### Santa Barbara County Education Office

# BOARD BOOK and AGENDA







### SANTA BARBARA COUNTY BOARD OF EDUCATION

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

**REGULAR MEETING** February 8, 2024 – 2:00 p.m.

#### AGENDA

#### **Online Viewing Option**

Individuals who are unable to attend the board meeting in person may view it online by clicking on the link below or by copying and pasting it into a web browser: https://us02web.zoom.us/j/85130631792?pwd=am5EaEVIem1JczRXVGhjejFsdS8zdz09

#### Public Comment Procedure

Public comment may be made in person at the board meeting. Persons wishing to address the board are requested to complete a "Request to Address Board" form, available at the meeting room entrance, and deliver it to the secretary prior to the time the meeting is called to order. During the time for public comment specified on the agenda, the board will acknowledge requests to speak on agenda items as well as topics not on the agenda, but within the subject matter jurisdiction of the board. The total amount of time for public comments will be 15 minutes. The amount of time an individual speaker may speak is typically 5 minutes but may be adjusted upon consent of the board depending on the total number of persons wishing to be heard. If the speaker needs more time, they may submit written comments.

#### Interpretation/Interpretación

Live simultaneous Spanish interpretation of the special board meeting will be provided for those viewing online. Se dispondrá de interpretación simultánea del inglés al español durante la reunión especial del Consejo de Educación, para quienes la estén viendo por Internet.

#### Video Recording

The board meeting will be video recorded. The video recording will be made available online at <u>https://www.sbceo.org/board/materials</u>.

#### 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 <u>afreedland@sbceo.org</u> by 10:00 a.m. the day before the meeting. Notification at least 72 hours prior to the meeting will assist the superintendent in making suitable arrangements.

#### **GENERAL FUNCTIONS**

#### 1. Call to Order

#### 2. Spanish Interpretation/Interpretación

The president will announce that live simultaneous Spanish interpretation of the special board meeting is available for those viewing online. La Presidente anunciará que se dispone de interpretación simultánea del inglés al español durante la reunión especial del Consejo de Educación, para quienes la estén viendo por Internet.

#### 3. Pledge of Allegiance

#### 4. Roll Call

#### 5. Changes to the Agenda

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

#### 6. **President and Board Comments**

#### 7. Public Comments

The total amount of time for public comments will be 15 minutes. The amount of time an individual speaker may speak is typically 5 minutes, however, with board consent, and depending on the number of persons wishing to be heard, the president may increase or decrease the time allowed for individual speakers. If the speaker needs more time, they may submit written comments.

#### ORGANIZATIONAL ITEM

#### 8. Administration of Oath of Office

The superintendent will administer the oath of office to Vedamarie Alvarez Flores as the provisional appointee to the board for Trustee Area No. 7.

#### PRESENTATIONS

### 9. Presentation on the State of the Education Workforce in Santa Barbara County

Associate Superintendent of Human Resources Mari Gonzales and Director of Human Resources Amy Ramos will provide an update on the state of the education workforce in Santa Barbara County, as well as trends in labor negotiations for SBCEO and local school districts.

#### 10. Presentation on Projects of the School Safety Liaison

School Safety Liaison Dennis Thomas will provide a presentation on projects he is working on for SBCEO and school districts.

#### SUPERINTENDENT'S REPORT

#### 11. Superintendent's Report (Attachment)

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

#### **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.

- **12.** Minutes of Meeting Held January 4, 2024 (Attachment)
- **13.** Minutes of Special Meeting Held January 11, 2024 (Attachment)
- 14. 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 December 7, 2023 to January 6, 2024, and the issuance of temporary county certificates for that same time period.

#### **15.** Acceptance of Donations

(Attachment)

Acceptance of donations on the attached donations list for the following departments:

- Internal Services
- Special Education

### 16. Declaration of Surplus

(Attachment)

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

- Curriculum and Instruction
- Information Technology Services
- School Business Advisory Services

Motion to approve all consent items:

MOVED:	SECONDED:	VOTE
MOVED:	SECONDED:	VC

#### ACTION ITEM

17. Board Policies, Reading and Adoption (Attachment)

The following board policies are being presented for reading and adoption.

New board policies:

- BP 6146.4 Differential Graduation and Competency Standards for Students with Disabilities
- BP 6159 Individualized Education Program
- BP 6159.1 Procedural Safeguards and Complaints for Special Education
- BP 6159.3 Appointment of Surrogate Parent for Special Education Students
- BP 6164.4 Identification and Evaluation of Individuals for Special Education
- BP 6164.6 Identification and Education Under Section 504

Revised board policies:

- BP 6142.1 Sexual Health and HIV/AIDS Prevention Instruction
- BP 6146.1 High School Graduation Requirements
- BP 6162.6 Use of Copyrighted Materials

- BP 6173 Education for Homeless Children
- BP 6173.1 Education for Foster Youth

MOVED: SECONDED: VOTE:

#### **INFORMATION ITEMS**

#### 18. Update on the Juvenile Court and Community Schools Program

The superintendent will provide a brief update on the Juvenile Court and Community Schools program.

### **19. 2023-24 Local Control and Accountability Plan Mid-Year Monitoring Report** (Attachment)

The 2023-24 Local Control and Accountability Plan (LCAP) Mid-Year Monitoring Report is presented to the board as an information item. Associate Superintendent of Student and Community Services Bridget Baublits will provide a presentation on the report.

### 20. Summary of Governor's 2024-25 January Budget Proposal (Attachment)

A summary of the governor's 2024-25 January budget proposal is presented as an information item.

#### 21. Report on the Classroom Expenses Actuals Waiver Process

Associate Superintendent of Administrative Services Steve Torres will provide a brief report on the classroom expenses actuals (CEA) waiver process in general, as an information item.

#### 22. Personnel Report

(Attachment)

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

#### **FUTURE AGENDA ITEMS**

23. Future agenda items

#### ADJOURNMENT

24. Adjournment to the next regular meeting to be held March 14, 2024 at the SBCEO North County Office, 402 Farnel Road, Santa Maria.

MOVED:

SECONDED:

VOTE:

# Superintendent's Report



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 Superintendent's Report February 8, 2024

#### Student Enrollment in SBCEO Schools and Programs

	July '23	Aug '23	Sept '23	Oct '23	Nov '23	Dec '23	Jan '23	Jan '24
JCCS – FitzGerald Community School	7	16	15	17	25	27	18	37
JCCS – Dos Puertas School	16	21	18	24	25	24	25	20
JCCS – Los Robles High School	4	2	5	4	4	5	3	2
Early Care & Education (preschools and infant/toddler centers)	31	248	278	311	278	282	281	301
Special Ed – JCCS	12	11	13	17	16	13	11	10
Special Ed – Early start (infants)	104	99	91	92	98	105	98	105
Special Ed – Direct service districts	111	95	95	97	98	94	98	94
Special Ed – Regional: TK-12 extensive support needs program	58	51	55	56	55	55	59	56
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program	74	77	77	77	79	79	78	82
Special Ed – Preschool	746	455	477	502	533	592	494	614

Numbers reflect the enrollment on a specific date in the month.

### **SBCEO Facilities**

SBCEO is exploring facilities options in the Santa Maria Valley, mainly related to Early Care and Education and Special Education. I will provide specific updates and background at the February 8 board meeting and will request that the board's Legal Committee engage in more detailed review and exploration in the future, if needed.

#### Data from Project Opioid

Sheriff Bill Brown regularly facilitates countywide Project Opioid convenings, of which I am a participant. Sheriff Brown recently shared 2023 countywide data with the group. Please see the data attached at the end of this report; I will review specific aspects at the February 8 board meeting.

### Data from the County of Santa Barbara's Comprehensive Multi-Agency Juvenile Justice Plan and Juvenile Justice Realignment Plan

I am a member of the Juvenile Justice Coordinating Council (JJCC), facilitated by the County of Santa Barbara Probation Department. I wanted to share data from the Comprehensive Multi-Agency Juvenile Justice Plan (CMJJP) and Juvenile Justice Realignment Plan (JJRP). Please see the data attached at the end of this report; I will review specific aspects at the February 8 board meeting.

#### New Laws for 2024

For a list of some of the significant bills affecting local educational agencies that went into effect on January 1, 2024, see the attached "Fiscal Report" article from School Services of California, Inc.

#### Request to Board Members to Update Their Emergency Contact Information

Given the recent changes on the board, I have requested SBCEO's HR department contact you after the February 8 board meeting to update contact information/ emergency contact information. Please fill it out and return it before the March board meeting. In the future, we will request these updates at the same time as the board's annual organizational meeting in December.

#### **SBCEO DIVISIONS**

#### Administrative Services Division

**District First Interim Budget Reports:** School Business Advisory Services (SBAS) district financial advisors have completed their review of districts' 2023-24 first interim budget reports. All districts received a positive certification indicating that they can meet their financial obligations for the current year and two subsequent years.

#### **Curriculum and Instruction Division**

**Tier 1 Differentiated Assistance:** Last week, the District and School Support team sent each district and charter school an electronic file folder containing multiple data visualization displays based on the California School Dashboard. These data displays help the local educational agencies (LEAs) engage their educational partners in data

dialogue to look at trends, generate questions, and inform the LCAP annual updates and their new plans.

**Tier 2 Differentiated Assistance:** The Dashboard is the basis for identification of local educational agencies eligible for Level 2 Differentiated Assistance. This is the first year that charter schools are eligible. After initial consultation with the 10 districts and 1 charter who qualify, LEAs are assembling their improvement teams and beginning to engage in data dives with our team to determine the strengths, weaknesses, and priority area or areas for improvement. District support for improvement will now continue for two years, even if the district no longer qualifies after the first year.

**CSI and ATSI**: The Dashboard results also determine the individual schools that are identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI). This is part of the federal accountability system, and occurs at the school level, with the district being responsible for supporting the school's improvement efforts. SBCEO supports CSI and ATSI efforts with data and capacity building.

**Inclusion Network:** On January 29, over 90 district registrants attended our Inclusion Network with the directors of Supporting Inclusive Practices (SIP), part of the Statewide System of Support. District teams are meeting with us over the course of the year to dig deep into data, systems, culture, and instruction with a focus on improving learning and opportunities for students with disabilities and supporting teachers, administrators, and families in the process. All districts and charters have been creating an individual plan with customized support resources.

**Credential Programs: Teacher Induction Program (TIP):** TIP is a two-year jobembedded individualized induction program focused on extensive support and mentoring to new teachers in their first and second year of teaching. Our TIP candidates are completing the first round of inquiry cycles for their Individualized Learning Plans (ILP) and kicking off the second half of the year with in-person workshops in north, mid, and south county to launch the next cycle.

**Teacher of the Year:** Santa Barbara County Teacher of the Year and CA Teacher of the Year, Gregory Wolf, was honored at a reception and gala on Monday, January 29 in Sacramento, where he and the other 4 CA Teachers of the Year offered remarks. We have started the process of choosing the 2025 Santa Barbara County Teacher of the Year. Over the next few months, the selection committee will be reading applications, choosing finalists, conducting interviews and classroom observations. The 2025 Teacher of the Year will be announced at the May board meeting.

**Teacher Programs and SEL:** The Instructional Strategy Team Grants have been chosen, with 5 exciting and engaging strategies. The number of teacher applicants to join the Instructional Strategy Teams surpasses pre-pandemic levels. There is great interest across all five, but an unprecedented number for "Leveraging Social Emotional Learning to Support Multilingual Learners (and Their Teachers)" by Graciela Romero

Martinez. We are using funds from our Social Emotional Learning Grant to fund additional cohorts of this instructional strategy this spring/summer.

**Academic Events: Mock Trial:** On February 24, our county High School Mock Trial Competition will take place at the Santa Barbara County Courthouse. For the preliminary competition on the 24<sup>th</sup>, we have 7 teams taking on the roles of attorneys, witnesses, and court officials in the case *People v. Clark*, while local Superior Court judges act as presiders and local attorneys volunteer as scorers. Twenty-eight individual students will receive medals, and the top 4 teams will go on to the finals on March 2, to determine the county championship team who will compete in the state competition at the end of March.

### Upcoming workshops and events:

- February 7: Social Emotional Learning Community of Practice
- February14: Universal Pre-Kindergarten Community of Practice
- February 14: Jump into Computer Science "Artificial Intelligence"
- February 29: Al and Digital Safety

### **Special Education Division**

Preschool special education teachers and paraeducators throughout the division attended training on Friday, January 26 in Lompoc. In the morning, teachers participated in a webinar presented by Curriculum Associates on the administration and scoring of the Brigance Assessment. In the afternoon, the teacher training included report writing and developing student Individualized Education Plan (IEP) goals. Dr. Rosy Bucio, SELPA board certified behavioral analyst, trained paraeducators on student engagement, social facilitation, supporting social interactions, and helping children navigate social challenges. Time was provided for team collaboration among teachers and paraeducators. Laura Ishikawa, Program Specialist, and Julie McElroy-Lesne, IEP Chairperson, organized and implemented this event.

### Student and Community Services Division

### **Career Technical Education (CTE)**

**Teacher Tours Update:** On January 17, another round of CTE Teacher Industry tours took place; the photos can be found online at: <u>https://s.sbceo.org/g</u>. Teachers visited multiple sites, including the Santa Maria Utilities Department Wastewater Treatment Facility, Pacific Coast Energy Company oil fields, and a Highcraft Builders construction site. The tour included teachers from Santa Maria High School and the Center for Employment Training.

There are two upcoming tours, one in the north county and one in the south county.

- <u>North County Teacher Tours</u> continue on February 7 for the Information & Communication Technology industry sector.
- <u>South County Teacher Tours</u> begin February 9 with the Energy, Environment & Utilities, and Building & Construction industry sectors. Site visits include the City

of Santa Barbara Water Resources Department, Southern California Edison, and Granite Construction.

If any board member would like to join all or part of a tour day, please let me know.

**Magazine Article:** CTE is featured in the 2024 edition of the *Santa Barbara South Coast Chamber of Commerce Magazine*. The printed version is not yet available, but here is a link to the digital version: <u>https://www.nxtbook.com/santabarbarasccc/sbsccc/mag\_24/</u>. A hard copy of the article is also included at the end of this report. Communications Director Camie Barnwell worked with CTE Director Sarah Cameron to write the article found on pages 40-41. The article highlights the wonderful work that our districts do to ensure that Santa Barbara County students are prepared for college and careers.

**Central Coast K-16 Regional Collaborative Grant:** Sarah Cameron, CTE director, has been selected to serve as the SBCEO representative on the Central Coast K-16 Regional Collaborative Grant Steering Committee. The committee is composed of leaders from K-12 local educational agencies (LEAs), community colleges, 4-year institutions, and industry partners from across 6 central coast counties (San Luis Obispo, Santa Barbara, Ventura, Monterey, San Benito, and Santa Cruz). The K-16 Regional Collaborative Grant has two cycles that focus on K-16 career pathway development. For the first cycle, the committee is focused on identifying steps that are needed to establish at least two K-16 career pathways within the six-county region by June 2024. Additional career pathways and expansion efforts will continue within the second cycle, which will begin in the fall of 2024. To engage in this effort, educational partners will be required to use the new state <u>College and Career Guidance Initiative</u> (CCGI) platform. More information is to come on CCGI, but we anticipate it playing a big role in future collaborative efforts. Additional information about the Collaborative can be found online at: <u>https://www.centralcoastk16collab.org/</u>.

### Early Care and Education (ECE)

**ECE Apprenticeship Program:** All three of our ECE apprentices are making progress towards their goal occupation and continue to work closely with their assigned mentors. We anticipate signing on three more apprentices in the next two weeks. We are hopeful that additional interest will be generated through marketing in various venues using this ECE Apprenticeship flyer.

**Regional California State Preschool Program (CSSP) Training Hosted by Early Care and Education:** On January 11, ECE collaborated with the Early Education Division Program Quality and Implementation Office of the California Department of Education (CDE) to present the current California State Preschool Program (CSPP) requirements to support contractor compliance. Over 65 CSPP contractors attended the training from across our regional hub (Ventura, San Luis Obispo, and Santa Barbara) with some traveling from Kern County. Four CDE consultants led the morning portion of the training while SBCEO ECE staff facilitated four breakout sessions in the afternoon. The topics addressed were: Navigating Licensing, Review of New Suspension and Expulsion Guidance, Tips and Tricks for Managing Classroom Behaviors, and review of the new Management Bulletin 23-10 Implementation of the Classroom Assessment Scoring System (CLASS) and CLASS Environment and Removal of the Environment Rating Scale for CSPP.

#### **Juvenile Court and Community Schools (JCCS)**

**Family Workshops at Peter B. FitzGerald Community School:** In partnership with One Community Action, FitzGerald Community School is hosting workshops for families that focus on developing communication skills between youth and parents/guardians. The first workshop will take place on February 7. Additionally, FitzGerald Community School partnered with the Promotores Network to provide *Mental Health First Aid* training for students and their families on December 13.

**Key New Staff Added to JCCS:** This past winter, two new staff members were added to the dynamic JCCS staff. Eugenia Ambrocio, college and career counselor and community schools coordinator, began her position on December 1. Matt Linton, coordinator, began his position on January 9. Both staff have extensive experience working with at-promise youth and will play a critical role in the implementation of the community schools framework and pillars.

#### School Safety Liaison

**Santa Barbara County Schools and Childcare Mapping Project:** In an effort to support first responders during an emergency, SBCEO School Safety Liaison Dennis Thomas has developed and organized a Google map project. The map identifies all public school, private school, charter school, higher education, and childcare provider locations throughout the county. The map is interactive; when the user selects a site, an informational sheet will pop up and provide pertinent information about the site. The information includes contact information, site hours, a site map, and other resources that may be helpful during an emergency. The map also identifies other locations that may be impacted by an event or incident at a certain location. This knowledge will prompt safety dispatch to notify and support the other impacted sites.

**District and School Leaders Received Swatting/Hoax Call Training from the Federal Bureau of Investigations (FBI):** On January 11, the FBI offered a virtual training geared towards law enforcement and school district and site-level staff. Superintendents and school leaders received the invitation, which encouraged the participation of site-level staff who frequently answer the phones as well as those staff who are involved in investigating threats. The training focused on the importance of gathering pertinent information from the caller, assessing the validity of the information, and providing accurate information to law enforcement so they can respond appropriately.

**SBCEO and School Safety Committee:** On January 26, the SBCEO and School Safety Committee convened for the first time this year. The team is led by Associate Superintendent Bridget Baublits and School Safety Liaison Dennis Thomas. The group includes SBCEO staff members from most divisions and locations. The focus of the

meeting was on SBCEO-operated school-based programs and office site safety, which included planning for future meetings and the formation of an official SBCEO and School Safety Committee. Moving forward, this committee will meet regularly to discuss and plan for the safety needs of the organization.

Supporting District and Site-Level Development of Comprehensive School Safety Plans (CSSP) and the New Laws for 2024 that Impact the CSSP: In collaboration with the Communications team, the Student and Community Service division created an instructional guide, checklist, and template that supports the development of the Comprehensive School Safety Plan (CSSP). These public resources are found on the SBCEO website at: <u>https://www.sbceo.org/supporting-students/school-safety</u>. Recently, all of the resources were updated to include the new 2024 laws pertaining to the CSSP. The new laws include protocols for responding to potential opioid overdoses, responding to threats of violence, and the requirement to include accommodations for students with disabilities in emergency procedures.

#### **Student and Community Services (SCS)**

**Triennial Expelled Youth Plan Update:** Every three years, the county superintendent, in conjunction with district superintendents within the county, must develop a plan for providing education services to all expelled pupils within that county. This plan is 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 Department of Education by June 30 (EC Section 48926). This past fall, two collaborative meetings with district and charter leaders were held to discuss and gather input for the 2024-27 plan. The plan will include countywide and district-level data related to expelled youth, best practices that are being used countywide to reduce the number of students experiencing exclusionary discipline, and gaps in services, along with strategies to reduce the gaps. After an additional review by each district, the final plan will be put forward for Santa Barbara County Board of Education review and approval in mid-June 2024.

### **Transitional Youth Services (TYS)**

**Collaboration with Child Welfare Services:** The Transitional Youth Services (TYS) team meets monthly with Child Welfare Services (CWS) leaders to enhance collaboration. Recently, the TYS team was tasked with aiding in the collection of data pertaining to AB 329. This legislation mandates that students in grades seven through twelve receive comprehensive sexual health and HIV prevention education, both in middle school and high school. Proof of this education, crucial for foster youth, is documented using JV-459 forms. The specific courses offered to fulfill this requirement can vary across different school sites/districts. The TYS staff is in the process of developing a comprehensive database containing information on how students are receiving this education at each junior high and high school in Santa Barbara County. This database aims to facilitate easy access to the information for court dates and will be shared with our colleagues at CWS.

**Winter Coat Drive:** The Transitional Youth Services coat drive, to benefit Santa Barbara County students who are experiencing homelessness, concluded on January 19, and had strong participation from various schools and community groups, including Ballard School, Los Olivos School, Monte Vista School, Olive Grove Charter School, Peabody Charter School, Santa Ynez Valley Union High School, Solvang School, Lucky Clover 4-H group in Los Olivos, three SBCEO sites, and several generous members of our community. As of January 19, TYS gathered an impressive total of 108 coats. A final count will be available after collecting bins from all sites on January 22, and distribution data can be shared at a future time. The priority for distributing the coats will be to district liaisons at Santa Maria and Lompoc school sites, addressing the areas with the greatest need. As done in the past, TYS will assess the needs of students staying at Transition House and Good Samaritan Shelter, ensuring they receive coats as well. Lastly, the remaining inventory will be made available to other district liaisons for distributing coats to the student closets of the Children's Resource Network.

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

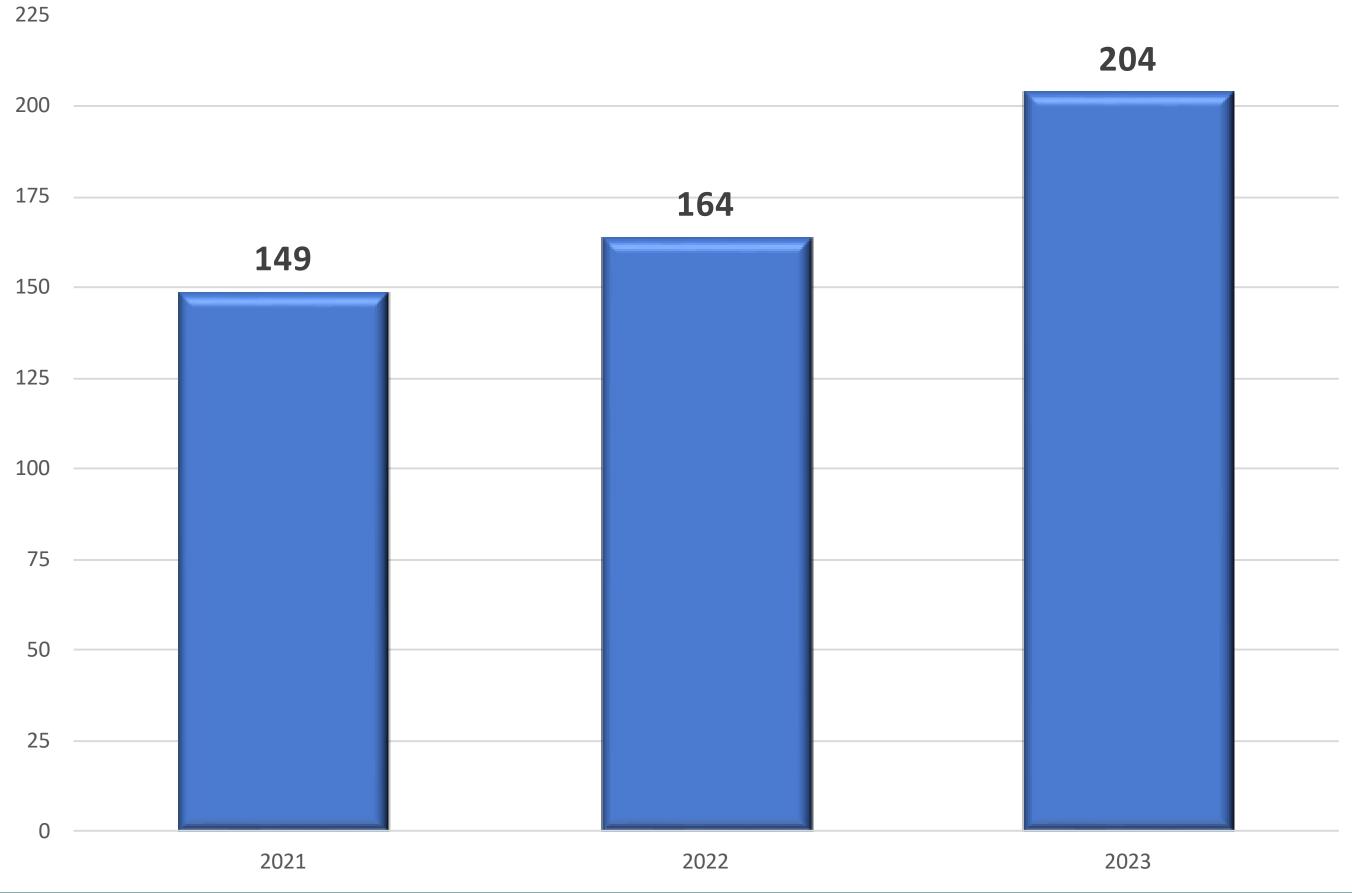
- 1/4 Santa Barbara County School Boards Association Executive Committee meeting
- 1/10 Fighting Back Leadership Coalition meeting
- 1/11 KUHL radio live interview in Santa Maria
- 1/16 Student Advisory Council meeting
- 1/17 Partners in Education Executive Committee meeting; Project Opioid meeting; SELPA JPA special board meeting; dinner with senior advisor to Governor Newsom and director of the Governor's Office of Business and Economic Development, Dee Dee Myers, and central coast higher education leaders
- 1/18–1/19 WestEd Board of Directors meeting
- 1/22–1/23 California County Superintendents Board of Directors meeting
- 1/24–1/26 Association of California School Administrators (ACSA) Superintendents' Symposium
- 1/31 Presented at the Santa Maria Valley Chamber of Commerce State of Education event

