-quarter of the students in Santa Barbara County are ELs, which translates to nearly 17,500 students. In 2019-20 Spanish is the home language for 45.22% of our county's ELs, followed by Mixteco at 3.5%. The table below reflects English Learners and Redesignated Fluent English Proficient students by grade level for 2019-20.

Grade	English Learners	Redesignated Fluent English Proficient	Total
Kindergarten	2,568	0	2,568
1	2,178	28	2,206
2	2,289	210	2,499
3	1,914	647	2,561
4	1,531	1,141	2,672
5	1,370	1,227	2,597
6	1,141	1,613	2,754
7	934	1,812	2,746
8	853	2,024	2,877
9	801	2,113	2,914
10	641	2,127	2,768
11	629	1,865	2,494
12	561	1,948	2,509
Total County	17,410	16,755	34,165

In 2019-20, Santa Barbara County educated 7,034 students experiencing homelessness and 263 students in foster care. The percent of students experiencing homelessness in Santa Barbara County is the second highest percent in the state, with 11% of students experiencing homelessness during the 2019-20 school year. Comparatively, only 3% of students statewide experienced homelessness that year.

Santa Barbara County Suspensions

Suspension is defined as the temporary removal of a student from school for a violation of school policies or rules. In 2019-20, schools in Santa Barbara County reported 2,507 suspensions. The majority of these offenses were violence without injury and illicit drug related. The number of suspensions in Santa Barbara County have decreased over the past several years.

The table below reflects Santa Barbara County suspensions by district for 2019-20.

District Name	Total Suspensions	Suspension Rate
Ballard Elementary	0	0.0%
Blochman Union Elementary	2	0.1%
Buellton Union Elementary	21	2.2%
Carpinteria Unified	80	2.7%
Cold Spring Elementary	0	0.0%
College Elementary	6	2.3%
Cuyama Joint Unified	0	0%
Goleta Union Elementary	2	0.1%
Guadalupe Union Elementary	41	2.2%
Hope Elementary	4	0.2%
Lompoc Unified	679	3.8%
Los Olivos Elementary	0	0%
Montecito Union Elementary	3	0.3%
Orcutt Union Elementary	186	3.1%
Santa Barbara County Education Office	8	2.2%
Santa Barbara Unified	681	3.5%
Santa Maria Joint Union High	211	1.8%
Santa Maria-Bonita	528	2.1%
Santa Ynez Valley Union High	51	4.0%
SBE - Olive Grove Charter	0	0.0%
SBE- Olive Grove Charter - Buellton	0	0.0%
SBE- Olive Grove Charter - Lompoc	0	0.0%
SBE- Olive Grove Charter - Orcutt/Santa Maria	0	0.0%
SBE- Olive Grove Charter - Santa Barbara	0	0.0%
Solvang Elementary	3	0.5%
Vista del Mar Union	1	3.6%
County Total	2,507	2.6%

Santa Barbara County Expulsions

The 2019-20 Santa Barbara County expulsion rate of 0.04% is below the statewide expulsion rate of 0.06%. Santa Barbara County expulsion rates have steadily declined the past three years. Expulsion offense categories include: violent incident with injury, violent incident without injury, weapons possession, illicit drug related, defiance only and other reasons. The majority of expulsions in 2019-20 were attributed to a violent incident with injury and secondly weapons possession.

The table below reflects Santa Barbara County expulsions by district for 2019-20

District Name	Total Expulsions	Expulsion Rate
Ballard Elementary	0	0.0%
Blochman Union Elementary	0	0.0%
Buellton Union Elementary	0	0.0%
Carpinteria Unified	0	0.0%
Cold Spring Elementary	0	0.0%
College Elementary	0	0.0%
Cuyama Joint Unified	0	0.0%
Goleta Union Elementary	0	0.0%
Guadalupe Union Elementary	0	0.0%
Hope Elementary	0	0.0%
Lompoc Unified	5	0.05%
Los Olivos Elementary	0	0.0%
Montecito Union Elementary	0	0.0%
Orcutt Union Elementary	0	0.0%
Santa Barbara County Education Office	0	0.0%
Santa Barbara Unified	2	0.01%
Santa Maria Joint Union High	20	0.22%
Santa Maria-Bonita	0	0.0%
Santa Ynez Valley Union High	0	0.0%
SBE - Olive Grove Charter	0	0.0%
SBE- Olive Grove Charter - Buellton	0	0.0%
SBE- Olive Grove Charter - Lompoc	0	0.0%
SBE- Olive Grove Charter - Orcutt/Santa Maria	0	0.0%
SBE- Olive Grove Charter - Santa Barbara	0	0.0%
Solvang Elementary	0	0.0%
Vista del Mar Union	0	0.0%
County Total	27	0.04%

Best Practice Intervention Strategies

In Santa Barbara County, districts utilize a variety of evidence-based prevention and intervention programs to support high-risk youth, promote positive outcomes, and mitigate potential disruption to the educational process. Listed below are some of the promising practices employed by Santa Barbara County schools:

