

Santa Barbara County Education Office

# BOARD BOOK and AGENDA



April 2025



## **SANTA BARBARA COUNTY BOARD OF EDUCATION**

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

**REGULAR MEETING**  
April 10, 2025 – 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/81623327989?pwd=SoreuEknA7yXdHxxawXRyponB7y9fl.1>

#### **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 board meeting will be provided for those viewing online. Se dispondrá de interpretación simultánea del inglés al español durante la reunión 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 <https://www.sbceo.org/about/board/boardmaterials>.

#### **Assistance with Meeting**

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in the meeting, please contact the superintendent's office at (805) 964-4711 or email [afreedland@sbceo.org](mailto:afreedland@sbceo.org) by 10:00 a.m. the day before the meeting. Notification

at least 72 hours prior to the meeting will assist the superintendent in making suitable arrangements.

## **GENERAL FUNCTIONS**

### **1. Call to Order**

### **2. Spanish Interpretation/Interpretación**

The president will announce that live simultaneous Spanish interpretation of the board meeting is available for those viewing online. La Presidente anunciará que se dispone de interpretación simultánea del inglés al español durante la reunión 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**

The president and board members may unmute their microphones to comment one at a time and then mute when finished.

### **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.

## **PRESENTATIONS**

### **8. 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, primarily focused on SBCEO.

**9. Presentation on the Alternative Payment Program in the Early Care and Education Program**

Administrator of Early Care and Education Janelle Willis will provide a presentation on the Alternative Payment Program (APP) in the Early Care and Education (ECE) program.

**SUPERINTENDENT'S REPORT**

**10. 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.

**11. Minutes of Meeting Held March 13, 2025**  
(Attachment)

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

Registration of credentials and other certification documents registered in the Santa Barbara County Education Office from February 7, 2025 to March 6, 2025, and the issuance of temporary county certificates for that same time period.

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

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

- Information Technology Services
- Juvenile Court and Community Schools
- Student and Community Services

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

## **ACTION ITEMS**

**14. Recommended Approval of the Santa Barbara County Education Office Comprehensive School Safety Plan**  
(Attachment)

The superintendent recommends approval of the Santa Barbara County Education Office Comprehensive School Safety Plan for Juvenile Court and Community Schools, Special Education, and Early Care and Education.

MOVED:

SECONDED:

VOTE:

**15. Recommended Approval to Expand Lease**  
(Attachment)

The superintendent recommends approval to expand the lease for the facility located on South C Street in Lompoc for the Early Care and Education (ECE) program. The additional space will be used for storage and the cost of the lease will be paid by the ECE program. Upon approval of the full board, SBCEO will proceed with negotiation and preparation of the lease agreement.

MOVED:

SECONDED:

VOTE:

**16. Recommended Approval of Change Order**  
(Attachment)

The superintendent recommends approval of the change order (#5) for the Santa Barbara County Education Office's Curriculum and Instruction division construction project (# 01-24-25).

MOVED:

SECONDED:

VOTE:

**17. Reimburse Expenses for Board Members to Attend the Santa Barbara County School Boards Association (SBCSBA) Annual Dinner**

The board will consider whether to approve the reimbursement of actual and necessary expenses for board members to attend the Santa Barbara County School Boards Association (SBCSBA) Annual Dinner, April 16, 2025, 5:30 p.m., at the Brothers Restaurant at the Red Barn in Santa Ynez, cost: \$75/person, in accordance with Board Policy 9250.

MOVED:

SECONDED:

VOTE:

## **INFORMATION ITEMS**

**18. Personnel Report**  
(Attachment)

The classified personnel report is presented as an information item.

**19. Williams Uniform Complaints Quarterly Report**  
(Attachment)

The Williams Uniform Complaints Quarterly Report for Juvenile Court and Community Schools, and Special Education, indicating no complaints filed for the period of December 16, 2024 through March 15, 2025, is presented to the board as an information item.

**FUTURE AGENDA ITEMS**

**20. Future agenda items**

The following are future agenda items:

- Information about the Career Technical Education (CTE) program
- Updated report on transitional kindergarten (TK) and universal pre-kindergarten (UPK)
- How human trafficking is being addressed.

**ADJOURNMENT**

**21. Adjournment to the next regular meeting to be held May 8, 2025.**

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 April 10, 2025

### Student Enrollment in SBCEO Schools and Programs

	Sept '24	Oct '24	Nov '24	Dec '24	Jan '25	Feb '25	Mar '24	Mar '25
JCCS – FitzGerald Community School	26	30	30	34	29	32	44	31
JCCS – Dos Puertas School	30	29	28	24	28	26	18	27
Early Care & Education (preschools and infant/toddler centers)	239	259	251	265	291	304	310	320
Special Ed – JCCS	13	12	13	10	12	10	10	10
Special Ed – Early start (infants)	99	96	101	102	100	99	103	94
Special Ed – Direct service districts	90	93	93	89	89	90	95	92
Special Ed – Regional: TK-12 extensive support needs program	52	53	53	51	50	50	57	51
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program	87	83	76	82	82	81	85	80
Special Ed – Preschool	550	552	578	610	657	696	710	720

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

### 2025 Young Artists and Authors Showcase Reception

Board members are invited to attend the 2025 Young Artists and Authors Showcase Reception on April 10, 2025, after the board meeting, in the SBCEO Auditorium. The showcase is put on by SBCEO's Children's Creative Project (CCP) in partnership with SisterCities International. It features work by secondary students and will be held from 4-6 p.m., with the awards presentation at 4:30 p.m. For more information, see the flyer at the end of this report.

## **Santa Maria Valley Chamber of Commerce State of Education**

As a reminder, the Santa Maria Valley Chamber of Commerce has rescheduled its 2025 State of Education event for April 30, 2025, at the Santa Maria Fairpark. I look forward to presenting along with Allan Hancock College president, Dr. Kevin Walthers, and school district superintendents from the Santa Maria Valley. If board members would like to attend, please let Anna Freedland know, [afreedland@sbceo.org](mailto:afreedland@sbceo.org), and she can register you. Registration is available online at [www.santamaria.com](http://www.santamaria.com).

## **Save-the-date for the Education Celebration**

SBCEO's annual Education Celebration will be held at the Craft House at Hotel Corque on May 22 from 5-8 p.m. Teacher-grantees and award winners convene with local business partners who support our grant programs to celebrate excellence and innovation in teaching and learning. Ten Crystal Apple award winners will be recognized and receive a cash prize. Other award honorees include two Marvin Melvin Career Technical Educator winners and the Bill Cirone Heart of Education winner. The 2025 Santa Barbara County Teacher of the Year will speak, and the incoming 2026 Teacher of the Year will be announced. Board members, please save the date!

## **Reminder: Spring Breaks in School Districts and Charter Schools**

Spring breaks continue into April. As a reminder, here is a listing of dates of spring breaks for public school districts and charter schools in Santa Barbara County:

<b>Spring break dates</b>	<b>District/charter school</b>
<b>3/21 – 3/28</b>	Goleta Union School District
<b>3/24 – 3/28</b>	Adelante Charter Carpinteria Unified School District Cold Spring School District Hope School District Montecito Union School District Peabody Charter Santa Barbara Charter Santa Barbara Unified School District
<b>3/31 – 4/4</b>	College School District Los Olivos School District Santa Ynez Valley Charter Santa Ynez Valley Union High School District Vista del Mar Union School District
<b>3/31 – 4/7</b>	Ballard School District Buellton Union School District Solvang School District

<b>4/14 – 4/18</b>	California Connections Academy (Charter)
<b>4/14 – 4/21</b>	Trivium Charter
<b>4/18 – 4/25</b>	Blochman Union School District Family Partnership Charter Orcutt Academy Charter Orcutt Union School District
<b>4/21 – 4/25</b>	Cuyama Joint Unified School District Guadalupe Union School District Lompoc Unified School District Manzanita Public Charter Olive Grove Charter Santa Maria-Bonita School District Santa Maria Joint Union High School District

### **Spelling Bee in the News**

The countywide Spelling Bee held in the SBCEO Auditorium on March 18 was covered by Noozhawk and KCLU radio and aired on National Public Radio (NPR) on “All Things Considered.” Here are links to listen to the radio segment and read the article:

<https://www.kclu.org/local-news/2025-03-18/the-top-student-spellers-in-santa-barbara-county-go-head-to-head-to-showcase-their-skills>

<https://www.noozhawk.com/students-spell-their-way-to-the-top-at-santa-barbara-county-spelling-bee/>

### **April Recognitions**

The months of April and May are full of observances and recognitions, many of which can be found online at <https://www.cde.ca.gov/re/pn/fb/cdecalendar.asp>. Here is a list of some of them for the month of April:

- School Library Month
- Week of the Young Child (April 5-11)
- Administrative Professionals Week (April 20-26)
- Public School Volunteer Week (April 21-25)
- School Nutrition Employee Week (April 28-May 2)

## **SBCEO DIVISIONS**

### **Administrative Services Division**

**Program Manager Meetings:** Fiscal Services is taking steps to prepare the 2024-25 Adopted Budget. As part of the process, meetings with program managers are being conducted the week of April 14<sup>th</sup>.

**Fiscal Services Office Repairs:** Fiscal Services is anticipating a return to their offices later this month. Painting and carpet are already complete and furniture and data cabling will be installed April 1-4.

**C&I First Floor Renovation Project:** C&I is anticipating occupying their first floor offices at the end of April. Construction was completed on March 21 and furniture placement and data cabling will be ongoing through April.

**District Second Interim Budget Reports:** School Business Advisory Services (SBAS) district financial advisors (DFAs) have received all districts' 2024-25 second interim budget reports and reviews are currently underway.

### **Curriculum and Instruction Division**

#### **Academic Events**

**Santa Barbara County Spelling Bee:** Our county Spelling Bee was held March 18, 2025 in the SBCEO Auditorium. Students in grades 4-6 and grades 7-9 participated in written spelling competitions. Trophies were awarded to the top three students in each division (elementary and junior high), and the winners qualify for the state competition this month in Stockton, supported by a cash award from a local family who supports the winners each year.

**Battle of the Books and Batalla de Los Libros:** Battle of the Books celebrates the joy of reading as participants tackle SBCEO's 28-book list spanning narrative to nonfiction and poetry to graphic novels. Students compete for the right to attend by reading a set number of books and, in some cases, through competing in battles at their schools. At Battle of the Books, students from across the county gather in small, assigned teams with participants from various schools to answer questions about books based on plot, setting, characterization, and theme. Winning teams advance through the tournament for the ultimate title of SBCEO Battle of the Books Champions. The junior high battle will take place virtually on April 9. In-person events for grades 4-6 are scheduled in the north county on April 15 and in the south county on April 24. The Batalla de Los Libros, for students in dual-language immersion (DLI) programs, takes place in Spanish and online on May 6.

**Final Network Meetings of the Year:** Five of our Networks/Communities of Practice (COP) have their final meetings in the next month and a half. Simultaneously, we are setting the dates and topics for next year.

The **Inclusion Network** has its final meeting on April 14. Three dates are set for next year's network.

The **Reading Difficulties Risk Screener Series** will focus on planning for adoption and implementation at the final meeting of the year on May 15. Focus areas for next year include implementation, data-use and integration with schoolwide multi-tiered system of support structures.

**Ethnic Studies Community of Practice** will take place in Goleta on May 1, with a focus on the contributions, struggles and legacies of the Asian, Pacific Islander, Desi American (APIDA) community with a focus on learning and curriculum development as well as a virtual tour of Angel Island. Next year will focus on full implementation of courses across high schools.

Final **Math and Science Community of Practice** for this year will combine the subject areas on May 21 for a virtual meeting. The Mathematics COP is planning at least one screening of the documentary film, *Counted Out*, to engage families and communities in understanding how mathematics is defining our current and future society with subsequent discussions of the impact on school mathematics.

On May 29, the fourth and final session in **Optimizing Expanded Learning** series will take place. This popular offering will also continue next year with program visitations, resources, a provider fair, and a continued focus on implementation of Point of Service Quality Standards.

### **Special Education Division**

Flowers are blooming in Casmalia! Raquel Ramirez, one of our preschool teachers, received a *Care for Our Earth* Grant through SBCEO. With these grant funds, the Casmalia Preschool team worked together to create a beautiful new garden. The students from the three Casmalia preschool classes have planted flowers and vegetables. The students are having a wonderful time learning how plants grow and how to care for them.



**Vandenberg Space Force Base (VSFB) CTE Educator Tour:** On March 7, twenty-four Santa Barbara County educators—including site and district administrators, counselors, CTE teachers, community college faculty, and SBCEO representatives—had the opportunity to tour Vandenberg Space Force Base. Participants learned about the base’s history, explored available resources, and gained insights into how schools can better prepare students for careers at VSFB and within our broader community.

The CTE department aims to continue offering this joint north and south county VSFB tour annually, supporting our efforts to prepare students for careers in space science, advanced manufacturing, engineering, climate, health, and ecology.

Photos from past tours are available in [this folder](#). If you're interested in participating in future CTE Educator Tours ([north](#) & [south](#)), please contact CTE Director Sarah Cameron at [scameron@sbceo.org](mailto:scameron@sbceo.org).



### **Early Care and Education (ECE)**

**April: Month of the Young Child:** April is recognized as the Month of the Young Child, a time dedicated to emphasizing the critical importance of early care and education and honoring the dedicated professionals who support young children and their families.