# Bill Brown Sheriff - Coroner

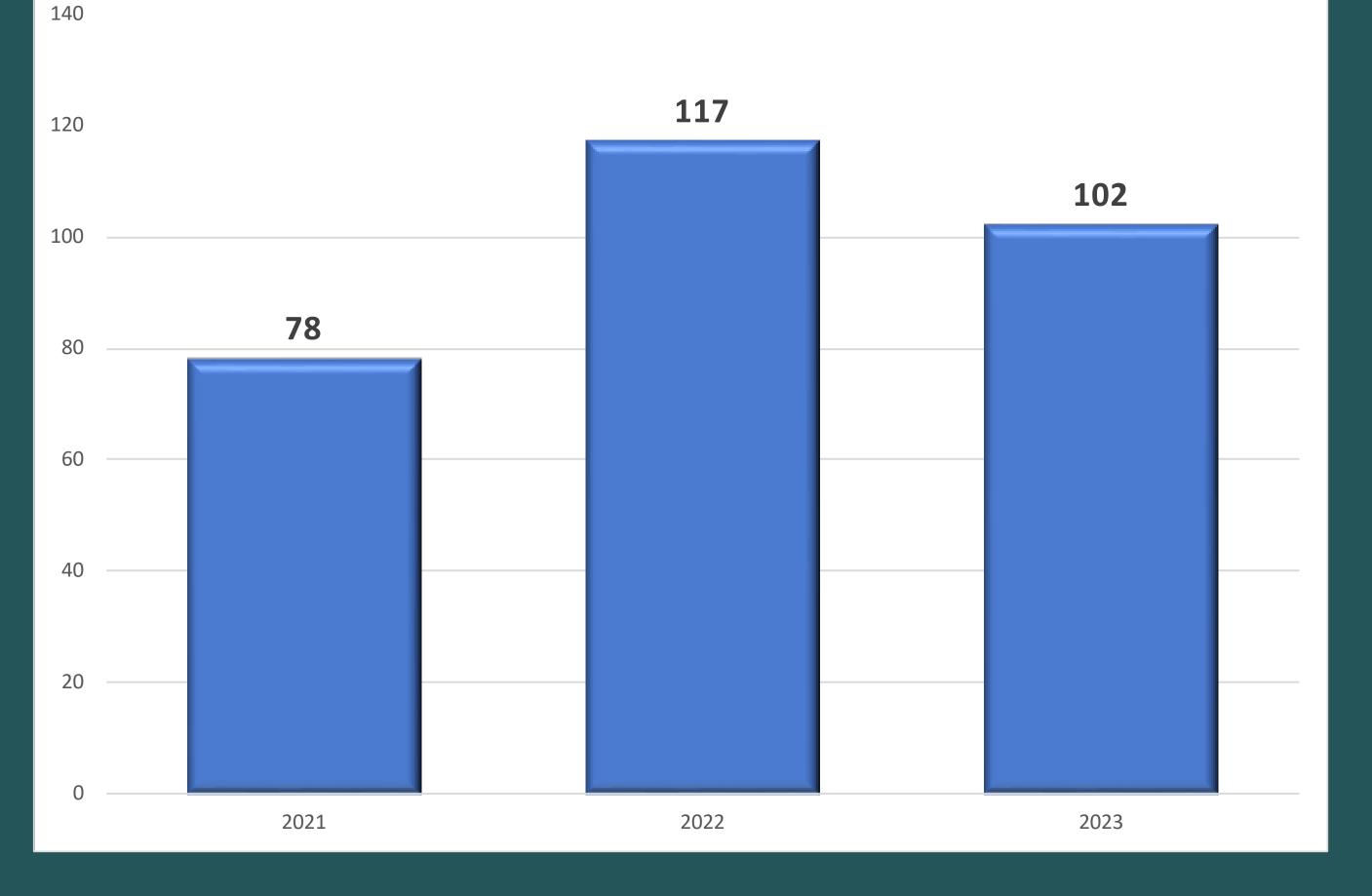


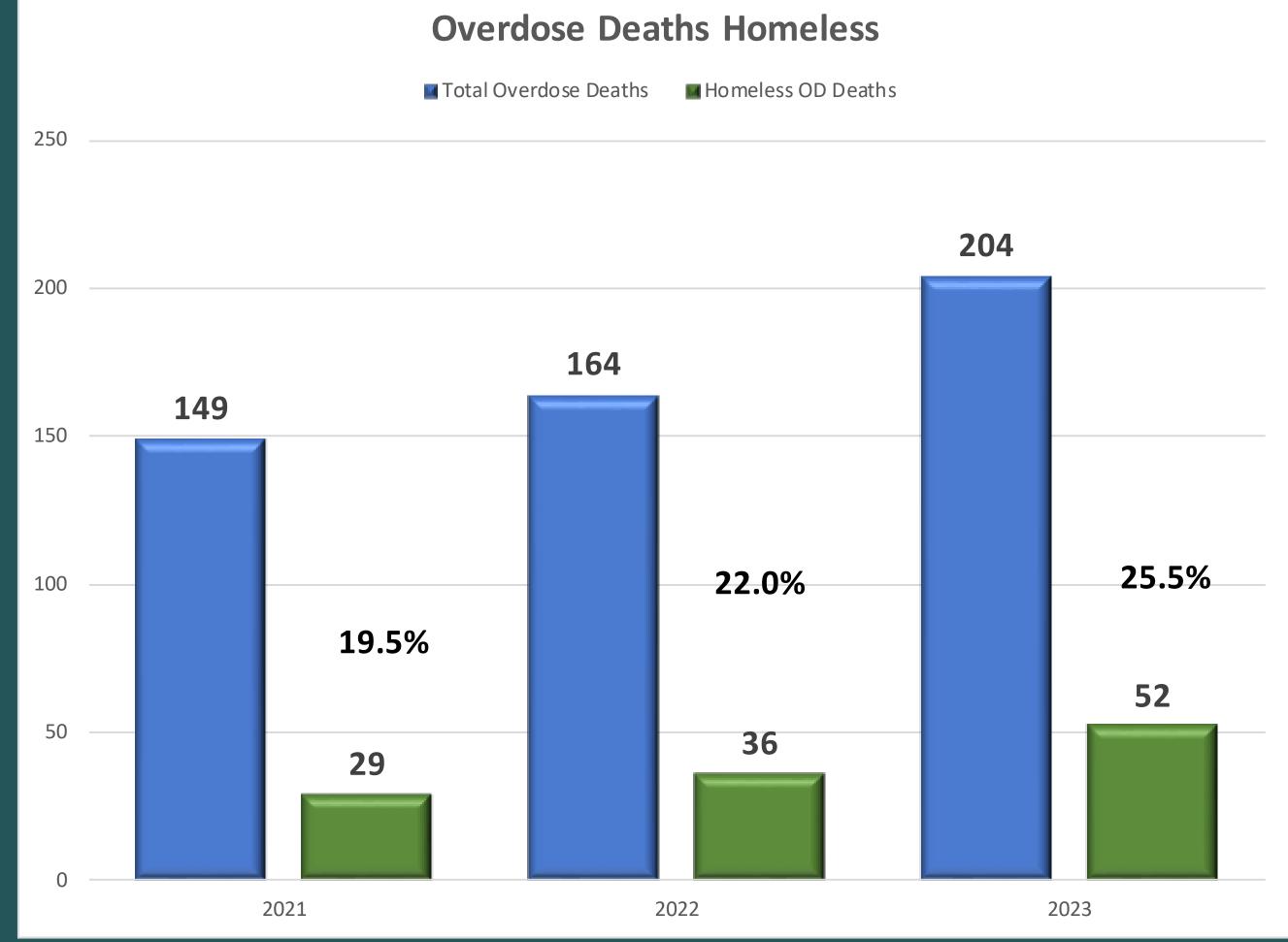


### **Total Overdose Deaths**

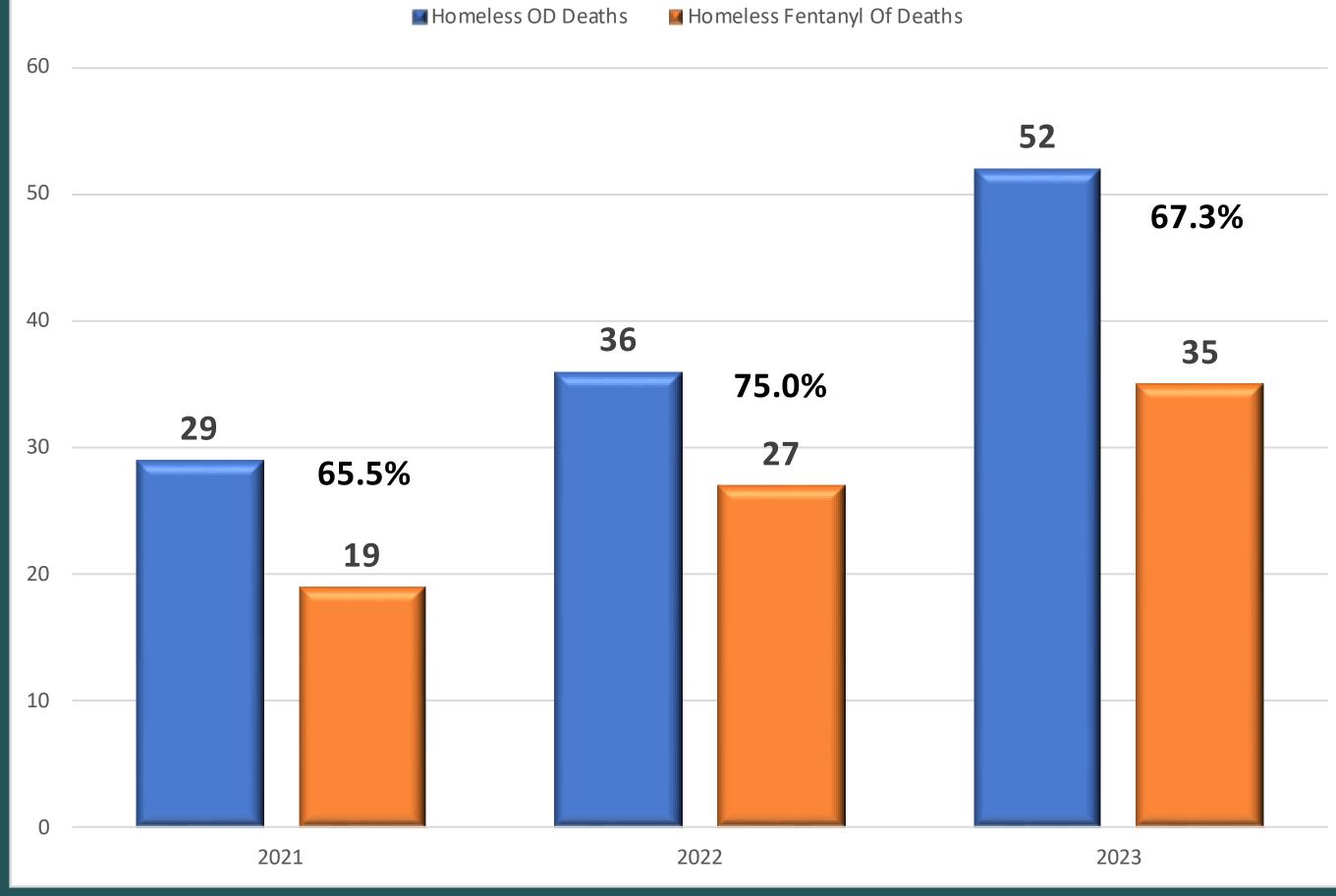


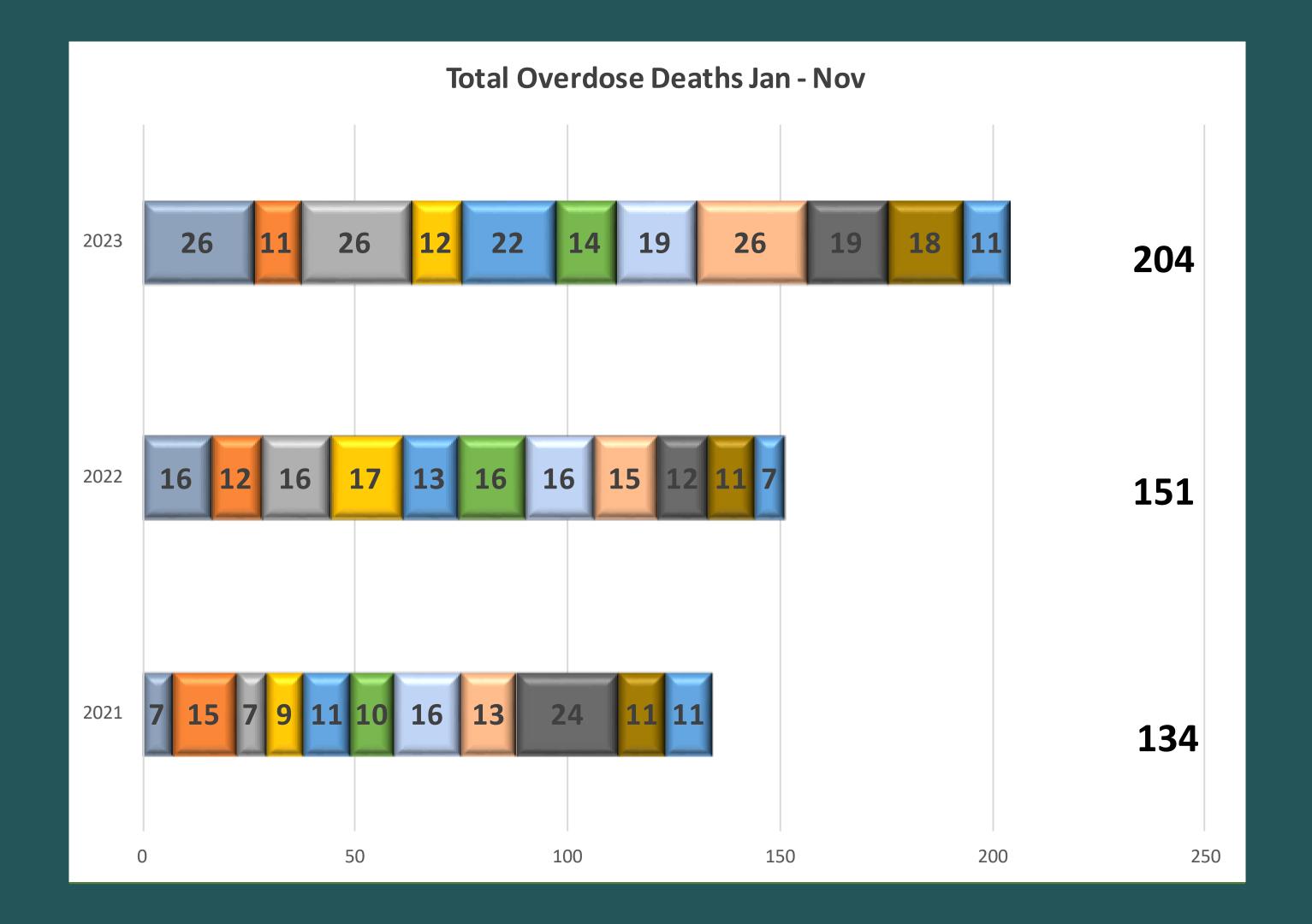
### **Total Fentanyl Overdose Deaths**

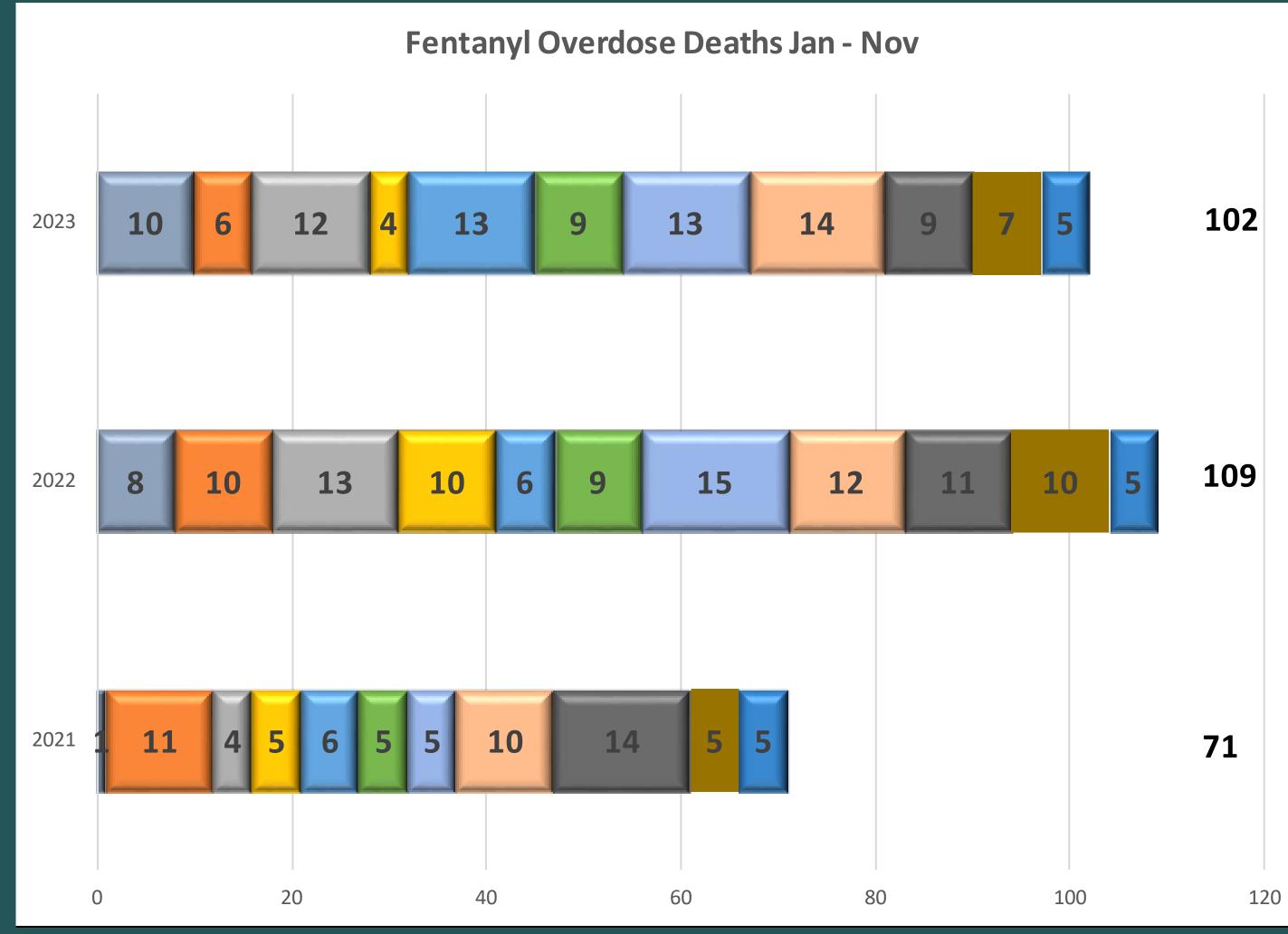


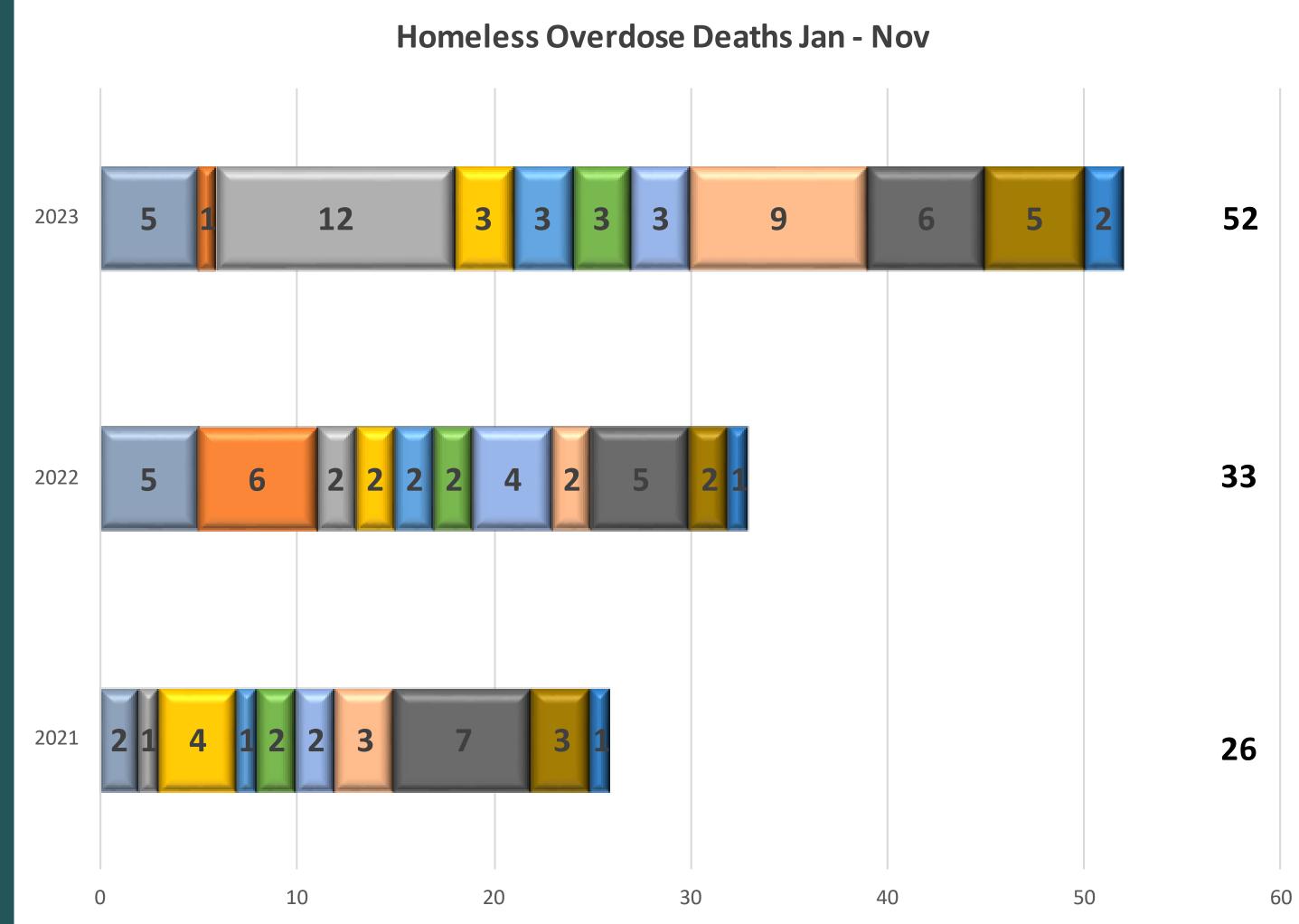


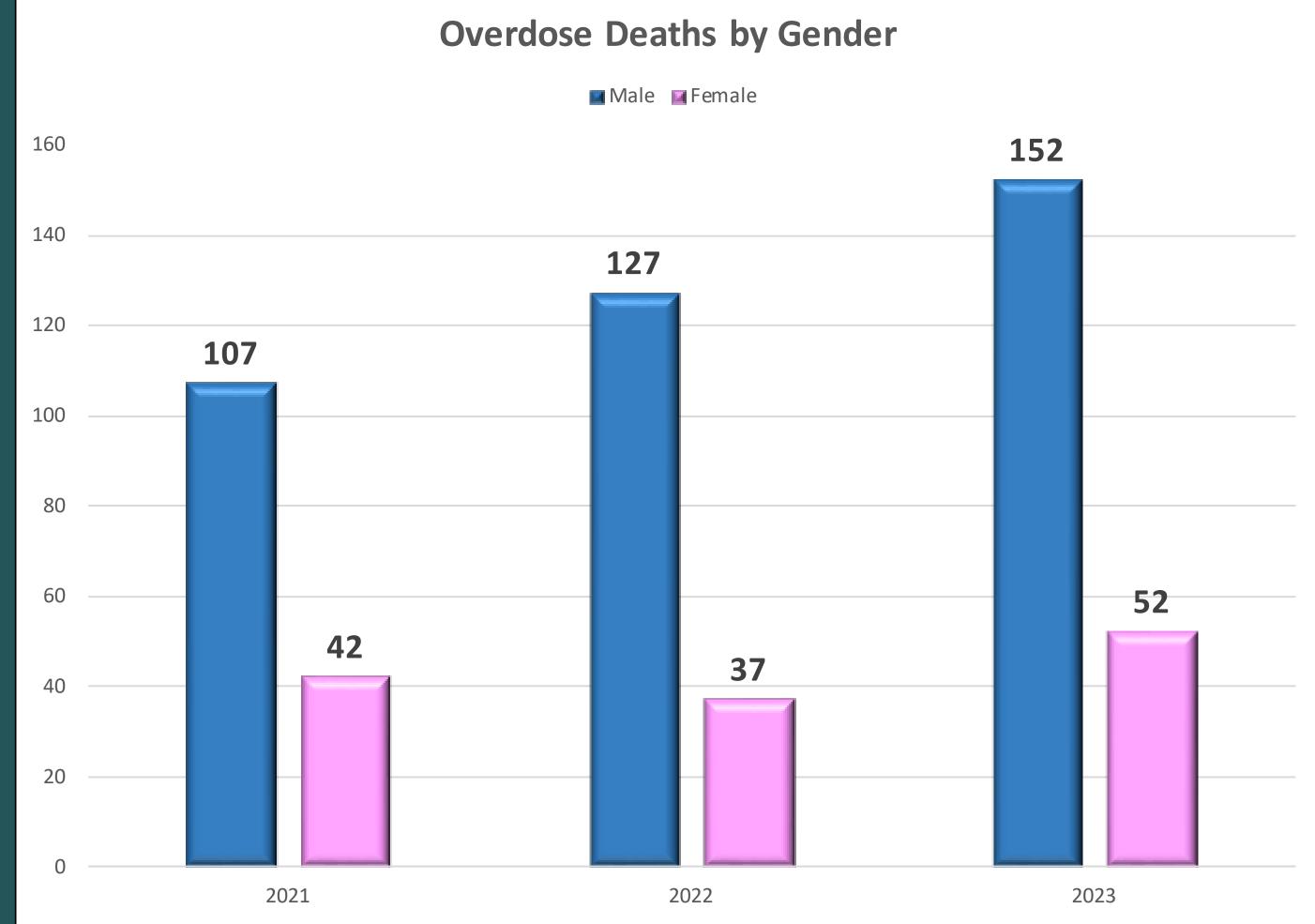




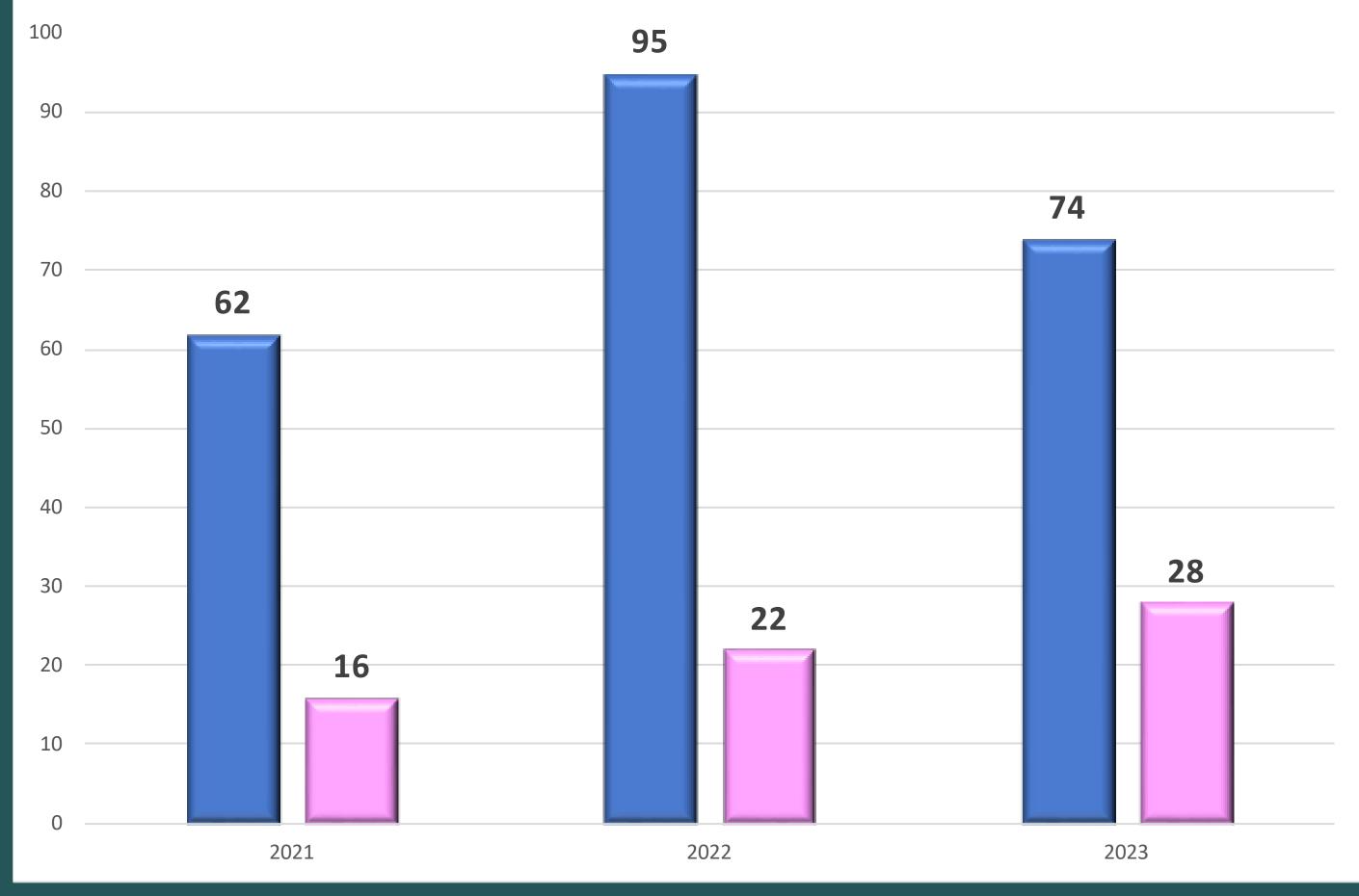




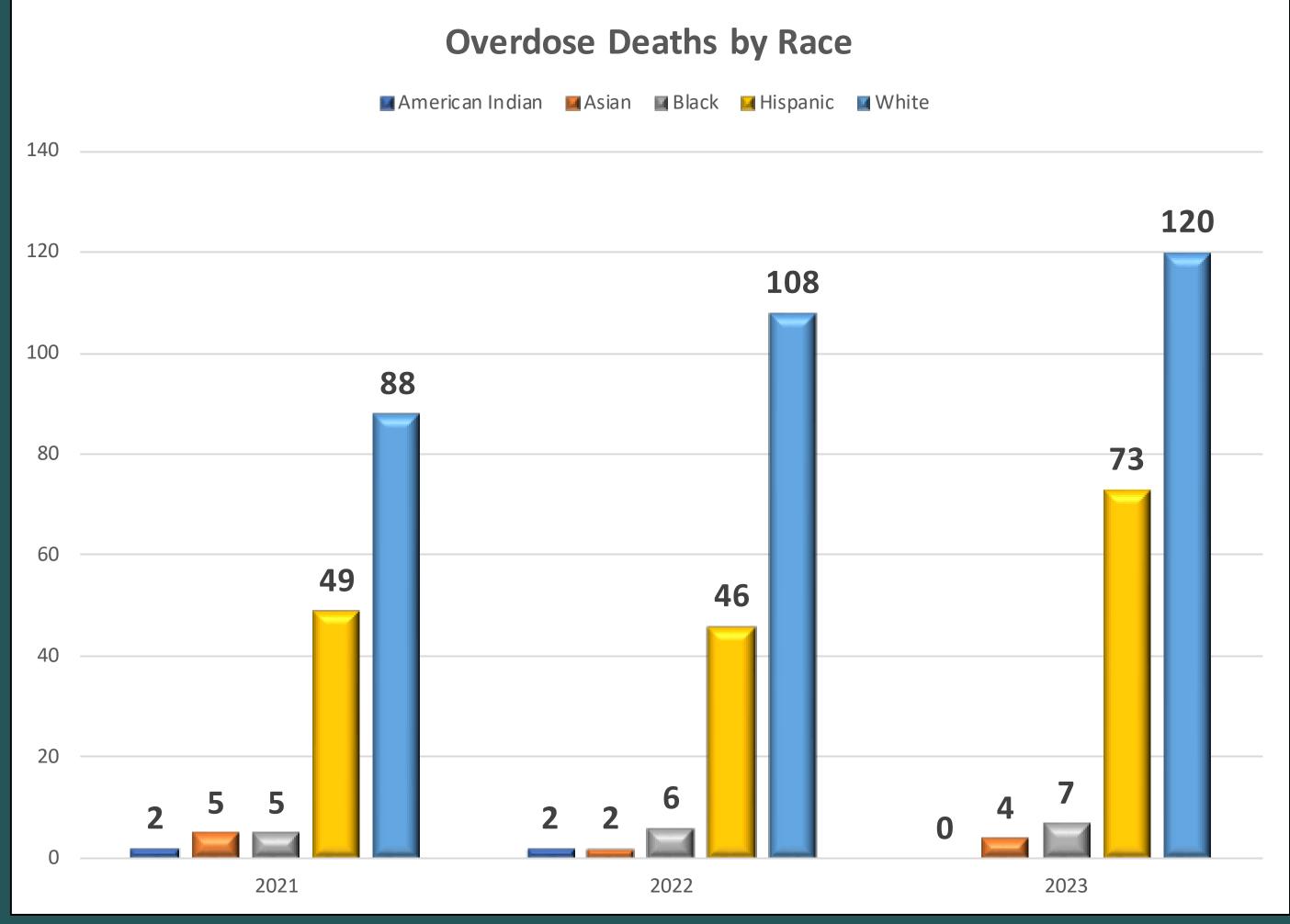


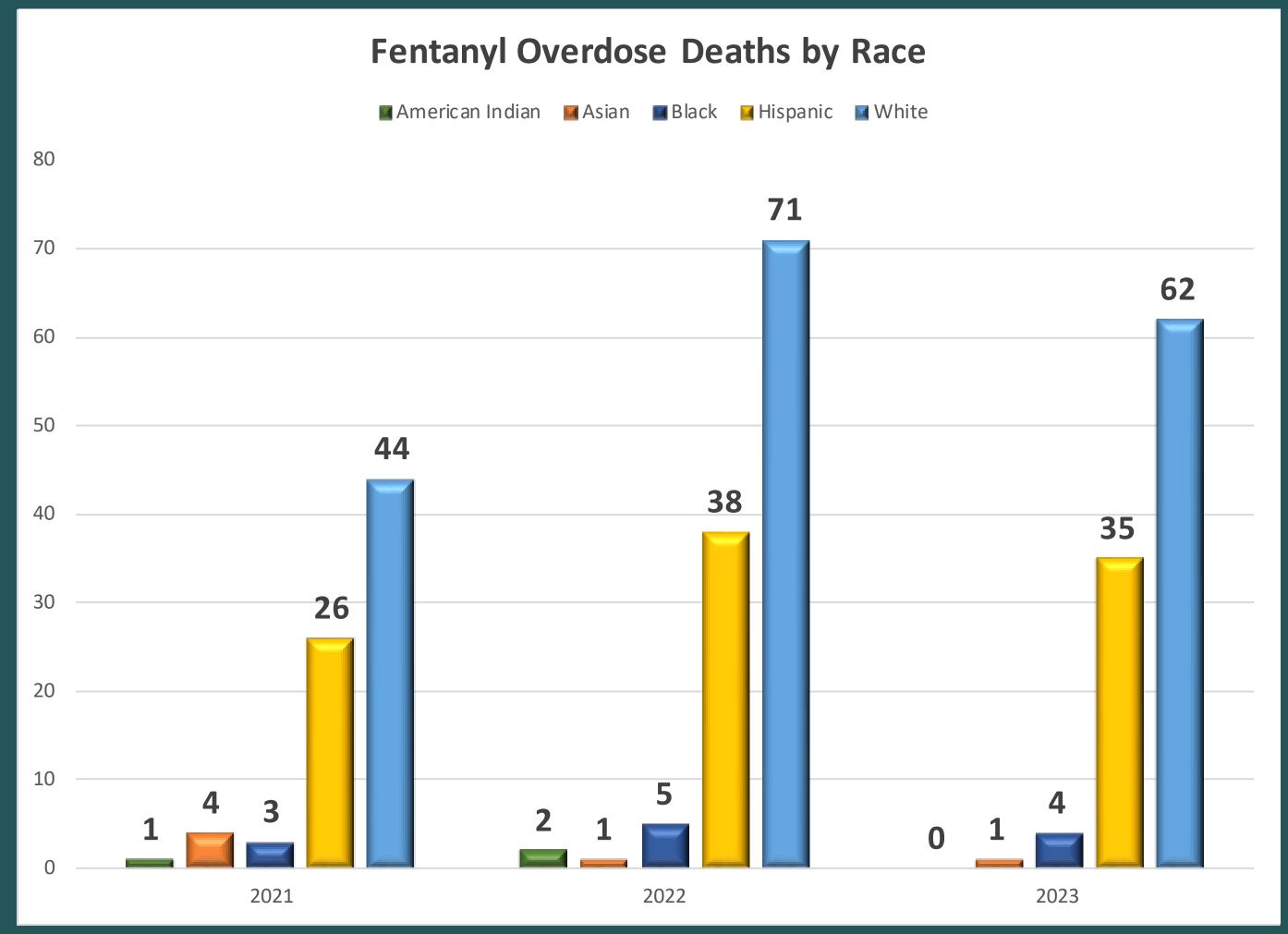




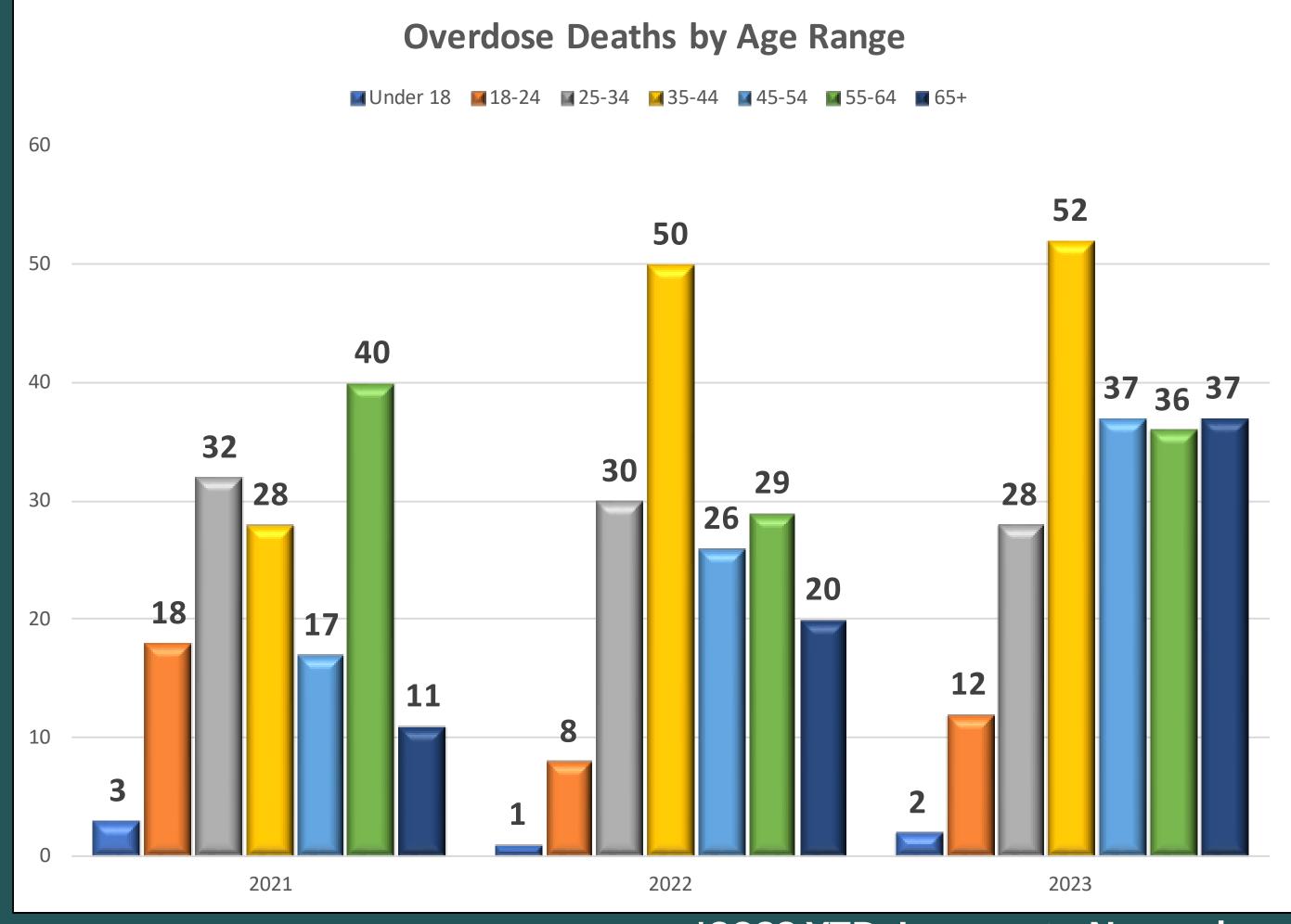


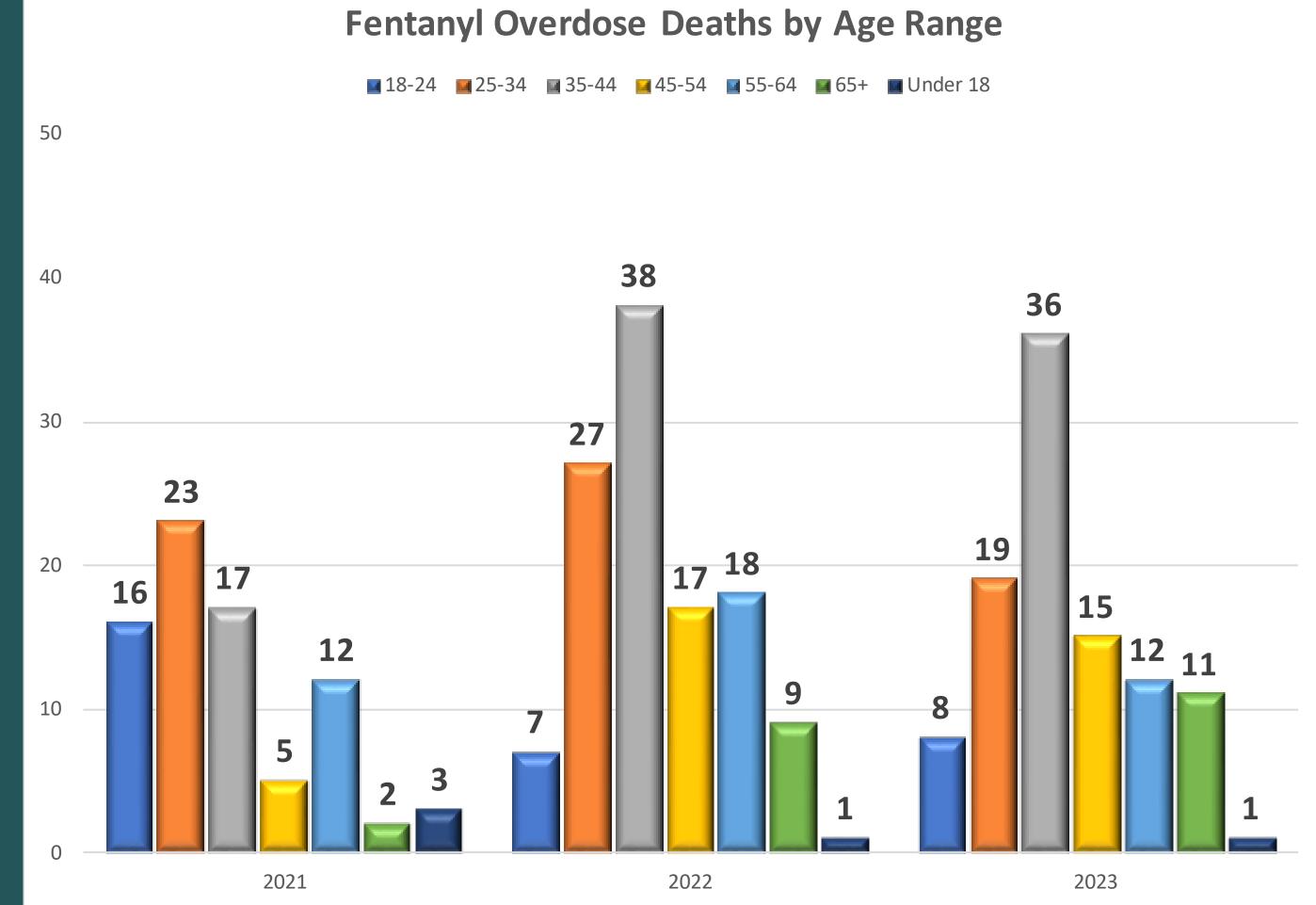


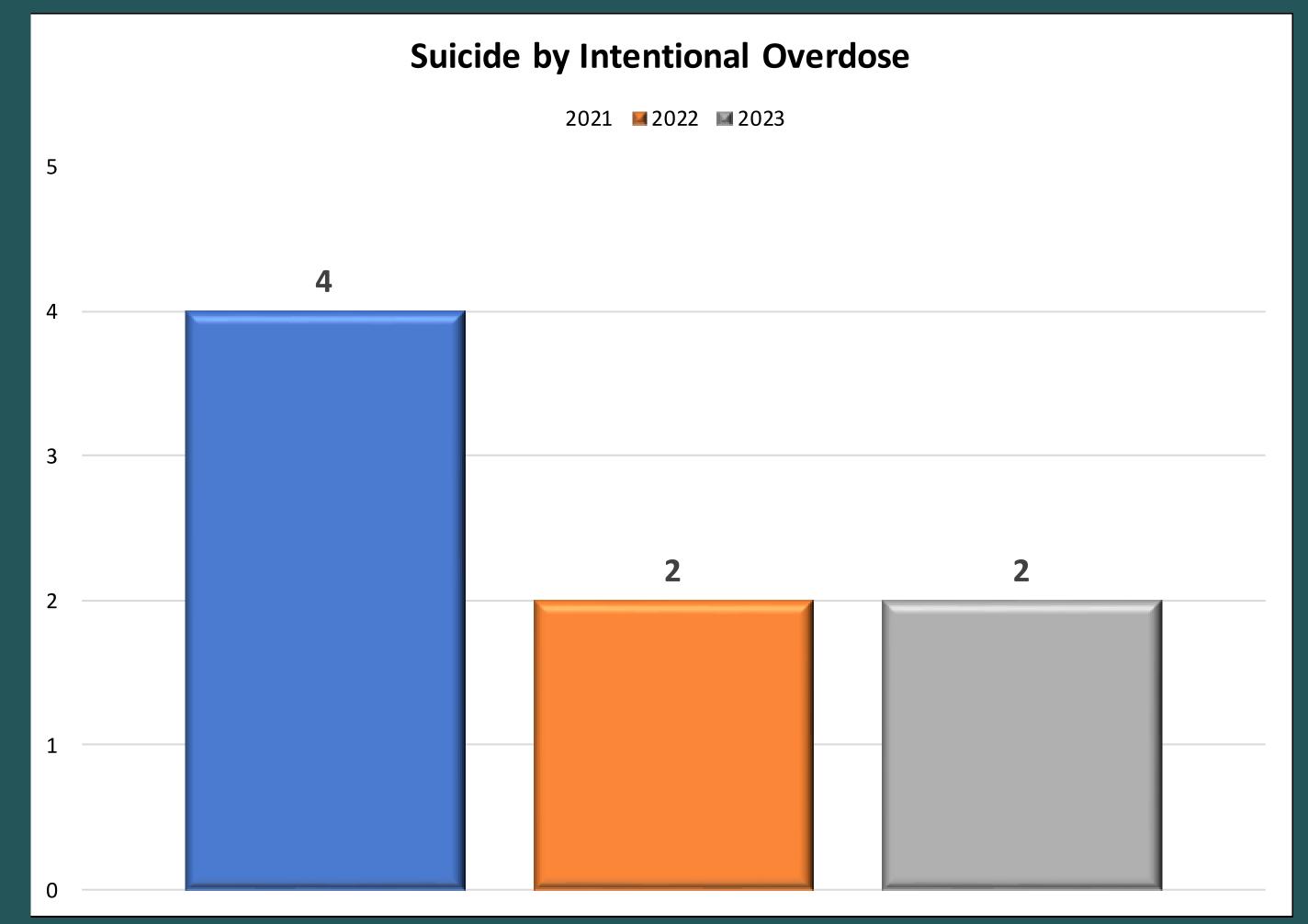






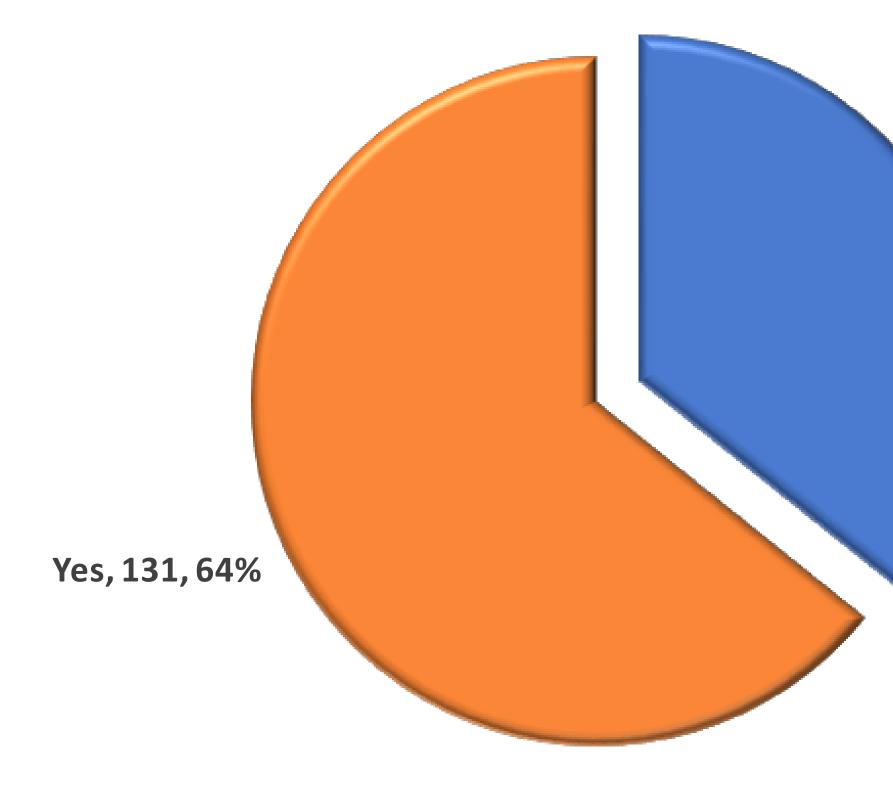






2024

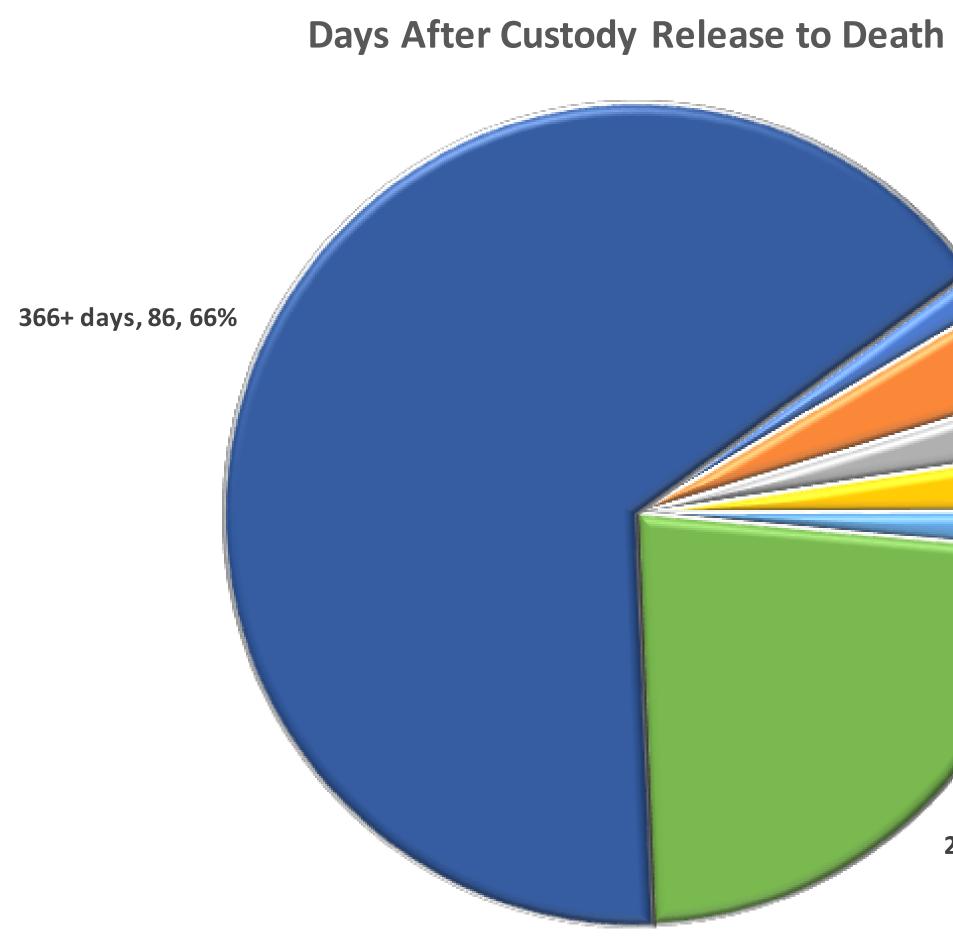