- **Data-based Decision Making and Problem Solving**
Information that directly reflects student learning based on measurable and relevant learning criteria and outcomes is used to guide decisions regarding instructional effectiveness, student responsiveness, and intervention adaptations and modifications.
- **Multi-Tiered Systems of Support (MTSS)**
MTSS is an integrated, comprehensive framework that focuses on improving academic, social-emotional, and behavioral outcomes for students. Attention is focused on creating and sustaining Tier 1 supports (all students), Tier 2 supports (identified students), and Tier 3 supports (individualized) to strategically address student needs in schools and districts.
- **Advancement Via Individual Determination (AVID)**
The AVID program targets students in the academic middle who have the desire to go to college and the willingness to work hard. AVID places academically average students in advanced classes and provides them with an elective class designed to prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.
- **Positive Behavior Intervention and Support (PBIS)**
PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum designed to promote a positive and safe school climate. In this model, effective classroom management is essential for supporting teaching and learning.
- **CHAMPS Classroom Management System**
The overall goal of the CHAMPS is to develop a structure in which students are responsible, motivated, and highly engaged in the specific learning task at hand. The teacher's goal is to teach students directly how to be successful in specific class situations with an emphasis on increasing student on-task behavior, reducing classroom disruptions and office referrals, improving classroom climate, and establishing respectful and civil interactions.
- **Restorative Practices**
Restorative practice involves problem solving based on three basic concepts: when crime (or wrongdoing) occurs, the focus is on the harm that has been done to people and relationships; when harm has been done, obligations are created; and the way forward involves the wrongdoer engaging in efforts to heal the harm and put things right. It requires students to think about themselves and how they deal with others in their community and to work on developing healthy relationships by learning how to manage conflict in a healthy manner.

- **Trauma Informed Care**

Trauma Informed Care is an organizational structure and treatment framework that involves understanding, recognizing, and responding to the effects of all types of trauma. Traumatic stress can arise from a variety of sources, including bullying, exposure to events such as divorce or homelessness, etc. In a trauma-informed school, adults are prepared to recognize and respond to those who have been impacted by traumatic stress. The goal is to not only provide tools to cope with extreme situations, but to create an underlying culture of respect and support.

- **Building Resilience in Students**

Resilient students are better able to adapt in the face of adversity, trauma, tragedy, threats or significant sources of stress. Building resiliency involves intentional practices designed to foster feelings of competence and self-efficacy; promote positive social connections between staff and students, among students, and between schools and home; nurture positive qualities, such as empathy, optimism, and forgiveness; and avoid focusing on failure or negative behaviors.

- **Teen Court**

A juvenile justice diversion program for early teen offenders where youth, accompanied by their parents, go in front of an adult judge and a jury of teen peers, who create unique and restorative sentences, rather than the traditional juvenile justice or school disciplinary process. Students can range from those showing early experimentation with negative activities/behaviors to students that are 1st or 2nd time offenders with the justice system. The youth must take responsibility for their offenses before attending their peer review hearing and agree to accept the sentence provided by the jury.

- **Truancy Programs**

Each district operates its own process for handling truancy, many of which operate School Attendance Review Boards (SARBS). As a former teacher, our County District Attorney has been a strong advocate for truancy reduction, reinstating the County SARB in 2012. The program enforces the law regarding compulsory education, and also includes prevention and intervention dedicated to identifying the root causes of truancy.

- **Writing Appropriate Rehabilitation Plans and Monitoring Progress**

A critical component to preparing students to return to their home districts following expulsion is the development of a realistic and attainable rehabilitation plan that is individualized based on the specific needs of the student, including counseling, treatment, academic achievement, rehabilitative programs, and job training. These plans must be monitored for progress to ensure students are successfully meeting the terms, and ongoing counseling and support is necessary to ensure students are taking responsibility for their own progress.

- **Creating Successful Transition Plans**

Transition plans provide a roadmap for successful reintegration back to the home district. Plans should celebrate completion of rehabilitation plans; identify student assets (academic, behavioral, social and emotional) and remaining challenges; identify extra academic or other supports the student may need; identify strategies to help students develop positive attitudes and behaviors; identify counseling supports that may be needed, including trauma-informed practices, anger management, substance abuse, etc.; identify family supports that may help during the transition

period; and identify strategies to help the student regroup when feeling stressed, rather than being removed from the campus.

- **College and Career Opportunities**

College and career guidance and educational opportunities are important student supports. Appropriate opportunities include building awareness regarding options; helping students create goals and develop plans; helping students with skill sets such as resume writing, interviewing, and developing professional work habits; providing Career Technical Education (CTE) coursework; helping students gain professional certifications; and helping students gain internships and employment opportunities.

- **Professional Development for Educational Staff**

Educators require a specialized skill set to effectively support the needs of at-risk students. It is necessary to provide training in a variety of areas, such as social-emotional and behavioral health; discipline and intervention procedures; creating positive climates; classroom management; trauma informed care and restorative practices; utilizing data to assess needs and monitor progress; forming strong relationships with parents and families; and collaborating with community-based service providers.

Educational Options for Expelled Youth by District

In order to ensure the needs of students are met, the following educational options, as approved by local district governing boards, reflect educational alternatives provided to expelled students and at-promise students. The school district of residence continues to maintain responsibility for developing rehabilitation plans for their students, referring them to appropriate educational settings, and ensuring that educational programs are provided to expelled students.

