

Santa Barbara County Education Office

BOARD BOOK
and AGENDA



June 10, 2021



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

SPECIAL MEETING

June 10, 2021 – 10:00 a.m.

AGENDA

The Santa Barbara County Board of Education is holding this meeting on Thursday, June 10, 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.

Zoom online video link connection information:

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

Meeting ID: 879 9353 9703

Passcode: TE6t87

Zoom telephone call-in connection information:

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

Meeting ID: 879 9353 9703

Passcode: 978341

Public Comment Procedure

Persons wishing to address the board are requested to complete a "Request to Address Board" form, available online [here](#), by 4:00 p.m. the day before 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.

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.

INFORMATION ITEMS

6. Correspondence (Attachment)

June 1, 2021 correspondence from the California Department of Education confirming acceptance of the Santa Barbara County Education Office 2020-21 Second Interim Report.

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

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

8. LCAP Local Indicators Report (Attachment)

The report on SBCEO's progress in addressing LCAP Local Indicators through

Information Items



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

June 1, 2021

Susan C. Salcido, Superintendent
Santa Barbara County Office of Education
P.O. Box 6307
Santa Barbara, CA 93160-6307

Dear Superintendent Salcido:

Subject: 2020–21 Second Interim Report

Pursuant to California *Education Code* Section 1240(l), the CDE has reviewed your county office of education's Second Interim Report and the accompanying positive certification of financial solvency to determine whether it complies with the Criteria and Standards for fiscal stability adopted by the State Board of Education and is consistent with a financial plan that will enable the county office of education to satisfy its multiyear financial commitments, including all financial obligations in the current year. We concur with your assessment that, based on current projections, your county office of education will be able to meet its financial obligations for the current and subsequent two fiscal years and that a positive certification is appropriate.

We appreciate the submission of your Second Interim Report. If you have any questions or concerns, you may email us at SACSINFO@cde.ca.gov.

Sincerely,

/s/

Jonathan Feagle, Administrator
Fiscal Oversight and Support Office

JF:jp
2021-0201-42

cc: Bill Ridgeway, Assistant Superintendent, Administrative Services

Local Performance Indicator Self-Reflection

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

Introduction

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

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

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

In the 2019-20 school year JCCS reviewed and adopted a standards-aligned Social Studies curriculum. During the 2020-21 school year, we reviewed and adopted a standards-aligned science curriculum. Our staff continues to implement Common Core State Standard (CCSS) aligned instruction with our adopted ELA/ELD and mathematics curriculum materials. During the 2021-22 school year, we plan to have staff workgroups meet throughout the year for coaching in Mathematics and ELA/ELD to deepen their understanding of common core standards, lesson planning to support student engagement and achievement, assessment strategies, instructional strategies, and routines. This work will also include the development of pacing guides in math and ELA/ELD.

Our JCCS Director and CTE Director will collaborate to develop a capstone CTE course, identify industry certifications, pre-internships, work-based learning, and dual enrollment opportunities. Additionally, JCCS will create a CTE workgroup led by a CTE Teacher on Special Assignment (TOSA) to uniformly implement CTE throughout JCCS. Further, we will begin the process of becoming WASC accredited so we can provide a robust broad course of study that satisfies the A-G course requirements for entrance into the University of California (UC) and California State University (CSU) systems.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Establishing relationships with the families of our students is a priority for JCCS, we take great pride in the process we have implemented to ensure all families are engaged in their child's education. During the enrollment process, teachers get to know the entire family. Throughout the school year, the teaching staff continues to build relationships

by staying in contact with parents, updating them on their child’s progress, and holding conferences as needed. Twice a year we calendar formal parent/teacher conferences when all parents are contacted to provide a progress update. Parents have really responded to this approach and often initiate conversations with the school staff asking for advice on how to assist their child. There is a substantial Mixteco population in Santa Maria, and we are fortunate to have a staff member who is fluent in this dialect to help with translation support for our Mixteco families. For our Spanish-speaking families, our office staff and teaching assistants are bilingual and provide translation service as needed. This past year, we purchased an online communication platform, ParentSquare, which provides information in both English and Spanish has proven to be a resource that has greatly enhanced our ability to regularly communicate with our families.