### **Previously Incarcerated in SBSO Custody Facility**







### No, 73, 36%





In-custody, 2, 1%

1-7 days, 5, 4%

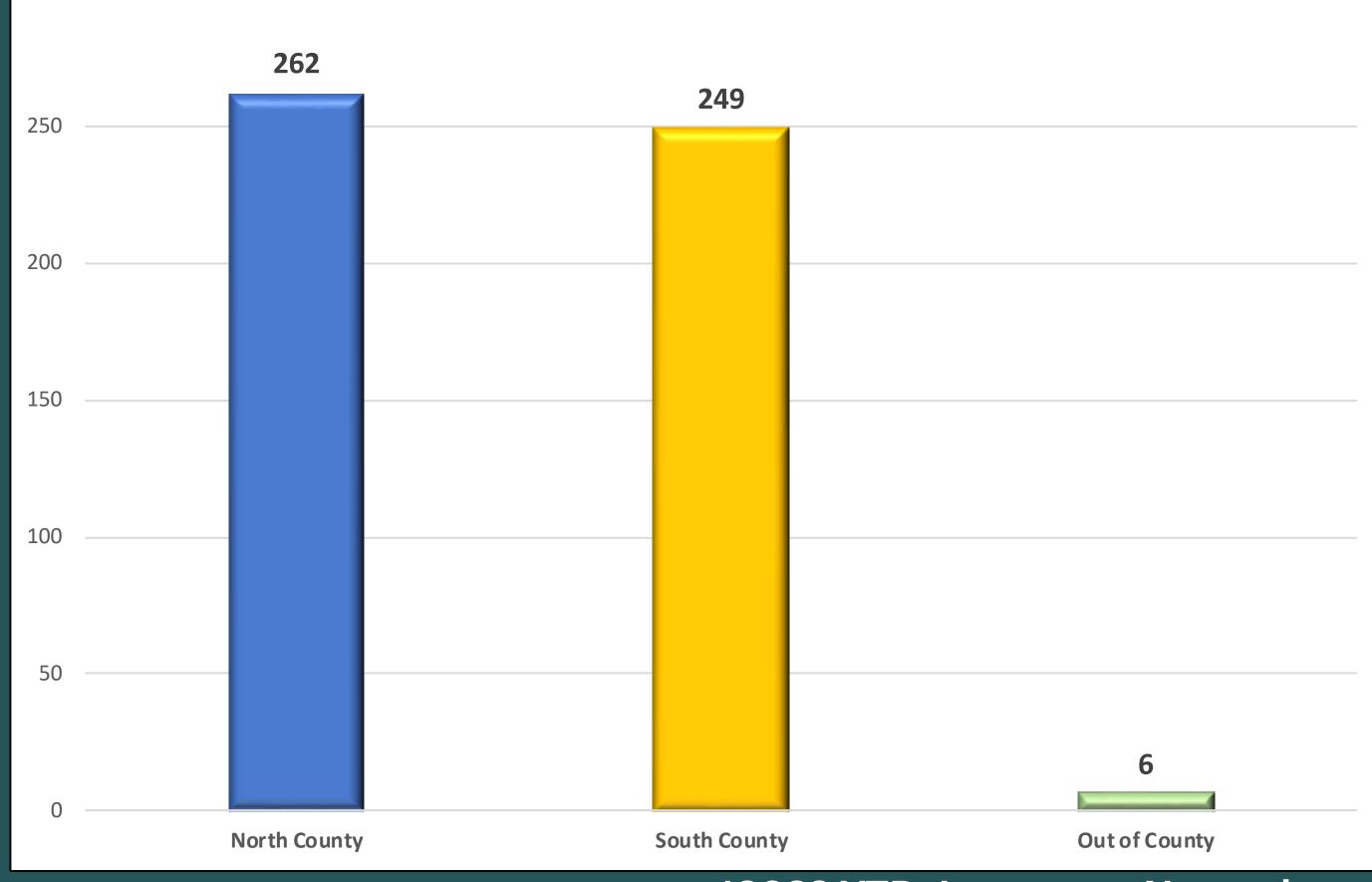
8-14 days, 3, 2%

15-21 days, 3, 2%

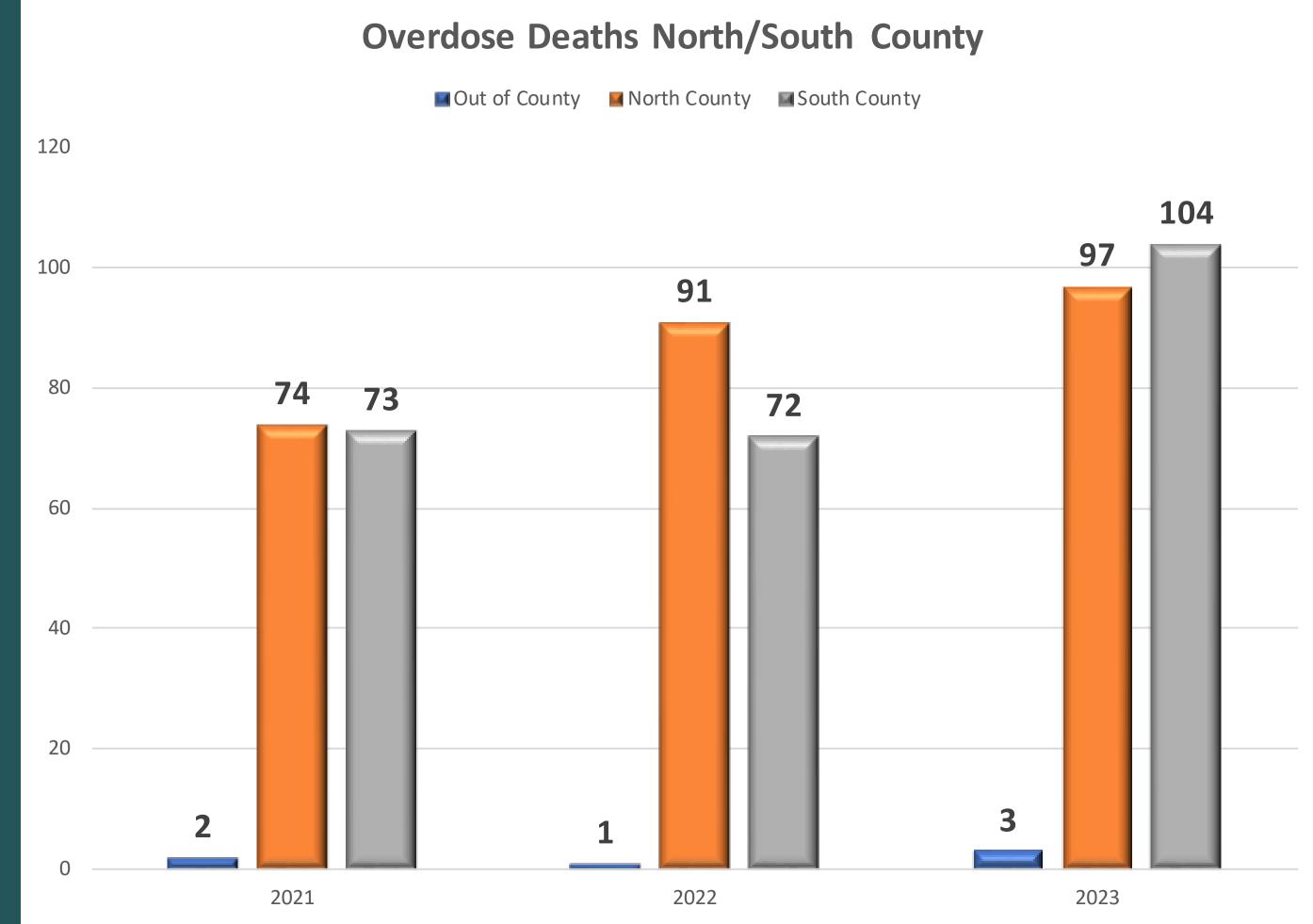
22-28 days, 2, 2%

29 to 365 days, 30, 23%

# **Overdose Deaths North/South County 2021-2023**

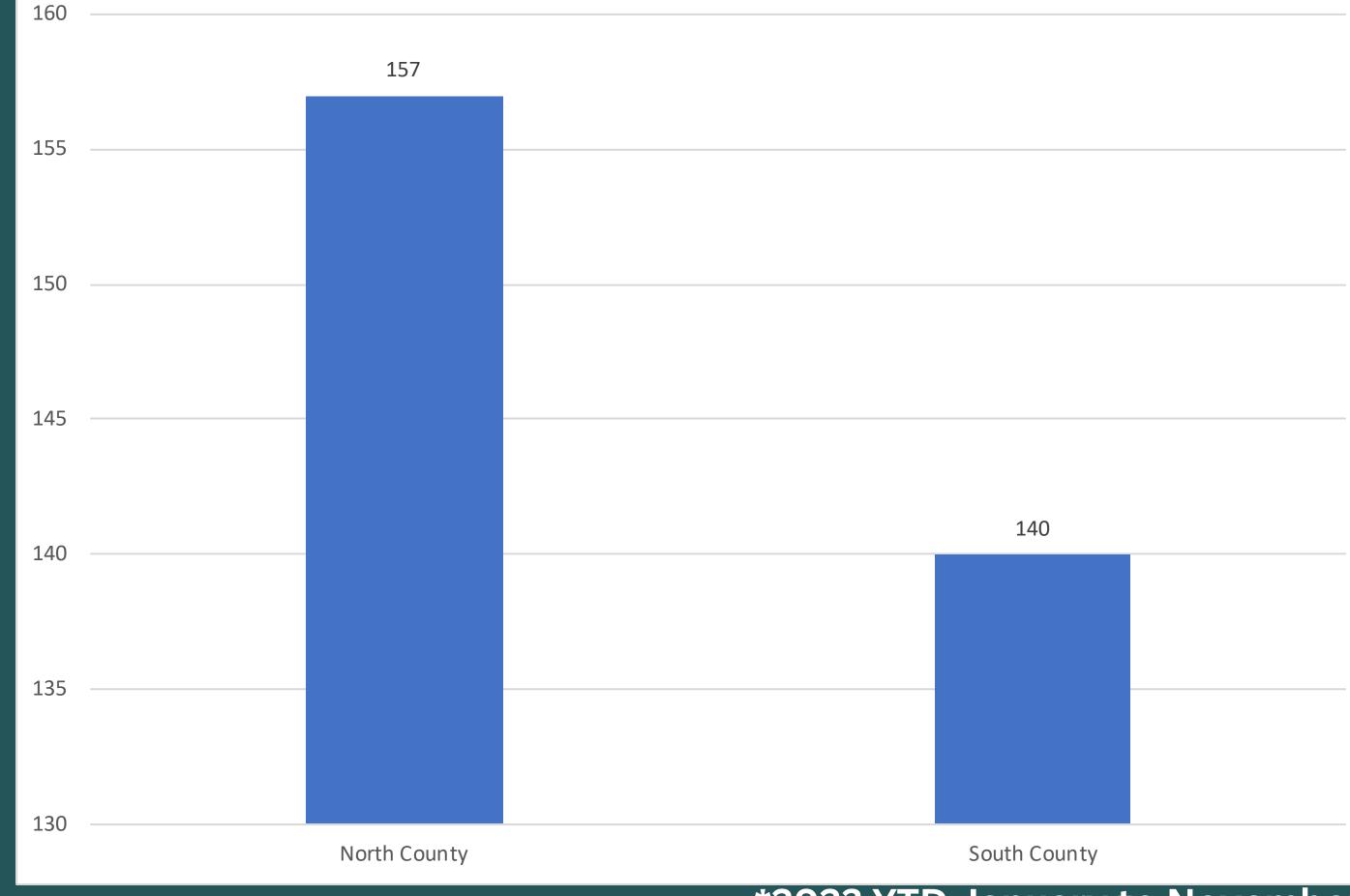


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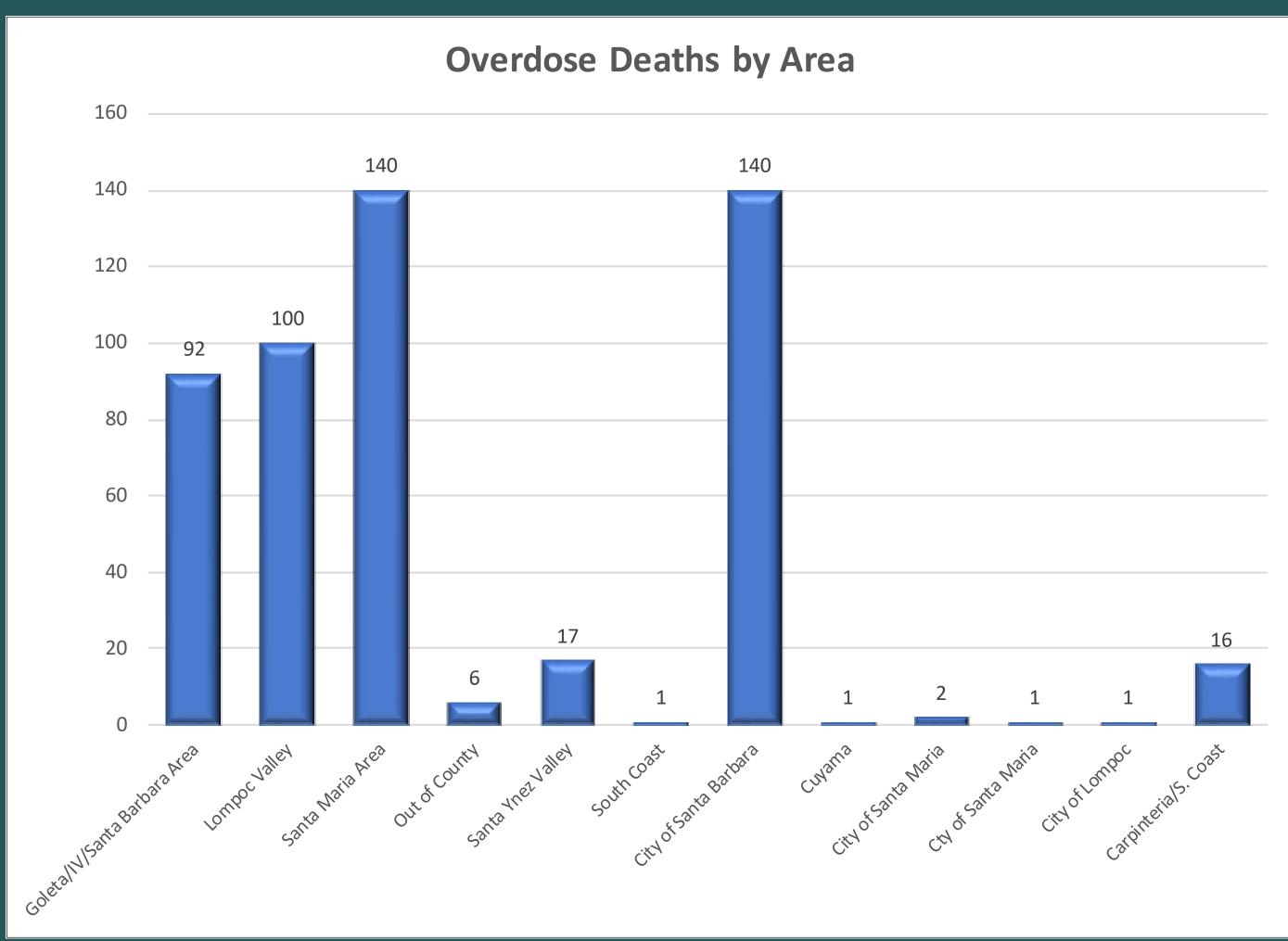




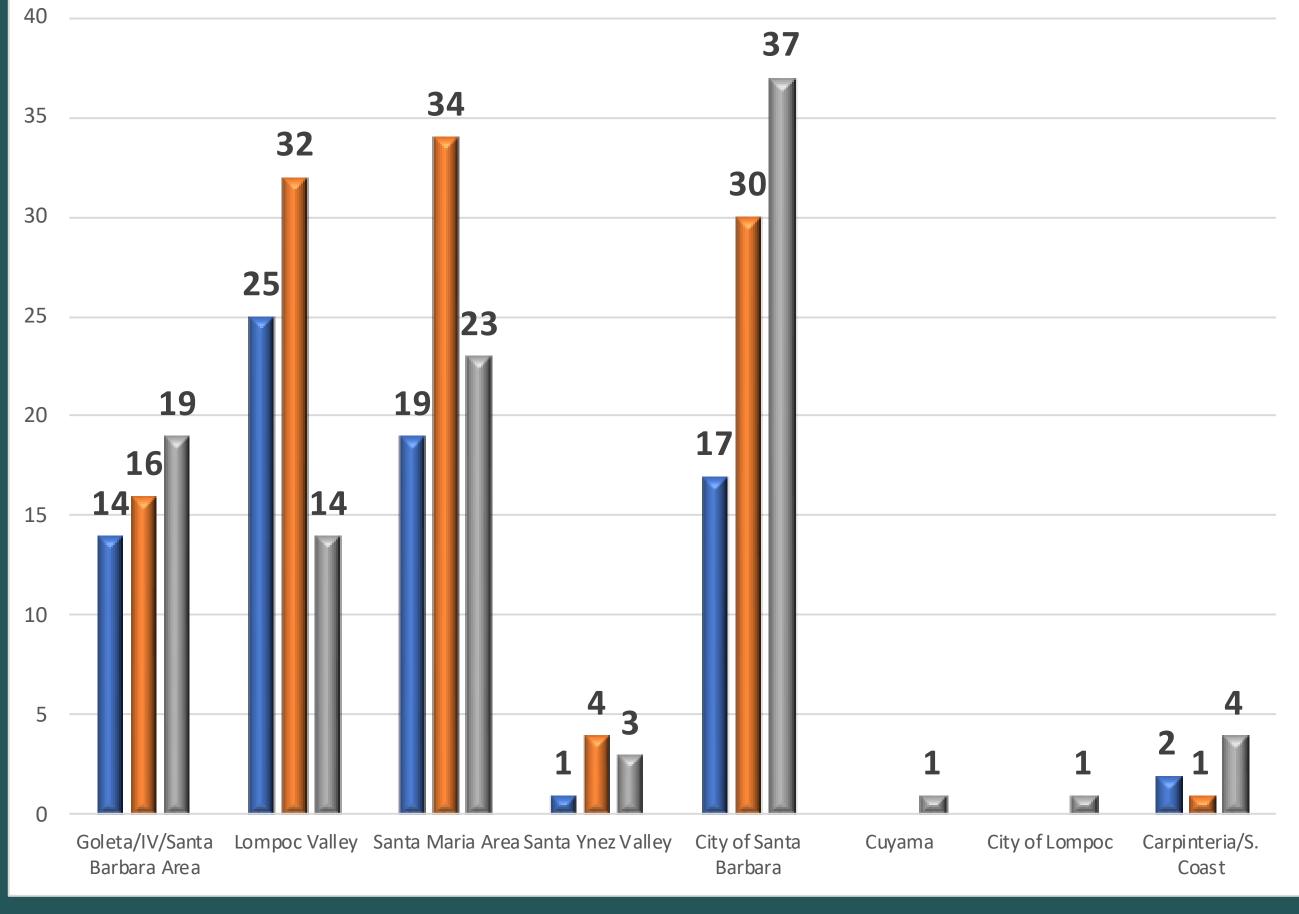
### Fentanyl Overdose North/South County 2021-2023





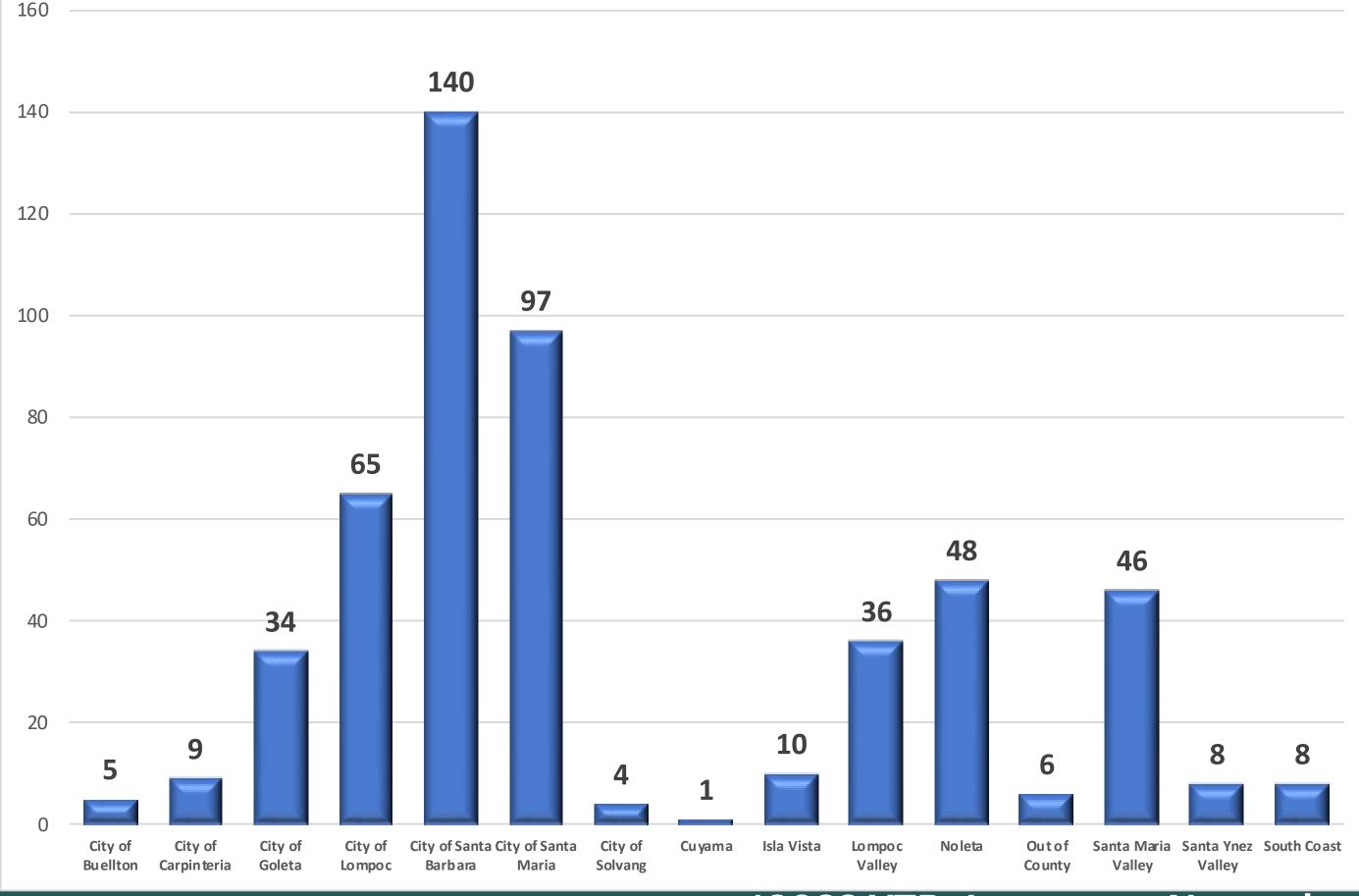


## **Fentanyl Overdose by Area**

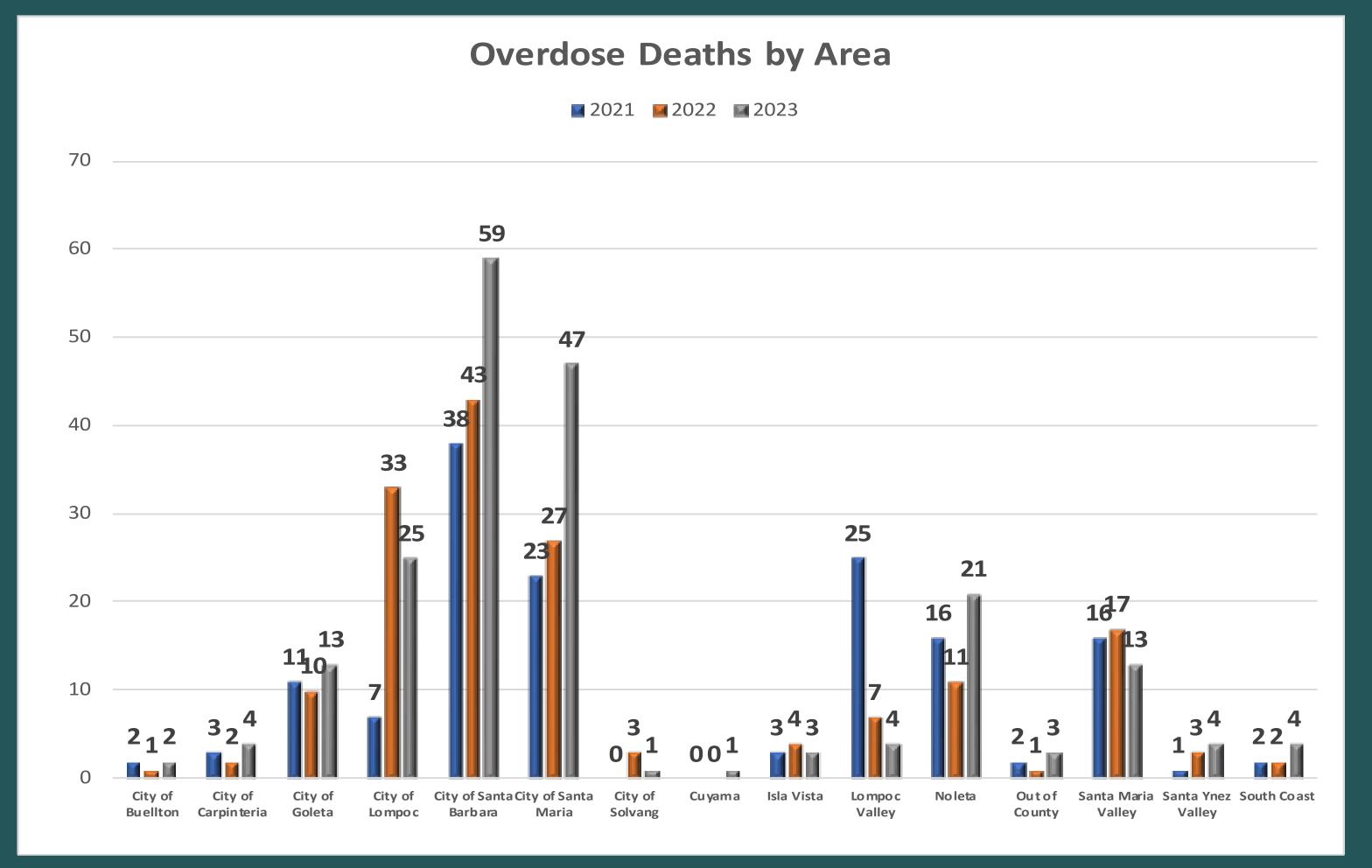


2024

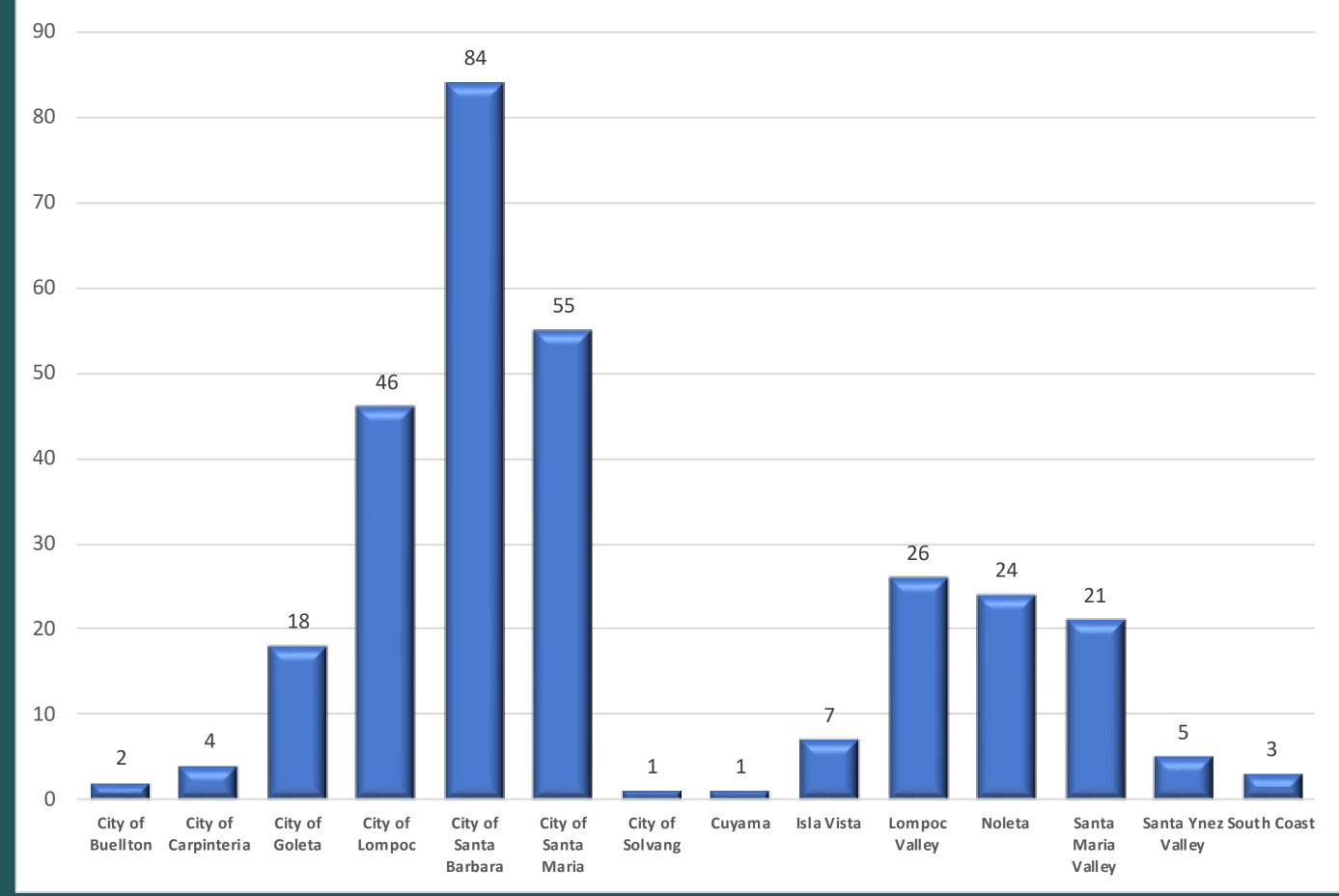
## **Overdose Deaths by Area 2021-2023**