District	District Options for Expelled Youth
Ballard School District Enrollment: 125	<ul style="list-style-type: none"> • Suspended expulsion with option to be placed in an independent study program <p>District's small size and remote geographic location limit expulsion options. District has not suspended or expelled a student in at least 15 years.</p>
Blochman Union School District Enrollment: 173	<ul style="list-style-type: none"> • Suspended expulsion with placement on same campus • Suspended expulsion with option to be placed on an independent or home study program • Interdistrict transfer students will be returned to district of residence <p>The district reports a very low incidence of behaviors that require suspension or expulsion.</p>
Buellton Union School District Enrollment: 537	<ul style="list-style-type: none"> • Placement in another TK-8 school setting • Suspend expulsion with option to be placed in an independent study program <p>District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>
Carpinteria Unified School District Enrollment: 2,084	<ul style="list-style-type: none"> • Grades 6-12; Suspend expulsion with placement on same campus or independent study program • Grades TK-5; No expulsion <p>The district reports a history of low incidence of behaviors that require suspension or expulsion.</p>

<p>Cold Spring School District Enrollment: 178</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on same campus • Suspend expulsion with placement of District Independent Study program • Option for parents to enroll student in private school or other school that will accept the student <p>District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>
<p>College School District Enrollment: 205</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on different campus in same district • Suspend expulsion with placement of District Independent Study program or Home Study program • Referral to another public school • Referral to a charter or private school <p>District's small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Cuyama Joint Unified School District Enrollment: 183</p>	<ul style="list-style-type: none"> • Suspend expulsion with referral to District Independent Study program • Suspend expulsion with placement in alternative site within the district <p>District's small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Goleta Union School District Enrollment: 3,744</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on a different school campus within the district • Home instruction
<p>Guadalupe Union School District Enrollment: 1,288</p>	<ul style="list-style-type: none"> • Suspend expulsion with conditional placement on the same campus • Suspend expulsion with referral to District Home Teaching Program, if the parent agrees • Referral to another public school district, pending agreement with a neighboring district • Recommend and/or referral to counseling rehabilitation program as prerequisite to returning to the regular school program before the expulsion term is completed

<p>Hope School District Enrollment: 775</p>	<ul style="list-style-type: none"> • Suspended expulsion with placement on a different school campus within the district • Suspended expulsion with referral to District Independent Study Program <p>District's small size limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Lompoc Unified School District Enrollment: 9,231</p>	<ul style="list-style-type: none"> • Home hospital instruction for K-6 students • Suspended expulsion with placement on another comprehensive campus -- grades 7-12 • Suspended expulsion with placement in District Alternative school • Referral to District CDS
<p>Los Olivos School District Enrollment: 161</p>	<ul style="list-style-type: none"> • Suspend expulsion with placement on same campus • Option for parents to enroll student in private school or other school that will accept the student <p>District's small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that may lead to a suspension or expulsion.</p>
<p>Montecito Union School District Enrollment: 375</p>	<ul style="list-style-type: none"> • Suspend expulsion and refer to District's Independent Study program • Option for parents to enroll student in private school • Option for parents to homeschool student • Option for parents to enroll in an online public or private school • Option for school and parents to agree to an Interdistrict transfer to a public school that will accept the student <p>The district reports a history of extremely low incidence of behaviors that require expulsion.</p>

Orcutt Union School District Enrollment: 4,846	<ul style="list-style-type: none"> • Suspend expulsion with placement on a different school campus within the district • Suspend expulsion with referral to District Independent Study program • Option for parents to enroll in charter school, private school, home school or another school district which will accept the student • District Home Instruction for unique circumstances
Santa Barbara Unified School District Enrollment: 12,684	<ul style="list-style-type: none"> • Suspend expulsion with placement on same campus, another district school, or district alternative school • Expel with referral to Quetzal • Expel with option for parents to enroll student in private school, charter school, adult education, or another school district that will accept the student
Santa Maria-Bonita School District Enrollment: 16,675	<ul style="list-style-type: none"> • For 7th and 8th, referral to Peter B. FitzGerald Community School, as long as an MOU is in place • Suspend expulsion with referral to District Independent Study program for K-6 students (if parents choose) • District Home Instruction for unique circumstances • Option for parents to enroll in charter school, private school, or another school district which will accept the student
Santa Maria Joint Union High School District Enrollment: 8,953	<ul style="list-style-type: none"> • Suspended expulsion with referral to alternative program • Suspended expulsion with referral to District Independent Study or Home Hospital program with parental agreement. • Referral to Peter B. FitzGerald Community School
Santa Ynez Valley Union High School District Enrollment: 864	<ul style="list-style-type: none"> • Suspended expulsion with enrollment in a charter school, if parent agrees • Suspended expulsion with conditional placement on the same campus • Suspended expulsion with placement on Refugio Continuation High School campus • Expulsion with referral to District Independent Study program if parent agrees • Referral to community day school

<p>Solvang School District Enrollment: 606</p>	<ul style="list-style-type: none"> • Suspended expulsion with placement on the same campus • Suspended expulsion with placement on District Independent Study program, if parent agrees • Option for parents to enroll student in private school or other school that will accept the student <p>District's small size limits expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>
<p>Vista del Mar Union School District Enrollment: 27</p>	<ul style="list-style-type: none"> • Suspended expulsion with placement on the same campus • Suspended expulsion with placement on District Independent Study <p>District's small size and remote geographic location limit expulsion options; district experiences very low incidence of behaviors that lead to a suspension or expulsion.</p>

FitzGerald Community School

FitzGerald Community School in Santa Maria provides credit-recovery courses and support for students who want to return to and graduate from their schools of residence. FitzGerald offers voluntary enrollment to students seeking an alternative setting in which they feel they can be more successful, and serves students who have been expelled or are at risk of expulsion. FitzGerald Community School also supports students who transition from Los Prietos Boys Camp or Santa Barbara County Juvenile Hall to their home schools.