This annual observance encourages collaboration across all sectors of society—including government agencies, businesses, non-profit organizations, educational institutions, tribal partners, and media—to support and elevate the programs and individuals making a meaningful impact in early childhood development.

By highlighting the needs of young children throughout April, we aim to raise public awareness about the essential role of high-quality early learning experiences in promoting healthy development, academic readiness, and long-term community well-being.

Each year, in partnership with the Santa Barbara County Board of Supervisors, ECE supports the adoption of a formal proclamation recognizing April as the Month of the Young Child. Click [here](#) to view the proclamation.

**Community Collaboration: Family Resource Faire:** On March 29, the Santa Barbara Public Library hosted its first-ever Family Resource Faire, proudly co-sponsored by SBCEO. This collaborative event brought together more than 40 local organizations dedicated to supporting children ages 0–12 and their families.

The Faire offered families the opportunity to connect with a wide range of community resources, learn about available services, and participate in engaging, family-friendly activities. Click [here](#) for event details.

We were pleased to support this important community event and to contribute to strengthening connections among families, educators, and local service providers.

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

**Supporting Youth Mental Health and Justice-Involved Students:** In partnership with YouthWell, students, parents, and staff participated in Question, Persuade, Refer (QPR) training throughout March. QPR is a nationally recognized, two-hour suicide prevention certification course that equips participants with the skills to recognize the warning signs of suicide, understand its common causes, and learn how to *question*, *persuade*, and *refer* individuals at risk to appropriate support services.

Additionally, on March 11, Rene Wheeler, director of Juvenile Court and Community Schools (JCCS), served as a panelist at the Youth Linkages Network meeting, alongside Erin Cross, probation manager, and Sgt. Bernal from Grizzly Academy. This month's meeting focused on juvenile justice and probation in Santa Barbara County, with an emphasis on reducing the stigma around students involved in the juvenile justice and child welfare systems.

Panelists shared insights on the challenges faced by youth and families navigating these systems and offered tools to better support and advocate for justice-involved students in our schools and communities.

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

- 3/7 Partners in Education Board meeting; South Coast Kids Create reception, a student art showcase
- 3/8 South Coast Kids Create art show
- 3/10 USC Women in Leadership event in Solvang; First 5 Santa Barbara County School Governance Brunch in Lompoc
- 3/11 First 5 Santa Barbara County Fiscal Committee meeting
- 3/12 Partners in Education Finance Committee meeting; Fighting Back Leadership Coalition
- 3/19 Partners in Education Executive Committee meeting; First 5 Santa Barbara County Joint Commission and Community Advisory Committee Meeting in Buellton
- 3/20 Visited Santa Ynez Valley Union High School; Senator Limón's Women of the Year event
- 4/3 Santa Barbara County School Boards Association Executive Committee meeting

Join us in honoring student artists at the

# 2025 YOUNG ARTISTS AND AUTHORS SHOWCASE RECEPTION

**FRIENDSHIP: THE HEARTBEAT OF GLOBAL PEACE**

**Thursday, April 10th**  
**4:00 to 6:00 pm**

Awards Presentation at 4:30 pm

**Santa Barbara County Education Office Auditorium**  
**4400 Cathedral Oaks Rd. Santa Barbara, CA**

All submitted artwork will be on display,  
winners from each category to receive cash prizes



**CHILDREN'S  
CREATIVE  
PROJECT**



**SisterCities**  
**INTERNATIONAL**  
Connect globally. Thrive locally.

# Consent Agenda



## **SANTA BARBARA COUNTY BOARD OF EDUCATION**

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

**REGULAR MEETING**  
March 13, 2025 – 2:00 p.m.

### **MINUTES**

***The Santa Barbara County Board of Education held this meeting on Thursday, March 13, 2025 at the SBCEO North County Office, 402 Farnel Road, Santa Maria, CA.***

### **UNAPPROVED**

### **GENERAL FUNCTIONS**

#### **1. Call to Order**

The regular meeting of the County Board of Education was called to order at 2:00 p.m. by Board President Marybeth Carty.

#### **2. Spanish Interpretation/Interpretación**

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

#### **3. Pledge of Allegiance**

The board recited the Pledge of Allegiance.

#### **4. Roll Call**

##### Board Members Present

Vedamarie Alvarez Flores  
Katya Armistead  
Marybeth Carty  
Nadra Ehrman  
Judith Frost  
Sarah Anne Read  
Guy Walker

### Staff Members Present

Bridget Baublits, associate superintendent  
Austin Payne, legal counsel (via Zoom)  
Felicita Torres, legal counsel (via Zoom)  
Anna Freedland, executive assistant

Camie Barnwell	Nicole Evenson	MaryEllen Rehse
Tiffany Carson	Mari Gonzales	Steve Torres
Marc Cunningham	Isabel Guerrero	Rene Wheeler
Kirsten Escobedo	Don Lockwood	Shannon Yorke

### Others Present

Holly Benton, chief probation officer  
Hugo Santos-Gomez, interpreter (via Zoom)  
Regina Santos-Moreno, interpreter (via Zoom)

## **5. Changes to the Agenda**

None.

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

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

- Board Member Frost highlighted the flyer at board member places for the Santa Barbara County School Boards Association (SBCSBA) Annual Dinner.
- President Carty reported that she attended another Viva el Arte de Santa Barbara program performance by the group Las Guarancheras. She mentioned the group's upcoming performance at the Marjorie Luke Theatre in Santa Barbara.

## **7. Public Comments**

None.

## **PRESENTATIONS**

## **8. Update on the Juvenile Justice Center (JJC)**

Santa Barbara County Probation Chief Holly Benton provided an update on the Juvenile Justice Center (JJC) in Santa Maria.

**9. Presentation on Countywide Behavioral Health Supports for Students**

Director of Student and Community Services Shannon Yorke, Director of School and District Support Tiffany Carson, and Executive Director of Children and Family Resource Services MaryEllen Rehse provided a presentation on countywide behavioral health supports for students.

**SUPERINTENDENT'S REPORT**

**10. Superintendent's Report**

The superintendent's report was presented as an information item. Associate Superintendent of Student and Community Services Bridget Baublits highlighted the Santa Maria Valley Chamber of Commerce's State of Education event, which was rescheduled for April 30 at the Santa Maria Fairpark.

**CONSENT AGENDA**

The board approved all consent agenda items:

**11. Minutes of Meeting Held February 13, 2025**

**12. 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 January 7, 2025 to February 6, 2025, and the issuance of temporary county certificates for that same time period.

**13. 2025-26 Central Office Calendar**

**14. Declaration of Surplus**

Declaration of surplus for the following department:

- Information Technology Services

Motion to approve all consent items:

MOVED: **Mr. Walker**

SECONDED: **Mrs. Alvarez Flores** VOTE: **Passed 7-0**

**ACTION ITEMS**

**15. Recommended Approval of Second Interim Report**

The Second Interim Report was presented by Board Budget Committee Chair Frost. It was approved as part of the budget monitoring process.

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

**16. Accept and File Annual Financial (Audit) Report**

The board acknowledged receipt of the 2023-24 Annual Financial (Audit) Report and ordered it filed.

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

**17. Recommended Approval of Change Order**

The board approved the change order (#4) for the Santa Barbara County Education Office's Curriculum and Instruction division construction project (# 01-24-25).

MOVED: **Mrs. Read**                      SECONDED: **Dr. Armistead**      VOTE: **Passed 7-0**

**18. California School Boards Association (CSBA) Delegate Assembly Election – Delegate for County Boards of Education**

The California School Boards Association (CSBA) wrote to the County Board of Education and the superintendent with information about the CSBA Delegate Assembly election. The County Board of Education could vote, by March 17, for 1 candidate to represent county boards of education in our region for the CSBA Delegate Assembly. There was 1 candidate on the ballot. Additional supporting materials were also provided for information. The board voted for the 1 candidate, Arleigh Kidd, to represent county boards of education in our region for the CSBA Delegate Assembly.

MOVED: **Dr. Armistead**                      SECONDED: **Mrs. Frost**                      VOTE: **Passed 6-0-0-1**  
**Mr. Walker abstained**

**19. California School Boards Association (CSBA) Delegate Assembly Election – Delegates for School District Boards**

The California School Boards Association (CSBA) wrote to the County Board of Education and the superintendent with information about the CSBA Delegate Assembly election. The County Board of Education could vote, by March 17, for up to 2 candidates to represent school district boards in our region for the CSBA Delegate Assembly. There were 2 candidates on the ballot. Additional supporting materials were also attached for information. The board voted for 2 candidates, William (Franky) Calderia and Melanie Waffle, to represent school district boards in our region for the CSBA Delegate Assembly.

MOVED: **Mr. Walker**                      SECONDED: **Mrs. Alvarez Flores**      VOTE: **Passed 7-0**

## **INFORMATION ITEMS**

### **20. 2023-24 School Accountability Report Cards – Juvenile Court and Community Schools, and Special Education**

The 2023-24 School Accountability Report Cards for Juvenile Court and Community Schools, and Special Education were presented to the board for review/information.

### **21. Personnel Report**

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

### **22. Correspondence**

February 21, 2025 correspondence from the California Department of Education confirming a positive certification of the Santa Barbara County Education Office 2024-25 First Interim Report was presented as an information item.

Board adjourned for a brief recess at 3:22 p.m. Board reconvened at 3:28 p.m.

## **CLOSED SESSION**

### **23. Conference with Real Property Negotiator (Government Code § 54956.8) – Closed Session**

The board held a closed session conference with real property negotiator. The closed session began at 3:28 p.m. and present were board members; Bridget Baublits, associate superintendent; Steve Torres, associate superintendent; Kirsten Escobedo, associate superintendent; Marc Cunningham, director of facilities; Felicita Torres, legal counsel (via Zoom); and Anna Freedland, executive assistant.

Properties: 1) property in Santa Maria, CA; 2) leased property at 4400 Cathedral Oaks Road, Santa Barbara, CA. Agency designated representatives: Dr. Susan Salcido, superintendent, and Steve Torres, associate superintendent. Negotiating parties: [confidential] for Santa Maria property and County of Santa Barbara. Instructions to negotiators regarding price, terms, and conditions.

There was no action taken.

At 4:12 p.m. the board adjourned closed session and reconvened to open session.

## **FUTURE AGENDA ITEMS**

### **24. Future agenda items**

The president mentioned the future agenda items that were listed on the agenda as an information item:

- Presentation on the state of the education workforce in Santa Barbara County (April board meeting)
- Information about the Career Technical Education (CTE) program
- Updated report on transitional kindergarten (TK) and universal pre-kindergarten (UPK)

The following was also mentioned as a potential future agenda item:

- How human trafficking is being addressed

## **PRESENTATION**

### **25. Tour of Santa Barbara County Education Office's North County Office**

The board briefly toured the Santa Barbara County Education Office's North County Office, led by the division associate superintendents and the director of facilities.

## **ADJOURNMENT**

### **26. Adjournment**

The meeting was adjourned at 4:51 p.m. to the next regular meeting to be held April 10, 2025.

**MOVED: Dr. Armistead**

**SECONDED: Mrs. Carty**

**VOTE: Passed 7-0**

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Marybeth Carty, President  
County Board of Education

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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

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## **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  
February 7, 2025 - March 6, 2025**

<u><b>Name</b></u>		<u><b>Type of Credential/Permit</b></u>
--------------------	--	-----------------------------------------

**Expiration Date: 2025**

Krysten	Belden	Short-Term Staff Permit
Amber	Bishop	Education Specialist Instruction Credential
Erin	Clark	30-Day Substitute Teaching Permit
Kenneth	Clement	30-Day Substitute Teaching Permit
Colton	Huyck	30-Day Substitute Teaching Permit
Dianna	Koehler	30-Day Substitute Teaching Permit
Julia	McEachen	30-Day Substitute Teaching Permit
Patrick	Miller	30-Day Substitute Teaching Permit
Channon	Mitchell	Administrative Services Credential
Krysten	Nunes	Short-Term Staff Permit
Lashton	Papworth	30-Day Substitute Teaching Permit
Katharine	Quiroz	30-Day Substitute Teaching Permit
Rachel	Stewart	Short-Term Staff Permit
Emilio	Velez	Single Subject Teaching Credential
Brittany	Warner	30-Day Substitute Teaching Permit

**Expiration Date: 2026**

Maria	Abrica	30-Day Substitute Teaching Permit
Virginia	Akil	30-Day Substitute Teaching Permit
Jose	Alonso	Teaching Permit for Statutory Leave
Jose	Alvarez	30-Day Substitute Teaching Permit
Amber	Barnard	30-Day Substitute Teaching Permit
Madelaine	Battista	30-Day Substitute Teaching Permit
Judith	Benton	30-Day Substitute Teaching Permit
Paul	Betz	30-Day Substitute Teaching Permit
Logan	Blanco	30-Day Substitute Teaching Permit
Maxwell	Bonham	30-Day Substitute Teaching Permit
Claudia	Canizares	30-Day Substitute Teaching Permit
Kelly	Clark	30-Day Substitute Teaching Permit
Zowie	Cluff	30-Day Substitute Teaching Permit
Luke	Conley	30-Day Substitute Teaching Permit
Christy	Davidow	30-Day Substitute Teaching Permit