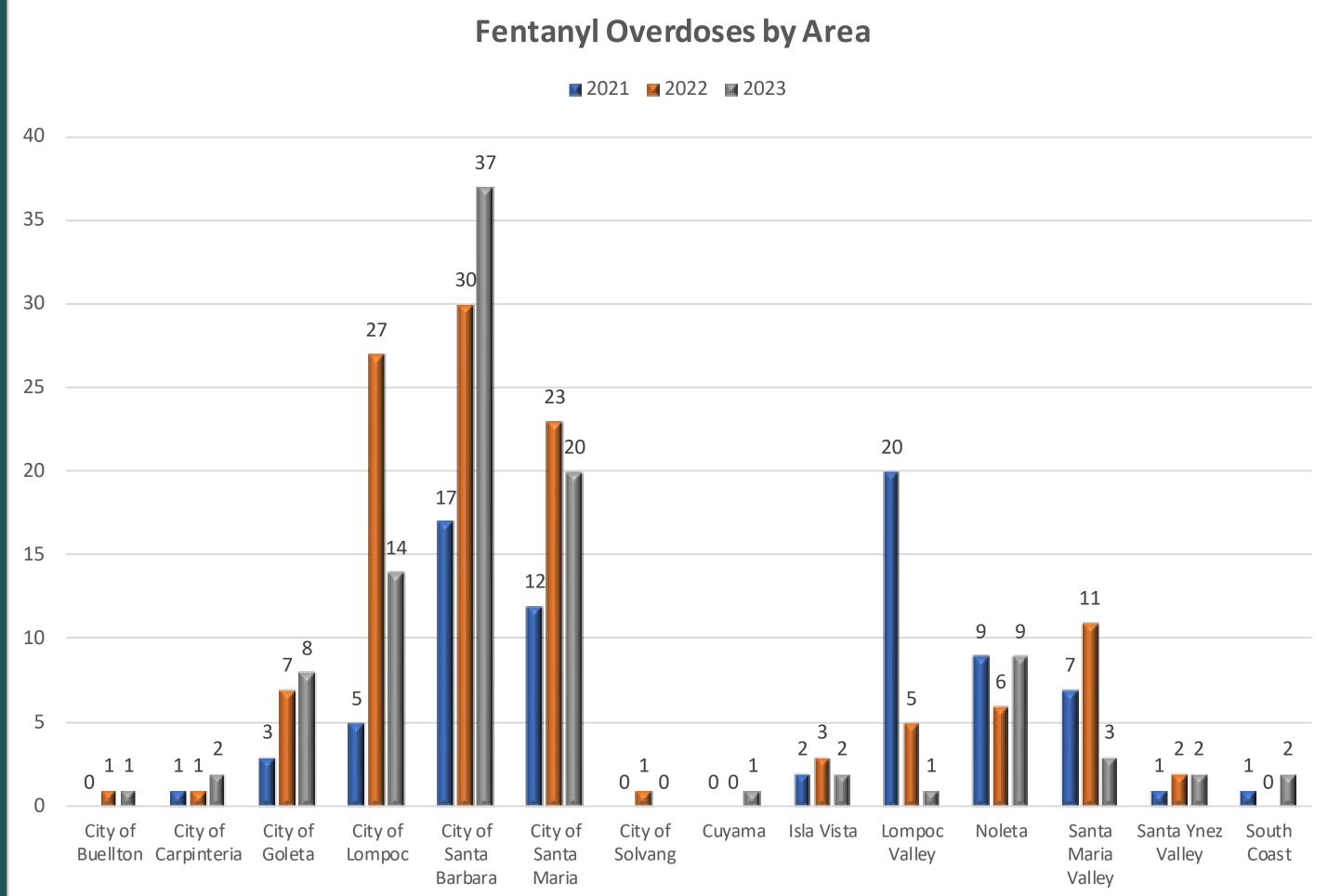












# BUSINESS PHILANTHROPIC GOVERNMENT 11111111 PROJECT Santa Barbara County EDUCATION NON-PROFIT SERVICE PROVIDERS FAITH-BASED \_ ORGANIZATIONS HEALTHCARE









# Santa Barbara County Sheriff's **Office Narcan Distribution**





## FREE NARCAN – Scan this QR Code for a 15-minute Training Video

# PROJECT Santa Barbara County

# Annual Fentanyl-Related Deaths in Santa Barbara County: A Disturbing Comparison to Airbus Passenger Capacity



2024

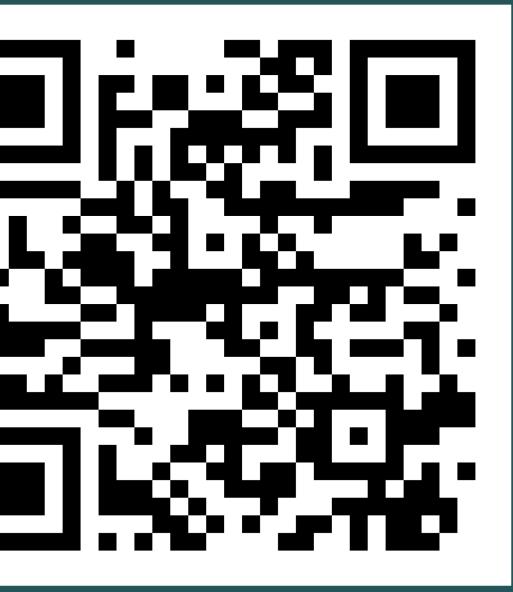


# PROJECT PIOID Santa Barbara County

# PROJECT

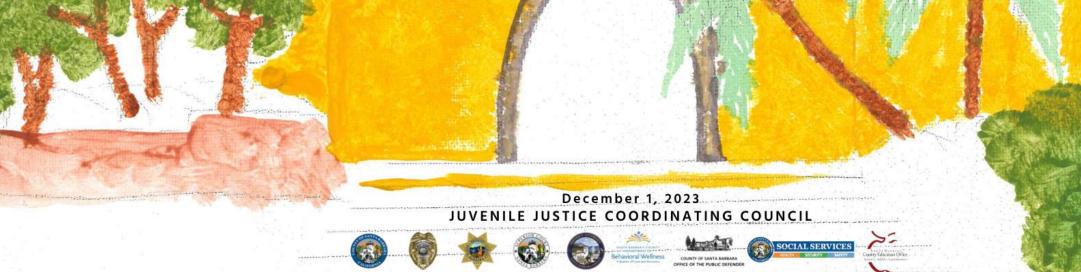
# Santa Barbara County

## https://www.projectopioidsbc.org



# 

## COMPREHENSIVE MULTI-AGENCY JUVENILE JUSTICE PLAN (CMJJP) & JUVENILE JUSTICE REALIGNMENT PLAN (JJRP)



## Overview



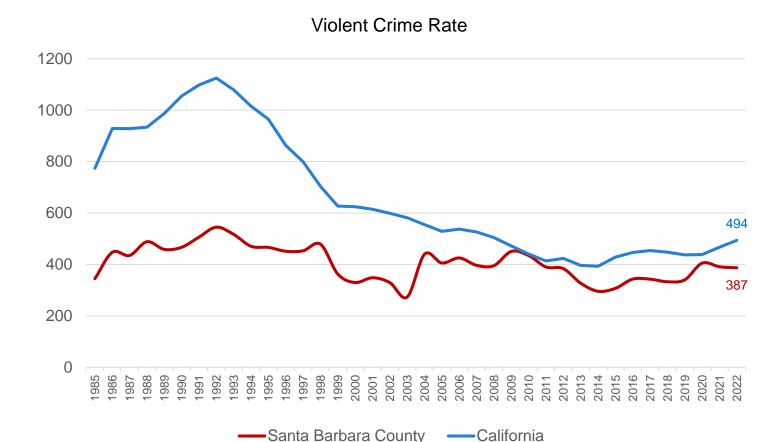
The California Board of State and Community Corrections (BSCC) asks county Juvenile Justice Coordinating Councils (JJCC) to develop and modify the county's juvenile justice plan each year. The JJCC Workgroup is also tasked with aiding in the annual development of the Juvenile Justice Realignment Plan (JJRP) in collaboration with the Juvenile Justice Realignment Subcommittee (JJRS).

The Juvenile Justice Crime Prevention Act (JJCPA) requires the JJCC assist in the development of the annual Comprehensive Multiagency Juvenile Justice Plan (CMJJP), whose multidisciplinary membership works to identify local needs, to support the development of relevant programming to address those needs, and to consider budget priorities for funding.

As of September 30, 2020, Juvenile Justice Realignment was established, realigning youth previously committed to the Department of Juvenile Justice (DJJ), to be house locally in Secure Youth Treatment Facilities (SYTF). In turn the JJRP is to be submitted annually as created by the local JJRS with the support of the JJCC workgroup.

## Santa Barbara County Violent Crime Rate Rate per 100,000 population

Violent crime rate includes: aggravated assault, homicide, rape, and robbery



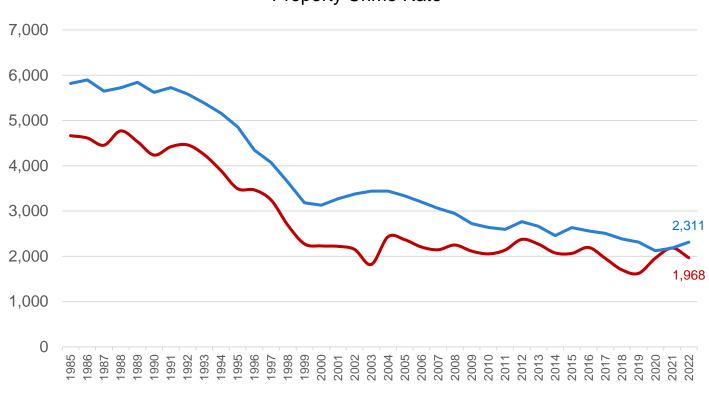
Between 2021 and 2022, California's violent crime rate increased 6% to 494 per 100,000 residents.

## Santa Barbara County's violent crime rate decreased 1% over the same time period to 387 violent crimes per 100,000 residents.

Source: Crime data retrieved from <a href="https://data-openjustice.doj.ca.gov/sites/default/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf">https://data-openjustice.doj.ca.gov/sites/default/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf</a> Population data retrieved from <a href="https://doi.ca.gov/forecasting/demographics/estimates/">https://doi.ca.gov/forecasting/demographics/estimates/</a>

## Santa Barbara County Property Crime Rate Rate per 100,000 population

Property crime rate includes: arson, burglary, larceny-theft, and motor vehicle theft



**Property Crime Rate** 

From 2021 to 2022, **California's property crime rate rose** to 2,311 per 100,000 residents- an increase of 6% from 2021.

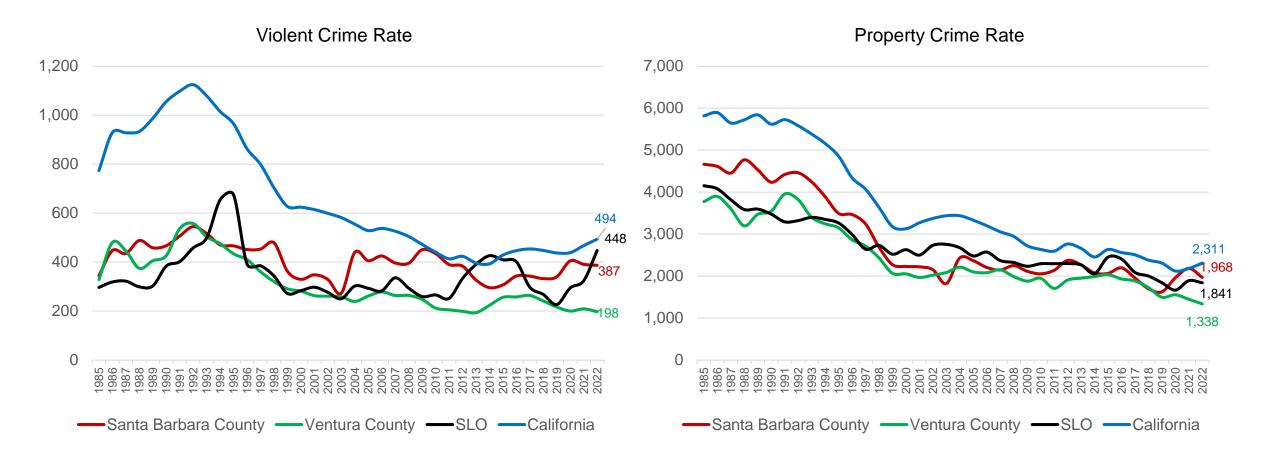
Over the same time period, Santa Barbara County's property crime rate decreased 10%.

—Santa Barbara County —California

Source: Crime data retrieved from <a href="https://data-openjustice.doj.ca.gov/sites/default/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf">https://data-openjustice.doj.ca.gov/sites/default/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf</a> Population data retrieved from <a href="https://doi.org/10.1016/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf">https://doi.org/10.1016/Files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf</a>

## County Comparison of Violent and Property Crime Rate per 100,000 population

Violent crime rate includes: aggravated assault, homicide, rape, and robbery Property crime rate includes: arson, burglary, larceny-theft, and motor vehicle theft



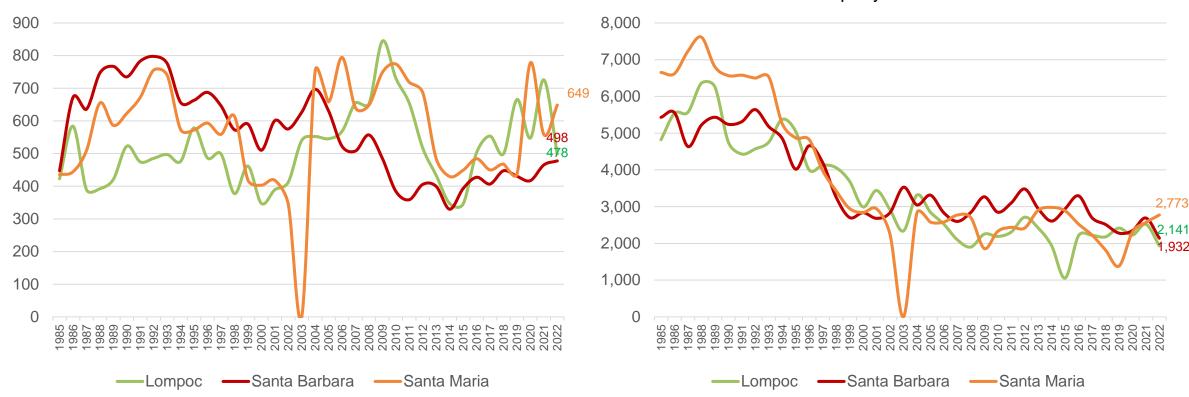
Source: Crime data retrieved from <a href="https://data-openjustice.doj.ca.gov/sites/default/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf">https://data-openjustice.doj.ca.gov/sites/default/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf</a> Population data retrieved from <a href="https://doi.org/10.1016/lines/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf">https://doi.org/sites/default/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf</a>

## City Comparison of Violent and Property Crime Rate per 100,000 population

Violent crime rate includes: aggravated assault, homicide, rape, and robbery Property crime rate includes: arson, burglary, larceny-theft, and motor vehicle theft

Violent Crime Rate

Property Crime Rate



Source: Crime data retrieved from https://data-openjustice.doj.ca.gov/sites/default/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf

Population data retrieved from <a href="https://dof.ca.gov/forecasting/demographics/estimates/">https://dof.ca.gov/forecasting/demographics/estimates/</a>

2019: Santa Maria Police Department (located in Santa Barbara County) did not report for November through December.

2015:Lompoc Police Department (located in Santa Barbara County) did not report for September through December.

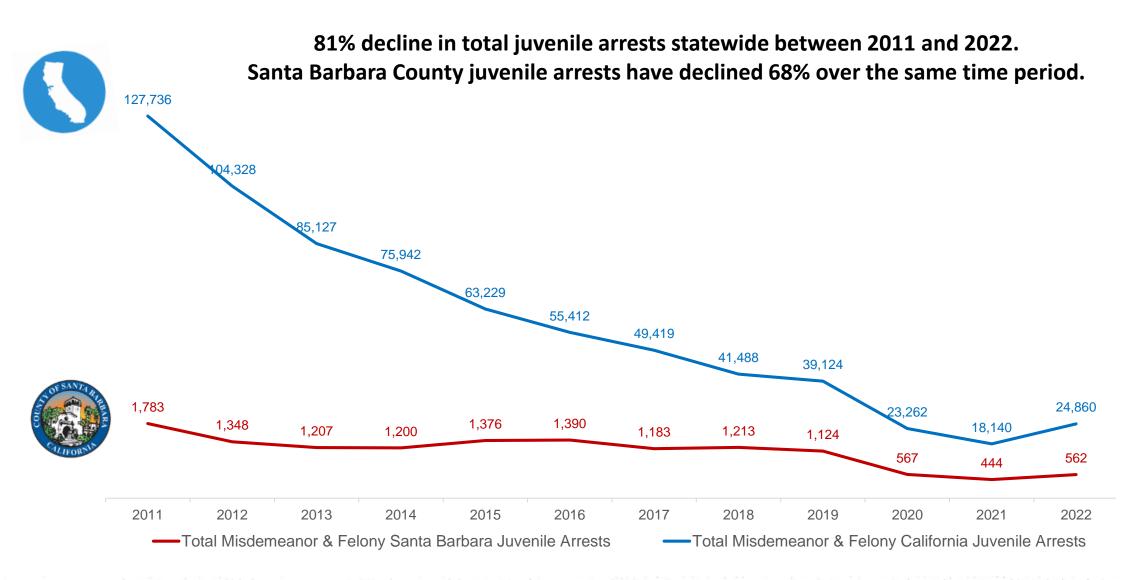
2003: Santa Maria Police Department (located in Santa Barbara County) did not report for January, February, and April through September, November, or December.

2002:Santa Maria Police Department (located in Santa Barbara County) did not report for October.

#### JUVENILE JUSTICE COORDINATING COUNCIL

#### DECEMBER 1, 2023

## **Total Juvenile Arrests & Citations**

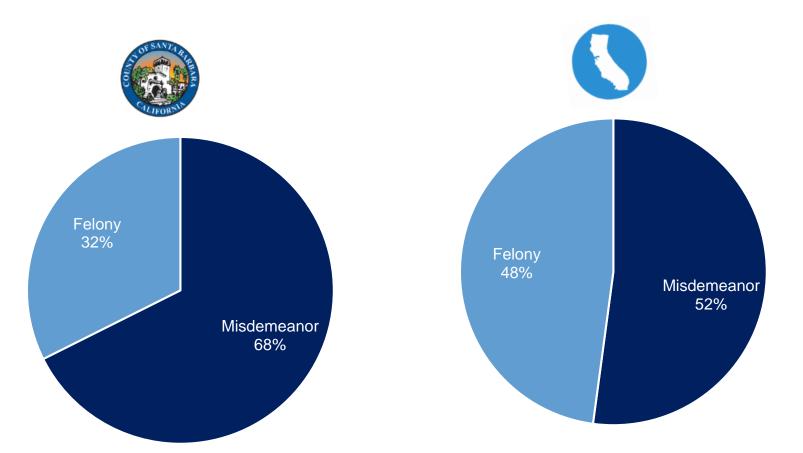


Source: Crime data retrieved from https://data-openjustice.doj.ca.gov/sites/default/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf

#### JUVENILE JUSTICE COORDINATING COUNCIL

DECEMBER 1, 2023

## Total Juvenile Arrests Santa Barbara County vs. California



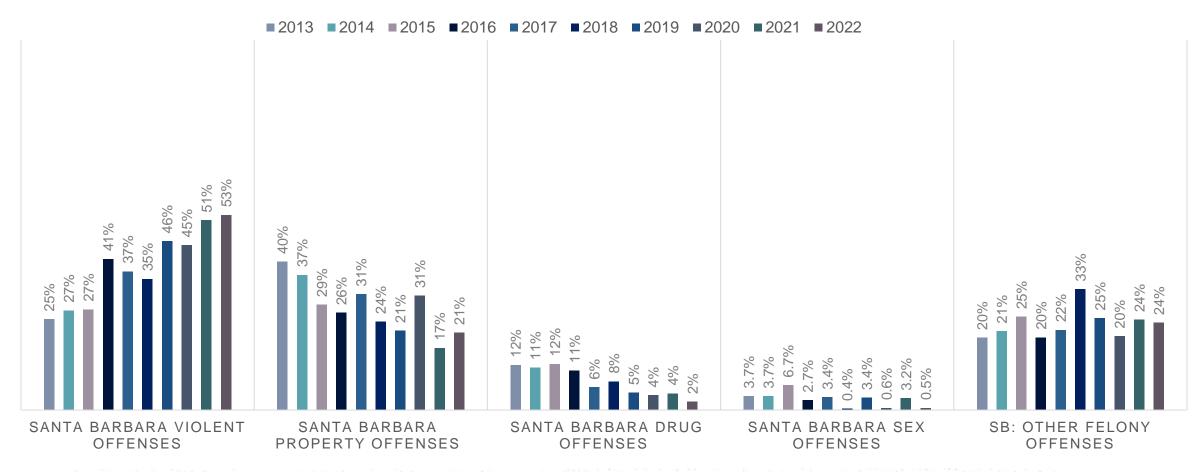
Statewide, misdemeanors accounted for approximately half of all juvenile arrests.

Locally, misdemeanors accounted for 68% and felonies 32% of all juvenile arrests in 2022.

Source: Crime data retrieved from https://data-openjustice.doj.ca.gov/sites/default/files/stats/2023-06/Crimes-Clear-Arson%20Context\_06292023.pdf

# Juvenile Felony Arrests by Offense Type 2013-2022

While Santa Barbara County has experienced a 43% decline in juvenile felony arrests between 2013 and 2022, the composition of offenses has changed over time.



## Santa Rarhara County

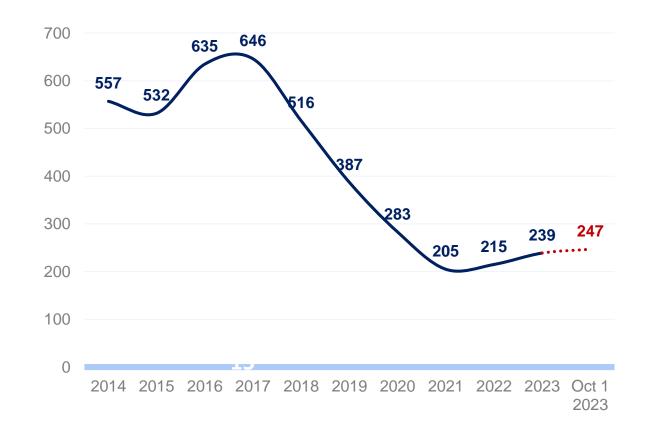
	County of Santa Barbara	City of Santa Barbara	City of Santa Maria	City of Lompoc
Population (age 25+) high school graduate or higher	81.9%	89.6%	70.1%	78.5%
Foreign Born	22.4%	19.7%	27.8%	20.6%
Language other than English spoken at home	39.9%	30.9%	54.9%	39.9%
% of households below County median income of \$84,356	-	46.5%	55.4%	63.4%
% of households receiving public assistance or food stamp/SNAP benefits in past 12 months	8.7%	6.2%	11.9%	15.4%
% of people whose income in last 12 months is below poverty level ~\$26,500 per year for a family of four	13.4%	15.5%	11.1%	15.1%

Source: 2021 American Community Survey

## Local Juvenile Trends FY 2021/2022 to FY 2022/23

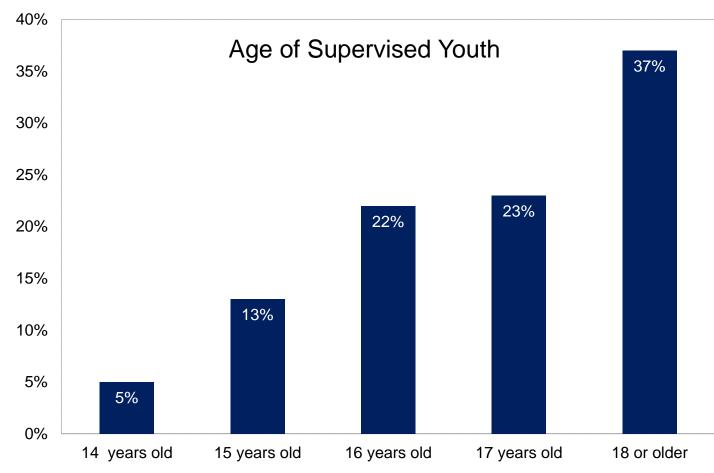
- Supervised juveniles increased 11% from the year prior
- 12% decrease in misdemeanor referrals
- 8% increase in felony referrals
- Increase to 17% of youth on some type of nonward supervision (654. 654.2, 725(a), 725(b), 790) from 15% the year prior

## Snapshot on June 30<sup>th</sup>



## Demographics of Supervised Youth

Snapshot on 10/1/2023



- Supervised youth on 10/1/2023 were primarily male (86%) and Hispanic\* (86%)
  - 73% of youth supervised as a 602 ward
  - 23% of youth on a type of non-ward supervision (654. 654.2, 725(a), 725(b), 790)
  - 4% of youth on a Secure Track commitment

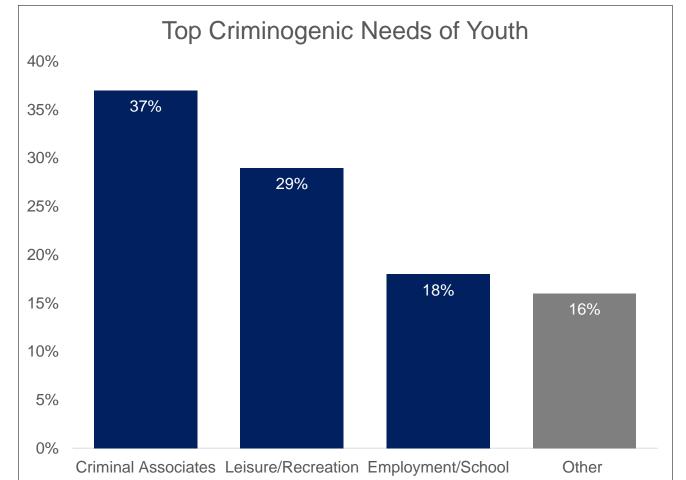
\*As compared to 53% in the County of Santa Barbara. Data from the Department of Finance was used for Santa Barbara County's youth population (age 14-20). (http://www.dof.ca.gov/Forecasting/Demographics/Projections/). The California Department of Finance (DOF) produces population projections for the state and counties of California on a regular basis. The Demographic Research Unit is responsible by statue for maintaining up-to-date postcensal population estimates and projections, which are both calculated using the identity known as the demographic balancing equation.

Source: 10/1/2023 snapshot (n=247)

## **Risk & Needs Assessment**

## Criminogenic needs are defined as needs that research has shown are associated with criminal behavior, but which a person can change. These needs fit into general categories.

- Standardized risk assessments provide structure and consistency to the decision-making process
- Allows the system to focus services on higher-risk youth and ensures youth are receiving services to address their individual needs and risk
- Utilization is one of the eight principles of Evidence Based Practices that together have been shown to reduce the likelihood of recidivism
- By assessing and targeting criminogenic needs, agencies can reduce the probability of recidivism
- Report includes the most recent completed assessment for each youth.



Source: Top need areas of PACT assessments completed between 7/1/2022 and 9/1/2023. Data displays the frequency that different need areas are selected as the top need for all youth in the system. Data includes the most recent completed assessment for each youth.

JUVENILE JUSTICE COORDINATING COUNCIL

#### DECEMBER 1, 2023

13

## **Juvenile Justice Center Youth**

Snapshot on 10/1/2023

## 39 Youth (37 male, 2 female)

## Median age - 17

## Adjudicated

## Unfit

- 3 Assault w/ Deadly Weapon
- 1 Murder, awaiting transfer to adult court

- 3 Assault w/ Firearm
- 3 Attempted Murder
- 2 Murder
- 1 Intimidate Victim or Witness

## 8 youth have Individualized Education Plans (IEPs) for learning and/or behavior challenges

## Awaiting Disposition

- 4 Murder
- 3 Attempted Murder
- 3 Carjacking
- 2 Obstruct/Resist Exec Officer
- 1 Assault w/ Deadly Weapon
- 1 Assault w/ Firearm
- 1 Assault on Peace Officer
- 1 Carry Concealed Weapon
- 1 Exhibit Concealed Firearm
- 1 Robbery
- 1 Vehicle Theft

## VOPs

- 2 Detained pending placement
- 2 EM violations, serving
- remainder of time
- 1 Pending court ordered and
- voluntary placement
- 1 Pending deportation
- 1 Awaiting new dispo

## 2021 2022 2023 2024 2025 2026 2027 2028 2029

Youth 1 Est. Release 1/2027	(15		19	
Youth 2 Est. Release 7/2025	15 16	18		
Youth 3 Est. Release 9/2024		16 17		
Youth 4 Est. Release 3/2029	15 17			24
Youth 5 Est. Release 5/2029	15 16			23
Youth 6 Est. Release 5/2024	16 17	18		
Youth 7 Est. Release 5/2024	15	17		
Youth 8 Est. Release 7/2026	15 16	5	19	
Youth 9 Est. Release 2/2024		17		
Youth 10 Est. Release 9/2026	17	7 (19	22	
Youth 11 Est. Release 9/2026		17	20	
DJJ Returnee sed to County 5/2023		20 21		

Secure Track Youth Age at Discharge Snapshot on 10/1/2023

	Ect Bolosco 2/2020
	Est. Release 3/2029
15 16	Youth 5 Est. Release 5/2029
<mark>16</mark> 17 18	Youth 6 Est. Release 5/2024
15 17	Youth 7 Est. Release 5/2024
15 16	Youth 8 Est. Release 7/2026
16 17	Youth 9 Est. Release 2/2024
17 19	Youth 10 Est. Release 9/2026
17	Youth 11 Est. Release 9/2026
20 21	DJJ Returnee Released to County 5/2023
if different than age upon disposition to Secure	

\*Numbers shown (yellow) are ages at time of offense if different than age upon disposition to Secure Track (blue), and ages upon latest projected release

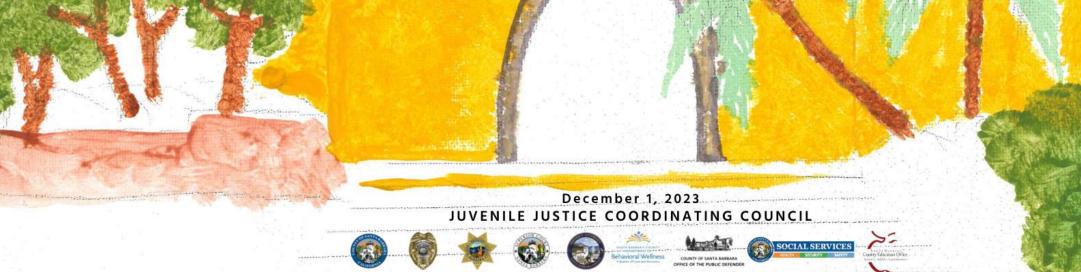
DECEMBER 1, 2023

## Timeline

j.	December 21, 2023	Workgroup Meeting	Local ACES data Incorporating PCES into plans Draft/Outline of CMJJP/JJRP
5-12	January 18, 2024	Workgroup Meeting	Draft presentation and final approval for JJCC submission (CMJJP/JJRP)
	February 2, 2024	JJCC Meeting	Presentation of CMJJP/JJRP for approval
	February 15, 2024	Workgroup Meeting	Identified gaps of service
	March 21, 2024	Wor <mark>kgroup Meeting</mark>	Post-secondary education Vocational training
	April 2, 2024	BOS Approval	CMJJP/JJRP Annual Plan

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## COMPREHENSIVE MULTI-AGENCY JUVENILE JUSTICE PLAN (CMJJP) & JUVENILE JUSTICE REALIGNMENT PLAN (JJRP)





## **FISCAL REPORT**

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

## New Laws for 2024

BY KYLE HYLAND

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posted January 3, 2024

Over the fall, School Services of California Inc. highlighted the most important bills signed by Governor Gavin Newsom in his fifth year in office that will affect education in 2024 and beyond.