The main goal is to provide coursework and needed support that will allow students to successfully return to their school of residence within as little as a semester to as much as a year. In-house counseling support is also provided. Some students may remain longer or graduate from the program if they are unable to meet the district credit requirements for graduation in their fourth year of high school. The FitzGerald Community School staff is incredibly successful working with expelled youth and helping these students realize their goals.

Services included at FitzGerald:

- A safe and comfortable school site
- Teacher support and academic guidance that includes an Individualized Learning Plan
- Small class sizes that include paraprofessional support
- Expulsion rehabilitation plan support that includes counseling and community service
- Fuel Education online credit recovery course work.
- English Learner Support
- Opportunities to participate in learning and recreational activities through community partners
Opportunities for parent involvement: parent/teacher conferences, active roles with support services, and participation on advisory committees

Many students enrolled at FitzGerald have trauma related to conditions such as poverty, domestic violence, gang affiliation, substance abuse, and sexual abuse. FitzGerald provides comprehensive counseling support through collaboration with the Council on Alcohol and Drug Abuse (CADA) and Community Action Commission (CAC), as shown in the following table.

COUNSELING SERVICES	AGENCY/PROVIDER
Drug & Alcohol	Council on Alcohol and Drug Abuse (CADA)
Individual Counseling	Council on Alcohol and Drug Abuse (CADA)
Boys Group	Council on Alcohol and Drug Abuse (CADA)
Girls Group	Council on Alcohol and Drug Abuse (CADA)
Sexual Wellness	Community Action Commission (CAC)

At FitzGerald, students are expected to:

- Be responsible for their own learning, attendance, and behavior
- Be serious about working on a credit recovery plan
- Have the ability and willingness to follow directions, take notes, and complete required assignments
- Behave responsibly and follow the rules set forth by Santa Barbara County Education Office and the FitzGerald Community School

Students are often referred to FitzGerald Community School due to extreme issues related to attendance and behavior. By the time a student is referred to FitzGerald, the home school has already exhausted all their intervention strategies. Due to the small school size, safe learning environment, and the many supports available, students are generally able to get back on track. The table below provides a two year analysis of enrollment, attendance and suspensions.

SCHOOL YEAR	ENROLLMENT	ATTENDANCE RATE	SUSPENSIONS
2018/19	57	75.9%	2
2019/20	56	82.7%	4

Gaps in Service and Strategies for Filling Those Gaps

The 20 districts within Santa Barbara County vary greatly in size and are spread over a large geographic area. Educational programs within the county provide opportunities for students who are in need of traditional and/or alternative educational programs. Together, the local school districts and SBCEO attempt to provide the needed range of services for expelled students.

County-operated community schools were an option for districts with expelled youth until the 2014-15 school year, when it was determined that the cost of operating the programs was prohibitive for the county office. For some of the county's districts, the geographic location makes it difficult to offer the range of education alternatives often found in larger urban districts. These conditions, along with other identified issues, have prompted districts to seek creative options for their expelled youth. Several of the larger school districts have opened schools and programs to support at-risk and expelled youth. Districts also create agreements with their neighboring districts for the acceptance of expelled youth.

Santa Barbara County educators recognize the need to provide a continuum of educational services for expelled students, therefore the SBCEO Child Welfare and Attendance (CWA) Director assists in facilitating a process for identifying and improving gaps in educational service.

Identified Service Gaps in the 2021-2024 Countywide Expulsion Plan

There is one identified gap that exists with respect to providing educational services to expelled pupils. Below is an overview of the identified gap and strategy to address the gap to be implemented during 2021-24.

Service Gaps	County/District Strategy to Address Gaps 2021-24
Service Gap 1:	
1. Small rural school districts have limited placement options for expelled youth. These districts generally expel very few students during the course of a school year. Therefore, it is difficult to have special classes available for these students. These districts are often geographically isolated, creating transportation issues that are not financially feasible.	<p>The majority (14) of our 20 districts are considered small sized districts with less than 2,500 students. The small size and remote geographic location of many districts continues to limit placement options for expelled youth. While our county continues to offer a continuum of available placement options for expelled youth, options are limited due to transportation, and the availability of alternative educational settings.</p> <p>To address this gap in service, SBCEO will continue to offer support to districts in exploring creative educational placements for expelled youth. Unique solutions will be reviewed, such as referral to other district programs, charter schools, and other available alternative placement options.</p>

Identified Service Gaps in the 2018-2021 Countywide Expulsion Plan

There were four identified gaps that existed with respect to providing educational services to expelled pupils in the 2018-21 countywide expulsion plan. Below is a table that lists the identified gaps in the 2018-21 Countywide Plan and a review of our success in effectively implementing the identified gaps during the last three years.