Amber	Davis	30-Day Substitute Teaching Permit
Jocelyn	Delgadillo	Teaching Permit for Statutory Leave
Diane	Delute	30-Day Substitute Teaching Permit
Braiden	Deschryver	30-Day Substitute Teaching Permit
Mary	Dingman	30-Day Substitute Teaching Permit
Margo	Donahue	30-Day Substitute Teaching Permit
Michael	Donohue	30-Day Substitute Teaching Permit
Grace	Douglass	30-Day Substitute Teaching Permit
Cecilia	Enriquez	30-Day Substitute Teaching Permit
Kimberly	Espino	30-Day Substitute Teaching Permit
Desiree	Espinoza	Substitute Teaching Permit for Prospective Teachers
Jeremy	Ferrara	30-Day Substitute Teaching Permit
Kristin	Fletcher	30-Day Substitute Teaching Permit
Jessica	Granados	30-Day Substitute Teaching Permit
Farin	Gray	30-Day Substitute Teaching Permit
Winston	Harris	30-Day Substitute Teaching Permit
Rebecca	Jones	30-Day Substitute Teaching Permit
Troy	Kendall	30-Day Substitute Teaching Permit
Casey	Kilroy	30-Day Substitute Teaching Permit
Jaelynne	Lay	30-Day Substitute Teaching Permit
Michael	Lee	30-Day Substitute Teaching Permit
Michael	Lehman	30-Day Substitute Teaching Permit
Katie	Liberatore	30-Day Substitute Teaching Permit
Emily	Lorenzana	30-Day Substitute Teaching Permit
Joan	Mabansag	30-Day Substitute Teaching Permit
Seth	Marsh	30-Day Substitute Teaching Permit
Laura	McGowan	30-Day Substitute Teaching Permit
Leah	Merjan	30-Day Substitute Teaching Permit
Hanna	Michels	30-Day Substitute Teaching Permit
Hannah	Miller	30-Day Substitute Teaching Permit
Paola	Mojica	30-Day Substitute Teaching Permit
Diana	Moning	30-Day Substitute Teaching Permit
Janice	Muscio	30-Day Substitute Teaching Permit
Teresa	Nicholson	30-Day Substitute Teaching Permit
Michelle	Oliver	30-Day Substitute Teaching Permit
Penny	Pagels	Teaching Permit for Statutory Leave
Pamela	Paxton	30-Day Substitute Teaching Permit
Denisse	Pitacua	30-Day Substitute Teaching Permit
Stacie	Powell	30-Day Substitute Teaching Permit
Jennifer	Quesada	30-Day Substitute Teaching Permit
Kristin	Salvesen	30-Day Substitute Teaching Permit
Zulmai	Sanchez	30-Day Substitute Teaching Permit
C Chapman	Sanders	30-Day Substitute Teaching Permit
Emelyn	Schaeffer	Teaching Permit for Statutory Leave

Ethan	Schaffer	30-Day Substitute Teaching Permit
John	Shade	30-Day Substitute Teaching Permit
Matthew	Shippen	30-Day Substitute Teaching Permit
Jaquelin	Soto	30-Day Substitute Teaching Permit
Lauren	Sparks	30-Day Substitute Teaching Permit
Christopher	Sprecher	30-Day Substitute Teaching Permit
Chloe	Stanley	30-Day Substitute Teaching Permit
Timothy	Sullivan	30-Day Substitute Teaching Permit
Christina	Sutton	30-Day Substitute Teaching Permit
Faith	Tonelli	30-Day Substitute Teaching Permit
Uriel	Torres	30-Day Substitute Teaching Permit
Ashley	Townsend	30-Day Substitute Teaching Permit
Gregory	Uzueta	30-Day Substitute Teaching Permit
Cassandra	Vang	30-Day Substitute Teaching Permit
Karen	Vidal	30-Day Substitute Teaching Permit
Olivia	Weber	30-Day Substitute Teaching Permit
Isis	Wills	30-Day Substitute Teaching Permit
Jacques	Wolf	30-Day Substitute Teaching Permit

**Expiration Date: 2027**

Alonzo	Chavez	Single Subject Teaching Credential
Lukas	Grassle	Education Specialist Instruction Credential
Joseph	Hahn	Single Subject Teaching Credential
Kurt	Payne	Multiple Subject Teaching Credential
Kelei	Turner	Single Subject Teaching Credential

**Expiration Date: 2028**

Trevor	McDonald	Administrative Services Credential
Trevor	McDonald	Single Subject Teaching Credential
Nicole	Murray	Education Specialist Instruction Credential

**Expiration Date: 2029**

Jessica	Barboza	Child Development Teacher Permit
Erika	Bingham	Child Development Teacher Permit
Emma	Daniel	Multiple Subject Teaching Credential
Erin	Grasty	Single Subject Teaching Credential
Jennifer	Hamby	Multiple Subject Teaching Credential
Audrey	Hughes	Multiple Subject Teaching Credential

Brigitte	Langenecker	Single Subject Teaching Credential
Joanna	Lauer	Administrative Services Credential
Joanna	Lauer	Multiple Subject Teaching Credential
Davis	Loustalot	Single Subject Teaching Credential
Sonia	McCormack	Child Development Program Director Permit
Sarah	Mia	Multiple Subject Teaching Credential
Brittney	Morettini	Multiple Subject Teaching Credential
Dustin	Oakley	Education Specialist Instruction Credential
Lynn	Rose	Pupil Personnel Services Credential
Cloey	Stump	Multiple Subject Teaching Credential
Hortencia	Torres	Child Development Teacher Permit
Katriena	Toth	Multiple Subject Teaching Credential
Yana	Vinnitsky	Multiple Subject Teaching Credential
Jenna	Wellenkamp	Multiple Subject Teaching Credential
Lisa	Wickenden	Multiple Subject Teaching Credential
Mary	Ziegler	Administrative Services Credential

**Expiration Date: 2030**

David	Alderete	Single Subject Teaching Credential
Florentino	Aleman	Multiple Subject Teaching Credential
Stacy	Allison	Multiple Subject Teaching Credential
Albert	Arguijo	Multiple Subject Teaching Credential
Shana	Arthurs	Multiple Subject Teaching Credential
Clemente	Ayon	Single Subject Teaching Credential
Clemente	Ayon	Specialist Instruction Credential (Agriculture)
Noelle	Barthel	Administrative Services Credential
Noelle	Barthel	Multiple Subject Teaching Credential
Angela	Bisbee	Multiple Subject Teaching Credential
Kathryn	Blackburn	Administrative Services Credential
Kathryn	Blackburn	Multiple Subject Teaching Credential
Annika	Butler	Multiple Subject Teaching Credential
Michelle	Calandro	Multiple Subject Teaching Credential
Noe	Chavez	Single Subject Teaching Credential
Noe	Chavez	Multiple Subject Teaching Credential
Christopher	Cunningham	Education Specialist Instruction Credential
Hannah	Curtis	Multiple Subject Teaching Credential
Grace	Davis	Child Development Teacher Permit
Marcie	Dobbs	Single Subject Teaching Credential
Laura	Dorfman	Single Subject Teaching Credential
Kimberly	Evans	Multiple Subject Teaching Credential
Sharon	Fisher	Single Subject Teaching Credential
Elaine	Foster	Multiple Subject Teaching Credential

Michael	Galvan	Single Subject Teaching Credential
Joyce	Guavan	Clinical or Rehabilitative Services Credential
Alyssa	Gonzalez	Single Subject Teaching Credential
Omar	Gonzalez	Single Subject Teaching Credential
Jacob	Gustafson	Career Technical Education Teaching Credential
Carina	Gutierrez	Pupil Personnel Services Credential
Katie	Guzman	Single Subject Teaching Credential
Katie	Guzman	Specialist Instruction Credential (Agriculture)
Michael	Hagan	Administrative Services Credential
Kristin	Halter	Multiple Subject Teaching Credential
Betty	Hash	Multiple Subject Teaching Credential
Jeanette	Hatfield	Multiple Subject Teaching Credential
Jeanette	Hatfield	Specialist Instruction Credential in Special Education
Joanna	Hendrix	Multiple Subject Teaching Credential
Joanna	Hendrix	Specialist Instruction Credential in Special Education
Cara	Hill	Multiple Subject Teaching Credential
Kebi	Howe	Multiple Subject Teaching Credential
Lea	Larue	Single Subject Teaching Credential
John	Livingston	Multiple Subject Teaching Credential
Lisa	Maglione	Administrative Services Credential
Abraham	Meza	Single Subject Teaching Credential
Adam	Milholland	Single Subject Teaching Credential
Channon	Mitchell	Multiple Subject Teaching Credential
Primrose	Mollano	Speech-Language Pathology Services Credential
Monica	Morales	Multiple Subject Teaching Credential
Marina	Nolte	Child Development Program Director Permit
Anna	Odgers	Single Subject Teaching Credential
Trevor	Oftedal	Single Subject Teaching Credential
Martha	Ordonez	Child Development Teacher Permit
Kelsey	Parker	Single Subject Teaching Credential
Kelsey	Parker	Multiple Subject Teaching Credential
Meagan	Pasternak	Multiple Subject Teaching Credential
Anthony	Paulsen	Education Specialist Instruction Credential
Kurt	Payne	Single Subject Teaching Credential
Keri	Primbs	Multiple Subject Teaching Credential
Natalie	Robinson	Child Development Site Supervisor Permit
Isabella	Robles	Child Development Teacher Permit
Anita	Rolon	Child Development Program Director Permit
Lynn	Rose	Multiple Subject Teaching Credential
Shauna	Russell	Multiple Subject Teaching Credential
Celine	Salas	Education Specialist Instruction Credential
Maria	Salas	Multiple Subject Teaching Credential
Samantha	Sanders	Single Subject Teaching Credential
Jesse	Sanford	Multiple Subject Teaching Credential

Hannah	Sener	Multiple Subject Teaching Credential
Kelsey	Sherry	Single Subject Teaching Credential
Kelsey	Sherry	Multiple Subject Teaching Credential
Nancy	Stevens	Multiple Subject Teaching Credential
Joy	Sussex	Multiple Subject Teaching Credential
Ashley	Switzer	Child Development Site Supervisor Permit
Kristen	Teofilo	Single Subject Teaching Credential
Monette	Tijerina	Pupil Personnel Services Credential
Stacy	Turton	Multiple Subject Teaching Credential
Brenda	Volberg	Multiple Subject Teaching Credential
Amy	Welbourn	Multiple Subject Teaching Credential
Linda	Williams	Single Subject Teaching Credential
Joseph	Zamora	Single Subject Teaching Credential
Mary	Ziegler	Single Subject Teaching Credential

**Expiration Date: 2031**

Courtney	Kimball	Single Subject Teaching Credential
Victoria	Martinez	Single Subject Teaching Credential

**Certificates of Competence**

Brigitte	Langenecker	Crosscultural, Language & Academic Devel Cert
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**Waivers**

Yoshary	Montelongo	Pupil Personnel Services Credential
Yassaira	Sanchez	Pupil Personnel Services Credential

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

Alexis	Bain	Child Development Associate Teacher Permit
Vanessa	Belmontez	Teaching Permit for Statutory Leave
Michele	Borges	Crosscultural, Language & Academic Devel Permit
Saul	Botello	Crosscultural, Language & Academic Devel Permit
Mia	Branchal	Child Development Associate Teacher Permit
Vanessa	Gomez	Teaching Permit for Statutory Leave
Olivia	Herrera	Child Development Teacher Permit
Wendy	Marin	Specialist Teaching Permit in Early Childhood Ed
Kimberley	Ojeda	Multiple Subject Teaching Credential
Allison	Speshyock	Teaching Permit for Statutory Leave



# Santa Barbara County Education Office

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

Telephone: (805) 964-4711 • FAX: (805) 964-4712 • sbceo.org

Susan C. Salcido, Superintendent of Schools

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**Santa Barbara County Board of Education**  
**Recommended Approval for Declaration of Surplus**  
April 10, 2025

**Information Technology Services**

- SB 14247 Cisco WS-CAT 2950 24 Port Switch

**Juvenile Court and Community Schools**

- SB 20294-20315 Acer Chromebook 32GB (Lot of 22)
- SB 20393-20414 Acer Chromebook 32GB (Lot of 22)
- SB 20250-20293 Acer Chromebook 32GB (Lot of 44)
- SB 20415-20430 Acer Chromebook 32GB (Lot of 16)
- SB 22064 Acer Chromebook Spin 511
- SB 22055 Acer Chromebook Spin 511
- SB 22089 Acer Chromebook Spin 511
- SB 22090 Acer Chromebook Spin 511
- SB 22060 Acer Chromebook Spin 511
- SB 22067 Acer Chromebook Spin 511
- SB 22065 Acer Chromebook Spin 511

**Student and Community Services**

- SB 20801 Apple iPhone 10

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

# Action Items

# **Santa Barbara County Education Office County-Operated Programs and Schools Comprehensive School Safety Plan**



This document is available for public inspection during regular business hours in the Student and Community Services Division Office located at SBCEO, 4400 Cathedral Oaks Road, Suite 109, Santa Barbara, CA 93110.