As we enter into the new year, we wanted to give you a refresher of some of the more significant bills affecting local educational agencies (LEAs) that officially went into effect on January 1, 2024:

- Assembly Bill (AB) 248 (Mathis, Statutes of 2023) eliminates obsolete and offensive terminology for students with disabilities throughout the health and safety code and the welfare and institutions code.
- AB 446 (Quirk-Silva, Statutes of 2023) defines handwriting, in the adopted course of study for grades 1-6, to include cursive and joined italics.
- AB 452(Addis, Statutes of 2023) eliminates the statute of limitations applicable to civil actions for damages as a result of childhood sexual assaults that occur on or after January 1, 2024.
- AB 472 (Wicks, Statutes of 2023) requires districts to pay a classified employee their full compensation upon returning to service for the district from a period of involuntary leave of absence following a finding in favor of the employee.
- AB 483 (Muratsuchi, Statutes of 2023) modifies and imposes new requirements related to timelines, reporting, technical assistance, stakeholder engagement, and guidance for the Local Education Agency Medi-Cal Billing Option Program.
- AB 557 (Hart, Statutes of 2023) eliminates the sunset date on provisions of law allowing local agencies to use teleconferencing without complying with specified Brown Act requirements during a proclaimed state of emergency.
- AB 873(Berman, Statutes of 2023) requires the Instructional Quality Commission to consider incorporating the Model Library Standards and media literacy content into the English language

arts/English language development curriculum frameworkwhen it is next revised.

- AB 1503 (Lee, Statutes of 2023) extends the excused absence provision for a student to attend a religious retreat from four hours, or a half-day, to one full day.
- AB 1722 (Dahle, Statutes of 2023) allows, until January 1, 2029, an LEA to hire a licensed vocational nurse who is supervised by a credentialed school nurse if a diligent search has been conducted for a suitable credentialed school nurse.
- Senate Bill (SB) 10 (Cortese, Statutes of 2023) requires school safety plans serving students in grades 7-12 to include a protocol for responding to an opioid overdose.
- SB 274 (Skinner, Statutes of 2023) extends the prohibition against the suspension of pupils enrolled in grades 6-8 for willful defiance to July 1, 2029, and prohibits the suspension of pupils enrolled in grades 9-12 for willful defiance until July 1, 2029.
- SB 348(Skinner, Statutes of 2023) requires schools to provide students with adequate time to eat following guidelines established by the California Department of Education (CDE).
- SB 494(Newman, Statutes of 2023) prohibits the governing board of a school district from taking action to terminate a superintendent or assistant superintendent without cause at a special or emergency meeting of the governing board.
- SB 515(Stern, Statutes of 2023) limits the cost of complying with the requirement to provide an accessible path of travel to a free-standing, open-sided shade structure project to 20% of the adjusted construction cost, as defined, of the shade structure project.
- SB 616 (Gonzalez, Statutes of 2023) amends the Healthy Workplaces, Healthy Families Act to guarantee five paid sick days per year for employees.
- SB 848 (Rubio, Statutes of 2023) requires employers to provide eligible employees with up to five days of reproductive loss leave following a reproductive loss event.

There are also a number of measures that Governor Newsom signed that became statute on January 1, 2024, but their provisions or requirements do not take effect until a later date. The significant bills that fit this mold include the following:

• AB 5 (Zbur, Statutes of 2023) requires LEAs to provide at least one hour of training annually to all certificated staff, beginning with the 2025-26 school year through the 2029-30 school year, on cultural competency in supporting LGBTQ+ students.

- AB 10 (Lowenthal, Statutes of 2023) requires the CDE, by June 30, 2025, to develop and post on its website a model policy and resources about body shaming that LEAs may use to educate staff and pupils about body shaming.
- AB 230 (Reyes, Statutes of 2023) expands the requirement that schools serving students in grades 6–12 stock specified restrooms with menstrual products to include schools serving students in grades 3–5 beginning with the 2024–25 school year.
- AB 579 (Ting, Statutes of 2023) requires, by January 1, 2035, 100% of all newly purchased or contracted school buses of an LEA to be zero-emission vehicles.
- AB 721(Valencia, Statutes of 2023) repeals, on January 1, 2027, a district's requirement to publish in a newspaper information on how the public may inspect the district's budget and information regarding the public hearing of the budget adoption.
- AB 723 (Quirk-Silva, Statutes of 2023) requires, beginning with the 2024-25 school year, a nonpublic, nonsectarian school to provide assurances in its application for state certification that it agrees to serve as the school of origin of a foster youth and allow these students to continue their education in the school.
- AB 897 (McCarty, Statutes of 2023) requires, beginning July 1, 2024, adult education teachers to attain permanent employee status after completing a probationary period akin to general education teachers.
- AB 1228 (Holden, Statutes of 2023) implements a \$20.00 minimum wage for national fast-food chains in California beginning April 1, 2024.
- AB 1273(Bonta, Statutes of 2023) requires the CDE to convene the Classified Employee Staffing Ratio Workgroup by December 31, 2024, and for the workgroup to recommend staffing ratios per identified grouping of classified assignments to the Legislature by December 31, 2025.
- SB 88 (Skinner, Statutes of 2023) establishes, beginning July 1, 2025, or upon the expiration of an LEA's transportation contract, whichever is later, new requirements for drivers who are compensated to provide school-related transportation services to students whether they are employed or contracted by an LEA.
- SB 291(Newman, Statutes of 2023) requires, beginning with the 2024-25 school year, that recess offered by a public school be a minimum of 30 minutes on regular instructional days and a minimum of 15 minutes on early release days, offered through one or more periods.
- SB 760 (Newman, Statutes of 2023) requires LEAs to provide at least one all-gender restroom for pupil use at each of its school sites by July 1, 2026.

- SB 765 (Portantino, Statutes of 2023) temporarily, from July 1, 2024, through July 1, 2026, increases the CalSTRS postretirement compensation earning limit for retirees from the current 50% to 70% of the median final compensation of all members who retired from service during the fiscal year ending in the previous calendar year.
- SB 857 (Laird, Statutes of 2023) requires the State Superintendent of Public Instruction (SSPI), by July 1, 2024, to convene an advisory task force to identify the statewide needs of LGBTQ+ pupils and report its findings to the Legislature, SSPI, and Governor by January 1, 2026.

Some measures, such as urgency bills, took effect immediately upon Governor Newsom's signature. The following bills signed by the Governor last fall went into effect when they were signed:

- AB 1078 (Jackon, Statutes of 2023) makes various changes to the requirements on local school governing boards regarding the adoption of instructional materials for use in schools, including a provision that prohibits agoverning board from disallowing the use of an existing textbook, other instructional material, or curriculum that contains inclusive and diverse perspectives.
- SB 432(Cortese, Statutes of 2023) clarifies certain provisions of last year's AB 1667 (Cooper, Statutes of 2022) related to the recovery of pension overpayments from the California State Teachers' Retirement System (CalSTRS) to retired teachers due to errors in reported compensation.
- SB 531 (Ochoa Bogh, Statutes of 2023) exempts contracts for work-based learning from current requirements related to fingerprinting but preserves student safety by ensuring that at least one adult employee at the workplace that supervises the student is fingerprinted and that school staff visit the workplace at least once every three weeks.

Lawmakers return to Sacramento today, January 3, 2024, to begin their work on the final year of the 2023-24 Legislative Session. We will cover bills as they are introduced by the Legislature and make their way through the legislative process in our "Top Legislative Issues" series.





## Youth Prepare for Successful Careers



Top to bottom: High school students of Culinary Arts Pathway: Santa Maria Joint Union High School District Career Technical Center and Agricultural Farm 3: San Marcos High School Teacher Education pathway.

**ALONG THE** South Coast and across Santa Barbara County, thousands of high school students are riding a wave of opportunity that's carrying them straight toward highwage, high-demand fields and careers.

More than 4,000 high school students across the South Coast are currently enrolled in Career Technical Education (CTE) courses that are preparing them for jobs in top industries, including; building & construction trades; agricultural science & mechanics; hospitality, tourism & recreation; culinary arts; health science and medical technology; arts, media, & entertainment; education, child development, and family services; engineering, design, manufacturing and product development; and information and com-

munication technologies, among other areas.

Now seen as an integral part of the public education landscape, CTE pathways are offered at every public high school across the county, along with preparation for these pathways in their feeder junior high schools. CTE programs and pathways are increasing in high schools throughout Santa Barbara County and beyond. Close to 12,000 high school students are enrolled in CTE courses countywide, and about 12.5 million high school and college students are enrolled in CTE nationwide.

Unlike the vocational education programs of the past, CTE is not about tracking students directly into the workforce. The coursework is packaged to allow students options after graduation: enter the workforce or head to a community college or four-year university where additional knowledge is acquired, adding to the skills they've already gained in their chosen CTE field.

"With economic forecasts guiding the way, school and district leaders across Santa Barbara County work closely with the business community to strategically build high school CTE pathways that align with local workforce needs," said Sarah Cameron, Director of Career Technical Education for the Santa Barbara County Education Office.

"The goal is to provide students with rigorous, industry-aligned, academic content and relevant, handson training that sets them on a path

For more information visit sbceo.org/cte

**66** CTE is providing our students the opportunity to gain the necessary skills needed for careers in our own local job market, so that one day, students in our community become taxpayers and productive citizens in their own community."

#### **GERARDO CORNEJO** Carpinteria High School Principal

to high-wage, high-demand careers," Cameron said. "Our business partners are a critical part of helping schools build that talent pipeline."

CTE is backed by research, Cameron said, and is associated with higher levels of student engagement and graduation rates, and reduced dropout rates. For example, the high school graduation rate for CTE concentrators (students who

take multiple courses in one CTE program area) is about 94 percent, compared to the national high school graduation rate of 85 percent.

CTE programs are equipping students with the skills needed for success in their own local workforce. Along the South Coast, for instance, Carpinteria High School's agriculture program, not only teaches students about farming techniques but also highlights the importance of sustainability in a region with strong agricultural roots.



Clockwise from top right: Eduardo Gonzales-Ramos, diesel mechanics teacher, with students in Santa Maria; Santa Barbara High Multimedia Arts Design Academy; Righetti High School CTE teachers participate in SBCEO's Teacher Externship Program; San Marcos High Health Sciences Academy.

40 SOUTH COAST MAGAZINE SBSCChamber.com







"CTE is providing our students the opportunity to gain the necessary skills needed for careers in our own local job market so that one day, students in our community become taxpayers and productive citizens in their own community," said Carpinteria High School Principal Gerardo Cornejo. "We always appreciate working with our local business community so that we can bring in the people to guide and mentor our students. It's another way for students to engage and see the relevance of what they are learning in their classes."

Santa Barbara Unified School District offers 19 CTE Pathways across three high schools covering 11 Career Technical Industry Sectors, as well as three Exploratory CTE classes across three junior high schools. Dos Pueblos High School's tech-related CTE programs help students gain proficiency in coding, engineering, and design, setting them on the path to tech-related careers. Santa Barbara High School's Multi Media and Design Academy (MAD) and Visual Arts and Design Academy (VADA) develop students' skills in the arts, media, and entertainment industries. San Marcos High School's Health Careers Academy provides students with a variety of courses to prepare them for a career in health care, including a Nursing Pathway and a Pre-Med Pathway.

Cameron said one way the Santa Barbara County Education Office supports CTE is through the Teacher Externship program, which creates opportunities for CTE educators to immerse themselves in a local business that aligns with their industry sector. "This in-depth experience allows CTE teachers to take what they've learned back into their classrooms. The partnership between our CTE programs and the local business community has been outstanding; creating a collaborative landscape that will continue to benefit students, employers, and the South Coast community for years to come."

## Consent Agenda



## SANTA BARBARA COUNTY BOARD OF EDUCATION

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

**REGULAR MEETING** January 4, 2024 – 2:00 p.m.

#### MINUTES

#### UNAPPROVED

#### **GENERAL FUNCTIONS**

#### 1. Call to Order

The regular meeting of the County Board of Education was called to order at 2:01 p.m. by Board President Judy Frost.

#### 2. Spanish Interpretation/Interpretación

The president announced that Spanish interpretation of the board meeting was available online via Zoom.

#### 3. Pledge of Allegiance

Board Vice President Porter led the Pledge of Allegiance.

#### 4. Roll Call

#### **Board Members Present**

Michelle de Werd Nadra Ehrman Judith Frost Joe Howell Bruce Porter

**Board Members Absent** 

Marybeth Carty

#### Staff Members Present

Susan Salcido, superintendent Austin Payne, legal counsel Anna Freedland, executive assistant

Ellen Barger	Kirsten Escobedo	Don Lockwood
Camie Barnwell	Nicole Evenson	Luis Medina
Bridget Baublits	Mari Gonzales	Amy Ramos

#### Others Present

Hugo Santos-Gomez, interpreter (via Zoom) John Torres, A/V technician consultant, CompuVision Lena Morán-Acereto, interpreter (via Zoom)

#### 5. Changes to the Agenda

None.

#### 6. **President and Board Comments**

Board Member de Werd shared the topics from the morning's Santa Barbara County School Boards Association (SBCSBA) Executive Committee meeting: mental health, budget workshop, workforce housing, enrollment, absenteeism, parents' rights.

#### 7. Public Comments

None.

#### SUPERINTENDENT'S REPORT

#### 8. Superintendent's Report

The superintendent's report was presented as an information item. The superintendent highlighted the three invitations to the board in the report: 1) Santa Maria Valley Chamber of Commerce's State of Education event, 2) January governor's budget perspective workshop, and 3) SBCEO employee service awards. Dr. Salcido also mentioned the following items:

- The potential expulsion appeal is not moving forward.
- School Board Recognition Month The superintendent thanked the board members for their service.
- SBCSBA Annual Dinner The dinner will likely be held in April at the Brothers Restaurant at the Red Barn in Santa Ynez. Dr. Kevin Walthers,

president/superintendent of Allan Hancock College, and Dr. Erika Endrijonas, president/superintendent of Santa Barbara City College, will be invited to speak.

• The superintendent of Santa Ynez Valley Union High School District, Andrew Schwab, announced he will be leaving the district this school year.

### CONSENT AGENDA

The board approved all consent items:

#### 9. Minutes of Meeting Held December 8, 2023

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

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from November 7, 2023 to December 6, 2023, and the issuance of temporary county certificates for that same time period.

#### 11. Declaration of Surplus

Declaration of surplus for the following departments:

- Curriculum and Instruction
- Information Technology Services

#### 12. Issuance of High School Graduation Diploma

Issuance of a high school graduation diploma to the following student:

#### Dos Puertas School

• Student CSIS # 6559908693 – December 1, 2023

Motion to approve all consent items:

MOVED: Mrs. de Werd SECONDED: Ms. Ehrman VOTE: Passed 5-0
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#### **INFORMATION ITEMS**

#### 13. Personnel Report

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

## 14. Williams Uniform Complaints Quarterly Report

The Williams Uniform Complaints Quarterly Report indicating no complaints filed for the period of September 16, 2023 through December 15, 2023, for Juvenile Court and Community Schools, and Special Education, was presented to the board as an information item.

## **ACTION ITEM**

## 15. Provisional Appointment Process – Trustee Area No. 7

The board reviewed and considered its actions related to the provisional appointment process, reviewed the applications received to fill the vacancy for Trustee Area No. 7, and selected candidates to interview at a special meeting on January 11, 2024.

a. Review applications received to fill board vacancy for Trustee Area No. 7 and select candidates for interviews:

MOTION: To interview Vedamarie Alvarez Flores

MOVED: Mr. Howell SECONDED: Mr. Porter VOTE: Passed 5-0

MOTION: To interview Sally E. Lopez

MOVED: Mr. Porter SECONDED: Ms. Ehrman VOTE: Passed 5-0

The board determined the process going forward including that the January 11 special board meeting in Santa Maria would begin at 10:00 a.m. with interviews beginning right away from approximately 10:00-10:30 a.m. and 10:40-11:10 a.m., then the board would deliberate and make a selection for a provisional appointee; and that all candidates would receive the interview questions ahead of time.

b. Review the provisional appointment process, including the addition of language about community college employees on the board's application:

The board reviewed and discussed the provisional appointment process, including the addition of language about community college employees on the application to fill the board vacancy. No action was taken.

## FUTURE AGENDA ITEMS

## 16. Future agenda items

The following were mentioned as potential future agenda items:

- Draft a mission statement for the county board of education and post it on the website and read it before each board and committee meeting.
- Select a representative to attend the Santa Barbara County School Boards Association (SBCSBA) Executive Committee meetings.

## ADJOURNMENT

## 17. Adjournment

The meeting was adjourned at 3:22 p.m. to the special meeting to be held January 11, 2024 at the SBCEO North County Office, 402 Farnel Road, Santa Maria.

MOVED: Mr. Howell

SECONDED: Mrs. de Werd VOTE: Passed 5-0

Judith Frost, President County Board of Education Dr. Susan Salcido, Secretary County Board of Education



## SANTA BARBARA COUNTY BOARD OF EDUCATION

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

SPECIAL MEETING January 11, 2024 – 10:00 a.m.

## MINUTES

## The Santa Barbara County Board of Education held this meeting on Thursday, January 11, 2024 at the SBCEO North County Office, 402 Farnel Road, Santa Maria, CA.

## UNAPPROVED

## **GENERAL FUNCTIONS**

## 1. Call to Order

The special meeting of the County Board of Education was called to order at 10:00 a.m. by Board President Judy Frost.

## 2. Spanish Interpretation/Interpretación

Spanish interpretation of the board meeting was announced.

## 3. Pledge of Allegiance

Board Vice President Porter led the Pledge of Allegiance.

## 4. Roll Call

## **Board Members Present**

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

## Staff Members Present

Susan Salcido, superintendent Austin Payne, legal counsel Anna Freedland, executive assistant Camie Barnwell Mari Gonzales Victor McConnell Luis Medina

## Others Present

Vedamarie Ruiz Alvarez Flores, candidate Sally E. Lopez, candidate Lena Morán-Acereto, interpreter (via Zoom) John Torres, A/V technician consultant, CompuVision

## 5. Changes to the Agenda

None.

## 6. **President and Board Comments**

None.

## 7. Public Comments

None.

## **ACTION ITEM**

## 8. Interview Candidates for Provisional Appointment to the Board for Trustee Area No. 7 and Deliberate and Make Provisional Appointment

The board interviewed candidates for provisional appointment to the board for Trustee Area No. 7. The board approved the provisional appointment of Vedamarie Ruiz Alvarez Flores to the vacant board seat for Trustee Area No. 7. Mrs. Alvarez Flores will be sworn in at the regular board meeting on February 8, 2024.

MOVED: Mrs. Carty	SECONDED: Mr. Howell	VOTE: Passed 5-1
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The superintendent stated that she would contact Mrs. Alvarez Flores to inform her that she had been provisionally appointed. The board approved that if Mrs. Alvarez Flores for some reason said she was not able to accept the provisional appointment, that Sally E. Lopez would be appointed.

MOVED: Mr. Howell SECONDED: Mrs. Carty VOTE: Passed 6-0

The superintendent stated that she would also contact Mrs. Lopez to inform her that she had not been selected for the provisional appointment.

## ADJOURNMENT

## 9. Adjournment

The meeting was adjourned at 12:14 p.m. to the next regular meeting to be held February 8, 2024. The special meeting on January 12, 2024 was cancelled since it was no longer needed.

MOVED: Mr. Howell

SECONDED: Ms. Ehrman

VOTE: Passed 6-0

Judith Frost, President County Board of Education Dr. Susan Salcido, Secretary County Board of Education



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

## Credentials report pertaining to credentialed personnel, employed by local educational agencies across Santa Barbara County

## **Registration of Credentials or Other Certification Documents**

The Santa Barbara County Education Office (SBCEO) registers credentials provided to all individuals throughout Santa Barbara County who have been issued credentials and permits by the California Commission on Teacher Credentialing (CCTC). *(Education Code § 44332.5)* 

The content in this section of the report is informational.

## **Issuance of Temporary County Certificates**

Temporary County Certificates (TCC) are issued by SBCEO to individuals during the interim period from when they apply for a credential with the California Commission on Teacher Credentialing to when they are issued or denied the official credential.

A TCC allows an individual to actively work and be paid for service in those positions for which the credential is required while they await final clearance of their credential or permit.

Temporary County Certificates must be approved by the County Board of Education. *(Education Code § 44332)* 

## Registration of Credentials or Other Certification Documents Issuance of Temporary County Certificates December 7, 2023 - January 6, 2024

#### <u>Name</u>

Emmanuel

#### Type of Credential / Permit

#### Expiration Date: 2024

Pamela Amy Mary Ellen Patrick Megan Katherine Nathan Kristin Aaron Ashley Amie Jessica Asma Maria Jermaine Guenael Shari Christine Emily Michael Alexis John Kelley Daniel Tonya Jessica Ashley

Campuzano Carv Ciaramitaro Civiello Clowers Daggett Emery Ewart Fletcher Gunning Johnson Kelly Lechon Mazraoui Mendoza Moore Oristel Perlstein Pickavet Ramirez Rittenburg Sanchez Stanis Strebe Torres Troup Vargas Warwick

**Bilingual Authorization Permit 30-Day Substitute Teaching Permit** 30-Day Substitute Teaching Permit Short-Term Staff Permit 30-Day Substitute Teaching Permit Multiple Subject Teaching Credential 30-Day Substitute Teaching Permit **30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit** Administrative Services Credential **30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit** Teaching Permit for Statutory Leave 30-Day Substitute Teaching Permit Teaching Permit for Statutory Leave **Provisional Internship Permit** Short-Term Staff Permit 30-Day Substitute Teaching Permit Short-Term Staff Permit 30-Day Substitute Teaching Permit Short-Term Staff Permit **30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit** Short-Term Staff Permit Crosscultural, Language, & Academic Devel Permit Short-Term Staff Permit 30-Day Substitute Teaching Permit

#### Expiration Date: 2025

Elizabeth	Aglony	30-Day Substitute Teaching Permit
Sara	Alter	30-Day Substitute Teaching Permit
Rosiele	Angkahan	30-Day Substitute Teaching Permit
Melissa	Armstrong	30-Day Substitute Teaching Permit
Eric	Bae	30-Day Substitute Teaching Permit

#### **County Board of Education**

Talia Lyn Jesse Vanessa Katharine Kimberly Antonio Vanessa Joseph D'Arcy Timothy James Crystal Amanda Skylar Courtney Michael Erika Elisia Joshua Rachel Tonisha Alexis McKinnley Vanessa Hannah Alleea **Yvette** Anna Jensen Rebecca Casey Jenny Kaitlyn Annick Michael LaRonda Tracy Nataly Monique Michael Dena Kristin Fred Kurt Diane Dove

Barraza Bean Bellinger **Belmontez** Bennett Brown Canongo Carkonen Coohill Cornwall Costa Dalton Dolan Domingues Dominguez Drazich Dulav Dutton Estrada Fang Fields Franklin Garcia Gault Gomez Goodloe Griffin Herrera Jenne Jeung Jones Kernohan Klinedinst Kolec Labeeuw Lainez Lewis Liddell Luevanos Mangino Mangino` Massoudi Mayville **McCree** Millet Morales Okonina

30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit Education Specialist Instruction Credential 30-Day Substitute Teaching Permit **30-Day Substitute Teaching Permit** Administrative Services Credential **30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit** 30-Day Substitute Teaching Permit Single Subject Teaching Credential 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit **30-Day Substitute Teaching Permit** 30-Day Substitute Teaching Permit **30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit** 30-Day Substitute Teaching Permit Education Specialist Instruction Credential 30-Day Substitute Teaching Permit Crosscultural, Language, & Academic Devel Permit 30-Day Substitute Teaching Permit Administrative Services Credential 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit Single Subject Teaching Credential **30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit** Single Subject Teaching Credential **30-Day Substitute Teaching Permit** 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit

#### **County Board of Education**

Pamela Colleen Elise	Paxton Pederson Perisho
Joanna	Ritter
Paul	Rogers
Paloma	Rosales
Ana	Sanchez
Michael	Sarar
Jennifer	Sell
Theresa	Solorzano
Jo-Ann	Street
Julia	Thompson
Vanessa	Tobis
April	White
Allie	Whitten
Kaitlyn	Zubiate

30-Day Substitute Teaching Permit **30-Day Substitute Teaching Permit** 30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit **Education Specialist Instruction Credential** 30-Day Substitute Teaching Permit **30-Day Substitute Teaching Permit 30-Day Substitute Teaching Permit** 30-Day Substitute Teaching Permit **30-Day Substitute Teaching Permit** 30-Day Substitute Teaching Permit

### Expiration Date: 2027

Adriana	Martinez	Pupil Personnel Services Credential
Taylor	Morgan	Multiple Subject Teaching Credential
Marisa	Scoggins	Single Subject Teaching Credential

#### Expiration Date: 2028

Polly	Basillie	Education Specialist Instruction Credential
Danielle	Bean	Single Subject Teaching Credential
Arianna	Cannon	Education Specialist Instruction Credential
Annie	Chang	Child Development Site Supervisor Permit
Jillian	Danninger	Single Subject Teaching Credential
Anabell	Delgado	Child Development Site Supervisor Permit
Fabiola	Farias	Child Development Associate Teacher Permit
Catherine	House	Child Development Site Supervisor Permit
Karen	Januzik	Multiple Subject Teaching Credential
Jaime	Lapeyre	School Nurse Services Credential
Yan	Lebeau	School Nurse Services Credential
Tiffany	Lei	Multiple Subject Teaching Credential
Yirong	Lu	Education Specialist Instruction Credential
Dayna	McMullan	Administrative Services Credential
Mary	Mendez	Multiple Subject Teaching Credential
Rebekah	Prato	Education Specialist Instruction Credential
Teal	Radford	Speech-Language Pathology Services Credential
Nicole	Silveira	Education Specialist Instruction Credential
Jackalynn	Snow	Single Subject Teaching Credential
Arianna	St. Oegger	Education Specialist Instruction Credential

Xochitl	Tafoya	Administrative Services Credential	
Tonya	Troup	Education Specialist Instruction Credential	
Andrew	White	Single Subject Teaching Credential	

#### Expiration Date: 2029

Melissa Maria John John Laura Laura Elizabeth Larianne Matthew Ramona Kristyn Joshua Aimee Elijah Karen Jennifer l eah Melissa Stefany Brian Madeline Catherine Katrina Mari Samantha Samantha Aimee Christine Ashley Jessica Amber Kyla Carolyn Micah Kristin Jennifer Samantha Linda Michael Kristin

Adams Avila Barnett Barnett Branch Branch Brooks Brown Capritto Carter Crawford Cunningham Davis Davis Echols Ezell Furlong Garcia Garv Gong Hardeman Hirsch Homer Hulme Istvanyi Istvanyi Isvak Jimenez Johnson Johnson King Kinzler Kleinsmith Mason Mayville **McCallister** Mullins Muranaka Pakaluk Patterson

Multiple Subject Teaching Credential Multiple Subject Teaching Credential Single Subject Teaching Credential Career Technical Education Teaching Credential Career Technical Education Teaching Credential Single Subject Teaching Credential Multiple Subject Teaching Credential Multiple Subject Teaching Credential Single Subject Teaching Credential Multiple Subject Teaching Credential **Pupil Personnel Services Credential** Single Subject Teaching Credential Multiple Subject Teaching Credential Single Subject Teaching Credential Multiple Subject Teaching Credential Multiple Subject Teaching Credential Single Subject Teaching Credential Single Subject Teaching Credential Single Subject Teaching Credential Multiple Subject Teaching Credential Child Development Program Director Permit Multiple Subject Teaching Credential Multiple Subject Teaching Credential Multiple Subject Teaching Credential Education Specialist Instruction Credential Multiple Subject Teaching Credential Multiple Subject Teaching Credential Multiple Subject Teaching Credential School Nurse Services Credential Single Subject Teaching Credential Administrative Services Credential Multiple Subject Teaching Credential Education Specialist Instruction Credential Multiple Subject Teaching Credential Single Subject Teaching Credential Multiple Subject Teaching Credential

4

Kristin Adrienne Victor Wesley Marty Karen Deborah	Patterson Perkins Ramirez Ratelle Reep Regan Rivas	Education Specialist Instruction Credential Multiple Subject Teaching Credential Single Subject Teaching Credential Single Subject Teaching Credential Single Subject Teaching Credential Multiple Subject Teaching Credential Multiple Subject Teaching Credential
Sally	Rodriguez	Multiple Subject Teaching Credential
Oliva	Rubalcaba	Multiple Subject Teaching Credential
Laura	Sabraw	Multiple Subject Teaching Credential
Ronald	Smith	Multiple Subject Teaching Credential
Ronald	Smith	Administrative Services Credential
Samantha	Sola	Education Specialist Instruction Credential
Carrie	Spiegel	Multiple Subject Teaching Credential
Jennifer	Sportsman	Single Subject Teaching Credential
Shawn	Tracht	Single Subject Teaching Credential
Victoria	Valente	Multiple Subject Teaching Credential
Nathan	West	Single Subject Teaching Credential
Kenneth	Westall	Multiple Subject Teaching Credential
John	Wetzel	Single Subject Teaching Credential
Markie	Wordley	Single Subject Teaching Credential

## **Certificates of Competence**

Timothy	Baerg	Certificate of Completion of Staff Development
Megan	Daggett	Crosscultural, Language, & Academic Devel Cert

## Life Credentials

Timothy	Baerg	Multiple Subject Teaching Credential

## Waivers

Dawn	Manalo	Pupil Personnel Services Credential
Kassondra	Quaglino	Pupil Personnel Services Credential

## **County Board of Education**

## <u>Name</u>

## **Type of Credential / Permit**

## **Temporary County Certificates**

Caasi Evelin Amya Cherie Raymond Andrew Jasmin Lindsey Chavez Diaz Egan Garza Guron McLaughlin Perez Pierce

Short-Term Staff Permit Child Development Teacher Permit Child Development Assistant Permit Short-Term Staff Permit Multiple Subject Teaching Credential Administrative Services Credential Child Development Assistant Permit Administrative Services Credential



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Susan C. Salcido, Superintendent of Schools

## Santa Barbara County Board of Education Recommended Approval for Acceptance of Donations February 8, 2024

## **Internal Services**

• Office furniture items, total estimated value of \$28,500, from Smart Office Interiors. Items include 18 Tayco cubicles; 2 Cosmo Tayco cubicles; 5 Knoll, SitOnIt, and 9to5 brand task chairs; various worksurfaces, support elements, workstation components and tables.

## **Special Education**

 Books, valued at \$612.14, and a bookshelf for a lending library of parent resources at the SBCEO Special Education speech office located on McClelland Avenue in Santa Maria, from Phil and Jenny Barlow



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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education Recommended Approval for Declaration of Surplus February 8, 2024

## **Curriculum and Instruction**

- SB 19846 HP Color LaserJet 500 Printer
- SB 12189 Sharp XG-NV5XU LCD Overhead Projector
- SB 15598 Epson PowerLite Overhead Projector EMP-81
- SB 13185 Canon Digital Video Camera
- SB 11927 Olympus Digital Camera
- SB 15145 Infocase iBook Classmate 8 Unit Duffel Case
- SB 15146 Infocase iBook Classmate 8 Unit Duffel Case
- SB 15144 Infocase iBook Classmate 8 Unit Duffel Case

## Information Technology Services

• SB 17541 Office Chair Ergonomic

## **School Business Advisory Services**

• SB 20815 Dell OptiPlex 7070 Laptop Computer

# Action Item

## **New Board Policies**



## INSTRUCTION

NEW

## BOARD POLICY – DIFFERENTIAL GRADUATION AND COMPETENCY BP 6146.4 STANDARDS FOR STUDENTS WITH DISABILITIES IN COUNTY-OPERATED STUDENT PROGRAMS

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) recognize that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and school assessments.

## Exemption from SBCEO Graduation Requirements

Students shall complete all course requirements for high school graduation as specified in County Board Policy 6146.1 - High School Graduation Requirements for County-Operated Programs. However, a student with a disability may be exempted from all coursework and other requirements adopted by the County Board that are in addition to the statewide course requirements for high school graduation if the student's IEP provides for both of the following requirements: (Education Code 51225.31).

- 1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
- 2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Prior to the beginning of grade 10, the IEP team for each student with a disability shall determine whether the student is eligible for the exemption, and if so, notify the student's parent/guardian of the exemption. (Education Code 51225.31)

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

## Certificate of Educational Achievement or Completion

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)

- 1. Satisfactorily completed a prescribed alternative course of study approved by the board of the district in which the student attended school or the district with jurisdiction over the student as identified in their IEP
- 2. Satisfactorily met their IEP goals and objectives during high school as determined by the IEP team
- Satisfactorily attended high school, participated in the instruction as prescribed in their IEP, and met the objectives of the statement of transition services

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

#### **Policy Reference Disclaimer:**

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

#### Federal

20 USC 1400-1482 34 CFR 300.1-300.818 34 CFR 300.320

## Management Resources

Website

Website

#### State

5 CCR 3070 Ed. Code 56341 Ed. Code 56345 Ed. Code 56390-56392

#### Description

Individuals with Disabilities Education Act Individuals with Disabilities Education Act Definition of IEP

#### Description

U.S. Department of Education, Office of Special Education and Rehabilitative Services California Department of Education

#### Description

Graduation Individualized education program team Individualized education program contents Recognition for educational achievement, special education

## ADOPTED BY COUNTY BOARD:



## INSTRUCTION

## BOARD POLICY - INDIVIDUALIZED EDUCATION PROGRAM

NEW BP 6159

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) desire to provide full educational opportunities to all students with one or more disabilities. Students with disabilities shall receive a free appropriate public education (FAPE) and, to the maximum extent possible, shall be educated in the least restrictive environment with nondisabled students.