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gap 1: Referral back to district of residence due to second violation or non-attendance		
<p>1. A student could be expelled from the district of residence under Education Code 48915 and referred to either a district-operated Community Day School, or county-operated Court and Community School Program. This student may fail to attend and/or take advantage of the program offered.</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>A rehabilitation plan typically involves District staff members, the student, his/her parent/guardian, and County staff members if the student is referred to FitzGerald Community School.</p> <p>After consultation with districts in Santa Barbara County it was determined there is a need to improve the development and monitoring of rehabilitation plans.</p> <p>SBCEO agreed to facilitate a summit for this purpose in fall of 2018. Districts will continue to collaborate throughout the triennial plan period.</p>	<p>During 2018-19, the CDE resumed the statewide Community Day School Network. The network is focused on bringing together educators who are responsible for working with students, including expelled youth, who have experienced behavioral and attendance challenges in all types of schools. It was determined that rather than hosting a local submit it would be more beneficial to take advantage of the opportunity to attend a regional event with state experts by attending the Central Regional Summit hosted by the San Luis Obispo County Office of Education on December 13, 2018.</p> <p>The JCCS Director coordinated attendance to the "Community Day School Field Colleague Network and California Association of Supervisors of Child Welfare and Attendance Regional Workshop," for school districts in Santa Barbara County. The JCCS Director attended this event along with representatives from school districts in Santa Barbara and San Luis Obispo County.</p>

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gaps 2: Students in small and remote school districts		
<p>2. Small school districts within Santa Barbara County generally expel very few students during the course of a school year. Therefore, it is difficult to have special classes available for these students. These districts are often geographically isolated, creating transportation issues that are not financially feasible.</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>After consultation with districts in Santa Barbara County it was determined that SBCEO will arrange scheduled meetings to explore creative educational placements for expelled youth. Unique solutions will be reviewed, such as referral to other district programs, charter schools, etc. These meetings will include panel discussions, invited speakers, and group brainstorming. SBCEO will also explore and share creative placement ideas used in other counties.</p>	<p>School districts have successfully implemented the previously referenced "Best Practice Intervention Strategies" in their districts. Since 2019 there have not been any expulsions in small school districts. Therefore, a meeting to discuss and create placement options was not needed.</p>

Service Gaps	County/District Strategy to Address Gaps 2018-21	Implementation Effectiveness
Service Gap 3: Students in grades one through six		
<p>3. Students in grades one through six who are expelled do not have the same educational options available as do expelled youth who are in grades seven through twelve, due to the limited numbers of students who are expelled in these lower grades. These younger students cannot attend the programs designed for middle and high school students.</p>	<p>The school district of residence will continue to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided to the expelled student.</p> <p>The above-mentioned SBCEO meetings would be used to explore creative educational placements for expelled youth in grades one through six as well. The primary solution for districts will likely be referrals to neighboring districts, and part of the discussion will include inter-district agreements and processes. The affected districts would then enter into cooperative agreements to serve the elementary students in their local settings.</p>	<p>We are fortunate in Santa Barbara County that in the prior three years no students in grades one through six have been expelled. In the event a student in grades one through six is expelled they are referred to a neighboring school district through an interdistrict transfer agreement.</p>
Service Gap 4: Expulsions for non-mandatory offenses		
<p>4. The number of expulsions has been reduced between 2015-16 and 2016-17 school years and we anticipate additional reductions once data for 2017-18 becomes available. SBCEO and Santa Barbara County school districts are committed to continuing this trend and further reducing expulsions.</p>	<p>SBCEO will collaborate with county school district partners to:</p> <ul style="list-style-type: none"> ● Review individualized learning plans (i.e., “pre” rehabilitation plans) to assist districts in targeting interventions and supports for students at high-risk of expulsion. ● Create a continuum of strategies, resources and supports for reducing the number of expulsions. 	<p>As anticipated in the 2018 plan, the number of expulsions in Santa Barbara County has reduced significantly. We believe this decline is attributed to several factors: changes to district expulsion policy and practice; the on-going professional development in implementing MTSS; and the additional layers of support available for students throughout the county.</p>

County and District Agreement for Community School Placement

FitzGerald Community School – Referral Process:

FitzGerald serves students in grades 7-12 under an MOU with two local school districts: Santa Maria – Bonita School District (SMBSD) and Santa Maria Joint Union High School District (SMJUHSD). Both districts refer students for reasons such as expulsion, behavior, and chronic absenteeism. SMJUHSD reviews all students who have completed their commitments at Los Robles High School or have been enrolled for more than 30-days at Dos Puertas School to see if they would benefit from receiving the additional supports available at FitzGerald prior to returning to the district.

1. District submits referral to FitzGerald Community School along with the following supporting documents:
 - Transcript
 - All testing records (SBAC, ELPAC, etc.)
 - Immunization records w/ TDAP
 - Discipline/behavior records
 - School attendance records
 - Expulsion documents (if student is expelled)
 - Rehabilitation plan to return to district (if student is expelled)
2. Upon receipt of a completed packet, FitzGerald staff contacts the parent to arrange an enrollment/orientation meeting.
3. Once the parent and student have completed the enrollment/orientation process, the student begins school the following day or in certain circumstances the same day.

FitzGerald Community School: Transition to Home District

Students typically transition back to their district of residence at the end of the semester based upon the type of placement.