**NOTE: Tactical information is excluded from the public inspection document.**

**Santa Barbara County Education Office County-Operated Programs  
Comprehensive School Safety Plan**

The plan was developed and reviewed by the following collaborators:

Bridget Baublits	Student and Community Services, Associate Superintendent
Dennis Thomas	Student and Community Services, School Safety Liaison
Elise Simmons	Student and Community Services, Director
Emeterio Hernandez	Classified Employee Association Representative
Janelle Willis	Early Care and Education, Administrator
Artesia Carlon	Early Care and Education, Director
Kathryn Adame	Teacher's Association Representative
Kirsten Escobedo	Special Education, Associate Superintendent
Rene Wheeler	Juvenile Court and Community School, Director
Matt Linton	Juvenile Court and Community School, Coordinator
Tomaz G.	FitzGerald Student
Alavaro M.	FitzGerald Student

This Comprehensive School Safety Plan (CSSP) was adopted by Santa Barbara County Education Office's (SBCEO) Juvenile Court and Community Schools (JCCS) School Site Council (SSC) on February 27, 2025.

The CSSP was approved by the Santa Barbara County Board of Education (County Board) on April 10, 2025.

### **Overview of the Comprehensive School Safety Plan**

The SBCEO is fully committed to providing a school environment where students and staff learn and work free from crime and violence, intimidation, threats, harassment, and fear; the elimination of these negative factors provides the most favorable conditions in which to learn.

### **Background and Purpose of Education Code 32280**

It is the intent of the Legislature that all California public schools, with transitional kindergarten to 12 grades, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

In creating the SBCEO CSSP, JCCS, Special Education, and Early Care and Education (ECE) believe that students cannot benefit fully from an educational program unless they attend school regularly in an environment that is free from physical and psychological harm. Furthermore, the SBCEO believes that the leadership in providing safe schools, establishing behavior standards, and improving student attendance must come primarily from each SBCEO Program Manager and their staff. The leadership for the plan should be continuous to support comprehensive efforts at each SBCEO county-operated program to assist students in becoming self directed and responsible for their own behavior. The SBCEO believes that there is substantial benefit our students can derive from regular attendance in a safe and orderly school environment, and securing this assurance justifies our high priority and commitment of personnel and fiscal resources toward this endeavor.

**Accordingly, with Education Code 32282 the SBCEO CSSP will provide SBCEO county-operated programs with a positive learning environment through the implementation of:**

- Appropriate rules, regulations, and discipline policies that are well publicized, consistently enforced, and nondiscriminatory, and that take into consideration the due process all students are entitled to receive.
- Appropriate professional development that emphasizes the importance of treating students, parents/guardians, and coworkers respectfully.
- Appropriate professional development activities that include safe school strategies, current laws affecting school safety, and crisis response.
- Effective counseling and guidance services that include personal counseling, peer programs, and educational counseling.
- The Annual Notification to Students and Parents/Guardians (ANTP) that explains codes of conduct, including information on such topics as student rights and responsibilities, unacceptable behavior, and procedures for due process and appeals.
- Plans for dealing with potential disruptive conflict situations, including procedures for referrals to law enforcement agencies for serious offenses.
- Programs and strategies that develop a student's sense of family and school connectedness, self-esteem, personal and social responsibility, character, and ability to resolve conflict in a positive, constructive way.
- A system of referrals to appropriate agencies for services that students and families need and that schools are unable to provide.

The SBCEO CSSP has been developed through a collaborative process involving staff, community partners, including law enforcement, and other educational partners. This comprehensive plan establishes proactive and responsive protocols to ensure the safety and well-being of students, staff, and community members in county-operated programs and schools. The SBCEO CSSP focuses on developing a culture where students feel safe to fully engage in all aspects of the learning community. This plan provides the legal basis for school involvement in providing a safe, secure, and positive learning environment and provides resources for establishing and maintaining the physical and emotional health and safety of all members of our SBCEO county-operated programs.

The SBCEO county-operated programs and schools covered in the SBCEO CSSP include:

- Juvenile Court and Community Schools (FitzGerald and Dos Puertas)
- Special Education (SPED)
- Early Care and Education (ECE)

The SBCEO county-operated programs and schools are located throughout the county. Below is a description of the three types of locations the SBCEO county-operated

programs fall under. [Here is a link](#) to a list of the SBCEO county-operated programs and schools and their location type.

- **Co-located on a School Site / Juvenile Justice Center:** Many of our programs, classrooms, and staff serving students are located on sites that are owned and/or operated by a local school district other than SBCEO. Individuals, programs, and classrooms operating in these conditions are required to adhere to the district and/or campus developed CSSP of their specific location. Student populations in these programs, including but not limited to students with physical, developmental, or emotional disabilities, could require special considerations, modifications, or additions to the site developed CSSP. SBCEO county-operated programs must review and rehearse evacuation procedures at least as often as directed by campus administration, but may elect to conduct additional practice as needed to accommodate the needs of students and staff in the program including those with disabilities covered under the Americans with Disabilities Act of 1990.
- **Co-located with SBCEO offices:** When developing the CSSP, it is important to consider both SBCEO county-operated programs or school staff and other SBCEO employees. In general, SBCEO employees will follow the Emergency Operations Plan (EOP), while county-operated programs or school staff will adhere to the CSSP. However, in situations where the CSSP does not apply, the EOP will be followed.
- **Located on an Independent Site:** SBCEO county-operated programs and schools that operate on an independent site will follow this CSSP and will have site-specific procedures when necessary.

**Chart Represents Which Programs Will Be Required To Follow Each Section**

CSSP Sections	JCCS		SPED	ECE
	FitzGerald Community School	Juvenile Justice Center (Dos Puertas)	Name of Location	Name of Location
A. <a href="#">Assessment of Current Status of School Crime at the School and School-Related Functions</a>	YES	YES	NO	NO
B. <a href="#">Child Abuse Reporting</a>	YES	YES	YES	YES
C. <a href="#">Disaster Procedures, Routine and Emergency Plans, and Crisis Response</a>	YES	NO	Only those locations that are on an independent site	NO
D. <a href="#">Suspension/Expulsion Policies &amp; Procedure</a>	YES	YES	YES	YES
E. <a href="#">Procedures for Notifying Teachers of Dangerous Students</a>	YES	YES	NO	NO
F. <a href="#">Discrimination and Harassment Policies</a>	YES	YES	YES	YES
G. <a href="#">School-wide Dress Code</a>	YES	YES	NO	NO
H. <a href="#">Procedures for Safe Ingress and Egress</a>	YES	NO	Only those locations that are on an independent site	NO
I. <a href="#">Safe and Orderly Environment</a>	YES	YES	NO	NO
J. <a href="#">Rules and Procedures on School Discipline</a>	YES	YES	YES	YES
K. <a href="#">Procedures for Tactical Responses to Criminal Incidents</a>	YES	YES	Only those locations that are on an independent site	NO

L. <a href="#">Protocols for Responding to a Potential Opioid Overdose</a>	YES	NO	Only those locations that are on an independent site	NO
M. <a href="#">Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity</a>	YES	NO	Only those locations that are on an independent site	NO

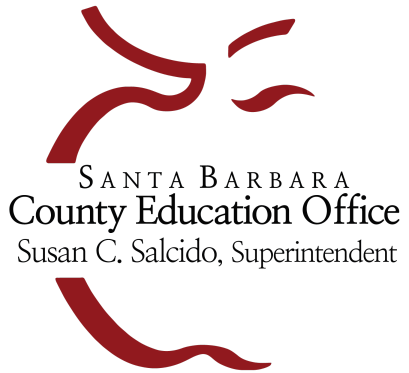


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incorporates the following Key Elements (EC 35294.2):**

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## **Assessment of Current Status of School Crime at the School and School-Related Functions**

## A. Assessment of Current Status of School Crime at the School and School-Related Functions

JCCS takes pride in maintaining a positive school environment where students feel connected to staff and the facilities are kept clean and safe.

During our quarterly administration meetings with school staff and the Leadership Team, the annual school safety assessment data was reviewed. The school safety assessment data includes information from the California Healthy Kids Survey (CHKS), suspension and expulsion data, and the Facility Inspection Tool (FIT).

A review of the most recent CHKS data (2023-24) indicated that:

- 51% of students believe their teachers have high expectations for their success
  - *(data % = pretty much true + very much true)*
- 53% of students believe their teacher listens when they have something to say
  - *(data % = pretty much true + very much true)*
- 57% of students feel the teaching staff treat students fairly
  - *(data % = agree + strongly agree)*
- 36% of students perceive school as safe or very safe
  - *(data % = agree + strongly agree)*

Additionally, the staff reviewed the most recent (2023-24) suspension and expulsion rates for JCCS. The court school saw a slight downtick in suspensions in 2023-24. This is still higher than the Santa Barbara County suspension rate of 4.1% and the statewide average of 3.5% percent. The staff at JCCS believes, in large part, that the increase in suspensions is a result of SB 823 which realigned the Department of Juvenile Justice (DJJ). This realignment has significantly changed the population of the court schools since it went into effect on July 1, 2021, with the majority of students having been booked for a violent felony. In 2023-24, 27 youth were adjudicated for crimes such as assault, armed robbery, and carjacking. As of December 31, 2024, 12 youth have been adjudicated for the following crimes: assault, armed robbery, murder, and attempted murder and 11 are pending for similar crimes.

In the 2023-24 school year, our community school experienced a significant increase in suspension rates, rising from 23.7% to 40.7%. We attribute this increase to the broader rise in community violence, as documented in the [Juvenile Justice Realignment Plan](#), which was developed in response to the state's realignment of the Division of Juvenile Justice (DJJ). This increase in violence has had a direct impact on our student population, many of whom are already at high risk.

Our community school serves students who have been expelled, are at risk of expulsion, or have exhibited significant behavioral challenges in their previous schools. Additionally, approximately one-third of the students at FitzGerald are justice-involved, further illustrating the direct intersection between school discipline issues and broader patterns of community crime and juvenile justice trends. The increase in suspensions

reflects the complex needs of our students, who are navigating both personal and systemic challenges exacerbated by rising violence in the community.

To address our students' social emotional needs we have contracted with community partners for a School Based Therapist and a Substance Use Disorder Counselor to provide counseling support through individual and group sessions to our students at school. Additionally, we are working with a Restorative Practitioner to provide professional learning to staff so they can implement restorative practices in their classrooms. This two pronged approach, of providing counseling support and classroom based restorative approaches, will help the students to learn the skills needed to have prosocial peer interactions, which will ultimately make our school safer.

Finally, the JCCS annual FIT report indicated that both sites were in good condition with a school ranking of excellent. Specific details of the FIT reports are included in the JCCS annual School Accountability Report Cards (SARC), which are posted on SBCEO's website and can be accessed here ([Court SARC](#) and [Community SARC](#)).



## **Child Abuse Reporting**

## B. Child Abuse Reporting

### Introduction

All SBCEO employees who work directly with children are mandated reporters, are in positions as child care custodians, and shall report known or suspected instances of child abuse, as required by Penal Code Sections 11165 *et. seq.* and in accordance with procedures established by the County Superintendent of Schools (County Superintendent). Failure to comply with the terms of this policy may result in disciplinary proceedings (BP 5141.4).

#### 1. Mandated Reporters

- According to E.C. 11165.7 a mandated reporter includes (but is not limited to):
  - Teacher
  - Instructional aide
  - Teacher's aide or teacher's assistant employed by a public or private school
  - Classified employee of a public school
  - Administrator in a public or private school
  - Mental health worker
  - Employee of a county office of education whose duties bring the employee into contact with children on a regular basis
- As mandated reporters, all staff must follow the procedures outlined in the **Child Abuse Reporting Protocol outlined below** any time they suspect child abuse or neglect. Mandated reporters are required to become familiar with the detailed requirements set forth in the California Child Abuse and Neglect Reporting Act (CANRA). A complete legal citation of the CANRA can be found [here](#).

#### 2. Child Abuse Reporting Protocol as Outlined in Administrative Regulation 5141.4

- **Report it:** Immediately (as soon as practically possible) call the Santa Barbara County Child Welfare Services (CWS) Hotline.
  - **(800) 367-0166**
  - In the case of an emergency, please call 911
- **Document it**
  - Complete and file a Suspected Child Abuse Report (SCAR), Form #SS8572.
  - The SCAR form and instructions are available [here](#).

- This form must be submitted within **36 hours** of receiving information regarding the incident. (P.C. 11166(a))
- Retain a legible copy of the SCAR Report and submit a copy to your supervisor.
- **Own it**
  - You are responsible for making this report. **DO NOT ALLOW** your supervisor/program manager to make the report for you or assume that another coworker will make the report because they have some of the same information.
- **Move on**
  - Do not attempt to investigate, conduct interviews, or interfere with the information you hold.
  - Remember that you are to report **SUSPECTED** abuse - you are not required to have witnessed or have complete proof of the incident.
  - You are obligated by law to report what you observe or what you are told that caused the suspicion the child is being physically, sexually, or emotionally abused or neglected.
  - When in doubt, call CWS or law enforcement and get their input about the scope of your report.

*\*Adapted from the Child Abuse Prevention Council of Santa Barbara website: <https://www.preventchildabusesb.org/>*

### **Resources:**

- [Board Policy Child Abuse Prevention and Reporting 5141.4](#)
- [Administrative Regulation Child Abuse Prevention and Reporting 5141.4](#)
- Suspected Child Abuse Report (SCAR) [English](#) and [Spanish](#)



## **Disaster Procedures, Routine and Emergency Plans, and Crisis Response**

## C. Disaster Procedures, Routine and Emergency Plans, and Crisis Response

### Introduction

This section outlines the procedures for emergency plans and crisis response for the schools and programs that are located on individual sites or co-located at a SBCEO office. As a reminder, the following is a list of the schools and programs that fall into this category:

<b>Program</b>	<b>Site Name / Location</b>	<b>Co-located with SBCEO offices</b>	<b>Located on an Independent Site</b>
SPED	Casmalia Preschool 1, 2 and 3		<b>X</b>
SPED	McClelland		<b>X</b>
JCCS	Peter B. FitzGerald	<b>X</b>	
SPED	Regency Preschool		<b>X</b>

We are in the process of creating maps for each program or school that includes:

- Maintenance shutoff valves (water, power, gas)
- Location of fire extinguishers
- Location of AED and first aid kits
- Evacuation routes for on-site evacuation and off-site locations

For those programs or schools that a map is not yet available, a narrative is included of the evacuation procedures. [\[REDACTED\]](#) is the link to the document that includes the available maps and evacuation procedures.