For each student with disabilities, an individualized education program (IEP) shall be developed which identifies the special education instruction and related services to be provided to the student. The County Superintendent or designee shall develop administrative regulations regarding the membership of the IEP team, the team's responsibility to develop and regularly review the IEP, the contents of the IEP, and the development, review, and revision processes.

#### **Policy Reference Disclaimer:**

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

#### Federal Description Family Educational Rights and Privacy Act (FERPA) of 1974 20 USC 1232g 20 USC 1400-1482 Individuals with Disabilities Education Act 34 CFR 300.1-300.818 Individuals with Disabilities Education Act Management Resources Description Attorney General Opinion 85 Ops.Cal.Atty.Gen. 157 (2002) Court Decision Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072 Court Decision Schaffer v. Weast (2005) 125 S. Ct. 528 Court Decision Sacramento City School District v. Rachel H. (9th Cir. 1994) 14 F.3d 1398 Marshall v.Monrovia Unified School District, (9th Circuit, 2010) Court Decision 327 f.3d 773 **Court Decision** Marshall v. Monrovia Unified School District, (9th Circuit, 2010) 327 f.3d 773 Federal Register Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845 U.S. Department of Education. Office of Special Education and Website **Rehabilitative Services** Website California Department of Education State Description High School Exit Examination, accommodations for students 5 CCR 1215.5-1218 with disabilities 5 CCR 3021-3029 Identification, referral and assessment 5 CCR 3040-3043 Instructional planning and the individualized education program

5 CCR 853-853.5 State assessments, accommodations High school graduation requirements Ed. Code 51225.3 Rights of foster parents pertaining to foster child's education Ed. Code 56055 Guidelines for low incidence disabilities areas Ed. Code 56136 Ed. Code 56195.8 Adoption of policies Ed. Code 56321 Notice of parental rights; consent of parents Ed. Code 56321.5 Notice to include right to electronically record Instructional planning and individualized education program Ed. Code 56340.1-56347 IEP for visually impaired students Ed. Code 56350-56352 IEP reviews; notice of right to request Ed. Code 56380 Recognition for educational achievement, special education Ed. Code 56390-56392 Ed. Code 56500-56509 Procedural safeguards California Assessment of Student Performance and Progress Ed. Code 60640-60649 Fam. Code 6500-6502 Age of majority Gov. Code 7572.5 Seriously emotionally disturbed child, expanded IEP team Minors subject to jurisdiction W&I Code 300 Minors habitually disobedient W&I Code 601 Minors violating law; ward of court W&I Code 602

## ADOPTED BY COUNTY BOARD:



## INSTRUCTION

## BOARD POLICY – **PROCEDURAL SAFEGUARDS AND COMPLAINTS** BP 6159.1 FOR SPECIAL EDUCATION

The County Board of Education (County Board) and County Superintendent of Schools (County Superintendent) recognize their obligation to provide a free appropriate public education (FAPE) to students with disabilities and to uphold the rights of parents/guardians to be involved in educational decisions regarding their child. Parents/guardians of students with disabilities shall receive written notice of their rights under the federal Individuals with Disabilities Education Act.

Whenever there is a dispute between Santa Barbara County Education Office (SBCEO) and the parent/guardian of a student with disabilities regarding the identification, assessment, or educational placement of the student or the provision of FAPE to the student, the County Superintendent or designee shall encourage the early, informal resolution of the dispute at the school level to the extent possible. SBCEO or parent/guardian may also request mediation and/or a due process hearing in accordance with law, Board policy, and administrative regulation.

The SBCEO Program Manager or designee shall represent SBCEO in any due process hearing conducted with regard to the students and shall inform the County Superintendent about the result of the hearing.

Any complaint alleging SBCEO's noncompliance with federal or state laws or regulations related to the provision of a free appropriate public education to students with disabilities shall be filed in accordance with 5 CCR 3200-3205.

#### **Policy Reference Disclaimer:**

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

Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1400-1482	Individuals with Disabilities Education Act
29 USC 794	Rehabilitation Act of 1973, Section 504
34 CFR 104.36	Procedural safeguards
34 CFR 300.1-300.818	Assistance to states for the education of students with disabilities
34 CFR 300.500-300.520	Procedural safeguards and due process for parents and students
34 CFR 99.10-99.22	Inspection, review and procedures for amending education records
42 USC 11434	Homeless assistance
Management Resources Court Decision	<b>Description</b> Winkelman v. Parma City School District, (2007) 550 U.S. 516

NEW

Federal Register

Website

Website

#### State

5 CCR 3000-3100 5 CCR 4600-4670 Ed. Code 56000 Ed. Code 56001 Ed. Code 56020-56035 Ed. Code 56195.7 Ed. Code 56195.8 Ed. Code 56300-56385 Ed. Code 56360-56369 Ed. Code 56440-56447.1

Ed. Code 56500-56509 Ed. Code 56600-56606 Final Regulations, December 1, 2008, Vol. 73, No. 231, pages 73006-73029 U.S. Department of Education, Office of Special Education Programs California Department of Education, Special Education

## Description

Regulations governing special education Uniform complaint procedures Special education; legislative findings and declarations Provision of the special education programs Definitions Written agreements Adoption of policies Identification and referral, assessment Implementation of special education Programs for individuals between the ages of three and five years Procedural safeguards Evaluation, audits and information

ADOPTED BY COUNTY BOARD:



INSTRUCTION

NEW

## BOARD POLICY – APPOINTMENT OF SURROGATE PARENT FOR BP 6159.3 SPECIAL EDUCATION STUDENTS

In order to protect the rights of students with disabilities, the County Superintendent of Schools (County Superintendent) or designee shall appoint a surrogate parent to represent a student with disabilities as necessary in accordance with law. The County Superintendent or designee shall develop procedures for recruiting, training and assigning adults to serve as surrogate parents.

#### **Policy Reference Disclaimer:**

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

#### Federal

20 USC 1400-1482 20 USC 1415 34 CFR 300.30 34 CFR 300.519 42 USC 11434a

#### Management Resources Federal Register

Website

Website

#### State

Ed. Code 56028 Ed. Code 56050 Ed. Code 56055 Gov. Code 7570-7587

Gov. Code 7579.5 W&I Code 300 W&I Code 361 W&I Code 601 W&I Code 726

#### Description

Individuals with Disabilities Education Act Procedural safeguards Definition parent Surrogate parents McKinney-Vento Homeless Assistance Act; definitions

#### Description

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845 U.S. Department of Education. Office of Special Education and Rehabilitative Services California Department of Education

#### Description

Definition, parent for special education Surrogate parents Rights of foster parents pertaining to foster child's education Interagency responsibilities for providing services to children with disabilities Surrogate parent, appointment, qualifications, liability Minors subject to jurisdiction Limitations on parental control Minors habitually disobedient Limitations on parental control

## APPROVED BY COUNTY BOARD:



## INSTRUCTION

## BOARD POLICY - IDENTIFICATION AND EVALUATION OF INDIVIDUAL FOR SPECIAL EDUCATION

BP 6164.4

NEW

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) recognize the need to actively seek out and evaluate youth who participate in Santa Barbara County Education Office (SBCEO) county-operated programs from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The County Superintendent or designee shall establish a comprehensive child find system that includes procedures for the identification, screening, referral, assessment, and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the special education and related services provided to such individuals. (Education Code 56301)

SBCEO's identification procedures shall include systematic methods for utilizing referrals from parents/guardians, teachers, agencies, appropriate professionals, and other members of the public, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The County Superintendent or designee shall notify parents/guardians, in writing, of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the right to consent to any assessment concerning their child. In addition, the County Superintendent or designee shall notify parents/guardians of procedures for initiating a referral for assessment to identify individuals for special education services. (Education Code 56301)

#### Policy Reference Disclaimer:

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

20 USC 1232g 20 USC 1412 20 USC 1415 34 CFR 104.35 34 CFR 104.36 34 CFR 300.1-300.818 34 CFR 300.301-300.306 Description

Family Educational Rights and Privacy Act (FERPA) of 1974 State eligibility Procedural safeguards Evaluation and placement Procedural safeguards Individuals with Disabilities Education Act Evaluations and reevaluations **Description** 

Management ResourcesDescriptionCourt DecisionHood v. Encinitas Union School District, (2007) 486 F.3d 1099

Identification and Evaluation of Individuals for Special Education – Board Policy 6164.4

Federal Register

Website

Website

#### State

5 CCR 3021-3029 5 CCR 3030-3031 Ed. Code 44265.5 Ed. Code 56000-56885 Ed. Code 56195.8 Ed. Code 56300-56304 Ed. Code 56320-56331 Ed. Code 56333-56338 Ed. Code 56340-56347 Ed. Code 56381 Ed. Code 56425-56432 Ed. Code 56441.11 Ed. Code 56445 Ed. Code 56500-56509 Gov. Code 95000-95029.5 Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845 U.S. Department of Education, Office of Special Education Programs California Department of Education, Special Education Description

Identification, referral and assessment Eligibility criteria Professional preparation for teachers of impaired students Special education programs Adoption of policies Identification of individuals with disabilities Assessment Eligibility for specific learning disabilities Individualized education program teams Reassessment of students Early education for individuals with disabilities Eligibility criteria, children ages 3-5 Transition to grade school; reassessment Procedural safeguards California Early Intervention Services Act

## ADOPTED BY COUNTY BOARD:



## INSTRUCTION

## BOARD POLICY - IDENTIFICATION AND EDUCATION UNDER SECTION 504

BP 6164.6

NEW

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) believe that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The County Superintendent or designee shall work to identify children with disabilities who participate in Santa Barbara County Education Office (SBCEO) county-operated programs in order to ensure that they receive educational and related services required by law.

The County Superintendent or designee shall provide qualified students with disabilities with a free appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of students without disabilities are met. (34 CFR 104.33)

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of SBCEO county-operated program's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities, as applicable. (34 CFR 104.37)

The SBCEO local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the County Superintendent or designee shall assess SBCEO's progress in attaining the goals established for students with disabilities and shall report these results to the County Board. (Education Code 52052, 52060)

In providing services to students with disabilities under Section 504, the County Superintendent or designee shall ensure SBCEO county-operated programs compliance with law, including providing the students and their parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

#### Policy Reference Disclaimer:

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#### Federal

20 USC 1232g 20 USC 1400-1482 29 USC 705 29 USC 794 34 CFR 104.1

34 CFR 104.1-104.61 34 CFR 104.3 34 CFR 104.32 34 CFR 104.33 34 CFR 104.34 34 CFR 104.35 34 CFR 104.36 34 CFR 104.37 34 CFR 104.7 42 USC 12101-12213

#### Management Resources

California Department of Education Legal Advisory Court Decision

**CSBA** Publication

U.S Dept of Ed Office for Civil Rights Publication

U.S Dept of Ed Office for Civil Rights Publication

U.S Dept of Ed Office for Civil Rights Publication U.S Dept of Ed Office for Civil Rights Publication U.S DOE, Office for Civil Rights Publication

U.S. DOE Office for Civil Rights Publication Website Website Website

State 28 CCR 35.101-35.190

### 5 CCR 3051.12

Ed. Code 49423.5 Ed. Code 52052 Ed. Code 52060-52077 Ed. Code 56043 Ed. Code 56321

ADOPTED BY COUNTY BOARD:

#### Description

Family Educational Rights and Privacy Act (FERPA) of 1974 Individuals with Disabilities Education Act Definitions; Vocational Rehabilitation Act Rehabilitation Act of 1973, Section 504 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973 Nondiscrimination on the basis of disability Definitions Location and notification Free appropriate public education Educational setting Evaluation and placement Procedural safeguards Nonacademic services Designation of responsible employee for Section 504 Equal opportunity for individuals with disabilities

#### Description

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007 Christopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205 Rights of Students with Diabetes Under IDEA and Section 504, Policy Brief, December 2007 Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the Education of Children with Disabilities, October 2015 Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007 Dear Colleague Letter, January 2013

Dear Colleague Letter and Resource Guide on Students with ADHD, July 2016 Dear Colleague Ltr & Questions & Answers on ADA Amendments Act of 2008 for Students with Disabilities Attending Public Elem & Secondary Schools, 2012 Guidance to America's Schools: Bullying of Students with Disabilities, October 2014 U.S. Department of Education, Office for Civil Rights CSBA California Department of Education

#### Description

Nondiscrimination on the basis of disability in state and local government services Health and nursing services Specialized physical health care services Accountability; numerically significant student subgroups Local control and accountability plan Special education, timelines Notice of parental rights; consent of parents

## **Revised Board Policies**



## INSTRUCTION<del>S</del>

<u>MARKED</u>

BP 6142.1

## BOARD POLICY -- SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

## Instruction

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The Santa Barbara County Education Office's (SBCEO) county-operated educational programs shall address the goals of the California Healthy Youth Act pursuant to Education Code 51930-51939, including provide students with the knowledge and skills necessary to protect them from sexually transmitted infections, and unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. The County Education OfficeSBCEO's county-operated educational programs shall also promote students' understanding of sexuality as a normal part of human development and the development of healthy attitudes and behaviors, relationships, marriage, and family.

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934)

The County Education Office's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards. The County Education Office <u>SBCEO</u> shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934)

SBCEO's comprehensive sexual health education program shall include information on the affirmative consent standard. Affirmative consent is defined as affirmative, conscious, and voluntary agreement to engage in sexual activity. Teachers delivering such instruction shall consult information related to sexual harassment and violence in the state health curriculum framework. (Education Code 51225.36, 67386) The County Superintendent or designee may appoint a coordinator and/or an advisory committee regarding the County Education Office's comprehensive sexual health and HIV prevention curriculum. The advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing, and evaluating the County Education Office's program.

The County Superintendent of Schools or designee shall identify appropriate methods for informing the school community about subjects related to the SBCEO county-operated program's district's comprehensive sexual health and HIV prevention education. The County Superintendent or designee shall use such identified methods to inform parents/guardians of students in grades 6-12 about human trafficking prevention resources, as required pursuant to Education Code 49381.

## **Parent/Guardian Consent**

Education Code 51938 requires districts to notify parents/guardians about instruction in sexual health and HIV prevention and of their right to request that their child not receive the instruction. See the accompanying administrative regulation for details of this required notice.

Pursuant to Education Code 51938, districts must use a "passive consent" or "opt-out" process regarding sexual health and HIV prevention education and any assessments related to that instruction. Thus, each student must receive the instruction unless the parent/guardian notifies the district in writing that the student should not receive the instruction.

In addition, Education Code 51938 requires districts to use a passive consent or opt-out process to obtain parent/guardian consent when administering an anonymous, voluntary, and confidential research and evaluation tool to measure students' health behaviors and risks, including a test, questionnaire, or survey containing age-appropriate questions about sexual attitudes or practices. However, for any such research and evaluation tool administered prior to grade 7, Education Code 51513 requires that parents/guardians give permission before the instrument is administered to their child (i.e., "active consent").

20 USC 1232h mandates districts to adopt a policy regarding the arrangements to protect student privacy when such a survey is administered to any student, regardless of their grade level.

<u>At the beginning of each school year or at the time of a student's enrollmentAnnually</u>, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing that their child be excused from participating in comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 51939)

Sexual Health and HIV/AIDS Prevention Instruction – Board Policy 6142.1

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

Legal Reference:

#### EDUCATION CODE

220 Prohibition of discrimination
33544 Inclusion of sexual harassment and violence in health curriculum framework
48980 Notice at beginning of term
51202 Instruction in personal and public health and safety
51210.8 Health education curriculum
51225.35 Instruction in sexual harassment and violence; districts that require health education for graduation
51240 Excuse from instruction due to religious beliefs
51513 Materials containing questions about beliefs or practices
51930-51939 California Healthy Youth Act
67386 Student safety; affirmative consent standard

HEALTH AND SAFETY CODE 1255.7 Parents surrendering physical custody of a baby

PENAL CODE 243.4 Sexual battery 261.5 Unlawful sexual intercourse 271.5 Parents voluntarily surrendering custody of a baby

UNITED STATES CODE, TITLE 20 1232h Protection of student rights 7906 Sex education

Management Resources:

<u>CSBA PUBLICATIONS</u> Promoting Healthy Relationships for Adolescents: Board Policy Considerations, Governance Brief, August 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008 Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

#### WEB SITES

CSBA: http://www.csba.rog California Department of Education, Sex Education and HIV/STD Instruction: http://www.cde.ca.gov/ls/he/se California Department of Public Health: http://www.cdph.ca.gov California Healthy Kids Resource Center: http://www.californiahealthykids.org California Safe Schools Coalition: http://www.casafeschools.org Centers for Disease Control and Prevention: http://www.cdc.gov U.S. Food and Drug Administration: http://www.fda.gov

APPROVED BY COUNTY BOARD:

September 7, 2017

Sexual Health and HIV/AIDS Prevention Instruction – Board Policy 6142.1



## BOARD POLICY SEXUAL HEALTH AND HIV/AIDS PREVENTION BP 6142.1 INSTRUCTION BP 6142.1

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) desire to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The Santa Barbara County Education Office's (SBCEO) county-operated programs shall address the goals of the California Healthy Youth Act pursuant to Education Code 51930-51939, including providing students with the knowledge and skills necessary to protect them from sexually transmitted infections, unintended pregnancy, sexual harassment, sexual assault, sexual abuse, and human trafficking and to have healthy, positive, and safe relationships and behaviors. The SBCEO's county-operated programs shall also promote students' understanding of sexuality as a normal part of human development and the development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family.

The SBCEO shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934)

SBCEO's comprehensive sexual health education program shall include information on the affirmative consent standard. Affirmative consent is defined as affirmative, conscious, and voluntary agreement to engage in sexual activity. Teachers delivering such instruction shall consult information related to sexual harassment and violence in the state health curriculum framework. (Education Code 51225.36, 67386)

The County Superintendent or designee shall identify appropriate methods for informing the school community about subjects related to the SBCEO county-operated program's comprehensive sexual health and HIV prevention education. The County Superintendent or designee shall use such identified methods to inform parents/guardians of students in grades 6-12 about human trafficking prevention resources, as required pursuant to Education Code 49381.

## Parent/Guardian Consent

Education Code 51938 requires districts to notify parents/guardians about instruction in sexual health and HIV prevention and of their right to request that their child not receive the instruction. See the accompanying administrative regulation for details of this required notice.

Pursuant to Education Code 51938, districts must use a "passive consent" or "opt-out" process regarding sexual health and HIV prevention education and any assessments related to that instruction. Thus, each student must receive the instruction unless the parent/guardian notifies the district in writing that the student should not receive the instruction.

In addition, Education Code 51938 requires districts to use a passive consent or opt-out process to obtain parent/guardian consent when administering an anonymous, voluntary, and confidential research and evaluation tool to measure students' health behaviors and risks, including a test, questionnaire, or survey containing age-appropriate questions about sexual attitudes or practices. However, for any such research and evaluation tool administered prior to grade 7, Education Code 51513 requires that parents/guardians give permission before the instrument is administered to their child (i.e., "active consent").

20 USC 1232h mandates districts to adopt a policy regarding the arrangements to protect student privacy when such a survey is administered to any student, regardless of their grade level.

At the beginning of each school year or at the time of a student's enrollment, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing that their child be excused from participating in comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 51939)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

#### Policy Reference Disclaimer:

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<b>Federal</b>	<b>Description</b>
20 USC 1232h	Protection of student rights
20 USC 7906	Sex education requirements and prohibited use of funds
<b>Management Resources</b>	<b>Description</b>
California Department of Education	Health Framework for California Public Schools: Kindergarten
Publication	through Grade 12, 2003
California Department of Education	Health Education Content Standards for California Public

Sexual Health and HIV/AIDS Prevention Instruction – Board Policy 6142.1

Publication CSBA Publication Human Rights Campaign Foundation Publication Website Website Website Website Website Website Website Website Website Website Website	Schools, Kindergarten Through Grade 12, 2008 Promoting Healthy Relationships for Adolescents: Board Policy Considerations, Governance Brief, August 2014 California LGBTQ Youth Report, January 2019 U.S. Food and Drug Administration Human Rights Campaign CSBA Centers for Disease Control and Prevention California Safe Schools Coalition California Partnership to End Domestic Violence California Healthy Kids Resource Center California Department of Public Health California Department of Education, Sex Education and HIV/AIDS/STD Instruction
State         Ed. Code 220         Ed. Code 33544         Ed. Code 48980         Ed. Code 49381         Ed. Code 51202         Ed. Code 51202         Ed. Code 51210.8         Ed. Code 51225.36         Ed. Code 51930-51939         Ed. Code 51950         H&S Code 1255.7         Pen. Code 243.4         Pen. Code 271.5	Description Prohibition of discrimination Inclusion of sexual harassment and violence in health curriculum framework Parent/Guardian notifications Human trafficking prevention resources Instruction in personal and public health and safety Health education curriculum Instruction in sexual harassment and violence; districts that require health education for graduation Excuse from instruction due to religious beliefs Test, questionnaire, survey, or examination containing questions about beliefs or practices California Healthy Youth Act Abuse, sexual abuse, and human trafficking prevention education Parents surrendering physical custody of a baby Sexual battery Unlawful sexual intercourse Parents voluntarily surrendering custody of a baby

APPROVED BY COUNTY BOARD: REVISED: September 7, 2017



## INSTRUCTIONS

Marked BP 6146.1

## BOARD POLICY - HIGH SCHOOL GRADUATION REQUIREMENTS BP 6146.1

The County Board<u>of Education (County Board) and the County Superintendent of</u> <u>Schools (County Superintendent)</u> desires to prepare all students to obtain a high school diploma so that they can take advantage of opportunities for postsecondary education and employment.

## **Course Requirements**

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

- 1. Four courses in English (Education Code 51225.3)
- 2. Three courses in mathematics, to include one course in Algebra I/Mathematics I (Education Code 51225.3)
- 3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
- 4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
- 5. One course in visual or performing arts, <u>world foreign language</u>, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

7. Beginning with the 2025-26 school year and for the graduating class of 2029-30, a one-semester course in ethnic students (Education Code 51225.3)

Because the prescribed course of study may not accommodate the needs of some students, the County Board shall provide alternative means for the completion of prescribed courses in accordance with law.

## Exemptions from SBCEO Graduation Requirements and Waivers

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the students is eligible for exemption from all coursework and other requirements adopted by the County Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

- 1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
- 2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, aA foster youth, homeless student, former juvenile court school student, or child of a military family, or migrant student who transfers into <u>a Santa Barbara County</u> Education Office (SBCEO) county-operated program the district or between district schools any time after completing his/herthe second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the County Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school.

Within 30 days of the transfer into a school by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the County Superintendent or designee shall notify any eligible such student, and others required by law, shall be notified of the availability of the exemption from local graduation requirements and whether the studenty qualifiesy for it. (Education Code 51225.1)

## Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, SBCEO may retroactively grant high school diplomas to former students who were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars. (Education Code, 51430, 51440)

#### Policy Reference Disclaimer:

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

### Legal Reference:

#### EDUCATION CODE

47612 Enrollment in charter school

- 48200 Compulsory attendance
- 48412 Certificate of proficiency
- 48430 Continuation education schools and classes
- 48645.5 Acceptance of coursework
- 48980 Required notification at beginning of term
- 49701 Interstate Compact on Educational Opportunity for Military Children
- 51224 Skills and knowledge required for adult life
- 51224.5 Algebra instruction
- 51225.1 Exemption from district graduation requirements
- 51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
- 51225.3 High school graduation
- 51225.35 Mathematics course requirements; computer science
- 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
- 51225.5 Honorary diplomas; foreign exchange students
- 51225.6 Compression-only cardiopulmonary resuscitation
- 51228 Graduation requirements
- 51240-51246 Exemptions from requirements
- 51250-51251 Assistance to military dependents
- 51410-51413 Diplomas
- 51420-51427 High school equivalency certificates
- 51430 Retroactive high school diplomas
- 51440 Retroactive high school diplomas
- 51450-51455 Golden State Seal Merit Diploma
- 51745 Independent study restrictions
- 56390-56392 Recognition for educational achievement, special education
- 66204 Certification of high school courses as meeting university admissions criteria

High School Graduation Requirements – Board Policy 6146.1

67386 Student safety; affirmative consent standard

<u>CODE OF REGULATIONS, TITLE 5</u> 1600-1651 Graduation of students from grade 12 and credit toward graduation 4600-4687 Uniform complaint procedures

<u>COURT DECISIONS</u> O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

<u>WEB SITES</u> CSBA: http://www.csba.org California Department of Education, High School: http://www.cde.ca.gov/ci/gs/hs University of California, List of Approved a-g Courses: http://www.universityofcalifornia.edu/admissions/freshman/requirements

ADOPTED BY COUNTY BOARD: June 2, 2018



CLEAN

## BOARD POLICY – HIGH SCHOOL GRADUATION REQUIREMENTS FOR COUNTY-OPERATED PROGRAMS BP 6146.1

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) desire to prepare all students to obtain a high school diploma so that they can take advantage of opportunities for postsecondary education and employment.

## **Course Requirements**

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

- 1. Four courses in English (Education Code 51225.3)
- 2. Three courses in mathematics, to include one course in Algebra I/Mathematics I (Education Code 51225.3)
- 3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
- Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)
- 5. One course in visual or performing arts, world language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

- 6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
- 7. Beginning with the 2025-26 school year and for the graduating class of 2029-30, a one-semester course in ethnic students (Education Code 51225.3)

Because the prescribed course of study may not accommodate the needs of some students, the County Board shall provide alternative means for the completion of

prescribed courses in accordance with law.

## **Exemptions from SBCEO Graduation Requirements**

Prior to the beginning of grade 10, the individualized education program (IEP) team for each student with disabilities shall determine whether the student is eligible for exemption from all coursework and other requirements adopted by the County Board in addition to the statewide course requirements for high school graduation, and if so, shall notify the student's parent/guardian of the exemption. A student with disabilities shall be eligible for the exemption, if the student's IEP provides for both of the following requirements: (Education Code 51225.31)

- 1. That the student take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code 60640
- 2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

In addition, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into a Santa Barbara County Education Office (SBCEO) county-operated program any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempt from any additional adopted graduation requirements, unless the County Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school.

Within 30 days of the transfer into a SBCEO county-operated program by a foster youth, homeless student, former juvenile court school student, child of a military family, migrant student, or a newly arrived immigrant student, or of the commencement of participation in a newcomer program, as applicable, the County Superintendent or designee shall notify any eligible student, and others required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

## **Retroactive Diplomas**

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

In addition, SBCEO may retroactively grant high school diplomas to former students who were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the

internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars. (Education Code, 51430, 51440)

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#### Legal Reference:

#### EDUCATION CODE

47612 Enrollment in charter school

48200 Compulsory attendance

48412 Certificate of proficiency

48430 Continuation education schools and classes

48645.5 Acceptance of coursework

48980 Required notification at beginning of term

49701 Interstate Compact on Educational Opportunity for Military Children

51224 Skills and knowledge required for adult life

51224.5 Algebra instruction

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course

51225.3 High school graduation

51225.35 Mathematics course requirements; computer science

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51225.5 Honorary diplomas; foreign exchange students

51225.6 Compression-only cardiopulmonary resuscitation

51228 Graduation requirements

51240-51246 Exemptions from requirements

51250-51251 Assistance to military dependents

51410-51413 Diplomas

51420-51427 High school equivalency certificates

51430 Retroactive high school diplomas

51440 Retroactive high school diplomas

51450-51455 Golden State Seal Merit Diploma

51745 Independent study restrictions

56390-56392 Recognition for educational achievement, special education

66204 Certification of high school courses as meeting university admissions criteria

67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation 4600-4687 Uniform complaint procedures

#### COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

#### WEB SITES

CSBA: http://www.csba.org California Department of Education, High School: http://www.cde.ca.gov/ci/gs/hs University of California, List of Approved a-g Courses: http://www.universityofcalifornia.edu/admissions/freshman/requirements

ADOPTED BY COUNTY BOARD: REVISED: June 2, 2018

## INSTRUCTION MARKEDS

## BOARD POLICY – USE OF COPYRIGHTED MATERIALS 6162.6

It is the intent of the Santa Barbara County Education Office to adhere to the provisions of the U.S. copyright law (United States Code, Title 17), including the Berne Convention for the Protection of Literary and Artistic Works, and to maintain the highest ethical standards in the use of all borrowed materials. The willful infringement of a copyright and plagiarism of any sort by employees of the County Education Office are prohibited. The County Superintendent or designee will provide employees with guidelines that ensure compliance with the U.S. copyright law and adherence to standards of ethical conduct as they relate to the use of someone else's creative work.

Copyrighted materials, whether they be print or nonprint, shall not be duplicated without first receiving written permission from the owner of such materials (copyright holder) and/or complying with guidelines presented in administrative regulations.

The Santa Barbara County Education Office does not sanction the illegal use or unauthorized duplication of someone else's work in any form. Employees who willfully violate the County Education Office's copyright policy do so at their own risk and may be required to remunerate the County Education Office in the event of a loss resulting from litigation.

Employees are hereby notified that willful infringement of the law may result in disciplinary action.

ADOPTED BY COUNTY BOARD: REVISED: March 2, 1978 August 1, 1991 April 7, 1994

BP 6162.6



## **INSTRUCTION**

## BOARD POLICY - USE OF COPYRIGHTED MATERIALS

CLEAN BP 6162.6

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) recognize that Santa Barbara County Education Office (SBCEO) staff and students may use a variety of copyrighted materials in SBCEO county-operated programs. When such materials have not been purchased by SBCEO for the intended use, the County Board and County Superintendent expect staff and students to respect the protections afforded by federal law to the copyright owners of those materials and respect any limitations by the copyright holder to the license of such materials.

Any literary, musical, dramatic, choreographic, pictorial, graphic, sculptural, audiovisual or motion picture, sound, architectural, or other original work shall be assumed to be a copyrighted work, regardless of whether the work appears in print, audio, video, electronic, or other fixed and tangible form.

Before reproducing copyrighted material for instructional or other purposes, SBCEO staff shall determine if the material is in the public domain or if the intended use of the material meets the criteria for fair use or another exception pursuant to 17 USC 107-122. If the material is not in the public domain or no recognized exception applies, the SBCEO staff member shall seek permission of the copyright holder before using the material.

The County Superintendent or designee shall inform SBCEO staff that inclusion of an attribution citing the author and source of a copyrighted material does not absolve the SBCEO staff member from the responsibility to either obtain permission or satisfy criteria for fair use or another exception.

If a SBCEO staff member is uncertain as to whether the intended use of the material meets the criteria for fair use or another exception, they shall take the safest course and seek permission from the copyright holder to use the material or, if it is impracticable to obtain permission, shall contact the County Superintendent or designee for clarification and assistance.

SBCEO students shall not copy or distribute copyrighted works to others. SBCEO staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on SBCEO equipment.

#### Policy Reference Disclaimer:

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

Federal	Description
17 USC 101-122	Subject matter and scope of copyright
17 USC 102	Definitions
17 USC 106	Copyright protection
17 USC 107	Fair use of copyrighted works
17 USC 110	Limitations on exclusive rights: Exemption of certain performances and displays
17 USC 504	Penalties for copyright infringement
Management Resources	Description
Court Decision	Marcus v. Rowley, (9th Cir., 1982) 695 F.2d 1171
Court Decision	Campbell v. Acuff-Rose Music, Inc., (1994) 510 U.S. 569
Court Decision	Cambridge University Press et al. v. Becker et al. (N.D. Ga. 2012) 863 F.Supp.2d 1190
National School Boards Association Publication	Copyright Law: Do Schools Need a License to Show a Movie?, School Law Review, July 2010
U.S. Copyright Office Publication	Circular 23: The Copyright Card Catalog and the Online Files of the Copyright Office, rev. 2012
U.S. Copyright Office Publication	Circular 22: How to Investigate the Copyright Status of a Work, rev. 2013
U.S. Copyright Office Publication	Circular 21: Reproduction of Copyrighted Works by Educators and Librarians, rev. 2009
Website	University of California, Copyright Education
Website	U.S. Copyright Office
Website	National School Boards Association
Website	Copyright Society of the USA
State	Description
Ed. Code 35182	Marketing or licensing noneducational mainframe electronic data-processing software

data-processing software

ADOPTED BY COUNTY BOARD:	N
REVISED:	A

larch 2, 1978 August 1, 1991 April 7, 1994

## INSTRUCTION

## POLICY – EDUCATION FOR HOMELESS CHILDREN BP 6173 Marked

The County Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students in Santa Barbara County. (Title 42 Sections 11431-11435)

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) believe that the identification of students experiencing homelessness is critical to providing services for improving the educational outcomes of such students and ensuring that such students have access to the same free and appropriate public education made available to other students. Students experiencing homelessness shall be provided with access to education and other services necessary for meeting the same challenging academic standards as other students.

The County Education Office shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

The County Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)

When there are at least 15 students experiencing homelessness a Santa Barbara County Education Office (SBCEO) county-operated program, the SBCEO's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52064, 52066)

SBCEO homeless education policies shall be reviewed at least once every three years and updated to ensure removal of any barriers to the education of students experiencing homelessness, including unaccompanied youth. Such policy review shall address identification, enrollment, and retention of students experiencing homelessness, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3; 42 USC 11432)

Each student experiencing homelessness shall be provided services that are comparable to services offered to other students in a SBCEO county-operated program, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English

Education for Homeless Children – Board Policy 6173

learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

Students experiencing homelessness shall not be segregated into a separate SBCEO county-operated program based on their status as homeless and shall not be stigmatized in any way. On SBCEO county-operated program grounds, students experiencing homelessness shall only be separated for short periods of time, as necessary for health and safety emergencies or to provide temporary, special, and supplementary services to meet their unique needs. (42 USC 11432, 11433)

The County Superintendent shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The Santa Barbara County Education Office (SBCEO) liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

In order to identify district students who are homeless, the County Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the SBCEO liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g and shall not be released without written consent. (42 USC 11432)

The County Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the County Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

The County Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short term stays in a shelter and other challenges associated with homelessness. Toward these ends, the County Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the County Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the County Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students with disabilities. (42 USC 11432)

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)

At least annually, the County Superintendent shall receive a report on the identification and outcomes for <u>students experiencing</u> homelessness, which may include, but are not limited to, <u>the housing questionnaire responses</u>, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

Additionally, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from SBCEO established graduation requirements that are in addition to statewide coursework requirements shall be annually reported to California Department of Education (CDE), in accordance with Education Code 51225.1.