One area we will focus on improving is our 2-way communication between families and educators. This year our primary goal for ParentSquare has been implementation which included enrolling our parents, posting resources, and sending out school-wide updates. In 2021-22 we plan on enhancing our use of ParentSquare to include teacher updates to individual parents and eliciting feedback from our parents.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

JCCS programs historically struggle with parent outreach since the parent population is in constant fluctuation as youth move in and out of the juvenile justice system. This is also true for SBCEO's JCCS program and we have tried multiple strategies in the past to reach and engage our parents, including holding open houses on the weekends, and conducting parent/teacher conferences over the phone in the fall and again in the spring. The feedback we receive from parents is typically positive. Parents often report that they appreciate receiving input on their child’s progress while incarcerated, however, the feedback we receive only captures a small percentage of our parents, as the information is received during parent-teacher conference weeks in October or April. Since our student population turns over by approximately a third each month, we plan to utilize ParentSquare more fully to keep our parents informed of student progress on an ongoing basis. Currently, only administration is trained on how to use ParentSquare, so teachers will receive professional development in the use of ParentSquare and its functions in fall

2021-22. We anticipate that training teachers on the use of ParentSquare will provide opportunities for them to regularly update parents on student progress and school activities.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

JCCS believes all parents have the right to provide input on their child's education, this includes parents from historically underrepresented groups and parents whose child is with JCCS for short-term enrollments (less than 30-days). ParentSquare is the ideal platform to increase our ability to receive input from our parents since it is connected to our student information system which means that regardless of when a student is enrolled the parent and/or guardian receive an invite. During our implementation year of 2020-21, we were able to consistently enroll 88% of parents, in 2021-22 our goal is to increase this to 95%. In addition, we plan to start using the polling feature to elicit more input from our families.

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

In December 2020, the California Healthy Kids Survey (CHKS) was administered with 60% of students responding.

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

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

An area of concern was the high number of students (44%) who reported they've been drunk or "high" on drugs at school and 28% reported current alcohol or drug use. Additionally, 19% of students reported being chronically sad or having feelings of hopelessness. This data supports the need to have a full-time Youth Support Specialist (YSS) through the Council on Alcohol and Drug Abuse (CADA) on campus who provides both individual and group therapy sessions. In 2021-22, JCCS teachers and teaching assistants will receive training in mental health, substance abuse, trauma-informed practices, and/or Crisis Prevention & Intervention (CPI) to better support student needs. Both of these actions are reflected in the 2021-22 Local Control Accountability Plan.

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

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

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

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

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

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

- Transcripts and Individualized Learning Plans (ILPs)

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

- Master Schedule

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

- Aeries Course Report

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

- Individualized Education Plan (IEP)

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

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

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

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

In 2020-21, the greatest barriers we faced were these:

- Due to the hands-on nature of CTE we were unable to offer our Culinary Arts Pathway class during Distance Learning in the spring. When we began to transition this class online in the fall the Culinary Arts teacher resigned. Since this class requires a specific credential and he was the only teacher in JCCS with the appropriate credential we were unable to continue to offer this class. The decision was made to explore a new pathway that could be taught by a full-time JCCS teacher.

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

- The length of detainment for students at Juvenile Hall is varied, with some enrollments lasting only a few days. Ongoing and necessary triage is needed in order to accommodate the academic needs of our students and provide essential supports.
- Since the majority of students enter JCCS with severe academic deficits, our main priority is helping them get back on track toward high school graduation. Once students are on track, we are able to offer a greater breadth of coursework to enrich their high school experience.
- Many JCCS students have experienced social, emotional, and physical trauma that impedes their ability to access the academic curriculum, interact with others, cope with anxiety, and maintain focus. Our staff has engaged in meaningful professional learning to implement practices that support the academic, social and emotional needs of our students. It is necessary to constantly evaluate student needs and adjust strategies, supports and instructional practices, and we are dedicated to ensuring our students are provided every opportunity for success.

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

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

- Becoming Western Association of Schools and Colleges (WASC) accredited to provide an even broader course of study including A-G courses.
- Continuing to provide students with access to Anywhere Learning Systems an online credit recovery program.
- Aligning courses between court schools to ensure continuity of education and coursework as students transition between sites;
- Continuing to engage in professional learning in such areas as standards-based instruction, trauma-informed care, and restorative practices
- Continuing transitional supports for students entering and exiting JCCS
- Communication within school sites and across the JCCS system

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

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

Rating Scale (lowest to highest) -

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

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

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

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

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).		2			
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).			3		
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.			3		
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	1				
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5

Coordinating Services	1	2	3	4	5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.			3		
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.		2			
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.			3		

Action Items



Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

Resolution No. 2109 Board Member Excused Absence

WHEREAS, Board Member Mrs. Judith Frost is unable to attend the June 10, 2021, special 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 Board Member absences are due to a hardship deemed to be acceptable by the Board; and

WHEREAS, Section 1770 of the Government Code states that a vacancy does not occur on a local board when the absence is due to sickness.

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 and is due to sickness;

PASSED AND ADOPTED by the Santa Barbara County Board of Education on **June 10, 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