## The Standard Response Protocol

The [Standard Response Protocol \(SRP\)](#) is a protocol that will be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. With a standard response, staff can follow specific directions without having to learn extensive protocols for each of several different emergency situations. Staff, both certificated and classified, will be given opportunities annually to be trained on the SRP. At a minimum, staff must review the Standard Response Protocol video linked [here](#) annually.

- [Standard Response Protocol Video](#)

Staff members must learn and train on each SRP and be prepared to perform assigned responsibilities. All students must be trained on the SRP so they are familiar with the actions to take in the event that a standard response is implemented.

During an event where a SRP is activated, an announcement or notification will be made indicating which SRP is expected to be used followed by information related to the event. The notification will be made twice, using the same verbiage.

- **Actions**

Each response has specific student and staff actions.


- The EVACUATE action might be followed by a location, for example:
  - Evacuate to the bus zone.
  - Evacuate to the hallway.
- Actions can be combined together:
  - SHELTER for earthquake. Drop, cover and HOLD.

- **Benefits of SRP**


- By standardizing the vocabulary, all educational partners can understand the response and status of the event.
- For students, this provides continuity of expectations and actions throughout their educational career.
- For teachers, this becomes a simpler process to train and drill.
- For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident.
- Parents can easily understand the practices and can reinforce the protocol.
- Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

- The protocol also allows for a more predictable series of actions as an event unfolds.
- An intruder event may start as a LOCKDOWN, but as the intruder is isolated, first responders may assist as parts of the school “EVACUATE to a different building,” and later “EVACUATE to the bus zone.”
- **Sequencing the Actions**
  - As you read through the SRP Actions below, notice that the actions can be sequenced as situations change and additional information is gathered.
- **Tactical Responses**
  - SRP also acknowledges that some school incidents involve a tactical response from law enforcement and suggests consultation with local law enforcement regarding expectations and actions.
  - Below are the guides and resources used by SBCEO for tactical responses:



SRP Actions	
	<h1>HOLD</h1>
<b>IN YOUR ROOM OR AREA</b>	<p>There are situations that require students and staff to remain in their classrooms or stay out of access areas.</p> <p>For example, an altercation in the hallway may require keeping students out of the halls until it is resolved.</p> <p>A medical issue may require only one area to be cleared, with halls still open in case outside medical assistance is required.</p> <p>There may be a need for students who are not in a classroom to proceed to an area where they can be supervised and remain safe.</p>
<b>ANNOUNCEMENT - HOLD</b>	<p>The announcement for HOLD is:</p> <p>“HOLD in your room or area. Clear the Halls.” and is repeated twice each time the announcement is performed.</p> <p>There may be a need to add directives for students that are not in a classroom, at lunch, or some other location where they should remain until the HOLD is lifted.</p> <p>“HOLD in your room or area. Clear the Halls.</p> <p>“HOLD in your room or area. Clear the Halls.”</p> <p>An example of a medical emergency would be:  “Students and staff, please HOLD in the cafeteria or your room. We’re attending to a medical situation near the office.”</p>

<b>ANNOUNCEMENT - RELEASE</b>	<p>When it's been resolved:</p> <p>"Students and staff, the HOLD is released. All clear."</p>
<b>ACTIONS</b>	<p>Students and staff are to remain in their classroom or area, even if there is a scheduled class change until the all-clear is announced.</p> <p>Students and staff in common areas, like a cafeteria or a gym, may be asked to remain in those areas or move to adjoining areas like a locker room.</p> <p>Students and staff outside of the building must remain outside unless the administration directs otherwise.</p> <p>It is suggested that prior to closing the classroom door, teachers ought to sweep the hallway for nearby students.</p> <p>Additionally, teachers must take attendance, note the time, and conduct classroom activities as usual.</p>
<b>EXAMPLES OF HOLD CONDITIONS</b>	<p>The following are some examples of when a school might call for a HOLD action:</p> <ul style="list-style-type: none"> <li>• Medical incident in halls or a classroom</li> <li>• Disruptive student</li> <li>• Broken window, pipe, etc, or something that is a physical hazard</li> </ul>

	<h1>SECURE</h1>
<b>GET INSIDE and LOCK OUTSIDE DOORS</b>	<p>The SECURE action is called when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground, a secure action is called.</p> <p>SECURE uses the security of the physical facility to act as protection.</p>
<b>ANNOUNCEMENT - SECURE</b>	<p>The announcement for SECURE is:</p> <p>“SECURE! Get Inside. Lock outside doors” and is repeated twice each time the public address is performed.</p> <p>“SECURE! Get inside. Lock outside doors.”</p> <p>“SECURE! Get inside. Lock outside doors.”</p> <p>“Students and staff, the school is currently in the SECURE action due to [cause] in the neighborhood. No one is allowed in or out of the campus at this time. The gates and entrances to the school are locked. Stay inside and continue with your day.”</p>
<b>ANNOUNCEMENT - RELEASE</b>	<p>A SECURE action can be released by announcement.</p> <p>“The SECURE is released. All Clear. The SECURE is released. All Clear.”</p>
<b>ACTIONS</b>	<p>The SECURE action demands bringing people into a secure building and locking all outside access points including gates surrounding the campus.</p> <p>Where possible, classroom activities continue uninterrupted.</p> <p>Classes being held outside are to return to the building and, if possible, continue inside the building.</p>

	<p>There may be occasions when students expect to be able to leave the building - end of classes, job commitment, etc.</p> <p>Depending on the condition, this may have to be delayed until the area is safe.</p> <p>During the training period, emphasize to students and their parents that while these directives may cause inconvenience, their cooperation is essential for ensuring their safety.</p>
<b>EXAMPLES OF SECURE CONDITIONS</b>	<p>The following are some examples of when a school or emergency dispatch might call for a SECURE action:</p> <ul style="list-style-type: none"> <li>• An unknown or unauthorized person on the grounds</li> <li>• Dangerous animal on or near the grounds</li> <li>• Criminal activity in the area</li> <li>• Planned police activity in the neighborhood</li> </ul>



# LOCKDOWN

## LOCKS, LIGHTS, OUT OF SIGHT

LOCKDOWN is called when there is a threat or hazard inside the school building or on campus.

From parental custody disputes, to intruders, to an active assailant, LOCKDOWN uses classroom and school security actions to protect students and staff from a threat.

## ANNOUNCEMENT - LOCKDOWN

The announcement for LOCKDOWN is:

“LOCKDOWN! Locks, Lights, Out of Sight!” and is repeated twice each time the public address is performed.

“LOCKDOWN! Locks, lights, out of sight!”

“LOCKDOWN! Locks, lights, out of sight!”

## ANNOUNCEMENT - RELEASE

A LOCKDOWN action cannot be released by an announcement.

A LOCKDOWN is released by law enforcement or a site administrator opening the locked door and notifying occupants that the LOCKDOWN is cleared.

## ACTIONS

The LOCKDOWN action demands locking individual classroom doors, offices, and other securable areas; moving occupants out of the line of sight of corridor windows; turning off lights to make the room seem unoccupied; and having occupants maintain silence.

There is no call to action to lock the building's exterior access points. Rather, the protocol advises leaving the perimeter as is.


The reasoning is simple - sending staff to lock outside doors exposes them to unnecessary risk and inhibits first responders' entry into the campus.

If the exterior doors or gates are already locked, keep them locked. However, be sure to communicate with local

	<p>responders to ensure they understand the protocol and can access the building during a LOCKDOWN.</p> <p>Training reinforces the practice of not opening the classroom door once in LOCKDOWN.</p> <p>No indication of occupancy should be revealed until first responders open the door.</p> <p>If the location of the threat is apparent and people do not have the option to get behind a door, it is appropriate to self-evacuate away from the threat.</p>
<b>EXAMPLES OF LOCKDOWN CONDITIONS</b>	<p>The following are a few examples of when a school or emergency dispatch might call for a LOCKDOWN:</p> <ul style="list-style-type: none"> <li>● Dangerous animal within a school building</li> <li>● Intruder</li> <li>● An angry or violent parent or student</li> <li>● Report of a weapon</li> <li>● Active assailant <ul style="list-style-type: none"> <li>○ <a href="#">Refer to Active Shooter Response Protocol</a></li> <li>○ <a href="#">Refer to Avoid-Deny-Defend Resource Guide</a></li> </ul> </li> </ul>

**Lockdown drills must be practiced at the direction of SBCEO Program Managers. To avoid any confusion or misunderstandings it is advised to notify local law enforcement of the drill time and date.**


- **Elementary Schools** – at least twice a year.
- **Secondary Schools** – at least once a year.

	<h1>EVACUATE</h1>
<b>EVACUATE TO A LOCATION</b>	<p>EVACUATE is called when there is a need to move people from one location to another for safety reasons.</p> <p>An on-site evacuation is typically conducted because of a mechanical failure that would disrupt the school day, such as a power outage. If it can't be resolved quickly, the school may have to plan for early dismissal.</p> <p>An off-site evacuation may be necessary when it's no longer safe to stay in the building, such as a gas leak or bomb threat. In this case, people will be allowed to bring their personal items with them.</p> <p>If there has been a violent event at the school or program site, an off-site evacuation will almost always be necessary since the school or program site will be deemed a crime scene. People may or may not be able to bring their personal items with them.</p>
<b>ANNOUNCEMENT - EVACUATE</b>	<p>The announcement for EVACUATE is:</p> <p>"EVACUATE! [To a Location]" and is repeated twice each time the public address is performed.</p> <p>"EVACUATE! To the flagpole."</p> <p>"EVACUATE! To the flagpole."</p>
<b>ANNOUNCEMENT - RELEASE</b>	<p>The EVACUATE release will vary and the situation will dictate the actions that proceed the EVACUATE announcement.</p>
<b>ACTIONS</b>	<p>The EVACUATE action demands students and staff move in an orderly fashion to a safe area.</p>
<b>POLICE LED EVACUATION and ACTIONS</b>	<p>In the rare situations where law enforcement clears classrooms and escorts students and staff through the building, it is essential to provide advance instruction on what to expect.</p>

	<p>As officers enter the classroom, students and staff must keep their hands visible and empty. It is unlikely they will be able to bring backpacks, purses, or any personal items with them during a police led evacuation.</p> <p>Students may be instructed to form a single file line and hold hands front and back, or students and staff may be asked to put their hands on their heads while evacuating.</p> <p>Prepare students and staff that during a police led evacuation, officers may be loud, direct, and commanding.</p> <p>Students and staff may also be searched both in the classroom and again after exiting the building.</p>
<b>REUNIFICATION AFTER AN EVACUATION</b>	<p>When the students and staff are evacuated off-site, they may be walking to a different location or being transported to the reunification location. There will be an organized reunification of students and parents/guardians at that site.</p>
<b>EXAMPLES OF EVACUATION CONDITIONS</b>	<p>The following are a few examples of when a school or emergency dispatch might call for EVACUATE. Each situation should dictate tactics.</p> <ul style="list-style-type: none"> <li>• Fire</li> <li>• Earthquake</li> <li>• Peacetime bomb threat</li> <li>• Chemical accident</li> <li>• Explosion or threat of explosion</li> <li>• Following an earthquake (at the Incident Commander's or Emergency Response Team member's direction)</li> <li>• Other similar occurrences that might make the building uninhabitable</li> <li>• At the onset of an active shooter/lockdown alert or if possible when Incident Commander/Program Manager has ascertained that leaving is the best option</li> </ul>

**As part of the Earthquake Emergency Procedure System and to ensure students and staff react instinctively and correctly during a disaster, SBCEO county-operated programs and schools must conduct drills according to the following schedule (EC 35297):**

- **SBCEO County-Operated Programs** – at least once every quarter.
- **FitzGerald Community Day School** – at least once every semester.