The County Board hereby incorporates by reference the policies, procedures, and measures implemented by the County Superintendent to ensure the identification and full participation of students experiencing homelessness in SBCEO county-operated schools, programs, and activities, including, but not limited to, the following:

1. <u>The designation of an appropriate staff person to serve as the SBCEO's liaison</u> for homeless children and youths who will assist and support students experiencing

Education for Homeless Children – Board Policy 6173

homelessness to succeed in school and fulfill other duties specified in Education Code 48851.3 and 42 USC 11432

2. <u>Easy identification of students experiencing homelessness, including at each</u> <u>SBCEO county-operated program or school, in accordance with law, through annual</u> <u>administration of a housing questionnaire to parents/guardians of all students and to</u> <u>unaccompanied youths, posting of the SBCEO liaison's contact information and</u> <u>homeless education information on SBCEO web sites, and collaboration with local</u> <u>social services agencies and other agencies or entities providing services to students</u> <u>experiencing homelessness, and, if applicable, transitional housing facilities</u>

3. <u>Provision of homeless education information and/or materials to the student's</u> <u>parents/guardians and unaccompanied youths in a manner and form understandable to</u> <u>such parents/guardians and unaccompanied youths</u>

4. <u>Assurance that placement decisions for students experiencing homelessness are</u> based on the student's best interest as defined in law

5. <u>Annually report the number of students experiencing homelessness, including unaccompanied youth, to the California Department of Education</u>

Legal Reference:

EDUCATION CODE

39807.5 Payment of transportation costs by parents

48850 Educational rights of homeless and foster youth

48852.5 Notice of educational rights of homeless students

48852.7 Enrollment of homeless students

48915.5 Recommended expulsion, homeless student with disabilities

48918.1 Notice of recommended expulsion

51225.1-51225.3 Graduation requirements

52052 Accountability; numerically significant student subgroups

52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1087vv Free Application for Federal Student Aid; definitions 1232g Family Educational Rights and Privacy Act 6311 Title I state plan; state and local educational agency report cards

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

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12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources: <u>CALIFORNIA CHILD WELFARE COUNCIL PUBLICATIONS</u> Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Homeless Education Dispute Resolution Process, January 30, 2007

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS Homeless Liaison Toolkit, 2013

<u>U.S. DEPARTMENT OF EDUCATION GUIDANCE</u> Dear Colleague Letter, July 27, 2016 Education for Homeless Children and Youths Program, Non-Regulatory Guidance, July 2016

<u>WEB-SITES</u> California Child Welfare Council: <u>http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx</u> California Department of Education, Homeless Children and Youth Education: <u>http://www.cde.ca.gov/sp/hs/cy</u> National Center for Homeless Education at SERVE: <u>http://www.serve.org/nche</u> National Law Center on Homelessness and Poverty: <u>http://www.nlchp.org</u>

U.S. Department of Education: http://www.ed.gov/programs/homeless/index.html

ADOPTED BY COUNTY BOARD REVISED: December 11, 2020 March 4, 2010



## INSTRUCTION

## BOARD POLICY - EDUCATION FOR HOMELESS CHILDREN

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) believe that the identification of students experiencing homelessness is critical to providing services for improving the educational outcomes of such students and ensuring that such students have access to the same free and appropriate public education made available to other students. Students experiencing homelessness shall be provided with access to education and other services necessary for meeting the same challenging academic standards as other students.

When there are at least 15 students experiencing homelessness in a Santa Barbara County Education Office (SBCEO) county-operated program, the SBCEO's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of such students. (Education Code 52052, 52064, 52066)

SBCEO homeless education policies shall be reviewed at least once every three years and updated to ensure removal of any barriers to the education of students experiencing homelessness, including unaccompanied youth. Such policy review shall address identification, enrollment, and retention of students experiencing homelessness, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3; 42 USC 11432)

Each student experiencing homelessness shall be provided services that are comparable to services offered to other students in a SBCEO county-operated program, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

Students experiencing homelessness shall not be segregated into a separate SBCEO county-operated program based on their status as homeless and shall not be stigmatized in any way. On SBCEO county-operated program grounds, students experiencing homelessness shall only be separated for short periods of time, as necessary for health and safety emergencies or to provide temporary, special, and supplementary services to meet their unique needs. (42 USC 11432, 11433)

Information about the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational

Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

At least annually, the County Superintendent shall receive a report on the identification of and outcomes for students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the SBCEO's strategies shall be revised as needed to more effectively identify and support the education of students experiencing homelessness.

Additionally, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from SBCEO established graduation requirements that are in addition to statewide coursework requirements shall be annually reported to California Department of Education, in accordance with Education Code 51225.1.

The County Board hereby incorporates by reference the policies, procedures, and measures implemented by the County Superintendent to ensure the identification and full participation of students experiencing homelessness in SBCEO county-operated schools, programs, and activities, including, but not limited to, the following:

- 1. The designation of an appropriate staff person to serve as the SBCEO's liaison for homeless children and youths who will assist and support students experiencing homelessness to succeed in school and fulfill other duties specified in Education Code 48851.3 and 42 USC 11432
- 2. Easy identification of students experiencing homelessness, including at each SBCEO county-operated program or school, in accordance with law, through annual administration of a housing questionnaire to parents/guardians of all students and to unaccompanied youths, posting of the SBCEO liaison's contact information and homeless education information on SBCEO web sites, and collaboration with local social services agencies and other agencies or entities providing services to students experiencing homelessness, and, if applicable, transitional housing facilities
- 3. Provision of homeless education information and/or materials to the student's parents/guardians and unaccompanied youths in a manner and form understandable to such parents/guardians and unaccompanied youths
- 4. Assurance that placement decisions for students experiencing homelessness are based on the student's best interest as defined in law
- 5. Annually report the number of students experiencing homelessness, including unaccompanied youth, to the California Department of Education (CDE)

#### Policy Reference Disclaimer:

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

#### Federal

20 USC 1087vv 20 USC 1232g 20 USC 1400-1482 20 USC 6311 42 USC 11431-11435 42 USC 12705

#### **Management Resources**

California Child Welfare Council California Department of Education Publication California Department of Education Publication National Center for Homeless Education Publication U.S. Department of Education Guidance U.S. Department of Education Guidance Website Website Website Website Website Website Website

#### Website Website

Website

#### State

5 CCR 4600-4670 Ed. Code 39807.5 Ed. Code 48850 Ed. Code 48851 Ed. Code 48851.3 Ed. Code 48851.5 Ed. Code 48852.3 Ed. Code 48852.5 Ed. Code 48852.6 Ed. Code 48852.7 Ed. Code 48859

### Ed. Code 48915.5

#### Description

Free Application for Federal Student Aid; definitions Family Educational Rights and Privacy Act (FERPA) of 1974 Individuals with Disabilities Education Act State plan McKinney-Vento Homeless Assistance Act Cranston-Gonzalez National Affordable Housing Act; state and local strategies

#### Description

Partial Credit Model Policy and Practice Recommendations, September 2013 Homeless Education Dispute Resolution Process, March 2020

Federal Program Monitoring Instrument

Homeless Liaison Toolkit, 2020

Education for Homeless Children and Youths Program, Non-Regulatory Guidance, August 2018 Dear Colleague Letter, July 27, 2016

#### National Homelessness Law Center

University of California U.S. Department of Education, Education for Homeless Children and Youths Grants for State and Local Activities National Law Center on Homelessness and Poverty National Center for Homeless Education at SERVE California State University California Interscholastic Federation California Department of Education, Homeless Children and Youth Education California Community Colleges California Child Welfare Council

#### Description

Uniform complaint procedures Payment of transportation costs by parents Academic achievement of students in foster care and homeless children Identification of homeless children and youths and unaccompanied youths; housing questionnaire Homeless education program policies; liaison responsibilities Local educational agency liaison for homeless children and youths Monitoring for compliance with chapter Notice of educational rights of homeless students Web site posting of information regarding homelessness Education of homeless students; immediate enrollment Definitions Recommended expulsion; homeless student with disabilities Ed. Code 48918.1 Ed. Code 48985 Ed. Code 51225.1-51225.3 Ed. Code 52052 Ed. Code 52060-52077 Notice of recommended expulsion Notices to parents in language other than English Graduation requirements Accountability; numerically significant student subgroups Local control and accountability plan

APPROVED BY COUNTY BOARD: REVISED:

March 4, 2010 December 11, 2020

## INSTRUCTION

## POLICY – EDUCATION FOR FOSTER YOUTH

The County Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the County Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) recognize that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The County Superintendent or designee shall provide foster youth with full access to Santa Barbara County Education Office's (SBCEO) county-operated programs and implement strategies necessary for the improvement of the academic achievement of foster youth as identified in the SBCEO's local control and accountability plan (LCAP). The County Superintendent or designee shall also develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in SBCEO county-operated programs and activities.

The County Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and <u>as specified in the accompanying</u> administrative regulation. To that end, the County Superintendent or designee shall designate a staff person as the SBCEO liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The County Superintendent or designee and SBCEO liaison shall ensure that all appropriate staff receive training on the enrollment, placement, and transfer of foster youth and other related rights.

The County Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The County Superintendent or designee shall

Education for Foster Youth – Board Policy 6173.1

develop strategies to build a foster youth's feeling of connectedness with the school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the County Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The County Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the County Superintendent or designee shall report to the County Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

Annually, the County Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of foster youth graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Legal Reference: **EDUCATION CODE** 32228-32228.5 Student safety and violence prevention 42238.01-42238.07 Local control funding formula 42920-42925 Foster children educational services 48645-48646 Juvenile court schools 48850-48859 Educational placement of students residing in licensed children's institutions 48915.5 Suspension and expulsion; students with disabilities, including foster youth 48918.1 Notice of expulsion hearing for foster youth 49061 Student records 49069.5 Foster care students, transfer of records 49076 Access to student records 51225.1 Exemption from district graduation requirements 51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course 51225.3 High school graduation 52060-52077 Local control and accountability plan 56055 Rights of foster parents in special education

HEALTH AND SAFETY CODE 1522.41 Training and certification of group home administrators 1529.2 Training of licensed foster parents 120341 Foster youth: school placement: immunization records

WELFARE AND INSTITUTIONS CODE 300 Children subject to jurisdiction 309 Investigation and release of child 317 Appointment of legal counsel 361 Limitations on parental or guardian control 366.27 Educational decision by relative providing living arrangements 602 Minors violating law; ward of court 726 Limitations on parental or guardian control 727 Order of care, ward of court 16000-16014 Foster care placement

CODE OF REGULATIONS, TITLE 5 4600-4670 Uniform complaint procedures

<u>UNITED STATES CODE, TITLE 20</u> 1415 Procedural safeguards; placement in alternative educational setting 6311 State plan

UNITED STATES CODE, TITLE 29 794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42 670-679b Federal assistance for foster care programs 11431-11435 McKinney Vento Homeless Assistance Act

Management Resources: <u>CSBA PUBLICATIONS</u> Foster Youth: Supports for Success, Governance Brief, May 2016 Our Foster Youth: What School Boards Can Do, May 2016

ALLIANCE FOR CHILDREN'S RIGHTS PUBLICATIONS Foster Youth Education Toolkit, December 2016

CALIFORNIA CHILD WELFARE COUNCIL Partial Credit Model Policy and Practice Recommendations

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS Our Children: Emancipating Foster Youth, A Community Action Guide U.S. DEPARTMENT OF EDUCATION PUBLICATIONS Ensuring Educational Stability for Children in Foster Care, Non-Regulatory Guidance, June 2016

WEB SITES

CSBA: <u>http://www.csba.org</u> Alliance for Children's Rights: <u>http://www.kids-alliance.org</u> California Child Welfare Council: <u>http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx</u> California Department of Education, Foster Youth Services: <u>http://www.cde.ca.gov/ls/pf/fy</u>

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California Department of Social Services, Foster Youth Ombudsman Office: http://www.fosteryouthhelp.ca.gov California Foster Youth Education Task Force: http://www.cfyetf.org California Youth Connection: <u>http://www.calyouthconn.org/site/cyc</u> Cities, Counties and Schools Partnership: <u>http://www.ccspartnership.org</u> Foster Ed: <u>http://foster-ed.org</u> National Center for Youth Law: <u>https://youthlaw.org</u>

ADOPTED BY COUNTY BOARD

December 11, 2020



## INSTRUCTION

## BOARD POLICY - EDUCATION FOR FOSTER YOUTH

Clean BP 6173.1

The County Board of Education (County Board) and the County Superintendent of Schools (County Superintendent) recognize that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.

The County Superintendent or designee shall provide foster youth with full access to Santa Barbara County Education Office's (SBCEO) county-operated programs and implement strategies necessary for the improvement of the academic achievement of foster youth as identified in SBCEO's local control and accountability plan (LCAP). The County Superintendent or designee shall also develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in SBCEO county-operated programs and activities.

The County Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation. To that end, the County Superintendent or designee shall designate a staff person as the SBCEO liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The County Superintendent or designee and SBCEO liaison shall ensure that all appropriate staff receive training on the enrollment, placement, and transfer of foster youth and other related rights.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the County Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The County Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the County Superintendent or designee shall report to the County Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

Annually, the County Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of foster youth graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

#### Policy Reference Disclaimer:

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

#### Federal

20 USC 1415 20 USC 6311 29 USC 794 42 USC 11431-11435 42 USC 670-679b

#### Management Resources

Alliance for Children's Rights Publication California Child Welfare Council

Cities, Counties and Schools Partnership Pub. CSBA Publication CSBA Publication

U.S. Department of Education Publication Website Website Website Website Website Website Website Website Website

Website Website Website

#### State

5 CCR 4600-4670 Ed. Code 32228-32228.5 Ed. Code 42238.01-42238.07 Ed. Code 42920-42925 Ed. Code 48645-48646 Ed. Code 48850

Ed. Code 48915.5

#### Description

Procedural safeguards State plan Rehabilitation Act of 1973, Section 504 McKinney-Vento Homeless Assistance Act Federal assistance for foster care programs

#### Description

Foster Youth Education Toolkit, December 2016

Partial Credit Model Policy and Practice Recommendations, September 2013 Our Children: Emancipating Foster Youth, A Community Action Guide Our Foster Youth: What School Boards Can Do, May 2016 Foster Youth: Supports for Success, Governance Brief, May 2016 Ensuring Educational Stability for Children in Foster Care. Non-Regulatory Guidance, June 2016 National Center for Youth Law Foster Ed **CSBA** Cities, Counties and Schools Partnership California Youth Connection California Foster Youth Education Task Force California Department of Social Services, Foster Youth **Ombudsman Office** California Department of Education, Foster Youth Services California Child Welfare Council Alliance for Children's Rights

#### Description

Uniform complaint procedures Student safety and violence prevention Local control funding formula Foster children educational services Juvenile court schools Academic achievement of students in foster care and homeless children Recommended expulsion; homeless student with disabilities

Ed. Code 48918.1 Notice of recommended expulsion Student records: definitions Ed. Code 49061 Ed. Code 49069.5 Students in foster care, grades and credits Ed. Code 49076 Access to student records Exemption from district graduation requirements Ed. Code 51225.1 Former juvenile court school student defined; acceptance of Ed. Code 51225.2 coursework, credits, retaking of course High school graduation requirements Ed. Code 51225.3 Ed. Code 52060-52077 Local control and accountability plan Rights of foster parents pertaining to foster child's education Ed. Code 56055 Foster youth: school placement: immunization records H&S Code 120341 H&S Code 1522.41 Training and certification of group home administrators Training of licensed foster parents H&S Code 1529.2 Foster care placement W&I Code 16000-16014 Minors subject to jurisdiction W&I Code 300 Investigation and release of child W&I Code 309 Appointment of legal counsel W&I Code 317 Limitations on parental control W&I Code 361 W&I Code 366.27 Educational decision by relative providing living arrangements W&I Code 602 Minors violating law; ward of court W&I Code 726 Limitations on parental control W&I Code 727 Order of care, ward of court

APPROVED BY COUNTY BOARD: De REVISED:

December 11, 2020

# Information Items

## Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Barbara County Education Office	•	bbaublits@sbceo.org 805-964-4711

## Goal 1

**Goal Description** 

All students will demonstrate mastery of grade-level content standards and upon graduation will be prepared and successful for college and/or career. (Priorities: 2, 4, 7, and 8)

## **Expected Annual Measurable Objectives**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1.a The percentage of students earning credits at an accelerated rate.	48.4% of students earn credits at an accelerated rate. The baseline was established from 2020-21 data.	In 2021-22, 72.6% of students earned credits at an accelerated rate.	an accelerated rate.	This metric outcome is in progress. At this time, the overall % of students earning credits at an accelerated rate is 64.3%. In the Court Schools, it is 53.6%. In the Community School, it is 85.7%.	80% of students will earn credits at an accelerated rate.
1.a The percentage of students who score at	18% Court / 8.6% Community of students	In 2020-21, 14% Court / 38% Community students scored at nearly met	In 2021-22, 37.5% of Court / 50% of Community students scored at nearly	This metric is known. Based on the assessment results of 2022-23, the	40% of students will score at nearly met or met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
nearly met or met standard in English Language Arts (ELA) on the CAASPP.	score at nearly met or met standard in ELA. Due to the pandemic CAASPP was not administered in 2019-20 and scores for 2020-21 have not yet been released, therefore the baseline is from the 2018- 19 administration.	standard in ELA on the CAASPP.	met or met standard in ELA on the CAASPP.	overall % of students that scored nearly met or met standard in ELA is 32%. In the Court Schools, it is 54.5%. In the Community School, it is 14.3%.	standard in ELA on the CAASPP.
1.a The percentage of students who score at nearly met or met standard in mathematics on the CAASPP.	0% Court / 0% Community of students score at nearly met or met standard in mathematics. Due to the pandemic CAASPP was not administered in 2019-20 and scores for 2020-21 have not yet been released, therefore the baseline is from the 2018- 19 administration.	In 2020-21, 0% Court / 0% Community students scored at nearly met or met standard in mathematics on the CAASPP.	In 2021-22, 22.2% of Court / 0% of Community students scored at nearly met or met standard in mathematics on the CAASPP.	This metric is known. Based on the assessment results of 2022-23, the overall % of students that scored nearly met or met standard in math is 0%. In the Court Schools, it is 0%. In the Community School, it is 0%.	35% of students will score at nearly met or met standard in mathematics on the CAASPP.
1.a The average growth of students between the Diagnostic Online Reading Assessment (DORA) pre/post scores.	0.70 average grade increase The baseline was established from 2020-21 data.	In 2021-22, 0.21 was the average grade increase between the DORA pre/post scores.	In 2022-23, 1.36 was the average grade increase between the DORA pre/post scores.	This metric outcome is in progress. At this time, we have seen a 0.2 decrease in average grade level. This data reflects 5 students who have taken the pre and post assessment.	The average growth of students between the DORA pre/post scores will indicate1 (one) year of growth.
1.a The average growth of students between the Adaptive Diagnostic Assessment of Mathematics (ADAM) pre/post scores.	the tic The baseline was established from 2020-21 between the ADAM pre/post scores.		In 2022-23, 0.68 was the average grade increase between the ADAM pre/post scores.	This metric outcome is in progress. At this time, we have seen a 0.3 increase in average grade level. This data reflects 4 students who have taken the pre and post assessment.	The average growth of students between the ADAM pre/post scores will indicate 1(one) year of growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
1.a The percentage of workgroup members who attend professional learning/coaching sessions in mathematics and English Language Development (ELD) based on training sign-in sheets.	0% - This is a new metric therefore baseline will be established in 2021-22.	In 2021-22, 93.33% of workgroup members attended professional learning for ELD and mathematics.	In 2022-23, 96.55% of workgroup members attended professional learning for ELD and mathematics.	This metric outcome is in progress. Thus far in 2023- 24, 95% of workgroup members have participated in all professional learning sessions.	100% of workgroup members will participate in all professional learning sessions for ELD and mathematics.
1.a All students have access to curriculum and receive instruction aligned to Common Core State Standards (CCSS).	100% The baseline was established from 2020-21 data.	In 2021-22, 100% of students had access to the curriculum and received instruction aligned to Common Core State Standards (CCSS).	In 2022-23, 100% of students had access to the curriculum and received instruction aligned to Common Core State Standards (CCSS).	This metric outcome is known. 100% of students have access to the curriculum and receive instruction aligned to Common Core State Standards (CCSS).	100% of students will have access to the curriculum and receive instruction aligned to Common Core State Standards (CCSS).
1.a All English learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards.	100% The baseline was established from 2020-21 data.	In 2021-22, 100% of English learners had access to the curriculum and received instruction aligned to CCSS and ELD standards.	In 2022-23, 100% of English learners had access to the curriculum and received instruction aligned to CCSS and ELD standards.	This metric outcome is known. 100% of English learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards.	100% of English learners will have access to curriculum and receive instruction aligned to CCSS and ELD standards.
1.b The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU).	0% - Since JCCS is not WASC accredited courses can't be registered with UC/CSU. The baseline was established from 2020-21 data.	In 2021-22, 0% of students successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU) because JCCS is not WASC accredited yet, so courses can't be registered with UC/CSU.	In 2022-23, 0% of students successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU). JCCS became WASC accredited in the spring of 2023 and has begun the process to register its courses with UCOP.	This metric outcome is in progress. At this time, the percentage of students who successfully completed an A-G course (with a letter grade of C or better) is 3.7%.	10% of students will have successfully completed courses that satisfy the requirements for entrance to the University of California (UC) and the California State University (CSU).
1.b. The percentage of students who have a completed Individualized	100%	In 2021-22, 100% of students had a completed ILP.	In 2022-23, 100% of students had a completed ILP.	This metric outcome is in progress. At this time, 100% of students have a completed ILP to ensure	100% of students will have a completed ILP to ensure they have a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Learning Plan (ILP) to ensure students have a broad course of study.	The baseline was established from 2020-21 data.			they have a broad course of study.	
1.c The percentage of students who meet two College and Career Readiness Indicators (CCI) for Dashboard for Alternative School Status (DASS).	0% - This is a new metric therefore baseline will be established in 2021-22.	In 2021-22, 0% of students met two CCI for DASS.	In 2022-23, 0% of students met two CCI for DASS.	This metric outcome is unknown and cannot be established at this time.	25% of students will meet two CCI for DASS.
1.c The percentage of students who are enrolled in a CTE course.	24% The baseline was established from 2020-21 data.	In 2021-22, 39.3% of students were enrolled in a CTE course.	In 2022-23, 67.5% of students were enrolled in a CTE course	This metric outcome is in progress. At this time, 61.8% (55 of 89) Court School students are enrolled in a CTE course and 65.5% (19 of 29) Community School students are enrolled in a CTE course.	75% of students will be enrolled in a CTE course.
1.c The percentage of students who receive approved industry certifications.	0% - This is a new metric therefore baseline will be established in 2021-22.	In 2021-22, 19.6% of students received an approved industry certification. In 2021-22, 42.9% of students enrolled in a CTE course received an approved industry certification.	In 2022-23, 13.5% of students received an approved industry certification. In 2022-23, 20% of students enrolled in a CTE course received an approved industry certification.	This metric outcome is in progress. At this time, 7.3% of Court School students have received approved industry certification and 21.1% of Community School students have received approved industry certification.	25% of students will receive an approved industry certification.
1.c The percentage of students enrolled for 90+ days who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE)	0% - We are not currently offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.	In 2021-22, 0% - We are not yet offering a CTE course that satisfies the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.	In 2022-23, 0% - We are offering a CTE concentrator course that satisfies the first requirement for the CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks. We have not had a student	This metric outcome is unknown and cannot be established at this time.	15% of students will successfully complete courses that satisfy the requirements for CTE sequences or programs of study that align with State Board of Education (SBE) approved CTE standards and frameworks.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
approved CTE standards and frameworks.	The baseline was established from 2020-21 data.		complete the concentrator course yet, as we haven't had a student enrolled in the concentrator course remain in the school for more than 90+ days.		
1.d The percentage of English learner students who are Redesignated as English Fluent Proficient (RFEP).	5.1% All anglishIn 2021-22, 0% of English Learner students were Redesignated English Fluent Proficient.In 2022-23, 0% of English Learner students were Redesignated English Fluent Proficient.This metric outcome progress. At this time 2.7% students have RFEP'd. One Court		This metric outcome is in progress. At this time, 2.7% students have been RFEP'd. One Court School student has been RFEP'd this year.	Overall 8% of EL students will be Redesignated English Fluent Proficient.	
1.d The percentage of English learner students who have tested with JCCS for two consecutive cycles that make progress toward English proficiency as measured by the ELPAC.	Centage of English atudents who have ith JCCS for two poress toward0% It should be noted that 3 of the 7 students raised their overall scores, but not enough to increase their level.37.5% of st improved a Eight stude ELPAC with consecutive 20 & 2020-1		60% of students improved a level. Five students took the ELPAC with JCCS in two consecutive years (2020- 21 & 2021-22). Three of the five students improved a level and made progress toward English proficiency as measured by the ELPAC.	This metric outcome is known. Four students took the ELPAC in the 22-23 school year. Overall, 25.0% of EL students improved a level; 1 student improved 1 level, 2 students dropped 1 level, and 1 student stayed at the same level.	10% of EL students that test with JCCS for two consecutive cycles will make progress toward English proficiency as measured by the ELPAC.
1.e The percentage of students who meet their Individual Education Plan (IEP) goal progress.	eligible students met theireligible students met theirAt this time, 36% ofThe baseline wasIEP goal progressIEP goal progressstudent IEP goals were		100% of students will meet their IEP goal progress.		
1.e The percentage of eligible students who have a completed Individual Transition Plan (ITP) as part of their IEP.	100% The baseline was established from 2020-21 data.	In 2021-22, 100% of eligible students completed their ITP as part of their IEP.	In 2022-23, 100% of eligible students completed their ITP as part of their IEP.	This metric is in progress. At this time, 100% of the students have completed the ITP part of their IEP.	100% of eligible students will complete their ITP as part of their IEP.
The percentage of pupils who have passed an advanced placement	This required state metric is not applicable to our	N/A	N/A	This required state metric is not applicable to our	N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
examination with a score of 3 of higher.	JCCS Alternative Education Program.			JCCS Alternative Education Program.	
The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	This required state metric is not applicable to our JCCS Alternative Education Program.	N/A	N/A	This required state metric is not applicable to our JCCS Alternative Education Program.	N/A

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.a.1	<ul> <li>Additional Academic Supports Time within the master schedule will be identified for intervention and/or credit recovery. </li> <li>Students in need of additional assistance will be identified to participate in zero period, homework help, and/or one-on-one tutoring.</li> <li>Cost for Teaching Assistants and Let's Go Learn intervention program.</li> </ul>	Yes	Partially Implemented	This metric outcome is in progress. At this time, the overall % of students earning credits at an accelerated rate is 64.3%. In the Court Schools, it is 53.6%. In the Community School it is 85.7%.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$15,000.00	\$11,730.00
1.a.2	Professional Development Workgroups Workgroups will meet throughout the year in Mathematics and ELA/ELD for coaching to deepen their understanding of common core standards, lesson planning to support student engagement and achievement, assessment	Yes	Partially Implemented	This metric outcome is in progress. Thus far in 2023-24, 75% of workgroup members have participated in all professional learning sessions.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it	\$44,200.00	\$1,421.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	strategies, instructional strategies, and routines. This work will include the development of pacing guides in math and ELA/ELD. Costs for coaching, training, and substitutes.				being fully implemented. To date, we have held 3 of 5 ELA/ELD trainings and 2 of 5 mathematic trainings. We have not received the invoice for the cost of the coaching. The funds spent so far are covering the cost of substitutes.		
1.a.3	Interim Assessments The JCCS Director and Leadership Team will identify and incorporate Smarter Balanced Interim and Block Assessments into the instructional program to inform instruction. No additional costs; part of the base program.	No	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented. CBL Workgroup identified the specific IAB that aligns with each unit and will be administered at the end of each unit (every 2 months). Through the coaching	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					process for the math work group, individual teachers are working on identifying IABs that align with the curriculum.		
1.a.4	Data Analysis Designated time will be provided monthly during JCCS weekly staff meetings to analyze student progress data from informal and formal assessments, including but not limited to, curriculum assessments, interim and block assessments to inform instruction. No additional costs; part of the base program.	No	Partially Implemented	N/A	At the all staff meeting on Jan. 29, staff were introduced to the LCAP, including goals, mid-year data, and actions. At subsequent staff meetings, data will be shared along with gathering input for the LCAP.	\$0.00	\$0
1.a.5	<b>Teacher-Student Ratios</b> JCCS will reduce student/teacher ratios at Dos Puertas to provide greater access to direct instruction course offerings. Costs for one additional teacher salary and benefits.	Yes	Fully Implemented	N/A	We have had a full-time teacher on contract since the start of the school year.	\$201,735.45	\$75,325.06

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.a.6	Instructional Staff Teachers and teaching assistants will provide instruction through whole group, small group, and one- to-one instruction. Costs for base program instructional staff; includes salaries and benefits.	No	Fully Implemented	N/A	At this time, we are fully staffed. In October 2023, we hired three Teaching Assistants.	\$1,313,960.89	\$422,607.00
1.a.7	Credit Recovery Software JCCS will provide a breadth of online coursework for credit recovery and expanded learning opportunities via Anywhere Learning System (PEAK). Cost for online software program.	Yes	Partially Implemented	This metric outcome is in progress. At this time, the overall % of students earning credits at an accelerated rate is 64.3%. In the Court Schools, it is 53.6%. In the Community School it is 85.7%.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented. We have not received the invoice for the online software.	\$6,600.00	\$0
1.b.1	WASC Accreditation JCCS staff will complete and submit the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) Affiliation Request by the fall of 2021 and the ACS WASC Initial Visit School Description application by the spring of 2022. This would prompt a fall 2022 site visit. This	No	Fully Implemented	N/A	We received WASC Accreditation in February 2023. The expenditure is the cost of the annual membership fee.	\$1,610.00	\$1,690.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	was completed in 2022-23 and we were granted an initial three-year accreditation for all school sites. Cost for WASC fees.						
1.b.2	WASC Accreditation and Leadership Team JCCS Director will meet with the JCCS Leadership Team to review the ACS WASC application to ensure previous work toward WASC accreditation is still applicable. JCCS Leadership Team will assist in preparing the ACS WASC Initial Visit School Description application. This action has been completed. No additional costs; part of the base program.	No	Fully Implemented	N/A	This action was completed in 2022-23.	\$0.00	\$0
1.b.3	Course of Study Assignment JCCS staff will assign students to courses according to the approved course of study. No additional costs; part of the base program.	No	Partially Implemented	This metric outcome is in progress. At this time, 100% of students have a completed ILP to ensure they have a broad course of study.	implemented as it is intended to be a year-long	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					being fully implemented.		
1.c.1	Career Exploration Labs JCCS students will be enrolled in a career exploration Career Technical Education (CTE) course utilizing the Paxton Patterson CTE labs at each site. No additional costs; part of the base program.		Partially Implemented	This metric outcome is in progress. At this time, 61.8% (55 of 89) Court School students are enrolled in a CTE course. And, 65.5% (19 of 29) Community School students are enrolled in a CTE course. This metric outcome is in progress. At this time, 7.3% of Court School students have received approved industry certification and 21.1% of Community School students have received approved industry certification.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$0.00	\$0
1.c.2	<b>CTE Course Development</b> JCCS Director and CTE Director will collaborate to develop a capstone CTE course, identify industry certifications, internships, work-based learning, and dual enrollment opportunities. No additional costs; part of the base program.	No	Fully Implemented	N/A	This action was completed 2022-23.	\$0.00	\$0
1.c.3	Community Outreach and Career Counselor	No	Partially Implemented	N/A	This staff member was	\$150,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	For the 2023-24 school year, JCCS plans to hire a Community Outreach and Career Counselor. This person will be responsible for coordinating enrollment services, monitoring progress for at-promise youth, and providing academic and CTE-specific counseling, and post- secondary college and career planning. The Counselor will ensure coordination of transition services among Local Education Agencies and provide continuous support aiming to increase educational and career outcomes for at-promise youth. In addition, the counselor will coordinate the California Community Schools Framework implementation among staff and community partners. Costs for Counselor; includes salary and benefits				just hired, their first work day was Dec. 1, 2023. Therefore, there was no cost reflected for the mid-year report.		
1.d.1	ELPAC Training JCCS staff will attend English Language Proficiency Assessments for California (ELPAC) training to ensure administration and scoring practices are aligned and calibrated with state requirements. Costs for ELPAC Coordinator stipends, mileage, and substitutes.	No	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented. The first training/worksho	\$7,719.95	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					p took place on January 12, 2024.		
1.d.2	<b>ELD Instruction</b> JCCS teachers will provide daily integrated and designated ELD instruction aligned to the ELD standards to identified English Learner (EL) students. Costs for Newslea subscriptions.	No	Fully Implemented	This metric outcome is known. 100% of English learners have access to the curriculum and receive instruction aligned to CCSS and ELD standards.	N/A	\$2,613.00	\$2,692.00
1.d.3	Reclassification of EL students JCCS staff will systematically review and identify EL students for reclassification eligibility and ensure that all eligible EL students are reclassified. Redesignated Fluent English Proficient (RFEP) students reclassified within four years will be monitored to ensure language and academic growth. No additional costs; part of the base program.	No	Partially Implemented	This metric outcome is in progress. At this time, 2.7% students have been RFEP'd. At One Court School student has been RFEP'd this year.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$0.00	\$0
1.e.1	Individual Transition Plans JCCS Individualized Education Program (IEP) teams will align Individual Transition Plans (ITP) with college and career indicators	No	Partially Implemented	This metric is in progress. At this time, 100% of the students have completed the ITP part of their IEP.	This is partially implemented as it is intended to be a year-long action item. It	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	using career interest assessment tools that are current and reflective of individual learning styles; expanding options for work experience and job coaching in school and community settings; providing updated training on the writing and implementing of ITPs; and collaborate with CTE instructors in providing career preparation instruction to students focused on resume writing, communication skills, dress styles, and time management. No additional costs; part of the base program.				will continue until June 2024, at that time, we anticipate it being fully implemented.		
1.e.2	Supports for Students with Disabilities The Special Education Director and JCCS Director will assist general education teachers to include supports and strategies for students with disabilities to improve academic and behavioral outcomes. No additional costs; part of the base program.		Partially Implemented	This metric is in progress. At this time, 36% of student IEP goals were met and 64% of student IEP goals were partially met.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.e.3	Services for Students with Disabilities Students with disabilities will receive support through a push-in model allowing the student to stay in the general education classroom while receiving the identified supports in their IEP from special education staff. No additional costs; part of the base program.	No	Partially Implemented	This metric is in progress. At this time, 36% of student IEP goals were met and 64 % of student IEP goals were partially met.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$0.00	\$0

## **Goal Description**

All students and parents will be provided targeted services that address student and family needs to support students in overcoming barriers impacting their education. (Priorities: 3, 5, and 6)