Expelled Students: Education Code 48916

1. The student has met the terms and condition of their rehabilitation plan as outlined by the referring school district.
2. The student refuses to attend or refuses to participate in the program and is therefore not benefiting from the placement.

Non-Expelled Students: Involuntary Placements: Education Code 1981(b)(c)

1. The student has completed middle school and is transitioning to high school.
2. The student has completed a semester following the semester when the acts leading to the referral occurred.
3. The student refuses to attend or refuses to participate in the program and is therefore not benefiting from the placement.

Non-Expelled Students: Voluntary Placements: Education Code 1981(d)(2)

1. A parent, guardian, or responsible adult of a pupil enrolled in a county community school pursuant to this subdivision may rescind the request for the placement, and the pupil shall be immediately re-enrolled in the school that the pupil attended at the time of the referral, or, with the consent of the parent, guardian, or responsible adult, another appropriate school.

Legal References

To better serve students Countywide Expulsion Plans shall consider relevant Education Code in the development and response to suspension and expulsion. Below are the applicable Education Code sections that were reviewed as part of the 2021-24 Countywide Expulsion Plan development process.

Suspension (often suspension leads to expulsion)

- Education Code 48900 (v) – Provides school administrators the discretion to impose age appropriate alternatives to suspension and expulsion on students subject to discipline as long as the alternative is designed to address the specific behavior of the student.
- Education Code 48900 (w) – The legislature wants alternative means of correction to be used in place of suspension and expulsion for students who are tardy, truant, or otherwise absent from school activities.
- Education Codes 48900.5 and 48900.6 – These codes together present guidance on alternative means of correction, including such alternatives including restorative approaches and community service.

Expulsion

- Education Code 48915 - Explains provisions related to student expulsion.

Enrollment and Transfer

- Education Code 1981 – Explains the conditions under which a county board may enroll students in a county community school program.
- Education Code 48201 (b)(1) – Details notice provisions related to transfers of expelled students.
- Education Code 48915.1 – Explains the responsibilities and procedures of an LEA that receives a student under an expulsion agreement from another LEA.

Credits and Graduation Requirements

- Education Code 48645.5 – Details the requirement that LEA's must accept partial credit for completed coursework. Provides guidance on issuing diplomas.
- Education Code 51225.1 – Outlines graduation requirements for Foster Youth including expelled Foster Youth in custody and students transferring to school districts from juvenile court schools.

School Accountability System

- Education Code 52066 – Details the requirements of what must be included in a County Office of Education Local Control Accountability Plan including a provision that requires such plans to detail how the COE will coordinate services for expelled students.
- California School Dashboard – The State of California has employed a new school accountability system using a Dashboard format showing how schools perform on multiple measures of practice including academics, school climate and culture, attendance and student discipline. Alternative education schools are eligible to participate in the Dashboard Alternative School Status (DASS) reflecting modified methods of determining performance on state and local indicators.

Joint Transition Policy

- Education Code 48647(a)(b) – Explains recommendations related to data sharing and requires County Offices of Education and Probation Departments to develop a joint transition policy detailing best practices related student records, communications, timely school placement and other important items ensuring students transitioning out of court schools are able to re-enroll in their schools of residence in an efficient manner.

Provisions for Foster, Homeless Youth

- Education Code 48918.1 – Provides guidance to the LEA when the expulsion is for a foster child or homeless youth.



Santa Barbara County Education Office

4400 Cathedral Oaks Rd, PO Box 6307, Santa Barbara, CA 93160-6307
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Susan C. Salcido, Superintendent of Schools

May 20, 2021

TO: County Board of Education
FROM: Susan Salcido
RE: Forest Reserve Fund Apportionment – Federal FY 2019-20

The Forest Reserve apportionments are this county's share of revenues from the United States forest reserve lands. This apportionment, representing a \$2,044.61 decrease from the prior year, requires approval by the Santa Barbara County Board of Education.

In accordance with Education Code Section 2300, the 2019-20 federal fiscal year (October 1 to September 30) Forest Reserve Apportionment of \$45,646.07 is to be disbursed as follows:

- Fifteen percent of funds (\$6,846.91) to the County Education Office for the improvement of educational programs for students in the county

- Eighty-five percent of funds (\$38,799.16) to school districts and community colleges lying within or adjacent to the forest reserve

The amount distributed to school districts is apportioned using a formula that allocates fifty percent of funds based on the number of pupils each school district has residing in the forest reserve area and the remaining fifty percent in proportion to national forest reserve territory located within each school district.

Your approval of this formula for the distribution of the 2019-20 Forest Reserve Apportionment is recommended.