	<h1>SHELTER</h1>
<b>STATE THE HAZARD AND SAFETY STRATEGY</b>	<p>SHELTER is called when specific protective actions are needed based on a threat or hazard.</p> <p>Training includes response to threats such as tornadoes, earthquakes, hazardous materials situations, or other local threats.</p>
<b>SAFETY STRATEGIES MAY INCLUDE</b>	<ul style="list-style-type: none"> <li>• Evacuate to shelter area</li> <li>• Seal the room</li> <li>• Drop, cover and hold</li> <li>• Get to high ground</li> </ul>
<b>ANNOUNCEMENT - EVACUATE</b>	<p>The announcement for SHELTER includes the hazard and safety strategies.</p> <p>The announcement is repeated twice each time it is performed.</p> <p>“SHELTER! [For a hazard]. [Using a safety strategy]. SHELTER! For a hazard. Using a safety strategy.”</p> <p>For a tornado, an example would be:</p> <p>“SHELTER for a tornado. Go to SHELTER for a tornado.”</p> <p>“SHELTER for a tornado. Go to shelter for a tornado.”</p> <p>After the danger has passed:</p> <p>“Students and staff, the SHELTER is released. All clear.</p>
<b>ANNOUNCEMENT - RELEASE</b>	<p>The SHELTER release will vary based on the situation. There is flexibility in this action based on the criteria it encompasses.</p>
<b>ACTIONS</b>	<p>Collaboration with local responders, the National Weather Service, and other local, regional and state resources will help in developing specific actions for the site or program.</p>

<b>EXAMPLES OF SHELTER CONDITIONS</b>	<p>The following are a few examples of when a school or emergency dispatch might call for SHELTER.</p> <ul style="list-style-type: none"> <li>• Tornado</li> <li>• Severe weather</li> <li>• Wildfires</li> <li>• Flooding</li> <li>• Hazmat spill or release</li> <li>• Earthquake</li> <li>• Tsunami</li> </ul>
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## Communications

When a crisis presents at a school, clearly defined lines of communication keep information under control and participants calm. SBCEO Program Managers will follow the communication protocol and guide for their site. This may include, but may not be limited to, the following practices:

- **Before a Crisis**

- Establish lines of communication with local law enforcement.
- Establish roles (i.e. Who can signal a lockdown? Who can give the all clear signal? etc.).
- Notify all parents/guardians of crisis response and communication protocols.
- Keep student and staff information updated and current.
- Practice drills and disaster plans regularly.
- Inform parents/guardians prior to a drill.
- Inform community neighbors prior to a drill.
- Have a copy of your CSSP available.

- **During a Crisis**

- Call 911 in an emergency.
- Listen for instructions and follow communication protocols according to the CSSP and the SRPs.
- Leave phone lines clear for emergency response personnel.
- Keep talking to a minimum – only communicate critical information.

- **After a Crisis**

- Make sure contact has been made with the Program Manager and with the SBCEO Associate Superintendent for that division as soon as possible.
- Establish specific information to be shared with parents/guardians, community members, etc.
- Implement the [Parent/Student Reunification System](#).
- The SBCEO Program Manager will contact other district staff (Superintendent, Associate Superintendent, Communications Director, etc.) as appropriate.
- Refer all media inquiries to the Communications Director at SBCEO.

- For communication needs handled by the SBCEO county-operated Program Manager, refer to the guide below.

- [Communication Guide](#)

## **Protocols**

- [Earthquake Protocol](#)
- [Fire Protocol](#)

## **Resources and Forms**

- [Off-Campus Assembly Site Template](#)
- [Parent/Student Reunification](#)
- [Incident Command Flowchart](#)
- [Incident Command Team Responsibility and Assignments Template](#)
- [Emergency Response Team Assignments Template](#)
- [SEMS Compliance](#)
- [Earthquake Preparedness Resources](#)

## **Websites**

- [American Red Cross Website](#)
- [Federal Emergency Management Agency \(FEMA\) Website](#)

## **Emergency Response Supplies**

Every SBCEO county-operated program is equipped with emergency disaster kits containing response supplies and equipment for use during an emergency.

The SBCEO Program Manager and the Emergency Response Team are responsible for maintaining these supplies and equipment, as well as managing their use during an emergency. All staff must be familiar with the SBCEO CSSP, including the location of disaster supplies, available equipment, and protocols for distribution.

# IN AN EMERGENCY

## TAKE ACTION



**HOLD**



**SECURE**



**LOCKDOWN**



**EVACUATE**



**SHELTER**

### Standard Response Protocol – Public Address

Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!

# IN AN EMERGENCY TAKE ACTION



## **HOLD! In your room or area. Clear the halls.**

### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### **ADULTS**

Close and lock the door  
Account for students and adults  
Do business as usual



## **SECURE! Get inside. Lock outside doors.**

### **STUDENTS**

Return to inside of building  
Do business as usual

### **ADULTS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



## **LOCKDOWN! Locks, lights, out of sight.**

### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

### **ADULTS**

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



## **EVACUATE! (A location may be specified)**

### **STUDENTS**

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### **ADULTS**

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## **SHELTER! Hazard and safety strategy.**

### **STUDENTS**

Use appropriate safety strategy for the hazard

#### **Hazard**

Tornado  
Hazard  
Earthquake  
Tsunami

#### **Safety Strategy**

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### **ADULTS**

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

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# EN CASO DE EMERGENCIA TOMEN MEDIDAS



## **HOLD! (¡ESPEREN!) En su salón o área. Despejen los pasillos.**

### **ESTUDIANTES**

Permanezcan en el área hasta que se indique que la situación se ha resuelto  
Continuar con la actividad rutinaria

### **ADULTOS**

Cierren la puerta y echen la llave  
Cuenten a los estudiantes y a los adultos  
Continuar con la actividad rutinaria



## **SECURE! (¡PROTEJAN!)**

### **Vayan adentro. Echen llave a las puertas exteriores.**

### **ESTUDIANTES**

Regresen adentro  
Continúen con la actividad rutinaria

### **ADULTOS**

Lleven a todas las personas adentro  
Echen llave a las puertas exteriores  
Mantengan la alerta sobre lo que ocurre en su entorno  
Cuenten a los estudiantes y a los adultos  
Continúen con la actividad rutinaria



## **LOCKDOWN! (¡CIERRE DE EMERGENCIA!)**

### **Echen llave, apaguen las luces, escóndanse.**

### **ESTUDIANTES**

Desplácense a un lugar donde no se les vea  
Guarden silencio  
No abran la puerta

### **ADULTOS**

Lleven a las personas en los pasillos a dependencias interiores si es posible hacerlo de forma segura  
Echen llave a las puertas interiores  
Apaguen las luces  
Desplácense a un lugar donde no se les vea  
Guarden silencio  
No abran la puerta  
Prepárense para evadirse o defenderse



## **EVACUATE! (¡EVACUEN!)**

### **(Es posible que se especifique un lugar determinado)**

### **ESTUDIANTES**

Dejen sus cosas donde estén si se les pide que lo hagan  
Llévense sus teléfonos  
Seguir instrucciones

### **ADULTOS**

Dirijan la evacuación a un lugar determinado  
Cuenten a los estudiantes y a los adultos  
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos



## **SHELTER! (¡BUSCAR RESGUARDO!)**

### **Riesgo y estrategia de seguridad**

### **ESTUDIANTES**

Utilizar una estrategia de seguridad adecuada para el peligro

### **ADULTOS**

Dirijan la estrategia de seguridad  
Cuenten a los estudiantes y a los adultos  
Avisen si entre los estudiantes o los adultos falta alguien, hay personas de más o hay heridos

#### **Riesgo**

Tornado  
Terremoto  
Materiales peligrosos  
Tsunami

#### **Estrategia de seguridad**

Evacúen a un área resguardada  
Agáchense, cúbranse y agárrense  
Sellen el salón  
Dirijan a terreno elevado

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## **Suspension/Expulsion Policies & Procedures**

## **D. Suspension/Expulsion Policies & Procedure**

### **Introduction**

We believe that every person deserves to be treated with dignity and respect in their interactions within our county-operated programs and school communities. Civility has an impact on effective operations and on the creation of a safe and positive climate for everyone.

While respecting every individual's right to free speech, that right does not allow for disruption of classes, activities, meetings, or other events. Students, staff, parents, guardians, and the community are expected to be polite, courteous, respectful, and behave reasonably at all SBCEO county-operated programs and events. Practices that promote civil behavior include, but are not limited to, actively listening, giving full attention, not interrupting, welcoming, and encouraging participation by everyone. Civility is hindered by disruptive behavior and/or speech, violence or the threat of violence, and/or harassment or bullying of any kind; these behaviors are prohibited and are subject to discipline according to law and SBCEO policies. [EC32210-32212, 44050, 44807, 44810, 44811, 48900 et seq, 48950; CC51.7, 1708.9; GC 54954.3, 54957.9; PC 415.5, 422.6, 627.4, 627.7]

### **1. Grounds for Suspension or Expulsion**

- A student shall not be suspended from a SBCEO county-operated program or school or recommended for expulsion unless the County Superintendent or designee or the SBCEO Program Manager of the SBCEO county-operated program or school in which the student is enrolled determines through due process that the student has committed an act as defined pursuant to any of subdivisions found in [EC 48900](#).
- If at all possible, staff ought to provide alternatives to suspension. Here is a list of alternatives to suspension: [Behavioral Intervention Strategies and Supports](#) from California Department of Education (CDE).

### **2. Mandatory Suspension/Expulsion**

- [Education Code Section 48915](#) outlines the mandatory suspension and expulsion of students.
- [Expulsion Matrix](#) from California Department of Education (CDE).

### **3. Release of a Student to a Peace Officer**

- If a SBCEO county-operated program or school official releases a student from a program or school to law enforcement for the purpose of removing them from the premises, the SBCEO county-operated program or school official shall take immediate steps to notify the parent or a responsible relative of the child, except when a student has been taken into protective custody as a victim of suspected child abuse. In those cases, law

enforcement will notify the parent or guardian. [EC 48906; PC 11165.6; WIC 305]

### **Resources and Policies**

- [Board Policy Suspension and Expulsion / Due Process 5144.1](#)
- [Administrative Regulation Suspension and Expulsion/Due Process 5144.1](#)



## **Procedures for Notifying Teachers of Dangerous Students**

## **E. Procedures for Notifying Teachers of Dangerous Students**

### **Introduction**

For the purposes of this section, “school district” or “district” refers to the Associate Superintendent of Students and Community Services or the Associate Superintendent of Human Resource or their designee, which in this case is the JCCS Director.

Per Education Code 49079, a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. Any information received by the teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

#### **1. Court Notification Process**

The Superior Court, Juvenile Division, will send a form SC9016, Notification to Superintendent of School District, with information regarding any student who has committed a felony or misdemeanor relating to:

- Alcohol, assault, battery, curfew, drugs, gambling, graffiti, larceny, tobacco products, vandalism, weapon possession (per 827 Welfare and Institution Code).
- A complete list of Penal Code violations is available from the Director of JCCS.

#### **2. Procedures for Notification of Dangerous Students**

- SBCEO Program Manager will share a copy of the official notification with the teacher and support staff that work directly with the identified student.
- SBCEO Program Manager shall destroy the notification 12 months after the student leaves the current educational program.
- All information shall remain confidential.



## **Discrimination and Harassment Policies**

## F. Discrimination and Harassment Policies

### Introduction

The County Board and the County Superintendent are committed to maintaining a safe school environment that is free from harassment and discrimination. The County Board and the County Superintendent prohibit, at any SBCEO county-operated program, school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The County Board and County Superintendent also prohibit retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment.

#### 1. Complaint Procedure

- Any student or staff who feels that they are being harassed may immediately contact the Uniform Complaint Procedure/Title IX Officer.
- Any student who observes an incident of harassment may report the harassment to a SBCEO employee, whether or not the victim files a complaint.
- The County Board and County Superintendent hereby designate the following position as Uniform Complaint Procedure/Title IX Officer to handle complaints regarding discrimination and inquiries regarding SBCEO's non-discrimination policies:
  - Associate Superintendent, Human Resources
  - Associate Superintendent, Student and Community Services
  - PO Box 6307, Santa Barbara, CA 93160 805-964-4711

#### 2. Bullying

- Additionally, the County Superintendent or designee may develop strategies for addressing bullying in SBCEO county-operated programs with the involvement of students, parents/guardians, and staff. As appropriate, the County Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community. **See board policies, Workplace Violence Policy/Reporting Procedures and other valuable resources below.**

### Resources and Policies

- [Board Policy Uniform Complaint Procedures 1312.3](#)
- [Administrative Regulation Complaint Procedures 1312.3](#)
- [Board Policy and Administrative Regulation Non-Discrimination and Harassment 5145.3](#)

- [Board Policy and Administrative Regulation Sexual Harassment 5145.7](#)
- [Administrative Regulation Title IX Sexual Harassment Complaint Procedures 5145.71](#)
- [Board Policy on Bullying 5131.2](#)
- Refer to the [Workplace Violence Policy and Reporting Procedures](#) for further guidance (see [www.sbceo.org](http://www.sbceo.org) > Footer > Resources > SBCEO Safety).



## **School-wide Dress Code**

## **G. School-wide Dress Code**

### **Introduction**

At JCCS, there are two different dress codes to ensure that students are able to focus on learning in a safe environment.

#### **1. Dos Puertas Court School**

- Court Schools are located within a Probation facility.
- Students wear Probation issued clothing.

#### **2. Peter B. FitzGerald Community School**

- Clothing must not detract from the learning environment.
- Safe footwear is required at all times.
- Bare feet, shoes without soles, and house slippers are not permitted.
- No low-cut tops or short skirts.
- Mid-section must be covered by all students, such that no skin or underwear is exposed.
- No baseball caps, sweatshirts with hoods covering the head, or sunglasses are to be worn in the classroom.
- No clothing with references to drugs, alcohol, sex, violence, or perceived gang affiliation is allowed at school.