# **Expected Annual Measurable Objectives**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
2.a The percentage of Parent Staff Advisory Committee (PSAC) members who attend PSAC meetings.	94.4% of PSAC members attended the PSAC meetings. The baseline was established from 2020-21 data.	PSAC members attended	In 2022-23, 81.25% of PSAC members attended the PSAC meetings.	This metric outcome is in progress. At this time, 68.75% of PSAC members have attended the meetings held so far in the 2023-24 school year.	100% of PSAC members will attend the PSAC meetings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
2.a The percentage of parents who participate in parent/teacher conferences.	62.4% of parents participated in parent/teacher conferences. The baseline was established from 2020-21 data.	In 2021-22, 84.44% of parents participated in parent/teacher conferences.	In 2022-23, 87.69% of parents participated in parent/teacher conferences.	This metric outcome is in progress. At this time, 91.30% of parents participated in parent/teacher conferences in fall 2023.	75% of parents will participate in parent/teacher conferences.
2.a The percentage of parents who sign-up for ParentSquare parent communication.	88% of parents are signed up for ParentSquare. The baseline was established from 2020-21 data.	In 2021-22, 89% of parents are signed up for ParentSquare.	In 2022-23, 77% of parents are signed up for ParentSquare.	This metric outcome is in progress. At this time, 2 family members are not contactable, which means 97% of parents are contactable through Parent Square. All parents have signed up for Parent Square.	100% of parents will sign- up for ParentSquare.
2.a The percentage of parents attending Parent Information Nights.	29.6% of parents attend Parent Information Nights. The baseline was established from 2020-21 data.	In 2021-22, 0% of parents attended Parent Information Nights.	In 2022-23, 22% of parents attended Parent Information Nights.	This metric outcome is in progress. So far in 2023- 24, 50% of parents attended Back to School Night and 42% of parents attended a Parent Information Night.	40% of parents will attend Parent Information Nights.
2.a The percentage of parents attending Open House.	11.76% of parents attended Open House. The baseline was established from 2020-21 data.	In 2021-22, an Open House was not offered, therefore 0% of parents attended Open House.	In 2022-23, 32.56% of parents attended Open House.	This metric outcome is unknown and cannot be established at this time.	30% of parents will attend Open House.
2.a The percentage of parents that participate in their child's IEP meetings.	96% of parents participated in their child's IEP meeting. The baseline was established from 2020-21 data.	In 2021-22, 100% of parents participated in their child's IEP meeting.	In 2022-23, 100% of parents participated in their child's IEP meeting.	This metric outcome is in progress. At this time, 100% of the parents have participated in the IEP meetings.	100% of parents will participate in their child's IEP meeting.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
2.a The percentage of parents that provide input during IEP assessment of child.	100% of parents provided input during their child's IEP assessment. The baseline was established from 2020-21 data.	In 2021-22, 100% of parents provided input during their child's IEP assessment.	In 2022-23, 100% of parents provided input during their child's IEP assessment.	This metric outcome is in progress. At this time, 100% of the parents have provided input during the IEP assessment of their child.	100% of parents will provide input during their child's IEP assessment.
2.b The percentage the students who are attending school on a daily basis. (school attendance rate)	Community = 68.8% Court = 97.5% The baseline was established from 2020-21 data.	In 2021-22, 75.2% of community school students attended school on a daily basis. In 2021-22, 97.5% of court school students attended school on a daily basis.	In 2022-23, 72.4% of community school students attended school on a daily basis. In 2022-23, 96.8% of court school students attended school on a daily basis.	This metric outcome is in progress. At this time, the overall daily attendance rate is 90.3%. In the Court Schools, the daily attendance rate is 95%. In the Community School, the daily attendance rate is 81.5%.	<ul><li>75% of community school students will attend school on a daily basis.</li><li>Maintain 97.5% of student attendance at the court school on a daily basis.</li></ul>
2.b The percentage of students who are absent 10 percent or more of the school days. (chronic absenteeism rate)	Community = 0% Court = 0% The baseline was established from 2020-21 data.	In 2021-22, 100% of the community school students were chronically absent. In 2021-22, 0% of court school students were chronically absent.	In 2022-23, 60% of the community school students were chronically absent. In 2022-23, 0% of court school students were chronically absent.	This metric only includes students that are in grades K-8th grade. This metric outcome is in progress. At this time, there are no K- 8th grade students at the Court Schools, so 0% of the students are chronically absent. At the Community School, 6 of the 8 students (75%) have been chronically absent.	Less than 10% of community school students will be considered chronically absent. Less than 10% of court school students will be considered chronically absent.
2.b The percentage of middle school students who drop out. (middle school dropout rate)	0% of middle school students have dropped out. The baseline was established from 2020-21 data.	In 2021-22, 0% of middle school students dropped out.	In 2022-23, 0% of middle school students dropped out.	This metric outcome is unknown and cannot be established at this time.	0% of middle school students will drop-out.
2.b The percentage of high school students who drop out. (high school dropout rate)	Community = 16.67% (1 student) Court = 55.56% (5 students)	In 2021-22, 50% (2 students) of community high school students dropped out. In 2021-22, 9.09% (2 students) of court high	In 2022-23, 33.3% (3 students) of community high school students dropped out. In 2022-23, 57.87% (11 students) of court high	This metric outcome is unknown and cannot be established at this time.	Less than 15% of community high school students will drop out. Less than 50% of court high school students will drop out.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	The baseline was established from 2020-21 data.	school students dropped out.	school students dropped out.		
2.b The percentage of students who graduate high school. (one-year graduation rate)	92.3% of students graduated in 2019-20. (one-year graduation rate (DASS)) The baseline was established from 2019-20 data.	In 2020-21, 100% of students graduated (DASS-one-year graduation rate).	In 2021-22, 63.3% of students graduated.	This metric outcome is unknown and cannot be established at this time.	Maintain that at least 92% of students will graduate from high school. (one- year graduation rate)
2.b The percentage of students suspended one or more days. (suspension rate)	2.7% of students were suspended in 2020-21. The baseline was established from 2020-21 data.	In 2021-22, 11.9% of students were suspended.	In 2022-23, 11.4% of students were suspended.	This metric outcome is in progress. At this time, the overall suspension rate is 8.8%. In the Court Schools, the suspension rate is 10.0%. In the Community School, the suspension rate is 3.4%.	Reduce suspension rate by 10%.
2.b The percentage of students expelled from a JCCS school. (expulsion rate)	0% of students have been expelled from a JCCS school. The baseline was established from 2020-21 data.	In 2021-22, 0% of students were expelled from a JCCS school.	In 2022-23, 0% of students were expelled from a JCCS school.	This metric outcome is in progress, at this time 0% of students have been expelled from a JCCS school.	0% of students will be expelled.
2.b The percentage of students who indicate they have caring adult relationships on the California Healthy Kids Survey (CHKS).	60% of students indicated they have caring adult relationships on the 2021- 22 CHKS. The baseline was established from 2020-21 data.	The data is the same as 2021-22 CHKS. 60% of students indicated they have a caring adult relationships. The CHKS will be administered in the fall of 2022.	On the 2022-23 CHKS 39% of students indicated they have a caring adult relationships.	This metric outcome is unknown and cannot be established at this time.	70% of students will indicate they have caring adult relationships on the CHKS.

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.a.1	<b>PSAC</b> JCCS staff will collaborate with the Parent School Advisory Committee (PSAC) to create, administer, and evaluate a parent survey. Costs for meeting refreshments.	No	Partially Implemented	This metric outcome is in progress. At this time, 68.75% of PSAC members have attended the meetings held so far in 2023-24 school year.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented. To date, there have been 2 of 4 PSAC meetings.	\$100.00	\$52.79
2.a.2	Parent-Teacher Conferences JCCS staff will engage parents through phone calls and conferences to discuss student progress and student and family needs. No additional cost; part of the base program.	No	Partially Implemented	This metric outcome is in progress. At this time, 91.30% of parents participated in parent/teacher conferences in fall 2023.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented. There will be another round of parent- teacher conferences in the Spring.	\$0.00	\$0
2.a.3	<b>ParentSquare Licenses</b> JCCS staff will use ParentSquare as their communication platform to disseminate information and enhance communication between	No	Fully Implemented	This metric outcome is in progress. At this time, 2 family members are not contactable, which means 97% of parents	N/A	\$735.00	\$1,017.50

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school and home in their native language. Cost for ParentSquare.			are contactable through Parent Square. All parents have signed up for Parent Square.			
2.a.4	Translation Services JCCS staff will provide translation services for all district and school committee meetings, events, and functions. JCCS staff receive bilingual stipends to support translation services for EL students and families. Cost for bilingual stipends.	Yes	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented. At all informational nights, parent/teacher conferences, and IEPs, we have a Spanish interpreter. For larger parent events, there are two interpreters, one Spanish and one Mixteco.	\$29,389.45	\$2,633.44
2.a.5	<b>IEP Parent Attendance</b> Special education staff will assist parents in attending their student's IEP by any means available to them, including direct attendance or	No	Partially Implemented	This metric outcome is in progress. At this time, 100% of the parents have participated in the IEP meetings.	This is partially implemented as it is intended to be a year-long action item. It	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	attendance by phone or videoconference at a time that is convenient to the parent. No additional cost; part of the base program.				will continue until June 2024, at that time, we anticipate it being fully implemented.		
2.a.6	Parents Included in IEP Assessments Special education staff will include parents in all required and requested student IEP assessments through interviews and completion of parent questionnaires. No additional cost; part of the base program.	No	Partially Implemented	This metric outcome is in progress. At this time, 100% of the parents have provided input during the IEP assessment of their child.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$0.00	\$0
2.b.1	<b>Restorative Practices</b> JCCS administrators, staff, and partner agencies will utilize restorative practices and Help Now! strategies from the Community Resiliency Model (CRM) to regulate behavior, de-escalate and resolve conflict, and foster a positive school environment. No additional cost; part of the base program.	No	Partially Implemented	This metric outcome is in progress. At this time, the overall suspension rate is 8.8%. In the Court Schools, the suspension rate is 10.0%. In the Community School, the suspension rate is 3.4%. This metric outcome is in progress, at this time 0% of students have been		\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				expelled from a JCCS school.	At the Back to School workshop, all staff received a refresher on CRM strategies.		
2.b.2	Positive Behavior Incentive Program JCCS staff in collaboration with Probation will utilize a positive behavior incentive program at both court schools to reinforce positive choices. No additional cost; part of the base program.	No	Partially Implemented	This metric outcome is in progress. In the Court Schools, the suspension rate is 10.0%.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$0.00	\$0
2.b.3	FitzGerald Gym To promote physical and mental wellness, teamwork, cooperation, and engagement, gymnasium space will be leased during the 2023-24 school year for FitzGerald students. Cost for gym lease.	No	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented. We have not received an invoice.	\$64,161.84	\$0
2.b.4	Mental Health and CPI Training JCCS teachers and teaching assistants will receive training in	Yes	Partially Implemented	N/A	This is partially implemented as it is intended to	\$3,021.49	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	mental health, substance abuse, trauma-informed practices, and/or Crisis Prevention & Intervention (CPI). Costs for registration, training, and substitute costs.				be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented. COVID funds carried forward to cover any CPI cost for 2023-24.		
2.b.5	Academic and Behavioral Support JCCS teachers and teaching assistants will provide significant academic and behavioral supports throughout the day. Costs reflected in 1.b.6.	No	Fully Implemented	N/A	At this time, we are fully staffed. In October 2023, we hired three Teaching Assistants.	\$0.00	\$0
2.b.6	CADA Counselor Identified students will participate in individual and group counseling sessions with the Council on Alcohol and Drug Abuse (CADA) Youth Support Specialist (YSS) to support mental wellness. Cost for CADA Counselor (YSS).	No	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$71,928.00	\$35,964.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					At this time, there are 14 students from the Community School on their caseload.		
2.b.7	<b>Transition Support for Students</b> JCCS staff will support the effective transition of students who enter and leave JCCS (i.e., return to home schools, move within JCCS schools, and upon graduation). Costs for office support staff.	No	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$58,547.19	\$0
2.c.1	SARB JCCS staff will utilize the SARB process for students who are chronically absent to identify barriers and address student attendance. Cost for administration fees.	No	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented. At this time, we have referred one student to the School Attendance Review Board.	\$400.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					We have not received the invoice for SARB.		
2.c.2	WiFi Hotspots WiFi hotspots will be provided to students for online access after school to complete assignments. Cost for data contract.	No	Partially Implemented	N/A	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented. We have a total of 10 hot spots that are currently being used by students.	\$5,000.00	\$2,280.60

## **Goal Description**

The School Access Guide will be used to continue to support the process of improved collaboration between schools, community partners, students, and education rights holders in the decision-making process as it relates to improving school stability for foster youth. Through the improved collaboration, Santa Barbara County youth in foster care will have reduced suspension rates, attend school more often, and have increased graduation rates. (Priority 10) -

The wording of this goal was modified from the 2022-23 LCAP.

# **Expected Annual Measurable Objectives**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
3.a Suspension rate of students in foster care	The suspension rate was 10.8% for students in foster care. The baseline was established from 2019-20 data.	In 2020-21, the suspension rate was 0.8% for students in foster care.	In 2021-22, the suspension rate was 14.5% for students in foster care.	This metric is known. In 2022-23, the suspension rate was 15.8% for students in foster care.	Decrease suspension rate of students in foster care to 8% or lower
3.a Graduation rate of students in foster care	The graduation rate for students in foster care was 70.3%. The baseline was established from 2019-20 data.	In 2020-21, the graduation rate was 68.1% for students in foster care.	In 2021-22, the graduation rate was 70.2% for students in foster care.	This metric is known. In 2022-23, the graduation rate was 73.6% for students in foster care.	Increase graduation rate of students in foster care to 84% or higher
3.a Chronic absenteeism rate of students in foster care	The chronic absenteeism rate for students in foster care was 35.1%. The baseline was established from 2018-19 data.	In 2020-21, the chronic absenteeism rate for students in foster care was 27.4%.	In 2021-22, the chronic absenteeism rate for students in foster care was 45.8%.	This metric is known. In 2022-23, the chronic absenteeism rate for students in foster care was 41.1%.	Reduce chronic absenteeism rate of students in foster care to 25%
3.a School stability rate of students in foster care	The school stability rate of students in foster care was 63.2%. The baseline was established in 2019-20.	In 2020-21, the school stability rate of students in foster care was 65.5%.	In 2021-22, the school stability rate of students in foster care was 64.1%.	This metric is known. In 2022-23, the school stability rate of students in foster care was 62.9%.	Increase the school stability rate of students in foster care to 68%.
3.a The number of freshman students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care	Approximately 18 freshmen enrolled in a Santa Barbara County community college were marked as being in or formerly in foster care. The baseline was established from 2020-21 data.	In 2021-22, 62 freshman enrolled in a Santa Barbara County Community College were marked as being in or formerly in foster care.	In 2022-23, 42 freshman enrolled in a Santa Barbara County Community College were marked as being in or formerly in foster care.	This metric outcome is unknown and cannot be established at this time.	Increase the number of freshmen students enrolled in a Santa Barbara County community college who are marked as being in or formerly in foster care to 25

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
3.a The percentage of seniors in foster care who complete the Free Application Federal Student Aid (FAFSA)	84% of seniors in foster care completed the FAFSA. The baseline was established from 2020-21 data.	In 2021-22, 86.7% of seniors in foster care completed the FAFSA.	In 2022-23, 72% of seniors in foster care completed the FAFSA.	This metric outcome is unknown and cannot be established at this time.	95% of seniors in foster care will complete the Free Application Federal Student Aid (FAFSA)
3.a The percentage of seniors in foster care who complete the Chafee grant	84% of seniors in foster care completed the Chafee grant. The baseline was established from 2020-21 data.	In 2021-22, 86.7% of seniors in foster care completed the Chafee grant.	In 2022-23, 72% of seniors in foster care completed the Chafee grant.	This metric outcome is unknown and cannot be established at this time.	95% of seniors in foster care will complete the Chafee grant
3.a The number of supportive services provided to JCCS students in foster care	Six (6) supportive services were provided to four (4) JCCS students in foster care. The baseline was established from 2020-21 data.	In 2021-22, 20 supportive services were provided to six (6) JCCS students in foster care.	In 2022-23, 25.5 supportive services were provided to four (4) JCCS students in foster care.	This metric outcome is in progress, and to date 13 supportive services have been provided to five (5) JCCS students in foster care.	At least two (2) supportive services will be provided to every JCCS student in foster care.
3.a The percentage of Educational Records for students in foster care that are provided to Child Welfare Services (CWS) and Juvenile Court	100% of Educational Records for students in foster care were provided to Child Welfare Services (CWS) and Juvenile Court. The baseline was established from 2020-21 data.	In 2021-22, 100% of Educational Records for students in foster care were provided to Child Welfare Services (CWS) and Juvenile Court.	In 2022-23, 100% of Educational Records for students in foster care were provided to Child Welfare Services (CWS) and Juvenile Court.	This metric outcome is in progress, and to date 100% of Educational Records for students in foster care (63 students) were provided to Child Welfare Services and Juvenile Court.	100% of Educational Records for students in foster care will be provided to Child Welfare Services (CWS) and Juvenile Court

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.a.1	The Foster Youth Services Coordinating Program (FYSCP)	No	Fully Implemented	The FYSCP met one time in 2023-24 thus far.	The FYSCP EAC meets	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Executive Advisory Council (EAC) The FYSCP EAC will meet every other month to identify countywide needs, develop and prioritize goals, and monitor progress. No additional cost; part of the Transitional Youth Services program duties.				regularly. Due to program leadership changes and based on need, the number of meetings has been reduced to three times annually.		
3.a.2	Improve Collaboration FYSCP will create a system of cross-collaboration, with Child Welfare Services, school districts, charter schools, juvenile court and community schools, juvenile probation, parents, students, post- secondary education, Court Appointed Special Advocate (CASA), Special Education Local Plan Area (SELPA), Behavioral Wellness (BWell), the juvenile justice system, regional center, CommUnify, and Short Term Residential Therapeutic Placements (STRTP), so students and families can be easily connected to appropriate housing, personal care, education, and career resources. The collaboration will be attained through: • Recruiting resource parents. • Educating on:	No	Partially Implemented	N/A	This action is marked partially implemented. There has been improved collaboration between the agencies to meet the listed objectives through the FYSCP EAC meetings, and weekly Interagency Placement Committee (IPC) meetings. Most of the objectives have been met through a continuous cycle of improvement. After careful evaluation, the	\$618,483.00	\$185,370.84

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul> <li>Creating positive experiences</li> <li>Education rights</li> <li>School of Origin and Best Interest Determination Procedure</li> <li>Immediate enrollment</li> <li>Least restrictive environment</li> <li>FAFSA &amp; Chafee grant</li> <li>AB waivers</li> <li>Available resources</li> <li>Mental health</li> <li>Childcare</li> <li>Post-secondary programs and transition support</li> <li>Costs for Transitional Youth Services staff salaries and benefits.</li> </ul>				objective to recruit resource parents does not fall in the jurisdiction of the TYS program.		
3.a.3	<ul> <li>Use School Access Guide</li> <li>FYSCP and collaborative partners will use the School Access Guide to keep students in foster care in their school of origin unless it's in their best interest to transfer, connect them to resources and support, plan for graduation and transition from high school, and ensure immediate enrollment in school and appropriate classes and timely transfer of records.</li> <li>Create templates and scripts.</li> <li>Train district liaisons, social workers, juvenile</li> </ul>	No	Partially Implemented	N/A	The TYS team has partially implemented the School Access Guide. Developed procedures are being used regularly by the TYS program staff and district staff. However, more work is needed to evaluate and refine the guide	\$139,558.00	\$32,214.57

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	court and community school staff, and probation staff. Costs for Transitional Youth Services staff salaries and benefits.				in collaboration with CWS.		

## Goal Description

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

# **Expected Annual Measurable Objectives**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
4.a The percentage of teachers in the LEA that appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on California Education Code 44865. The baseline was established from 2020-21 data.	100% of the teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on California Education Code 44865.	100% of the teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on California Education Code 44865.	This metric is known. As reported on the CA Dashboard, 67.0% of the Community School teachers are appropriately assigned and fully credentialed in the subject area they are teaching. At the Court Schools, 20.8% of the teachers are appropriately assigned and fully credentialed in the subject area they are teaching. However, based on California Education Code	100% of the teachers in the LEA will continue to be appropriately assigned and fully credentialed in the subject area and for the pupils, they are teaching based on California Education Code 44865.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				44865, 100% of the teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. See Action 4.a.1 below for more information.	
4.a The percentage of students that have sufficient access to the standards-aligned instructional materials.	100% of students have sufficient access to the standards-aligned instructional materials. The baseline was established from 2020-21 data.	100% of students have sufficient access to the standards-aligned instructional materials.	100% of students have sufficient access to the standards-aligned instructional materials.	This metric is known. 100% of pupils continue to have sufficient access to the standards-aligned instructional materials.	100% percentage of students will continue to have sufficient access to the standards-aligned instructional materials.
4.a The percentage of school facilities that are maintained in good repair.	100% of school facilities are maintained in good repair. The baseline was established from 2020-21 data.	Based on the December 2021 Facility Inspection Tool (FIT),100% percent of the school facilities are maintained in good repair.	Based on the December 2022 Facility Inspection Tool (FIT),100% percent of the school facilities are maintained in good repair.	This metric is known. 100% of school facilities continue to be maintained in good repair.	100% percentage of the school facilities will continue to be maintained in good repair.
4.b The percentage of districts within the county that have adopted a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provided services for expelled students.		In June of 2021, 100% of districts within the county adopted a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.	In June of 2021, 100% of districts within the county adopted a three year plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.	This outcome metric is in progress. We are currently writing a Triennial Expelled Youth Plan for 2024-27 and the adoption to be completed by June 2024.	100% of districts within the county will continue to adopt a plan (Countywide Plan for Expelled Youth), in conjunction with SBCEO, to provide services for expelled students.
4.b The percentage of district- referred JCCS expelled youth that meet the terms	71% of district-referred JCCS expelled youth met the terms and conditions of their expulsions.	In 2021-22, we had 87.5% of district referred JCCS expelled youth meet the terms and conditions of their expulsions.	In 2022-23, we had 81.8% of district referred JCCS expelled youth meet the terms and conditions of their expulsions.	This metric outcome is in progress. At this time, 100% of district-referred JCCS expelled youth met	85% percentage of district- referred JCCS expelled youth will meet the terms and conditions of their expulsions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
and conditions of their expulsions.	The baseline was established from 2020-21 data.			the terms and conditions of their expulsions.	

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.a.1	Teacher Credentials SBCEO will require that JCCS teachers are appropriately credentialed and/or authorized for the subjects they teach. No additional costs; part of the base program.	No	Fully Implemented	This metric is known. As reported on the CA Dashboard, 67.0% of the Community School teachers are appropriately assigned and fully credentialed in the subject area they are teaching. At the Court Schools, 20.8% of the teachers are appropriately assigned and fully credentialed in the subject area they are teaching. However, based on California Education Code 44865, 100% of the teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	In 2019, the State Board of Education updated "ineffective" and "out-of-field" teacher definitions for California's ESSA State Plan (see the Updated Teacher Equity Definitions webpage for more information). The "out-of- field" definition includes "Local Assignment Options" (LAOs), such as those identified in EC Section 44865. Because these LAOs land in the "out- of-field" category in California's ESSA State Plan, they are also reflected as	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					such in the Teaching Assignment Monitoring Outcome (TAMO) data and on the Dashboard. The Dashboard and TAMO data align with California's ESSA State Plan, not EC Section 44865. This is why County Office of Education data often reflects a high percentage of "out-of-field"		
					teachers, despite the leeway provided in EC. EC Section 44865 provides a provision for teachers in juvenile court and community schools to be assigned under local assignment options. The Santa Barbara County Education Office uses the provision afforded under		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					EC Section 44865 when assigning teachers to our juvenile court and community schools, therefore our data reflects a higher percentage of "out-of-field" teachers."		
4.a.2	Standards-aligned Curriculum JCCS administration will ensure that students are provided standards-aligned curriculum and instructional materials. No additional costs; part of the base program.	No	Fully Implemented	This metric is known. 100% of pupils continue to have sufficient access to the standards-aligned instructional materials.	N/A	\$0.00	\$0
4.a.3	School Facilities SBCEO will ensure that all facilities are maintained in good repair as determined by the Facilities Inspection Tool (FIT). Custodial and maintenance services will be provided at all three school sites. Costs for custodial/maintenance staff.	No	Fully Implemented	This metric is known. 100% of school facilities continue to be maintained in good repair.	N/A	\$54,000.00	\$19,457.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.b.1	Countywide Plan for Expelled Youth SBCEO Child Welfare and Attendance (CWA) Director will collaborate with Santa Barbara County districts to coordinate services within Santa Barbara County Plan for Expelled Youth. Cost for CWA Director salary and benefits.	No	Partially Implemented	This outcome metric is in progress. We are currently writing a Triennial Expelled Youth Plan for 2024-27 and the adoption to be completed by June 2024.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$68,251.75	\$23,689.80
4.b.2	<ul> <li>Expelled Youth Rehabilitation Plans</li> <li>Under the direction of the CWA Director, JCCS staff will provide appropriate supports and resources to ensure expelled youth complete the terms and conditions of their rehabilitation plans by doing the following: <ul> <li>Review rehabilitation plans with students upon entry</li> <li>Monitor progress to foster success, including but not limited to, counseling, academics, and attendance</li> <li>Provide transitional support for students who are ready to return to their districts</li> </ul> </li> </ul>	No	Partially Implemented	This metric outcome is in progress. At this time, 100% of district-referred JCCS expelled youth met the terms and conditions of their expulsions.	This is partially implemented as it is intended to be a year-long action item. It will continue until June 2024, at that time, we anticipate it being fully implemented.	\$0.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	4.b.1.						

**Goal Description** 

# **Expected Annual Measurable Objectives**

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures



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

# Summary of Governor's 2024-25 January Budget Proposal

# **Overall Budget Analysis**

The governor's budget projects a \$37.9 billion budget shortfall resulting largely from 2022 tax collections being well below the budget's assumptions. Fortunately, the proposed budget protects the \$109.1 billion Proposition 98 guarantee for education in 2024-25 against a nearly \$12 billion reduction in resources. The education budget is being balanced through measures including the discretionary use of reserve funds and borrowing from non-Proposition 98 areas. Currently, there are no proposed cuts, deferrals, or sweeps of unallocated funds from programs.

# COLA

The 2024-25 COLA of 0.76% is significantly less than the 3.94% COLA projected in the 2023-24 enacted budget and assumes no increases in the cost of goods and services. The COLA is applied to the Operations Grant and Alternative Education Grant for county offices of education. The final statutory COLA will be known in April.

## Local Control Funding Formula (LCFF) and Categorical Programs

The total LCFF entitlement is estimated at \$79.3 billion for 2024-25. In order to meet the ongoing obligation to the LCFF, the governor's budget once again relies on one-time funding.

Whole child programs including California State Preschool Program, Expanded Learning Opportunities Program (ELO-P), and Universal School Meals Program, continue to be funded in the governor's budget.

## **Budget Forecast**

A recession is no longer forecasted in 2024 or 2025 by most economists, but there are notable risks to the state budget. The Department of Finance (DOF) revenue projections for the remainder of the current year and into the budget year are \$14 billion higher than the Legislative Analyst Office (LAO). In addition, spending beyond the means of Proposition 98 in the short-term creates risk for the out-years.



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# Santa Barbara County Board of Education

## Personnel reports pertaining to SBCEO personnel, employed by the Santa Barbara County Superintendent of Schools

The certificated and classified personnel reports are provided to the board as an information item.

## **Certificated Personnel Report**

Certificated employees are those whose positions require a specific credential issued by the California Commission on Teacher Credentialing.

The certificated personnel report is generated regularly and includes all actions made regarding employment of certificated employees at SBCEO such as appointments and separations.

## **Classified Personnel Report**

Classified employees are those whose positions do not require a state-issued credential. Since 1975, the Santa Barbara County Education Office has operated a Merit System for the classified service. Merit System law (Education Code § 45240-45320) provides that classified employees are selected, retained and promoted on the basis of merit and fitness, exclusive of discrimination due to actual or perceived race, color, ethnicity, age, religion, political affiliation, marital status, disability, gender, sexual orientation or national origin. The Personnel Commission, composed of three members, is the impartial body authorized by the state to be responsible for implementing and interpreting Merit System rules and adjudicating appeals on those facets of employment within its purview.

The classified personnel report is typically generated monthly and includes all personnel actions affecting classified employees at SBCEO such as appointments, changes to status, and separations.

# Santa Barbara County Board of Education Santa Barbara County Education Office

## Certificated Personnel Report February 8, 2024

### Appointments

## **Effective Date**

## **Offer of Employment**

Linton, Matthew Coordinator, Juvenile Court and Community Schools January 9, 2024

#### Santa Barbara County Board of Education

#### **Classified Personnel Report**

## February 8, 2024

#### **Appointments**

#### Limited Term/Substitute

Gazga Gomez, Ana December 19, 2023 Paraeducator • Special Education • Various Sites · Hourly as needed Johnson, Audrey December 18, 2023 Paraeducator • Special Education • Various Sites · Hourly as needed Reyna, Lillie December 19, 2023 Paraeducator • Special Education • Various Sites · Hourly as needed Short, Alexis December 18, 2023 Paraeducator • Special Education • Various Sites · Hourly as needed **Probationary** Cose, Michiel January 9, 2024 Paraeducator • Special Education • Arellanes Junior High School 87.5% • 10 months Hernandez-Ramos, Elizabeth January 8, 2024 Office Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Community School 100% • 11 months Rodriguez, Alyssa January 8, 2024 Paraeducator • Special Education • Alice Shaw Preschool 43.75% • 10 months Wallan, Jennifer January 10, 2024 Paraeducator • Special Education • Manzanita Charter School 81.25% • 10 months

Prepared on: 01-19-2024

## Changes

Anniversary Increase	
Cordero, Tracie Classified Human Resources Specialist • Human Resources • Classified Human Resources Sta 100% • 12 months	January 1, 2024 aff
<ul> <li>Delgadillo, Fabian</li> <li>Paraeducator • Special Education • Speech/Language Services, McClelland</li> <li>87.5% • 10 months</li> </ul>	January 1, 2024
<ul> <li>Filomia, Andres</li> <li>Paraeducator • Special Education • Montecito Union School</li> <li>81.25% • 10 months</li> </ul>	January 1, 2024
Gomez Suarez, Isaac Custodian • Internal Services • Operations North 37.5% • 12 months	January 1, 2024
<ul> <li>Harris, Debora</li> <li>Early Care and Education Case Worker • Early Care and Education • Early Care and Educatio</li> <li>100% • 12 months</li> </ul>	January 1, 2024 n - Santa Maria 2
Inzunza Aquino, Celina Youth Support and Service Specialist - Bilingual • Transitional Youth Services • Transitional 100% • 12 months	January 1, 2024 Youth - North
La Riba, Walter Information Technology Support Specialist - Bilingual • Partners In Education • Cathedral Oa 100% • 12 months	January 1, 2024 ks
Ramirez, Raquel Paraeducator • Special Education • Oakley Preschool 87.5% • 10 months	January 1, 2024
Sagrero, Maria Administrative Assistant • Internal Services • North County Office 100% • 12 months	January 1, 2024

Prepared on: 01-19-2024

#### Decreased Time (Voluntary)

# Croft, LeWandaJanuary 1, 2024Manager, Maintenance and Project Planning • Internal Services • Operations South88.13% • 12 monthsFrom 1.0From 1.0

## Increased Time (Voluntary)

Burquez, Patricia
Paraeducator • Special Education • Cabrillo High School
93.75% • 10 months
From .8125

#### Longevity Increment

Borchers, Berthold January 1, 2024 Instructional Materials and Mail Clerk • Educational Technology Services • Educational Technology Services 100% • 12 months 35 years

January 11, 2024

#### **Probation to Permanent**

 Baeza, Alejandro
 January 1, 2024

 Finance Systems Supervisor • School Business Advisory Services • School Business Advisory Services
 100% • 12 months

Beltran de Alvarez, Cecilia Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 2 100% • 10 months

Cansino, Cristina January 1, 2024 Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 2 100% • 12 months

Castro, Maria January 1, 2024 Administrative Assistant • Special Education • Special Education Support Staff North 100% • 12 months

Mendoza, Nathali Clerical Assistant • Early Care and Education • Early Care and Education - Hope Center 4 100% • 12 months

Prepared on: 01-19-2024

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Montes Medina, Agueda January 1, 2024 Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 2 100% • 12 months

Norrie, Charmaine January 1, 2024 Administrative Assistant • Transitional Youth Services • Transitional Youth South 100% • 12 months

Walling, Elizabeth

January 1, 2024 Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 2 100% • 12 months

#### **Professional Growth**

Lopez, Jessica January 8, 2024 Human Resources Supervisor • Human Resources • Certificated Human Resources Staff 100% • 12 months Professional Growth x 2

#### Mock, Julie

Clerical Assistant • Early Care and Education • Early Care and Education - Santa Maria 2 100% • 12 months Professional Growth x 2

#### Separation

#### Leave Exhaustion

Lemos, Lisa Paraeducator • Special Education • Olga Reed Elementary 77.5% • 10 months

#### Resignation

Adam, Allison Communications Specialist • Communications • Communications 100% • 12 months

Aguilar, Xochitl

Child Care Assistant • Early Care and Education • Early Steps to Learning 75% • 12 months From Classified to Certificated

#### Prepared on: 01-19-2024

December 19, 2023

January 29, 2024

January 26, 2024

December 31, 2023

<ul> <li>Bratcher, Brittany</li> <li>Administrative Assistant • Special Education • Special Education Support Staff, Santa Ba</li> <li>100% • 12 months</li> </ul>	January 5, 2024 rbara
<ul> <li>Carrillo, Arlet</li> <li>Child Care Assistant • Early Care and Education • Early Care and Education - Lompoc</li> <li>75% • 10 months</li> <li>From Classified to Certificated</li> </ul>	December 31, 2023
<ul> <li>Castaneda, Gloria</li> <li>Child Care Assistant • Early Care and Education • Los Alamos State Preschool</li> <li>62.5% • 10 months</li> <li>From Classified to Certificated</li> </ul>	December 31, 2023
<ul> <li>Diaz, Evelin</li> <li>Child Care Assistant • Early Care and Education • Santa Maria Cal-SAFE</li> <li>100% • 10 months</li> <li>From Classified to Certificated</li> </ul>	December 31, 2023
Egan, Amya Child Care Assistant • Early Care and Education • Early Care and Education - Lompoc 75% • 10 months From Classified to Certificated	December 31, 2023
Esparza, Carrie Paraeducator • Special Education • Manzanita Charter School 81.25% • 10 months	January 19, 2024
Espinosa, Adriana Child Care Assistant • Early Care and Education • De Colores State Preschool 75% • 10 months From Classified to Certificated	December 31, 2023
<ul> <li>Garcia Mendoza, Adriana</li> <li>Child Care Assistant • Early Care and Education • Learning Place State Preschool</li> <li>75% • 10 months</li> <li>From Classified to Certificated</li> </ul>	December 31, 2023

<ul> <li>Garcia, Carmen</li> <li>Child Care Assistant • Early Care and Education • Lompoc Cal-SAFE</li> <li>75% • 12 months</li> <li>From Classified to Certificated</li> </ul>	December 31, 2023
<ul> <li>Gomez, Berenize</li> <li>Child Care Assistant • Early Care and Education • Santa Ynez Valley State Preschool</li> <li>75% • 10 months</li> <li>From Classified to Certificated</li> </ul>	December 31, 2023
Hernandez-Ramos, Elizabeth Office Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Communi 100% • 11 months	January 16, 2024 ty School
<ul> <li>Herrera, Rosa</li> <li>Child Care Assistant • Early Care and Education • Just for Kids State Preschool Fillmore</li> <li>75% • 10 months</li> <li>From Classified to Certificated</li> </ul>	December 31, 2023
Lawton, Rachel Administrative Assistant • Educational Technology Services • Cathedral Oaks 100% • 12 months	January 2, 2024
<ul> <li>Pacheco, Gabrielle</li> <li>Child Care Assistant • Early Care and Education • Young Learners State Preschool</li> <li>75% • 10 months</li> <li>From Classified to Certificated</li> </ul>	December 31, 2023
<ul> <li>Perez, Jasmin</li> <li>Child Care Assistant • Early Care and Education • Early Care and Education - Lompoc</li> <li>75% • 10 months</li> <li>From Classified to Certificated</li> </ul>	December 31, 2023
<ul> <li>Santana, Meredith</li> <li>Paraeducator • Special Education • Robert Bruce Preschool</li> <li>87.5% • 10 months</li> </ul>	January 25, 2024

Wells, Brittany

Child Care Assistant • Early Care and Education • Santa Maria Cal-SAFE 100% • 10 months From Classified to Certificated

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Prepared on: 01-19-2024