Federal FY 2019-20

Forest Reserve Apportionment

Total County Apportionment (including road funds)		\$	91,292.14	District Share		\$	38,799.16
Total CSSF Apportionment		\$	45,646.07	Pupil = 50%		\$	19,399.58
District Share = 85%		\$	38,799.16	Area = 50%		\$	19,399.58
SBCEO Share/Allocation = 15%		\$	6,846.91	Amount per pupil		\$	473.16
District	No. of Pupils Living in U.S. Forest Reserve	Pupil Subtotal (\$)	Percent of District in U.S. Forest Reserve	National Forest Square Mile Subtotal (\$)	Total \$ Allocation per District		
Ballard	0	\$ -	0.00%	\$ -	\$ -		
Blochman Union	0	\$ -	2.17%	420.97	420.97		
Buellton Union	0	\$ -	0.25%	48.50	48.50		
Cold Spring	0	\$ -	0.03%	5.82	5.82		
College	0	\$ -	12.70%	2,463.75	2,463.75		
Goleta Union	0	\$ -	1.30%	252.19	252.19		
Guadalupe Union	0	\$ -	0.00%	\$ -	\$ -		
Hope	0	\$ -	0.06%	11.64	11.64		
Los Olivos	0	\$ -	8.94%	1,734.32	1,734.32		
Montecito Union	0	\$ -	0.08%	15.52	15.52		
Orcutt Union	0	\$ -	0.00%	\$ -	\$ -		
Santa Maria-Bonita	0	\$ -	0.00%	\$ -	\$ -		
Solvang	0	\$ -	0.00%	\$ -	\$ -		
Vista del Mar Union	0	\$ -	0.60%	116.40	116.40		
Santa Maria Joint Union High	0	\$ -	2.17%	420.97	420.97		
Santa Ynez Valley Union High	5	2,365.80	22.51%	4,366.85	6,732.65		
Santa Barbara Unified	36	17,033.78	1.76%	341.42	17,375.20		
Lompoc Unified	0	\$ -	0.00%	\$ -	\$ -		
Carpinteria Unified	0	\$ -	0.71%	137.74	137.74		
Cuyama Joint Unified	0	\$ -	14.87%	2,884.72	2,884.72		
Allan Hancock Community College	0	\$ -	29.53%	5,728.70	5,728.70		
Santa Barbara Community College	0	\$ -	2.32%	450.07	450.07		
Total combined district allocation		\$	100%	\$	38,799.16		

State of California

EDUCATION CODE

Section 2300

2300. The county auditor of any county, receiving money from the government of the United States pursuant to any act of Congress providing for the distribution and payment to states and territories of a fixed and definite percentage of the money received by the government of the United States from the forest reserves established therein, shall apportion the money pursuant to Section 29484 of the Government Code. The county superintendent of schools, with the approval of the county board of education, may allocate 15 percent of the funds from such money for use for the improvement of educational programs for students in the county. The balance of the money credited to the forest reserve account in the county school service fund from the United States Forest Reserve Fund in the State Treasury shall be apportioned by the county superintendent of schools to school districts and community college districts of the county lying within or adjacent to the United States forest reserve with approval of the county board of education in a manner which shall be prescribed prior to the 30th day of June of the fiscal year next following the year in which received.

When a portion of the area of a county is subject to the jurisdiction of the county superintendent of schools of another county or counties and such portion lies in or adjacent to the United States forest reserve, no apportionment of such money shall be made from the county school service fund without the approval of the county boards of education of both or all counties. In the event that both or all county boards of education do not concur in the apportionments of such money from the county school service fund prior to the first day of April of any year the county superintendent of schools of both or all counties shall on that date notify the Superintendent of Public Instruction or board of governors who shall, not later than 60 days following notification, make the apportionments. Apportionments made by the Superintendent of Public Instruction or board of governors are final.

Money apportioned pursuant to this section shall be deposited by the county auditor to the credit of the several funds as directed by the county superintendent of schools with the approval of the county board of education.

(Enacted by Stats. 1976, Ch. 1010.)



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Susan C. Salcido, Superintendent of Schools

Background for 2021-22 Proposition 30 Education Protection Account (EPA) Revenues Agenda Items

On November 6, 2012, the voters of California passed Proposition 30, which added Article XIII, Section 36 to the California Constitution. Article XIII, Section 36(e) created in the state General Fund an Education Protection Account (EPA) to receive and disburse the revenues derived from the incremental tax increases imposed by Article XIII, Section 36(f).

The Santa Barbara County Education Office has sole authority to determine how these monies will be spent with the restriction that they generally cannot be used for administrative costs. These monies do not need to be spent on new expenditures but can be used in place of other monies to fund existing services and thus reduce deficit spending.

Before these monies are spent, the governing board of the Santa Barbara County Education Office must approve the spending plan in open session of a public meeting of the governing board. A public hearing is not required.

With these requirements and allowances in mind, the superintendent recommends approval for the 2021-22 Proposition 30 Education Protection Account (EPA) revenues to be used for existing Dos Puertas Juvenile Court School Certificated salaries and benefits. The estimated EPA revenues are \$14,916 for the 2021-22 fiscal year.

Information Items

Santa Barbara County Board of Education
Santa Barbara County Education Office

Certificated Personnel Report
June 3, 2021

Appointments		Effective Date
Offer of Employment		
De Laurentis, Cathy	Director, Special Education Programs	July 1, 2021
Mullins, Samantha	Coordinator, Special Education Programs	July 1, 2021
Rivera, Nelly	School Psychologist – Bilingual	July 1, 2021
Roundy-Harter, Anne	Director, School and District Support	July 1, 2021
Separations		Effective Date
Retirement		
Babb, Michael	Director, School and District Support	June 30, 2021
McKnight, Diane	Speech Language Pathologist	June 10, 2021

Santa Barbara County Board of Education

Classified Personnel Report

June 3, 2021

Appointments

Limited Term/Substitute

Olivas, Alleena June 11, 2021
Paraprofessional • Special Education • Various Sites
• Hourly as needed