### **Resources**

- [2024-25 Annual Notification to Students, Parents, and Guardians - English](#)
- [2024-25 Annual Notification to Students, Parents, and Guardians - Spanish](#)



## **Procedures for Safe Ingress and Egress**


## H. Procedures for Safe Ingress and Egress

This section outlines procedures for safe ingress and egress for the SBCEO county-operated programs and schools that are located on individual sites or co-located at a SBCEO office. As a reminder, the following is a list of the SBCEO county-operated programs and schools that fall into this category:

Program	Site Name / Location	Co-located with SBCEO offices	Located on an Independent Site
Sped	Casmalia Preschool 1, 2, and 3		X
Sped	McClelland		X
JCCS	Peter B. FitzGerald	X	
Sped	Regency Preschool		X

Each SBCEO county-operated program or school must have available maps and/or a narrative that describes the ingress and egress procedures.

### Maps for Ingress and Egress

-  is the link to the maps

### Ingress and Egress Narratives



Pages 46-52 redacted.

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## **Safe and Orderly Environment**

## **I. Safe and Orderly Environment**

All students have the right to participate fully in the educational process, free from discrimination, harassment, violence, intimidation, and bullying. Schools have an obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity and ensure safe school sites.

### **Policies & Procedures on Positive School Environment**

The schoolwide learning outcomes, listed below, are JCCS's foundation for creating a positive school environment. In addition, the student handbook outlines other policies and procedures that foster a positive school environment. **The JCCS handbook is linked in section K.**

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

Students will be able to demonstrate:

### **A**gency and Perseverance

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

### **C**ritical Thinking

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

### **C**ommunity and Civic Awareness

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

### **E**ffective Communication

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

## **P**rosocial Skills

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

## **T**wenty-First Century Readiness

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

## **Assessment of the Current Status**

JCCS Administration worked with the School Safety Liaison to update safety protocols. School staff then received training in the updated protocols as well as the County-wide adopted Standard Response Protocol; Hold, Secure, Lockdown, Evacuate, and Shelter.

School environment is assessed in several different ways with the belief that using several tools will provide a more accurate reflection of student perception. Of those tools, the CHKS is given annually. CHKS is the most widely used survey in California and has been the norm statewide. Additionally, this tool is supported by the California Department of Education to help districts improve school climate, pupil engagement, parent involvement, and academic achievement. The FitzGerald staff also conduct Empathy Interviews, facilitated by trusted and preferred staff members, to gather genuine student feedback as students transition back to their home school.

The third assessment tool used is the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) which is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior. These assessments are analyzed during weekly staff meetings to determine if changes to school protocols need to be made and to inform the creation of the Local Control and Accountability Plan (LCAP).

<b>Component 1: Positive School Environment - People and Programs</b>		
Goal: Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.		
	Strategies to be used	Responsible party
<b>Action 1:</b> SBCEO will provide a 1.0 FTE School Based Therapist (SBT) / Counselor who will provide individual sessions with identified students who have experienced trauma. The Counseling Team will also provide group sessions in a variety of topics up to and including: peer mediation, anger management, making healthy choices, gang awareness, etc.	Individual sessions	SBT
	Group sessions	JCCS Coordinator
	Intervention Team Meetings	Counselor
<b>Action 2:</b> JCCS teaching assistants will continue to provide academic and behavioral support based on student need.	Individualize tutoring	Teaching Assistants
	English Language support	
<b>Action 3:</b> JCCS staff will continue to receive professional development in Social Emotional Learning (SEL) and Restorative Approaches	Annual Refresher Training	JCCS Admin
	Restorative Approaches PD with a hired consultant	Consultant/ Practitioner

<b>Component 2: Physical Environment - Place</b>		
Goal: Ensure that the school facilities are safe, clean, and inviting for all students, staff, and families.		
	Strategies to be used	Responsible party
<b>Action 1:</b> Create student led, campus beautification club.	Student led initiatives for campus beautification	JCCS Coordinator
	Community Service awarded for trash pick-up	JCCS Director

<p><b>Action 2:</b> Research replacing the existing security camera system to include an option for sound.</p>	<p>Meet with School Safety Liaison</p> <p>Meet with Facilities Director</p> <p>Coordinate vendor bids</p>	<p>Facilities Director</p> <p>IT Manager</p> <p>JCCS Coordinator</p> <p>JCCS Director</p>
<p><b>Action 3:</b> JCCS will continue to contract with Quest National Security (QNS) for a Security Guard at Peter B. FitzGerald.</p>	<p>Renew contract with QNS</p>	<p>JCCS Director</p>



## **Rules and Procedures on School Discipline**

## J. Rules and Procedures on School Discipline

### Introduction

This policy will detail school rules and procedures for student discipline as outlined in the Annual Notification to Students, Parents, and Guardians and the Early Care and Education Parent/Guardian handbook listed below. These resources provide rules and procedures students are expected to follow and understand.

**Juvenile Court and Community Schools and Special Education:** The Annual Notification is sent home with the student at the beginning of the school year and expected to be reviewed by both parents and students. The student is to return the signed copy to the school for documentation.

2024-25 Annual Notifications:

- [Annual Notification to Students, Parents, and Guardians - English](#)
- [Annual Notification to Students, Parents, and Guardians - Spanish](#)

**Early Care and Education:** The handbook is provided to parents at enrollment. The parents also participate in a zoom or in person meeting to review the rules and regulations of the program. The parents are responsible to sign a document confirming that they have received and reviewed the handbook.

Parent/Guardian Handbook:

- [Handbook PART DAY-Revised June 2024.pdf](#)
- [Handbook New FULL DAY Revised July 2024.pdf](#)

Additionally, refer to section *D. Suspension/Expulsion Policies & Procedure* for additional information regarding School Discipline.



## **Procedures for Tactical Responses to Criminal Incidents**



████████████████████



## **Protocols for Responding to a Potential Opioid Overdose**

## **L. Protocols for Responding to a Potential Opioid Overdose**

### **Introduction**

Melanie's Law (SB10) requires CSSPs for schools serving students in grades 7 to 12, including charter schools, to include a protocol for responding to a student's opioid overdose.

#### **1. Signs of a Potential Problem with Opioids/Fentanyl**

- **Common physical signs**

- Fatigue and drowsiness (nodding off).
- Pinpoint pupils, dark circles under the eyes.
- Changes in sleep patterns.
- Deterioration of hygiene or personal appearance.
- Rapid weight loss.
- Health complaints such as being constipated or experiencing nausea.
- Wearing long-sleeved shirts in warm weather (associated with IV use).

- **Common social signs**

- Isolating from family and friends.
- Change in friends.
- Skipping school or work.
- Drop in grades or performance.
- Lack of interest in hobbies and recreational activities.
- Mood changes such as agitation.
- Increasing depression or anxiety.
- Asking for more money for questionable reasons or missing money or valuables.

#### **2. Signs of a Potential Opioid Overdose**

An overdose can happen when opioid use suppresses breathing in a way that oxygen can't reach vital organs, and the body begins to shut down. It's important to note that an overdose can occur anywhere from five minutes to two hours after drug use. Below is a list of signs of someone who is under the influence of an opioid and is considered "high," and someone who may be experiencing an overdose. It is important to distinguish between the signs of an opioid high and an opioid overdose. An opioid high can quickly turn into an opioid overdose, so being prepared to respond to a medical emergency is essential.

- **Signs associated with an opioid high**
  - Relaxed muscles.
  - Speech slowed and slurred.
  - Breathing slow or shallow.
  - Appears sleepy or nodding off.
  - Responds to stimuli but has difficulty being awakened from sleep.
- **Response to an opioid high**
  - For a student suspected of being under the influence of opioids/fentanyl. Call 911 and monitor the patient until the first responders arrive.
  - Contact the student's parent and/or guardian to request that they come to the school site.
- **Signs of an opioid overdose**
  - Unconsciousness or inability to awaken.
  - Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
  - Fingernails or lips turning blue/purple.
  - Pale, clammy skin.
  - Cannot speak, barely breathing, or not breathing at all.
  - Slowed or stopped heartbeat.
  - Deep snorting or vomiting.

### **3. Emergency Response to an Opioid Overdose**

When someone is experiencing an opioid overdose, provide medical attention immediately.

- **Call 911 immediately**
  - Provide accurate details about the patient and their location.
  - If possible, have someone meet the first responders upon arrival to escort them to the patient.
  - Have the identifying information about the patient ready for EMS upon arrival; if available provide a printed copy of the emergency card.
  - If the patient is a student, contact their parent or guardian.
- **Administer naloxone (NARCAN)**
  - A person trained on how to administer naloxone or the school nurse should administer the naloxone spray.

- If the patient doesn't start to recover after monitoring them for a couple minutes an additional dose of naloxone spray may be necessary.
- **Conduct rescue breathing**
  - If the person has labored breathing or is not breathing at all, conduct rescue breathing as trained.
  - Tilt the head back, pinch the nose closed, and give one slow breath every five seconds until the person resumes breathing on their own or first responders arrive.
- **Comfort and support**
  - Once the person is breathing on their own, place them in the recovery position until paramedics arrive.
  - Comfort the person as they may be confused, upset and going through withdrawal (feeling sick from the lack of opioids if their body is dependent on them) when revived.

#### **4. Responding to a Fentanyl Exposure**

It is essential to learn about fentanyl and the possibility of deadly exposure. If it is believed that someone has come into contact with a substance that is fentanyl, take the following precautions.

- **At the scene**
  - Assess the scene - look for white powder, pills, and/or paraphernalia.
  - Wear nitrile gloves (personal protective equipment).
  - Be aware of cutting agents that could be mixed with fentanyl (sucrose, baking soda, lactose, mannitol). They are indicators of the presence of fentanyl.
  - Call 911 (First Responders) if exposure has occurred or is believed to have occurred.

#### **5. If Someone Comes Into Contact With a Substance Suspected to be Fentanyl:**

- **DON'T**
  - Touch the face or mouth (gloved or not).
  - Touch or disturb white powder, pills, and/or liquid.
  - Search an environment if you suspect exposure may be more than minimal.
  - Use hand sanitizer.

- Re-use gloves. If there is any visible contamination to the gloves, immediately dispose of gloves and wash hands with soap and water.

## 6. Personal Protective Equipment (PPE) Recommended Based on Level of Exposure

	Minimal (No amount of suspected illicit drug is visible)	Moderate (Small amount of suspected illicit drug is visible)	High (Large amounts of suspected illicit drug is visible)
Hand	Nitrile gloves	Nitrile gloves	Nitrile gloves
Respiratory		N, P, or R 100 disposable filtering mask	Air purifying respirator (APR) or PAPR
Dermal		Wrist/arm protection	Hazmat Suit
Face and Eye		Safety goggles	Safety goggles
Decontamination Recommendations	Wash hands with soap and cool water	Dispose of protective gear and wash before entering building	Dispose of outer garments (suit) and wash before entering building

## 7. Disposal of Fentanyl

Law enforcement ought to be called if suspected fentanyl or any other substance that is suspected of being associated is found.

If a disposal of fentanyl is required, someone who is trained in the proper handling and disposal will be designated to clean up the area.

### ● Disposing of fentanyl on a counter or hard surface

- First remove any students or extra staff from the room.
- Turn off fans and/or recirculating air systems.
- Minimal powder contamination should be washed with soap and water.
- Surfaces can be cleaned with bleach solutions or peracetic acid (pool chemicals).
- Fentanyl is stable in water for days.
- Avoid the use of isopropyl-based hand sanitizers.
- Contaminated clothing should be bagged and sealed until laundered.

## 8. Additional Resources

- [School Safety Resources](#)
- If naloxone is used, please complete this form: [Reporting a Naloxone Reversal](#)



## **Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity**

## **M. Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity**

Schools are required to adopt procedures and protocols to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school.

SBCEO county-operated programs and schools will follow the outlined protocols and procedure for responding to a dangerous, violent, or unlawful activity.

### **1. Identity an Emergency Response Team**

The Emergency Response Team (ERT) will respond during a criminal incident or threat. This team will be responsible for efficiently coordinating the school's response to the situation. It is recommended that this team consist of administrative staff, safety/security/School Resource Officer (SRO), or any combination of predetermined personnel.

- Click [here](#) for Incident Command System
- Click [here](#) for Instructional Guide for Responsibilities using ICS
- Click [here](#) for Emergency Response Team template

### **2. Evaluate the Threat**

A Multi-Disciplinary Threat Assessment Team, consisting of school administrators, counselors, mental health professionals, and a member of law enforcement will evaluate the threat to determine what steps need to be taken. Additionally, law enforcement may need to conduct a criminal records check, an individual's access to firearms, and the safe storage of firearms. This may also include confirming with the parents/guardians if they have weapons, if they are registered, and possibly conducting a home visit. Staff are to use the following comprehensive Multi-Disciplinary Threat Assessment linked [here](#), when conducting an assessment.

### **3. Routinely Train and Practice Drills**

The staff and students will participate in regular training sessions and drills to familiarize themselves with the safety plan and their roles during a crisis. These exercises will cover SRPs, lockdown procedures, evacuation plans, communication protocols, and first aid.

### **4. Use an Emergency Communication System**

The use of an emergency communication system will be used to notify staff, students, parents, and law enforcement of any criminal incidents or potential threats.

### **5. Designate Safe Zones and Evacuation Points**

A safe zone will be designated within each school building. Safe zones can be classrooms, locker rooms, cafeterias, the gym, etc. The identified safe zone will serve as a refuge during a lockdown. Additionally, designated evacuation points will be located off of the school campus, but close enough to get to, and far enough away from the campus threat.

#### **6. Coordinate with Local Law Enforcement**

We will maintain a close working relationship with local law enforcement agencies, including police and emergency responders. Annually, we will invite them to actively participate in the planning and execution of drills to familiarize them with the layout of the school buildings. This will aid them in navigating the campus during an emergency.