Schaefer-Whittall, Emma May 5, 2021
Student Worker • Partners In Education • Hope Center
• Hourly as needed

Probationary

Cabaniss, Meredith May 3, 2021
Program Associate • Children's Creative Project • Children's Creative Project
47.5% • 12 months

Changes

Anniversary Increase

Bomer, Dyan May 1, 2021
Administrative Assistant • Child Development • Child Development - Hope Center
100% • 12 months

Figueroa, Nelson May 1, 2021
Clerical Assistant • Child Development • Santa Maria Child Development
100% • 12 months

Garza-Torrez, Karina May 1, 2021
Child Care Services Technician • Child Development • Child Development - Hope Center
100% • 12 months

Gilmore, Joan May 1, 2021
Webmaster • Communications • Communications
75% • 12 months

Guron, Rebecca	May 1, 2021
Welcome Every Baby (WEB) Nurse • Children and Family Resource Services • Welcome Every Baby 20% • 12 months	
 Hamamoto, Henry	 May 1, 2021
Accounting Assistant • Internal Services • Fiscal Services - Budgeting 100% • 12 months	
 Herrera, Rosa	 May 1, 2021
Child Care Assistant • Child Development • Just for Kids State Preschool 75% • 10 months	
 Humphreys, Todd	 May 1, 2021
Finance Systems Supervisor • School Business Advisory Services • School Business Advisory Services 100% • 12 months	
 Jasso, Gabriela	 May 1, 2021
Paraprofessional • Special Education • Speech/Language Services, McClelland 75% • 10 months	
 King, Barbara	 May 1, 2021
Paraprofessional • Special Education • Arellanes Junior High School 87.5% • 10 months	
 Lopez, Jessica	 May 1, 2021
Human Resources Supervisor • Human Resources • Certificated Human Resources Staff 100% • 12 months	
 Martinez, Serena	 May 1, 2021
Paraprofessional • Special Education • Ralph Dunlap School DHOH 2 75% • 10 months	
 Morro, Homer	 May 1, 2021
Certificated Human Resources Specialist • Human Resources • Human Resources Staff 100% • 12 months	

Rangel, Denae
Paraprofessional • Special Education • Taylor Preschool
67.5% • 10 months
May 1, 2021

Robertson, Shawna
Paraprofessional • Special Education • Infant Services, Lompoc
50% • 12 months
May 1, 2021

Rodriguez-Castellanos, Gabriela
Paraprofessional • Special Education • Speech/Language Services, McClelland
75% • 10 months
May 1, 2021

Snow, Crystal
Paraprofessional • Special Education • Orcutt Junior High School DHOH
37.5% • 10 months
For Paraprofessional
May 1, 2021

Trost, Shelley
Administrative Assistant • Child Development • Early Care and Education Services
100% • 12 months
May 1, 2021

Differential - Add

Barba, Andrea
Paraprofessional • Special Education • Robert Bruce Preschool
67.5% • 10 months
Specialized Health Care
May 6, 2021

Munoz, Ramona
Paraprofessional • Special Education • Robert Bruce Preschool
70% • 10 months
Specialized Health Care
May 6, 2021

Increased Time (Voluntary)

Hankins, Laurie
CalSTRS Retirement Benefits Counselor • Human Resources • STRS Counseling
100% • 12 months
From 50%
July 1, 2021

Nolasco, Priscilla

May 17, 2021

Office Assistant • Human Resources • Human Resources Staff
50% • 12 months
From .375

Probation to Permanent

Carpio, Andrew

May 1, 2021

Paraprofessional • Special Education • Orcutt Academy H.S.Preschool
67.5% • 10 months

Martin, Vanessa

May 1, 2021

Paraprofessional • Special Education • Zaca Preschool
65% • 10 months

Munar, Desiree

May 1, 2021

Paraprofessional • Special Education • Allan Hancock Preschool
60% • 10 months

Quezada, Jacquelinne

May 1, 2021

Child Care Services Technician • Child Development • Santa Maria Child Development
100% • 12 months

Rodriguez, Alejandra

May 1, 2021

Child Care Services Technician • Child Development • Child Development - Hope Center
100% • 12 months

Taylor, Michael

May 1, 2021

Custodian • Internal Services • Operations South
87.5% • 12 months

Transfer

Esparza, Carrie

April 19, 2021

Paraprofessional • Special Education • Central Avenue Preschool
67.5% • 10 months
From #1836 La Honda Preschool & #2336 Fillmore Preschool

Separation

Resignation

Gonzalez, Josceline

April 30, 2021

Child Care Assistant • Child Development • De Colores State Preschool
75% • 10 months

Guron, Rebecca

May 31, 2021

Welcome Every Baby (WEB) Nurse • Children and Family Resource Services • Welcome Every Baby
20% • 12 months

Kroupa, Jana

June 4, 2021

Paraprofessional • Special Education • Cuyama Elementary School
81.25% • 10 months

McDaniel, Aaron

June 11, 2021

Educational Interpreter, American Sign Language, Certified • Special Education • Righetti High School DHOH
81.25% • 10 months

Pearson, Brittany Logan

June 9, 2021

Educational Interpreter, American Sign Language, Certified • Special Education • Righetti HS, DHOH
81.25% • 10 months