#### **7. Use of Surveillance Systems**

We use surveillance cameras and monitoring systems to assist in detecting any suspicious activity, at sites with surveillance systems installed. Cameras will be utilized in critical areas of the school property, and the footage will be regularly reviewed.

#### **8. Utilize Access Control Measures**

Limiting access to the school buildings is critical. We utilize access control measures such as visitor check-ins, I.D. badges, and secured entry points to support the safety and security of everyone on campus.

#### **9. Arrange for Behavioral Health Support**

Staff will have counseling services and behavioral health support readily available for students and staff after a crisis. If support is needed, [here](#) is a resource link to contact additional mental health professionals in the event they are needed.

#### **10. Train on Situational Awareness**

Staff and students will be trained on the significance of situational awareness, and the importance of reporting any suspicious behavior or activities to appropriate authorities as that is critical to the early identification of a threat.

#### **11. Debrief the Incident**

Staff will debrief any criminal incident or drill as soon as possible after the incident occurs. The debriefing allows for a thorough review to be conducted. As part of the review, teams will identify areas for improvement and success and make changes to the safety plan based on the findings. The CSSP will be updated accordingly.

### **Firearm Storage Fact Sheet Resource**

- [Fact Sheet Safe Storage](#)

## SPECIAL EDUCATION AND EARLY CHILDHOOD EDUCATION LEASES

Special Education Program Type		Property Owner/Manager	Location	Monthly Amount	Price/Ft <sup>2</sup>	Market Price/Ft <sup>2</sup>	Lease Term	Cycle
1	Preschool	Zaca Center Preschool	27 Six Flags Circle, Buellton	\$2,080.00	660 ft <sup>2</sup> (\$3.15/ft <sup>2</sup> )	\$16.00/ft <sup>2</sup>	8/15/22-6/9/23	Automatic Renewal for one-year terms
2	Preschool	Allan Hancock College Children's Center	Children's Center, 800 S. College Drive, Santa Maria	\$2,080.00	880 ft <sup>2</sup> (\$2.36/ft <sup>2</sup> )	\$16.46/ft <sup>2</sup>	8/8/22-6/9/23	Automatic Renewal for one-year terms
3	Preschool Specialist	Orcutt Presbyterian Church	993 Patterson Road, Orcutt	\$100.00	300 ft <sup>2</sup> (\$0.33/ft)	\$27.50/ft <sup>2</sup>	7/1/22-6/30/23	Automatic Renewal for one-year terms
4	Preschool Specialist	Santa Ynez Valley Presbyterian Church	Franklin-1825 Alamo Pintado Ave., Santa Ynez	\$80.00	80 ft <sup>2</sup> (\$1.00/ft <sup>2</sup> )	\$25.75/ft <sup>2</sup>	7/1/22-6/30/23	Automatic Renewal for one-year terms
5	Preschool	Regency Estates Development	2320 Central Park Drive, Santa Maria	\$1,950.00	880 ft <sup>2</sup> (\$2.15/ft)	\$16.46/ft <sup>2</sup>	7/1/22-6/30/23	Automatic Renewal for one-year terms
6	Preschool Specialist	G A Hancock Properties, Inc. c/o Pacifica Property Mgmt.	625 S. McClelland St., Suites B & C, Santa Maria	\$1654.80 \$1,210.00	2,964 ft <sup>2</sup> (\$0.56/ft <sup>2</sup> ) 1,100 ft <sup>2</sup> (\$1.10/ft <sup>2</sup> )	\$16.46/ft <sup>2</sup>	7/1/22-6/30/23	Automatic Renewal for one-year terms
7	Office/PSS	425 West Central Properties, c/o Pacifica Property Mgmt.	425 W. Central Avenue, Suite 101A, Lompoc	\$2,411.00	1,370 ft <sup>2</sup> (\$1.76/ft <sup>2</sup> )	\$21.86/ft <sup>2</sup>	8/1/22-7/31/25	
8	Preschool	Orcutt Union School District	3491 Point Sal Road, Casmalia	\$133.00	(entire elementary campus)	\$16.46/ft <sup>2</sup>	7/01/23-6/30/26	
Student & Community Services Program Name/Type		Property Owner/Manager	Location	Monthly Amount	Price/Ft <sup>2</sup>	Market Price/Ft <sup>2</sup>	Lease Term	Cycle
Children & Family Resource Services								
9	Health Linkages Office	Ebbert's Property Management	104 South C Street, Suite E, Lompoc	\$450.00	530 ft <sup>2</sup> (\$0.85/ft <sup>2</sup> )	\$21.86/ft <sup>2</sup>	Monthly	Annual Renewal (7/01 - 6/30) starts 7/01/26
Early Care & Education (ECE)								
10	ECE Lompoc Office Suite H	Ebbert's Property Management	104 South C Street, Suite H, Lompoc	\$600.00	600 ft <sup>2</sup> (\$0.82/ft <sup>2</sup> )	\$21.86/ft <sup>2</sup>	7/1/22-6/30/23	Annual Renewal (7/01 - 6/30) starts 7/01/26
11	ECE Lompoc Office Suite G	Ebbert's Property Management	104 South C Street, Suite G, Lompoc	\$975.00	830 ft <sup>2</sup> (\$1.17/ft <sup>2</sup> )	\$21.86/ft <sup>2</sup>	7/1/22-6/30/23	Annual Renewal (7/01 - 6/30) starts 7/01/26
12	ECE Lompoc Office Suite C and F	Ebbert's Property Management	104 South C Street, Suites C and F, Lompoc	\$350.00	285 ft <sup>2</sup> (\$0.82/ft <sup>2</sup> )	\$21.86/ft <sup>2</sup>	2/15/25-2/14/26	Annual Renewal (7/01 - 6/30) starts 7/01/26
13	ECE Main Street Office	Olivera Properties, LLC	722 E. Main Street, Suites 201-210, Santa Maria	\$11,466.65	9,971 ft <sup>2</sup> (\$1.15/ft <sup>2</sup> )	\$16.46/ft <sup>2</sup>	7/1/23-6/30/26	
14	ECE Lompoc Storage Suite A2	Ebbert's Property Management	640 E Ocean, Suite A2, Lompoc	\$250.00	240 ft <sup>2</sup> (\$1.04/ft <sup>2</sup> )	\$21.86/ft <sup>2</sup>	5/01/25-4/30/26	

# Santa Barbara County Education Office

## CHANGE ORDER (CO)

Site Name:	<b>Cathedral Oaks Campus</b>	Date:	<b>3/21/2025</b>
Project Name:	<b>C&amp;I Project</b>	Change Order Number:	<b>5</b>
To:	<b>Marc Cunningham</b>	Project Number:	<b>01-24-25</b>
From:(Contractor)	<b>Precon Industries.</b>	Bid Number:	

A	B	C	D	(C / A)	(B + C) / A
Original Contract Amount	Cumulative Change Order Total to Date <i>(not including this CO)</i>	Amount of this CO	Revised Contract Amount	% of this CO	% Total Cumulative COs <i>(including this CO)</i>
\$ 463,000.00	\$ 68,106.10	\$ 4,977.52	\$ 536,083.62	1.08%	15.78%

**You are hereby directed to make the following change(s) in the Contract. Reference COP Number(s):**

**DESCRIPTION OF WORK:**

1) PCO-017: Drinking Fountain Alcove: Wall Backing and Framing of Header	\$3430.54
2) PCO-018: Removal of Existing Work Station Electrical Whips	\$1546.98

**REASON FOR CHANGE:**

1) PCO-015: Drinking fountain required walkway clearance for ADA accessibility. Wall was framed with header and backing to support drinking fountain.	2)
PCO-018: Electrical whips from existing furniture cubicles were removed and standard outlets were placed.	

**Initiator of Change:**    ☒ Contractor    ☐ Owner    ☒ Architect

Contract Documents associated with this Change Order are as follows: \_\_\_\_\_

Change Order Item Code: \_\_\_\_\_ A/E Fee    ☐ Yes    ☐ No    Project Manager Initials: \_\_\_\_\_

Additional Days for COP's are granted as non compensable, excusable time extension of 11 work days or 15 calendar days.


The Contract Amount due to this Change Order will be    ☒ Increased    ☐ Decreased    ☐ Unchanged    by \$4,977.52

The Contract Time due to this Change Order will be    ☐ Increased    ☐ Decreased    ☒ Unchanged    by 0 Calendar days

The revised Final Completion date is \_\_\_\_\_ March 21, 2025

☐ Milestones in the Contract have been changed as per the attached Schedule

**This Request appears valid and is recommended for approval.**

	Signature	Name (Print)	Date
Contractor: Precon Industries		LUIS GIL	03/21/2025
Architect : KBZ <small>(as required for DSA)</small>		JOE WILCOX	
Construction Project Manager		MARC CUNNINGHAM	
Associate Superintendent C&I		ELLEN BARGER	
Associate Superintendent, Administrative Services.		STEVE TORRES	

CC:    State of California - Division of the State Architect, Application Number: N/A    File Number: \_\_\_\_\_

# Information Items



# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

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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

Classified Personnel Report

April 10, 2025

**Appointments**

***Limited Term/Substitute***

Agustin, Eunice March 17, 2025  
Paraeducator • Special Education • Various Sites  
• Hourly as needed

Cavanaugh, Tessa February 25, 2025  
Paraeducator • Special Education • Various Sites  
• Hourly as needed

Ceja, Juan February 24, 2025  
Paraeducator • Special Education • Various Sites  
• Hourly as needed

Guzman Borja, Jayleen Bertha March 12, 2025  
Paraeducator • Special Education • Various Sites  
• Hourly as needed

Howren, Nicole March 13, 2025  
Paraeducator • Special Education • Various Sites  
• Hourly as needed

Maldonado Gomez, Mayra February 27, 2025  
Paraeducator • Special Education • Various Sites  
• Hourly as needed

Pierce, Luke March 10, 2025  
Paraeducator • Special Education • Various Sites  
• Hourly as needed

***Probationary***

Kim, Kyoungyoon March 5, 2025  
Accounting Assistant • Internal Services • Accounting - Fiscal Services  
50% • 12 months

Noriega, Janessa March 6, 2025  
Food Service Worker • Early Care and Education • Building Blocks Care and Education Center  
75% • 10 months

Pastrano Ortega, Marco March 3, 2025  
Teaching Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Community School  
87.5% • 10 months

Villarreal, Judy February 25, 2025  
Accounting Assistant • Internal Services • Fiscal Services  
50% • 12 months

## **Changes**

### ***Anniversary Increase***

Almodovar, Nelson March 1, 2025  
Paraeducator • Special Education • Manzanita Charter School 2 (4th-6th)  
81.25% • 10 months

Almquist, Brigitte March 1, 2025  
Administrative Analyst • Student and Community Services • Student and Community Services  
100% • 12 months

Alvarado-Luna, Gabriela March 1, 2025  
Paraeducator • Special Education • Ernest Righetti High School DHOH  
81.25% • 10 months

Carrillo, Gabriel March 1, 2025  
Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction 3  
100% • 12 months

Davis, Eli March 1, 2025  
Payroll Technician • Internal Services • Payroll  
100% • 12 months

De La Cruz, Alejandro March 1, 2025  
Custodian/Maintenance Worker • Internal Services • Operations North  
100% • 12 months

Delgado, Elvira March 1, 2025  
Paraeducator • Special Education • Montecito Union School  
81.25% • 10 months

Devaux, Gabriela	March 1, 2025
Paraeducator • Special Education • Speech/Language Services, Lompoc 1	
87.5% • 10 months	
Devlin, Lux April	March 1, 2025
Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction 4	
100% • 12 months	
Gonzalez Loera, Dulcea	March 1, 2025
Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction 2	
100% • 12 months	
Meers, Julie	March 1, 2025
School Occupational Therapist • Special Education • Infant Services, Santa Maria	
40% • 12 months	
Meers, Julie	March 1, 2025
School Occupational Therapist • Special Education • School Occupational Therapy Services	
40% • 10 months	
Mireles, Jarery	March 1, 2025
Paraeducator • Special Education • New Horizons Preschool A	
87.5% • 10 months	
Mitchell, Kelly	March 1, 2025
Program Associate • Children's Creative Project • Children's Creative Project	
100% • 12 months	
Montgomery, Karyn	March 1, 2025
Paraeducator • Special Education • Vision Services	
75% • 10 months	
Morin, Jovonni	March 1, 2025
Teaching Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School	
87.5% • 10 months	
Perez, Alexis	March 1, 2025
Paraeducator • Special Education • Young Learners State Preschool, SPED	
87.5% • 10 months	

Perez, Silvia March 1, 2025  
Paraeducator • Special Education • Young Learners State Preschool, SPED  
87.5% • 10 months

Ramirez, Alejandrina March 1, 2025  
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria  
100% • 12 months

Rios, Josefa March 1, 2025  
Program Associate • Children and Family Resource Services • Health Linkages - South County  
100% • 12 months

Rodriguez, Yenica March 1, 2025  
Paraeducator • Special Education • Cuyama Elementary School  
81.25% • 10 months

Sherchan, Arlene March 1, 2025  
Administrative Assistant, Superintendent's Office (Confidential) - Exempt • Superintendent • Cathedral Oaks  
100% • 12 months

Sherlock, Peter March 1, 2025  
Computer/Network Technician, ITS • ITS • Network and Microcomputer Support - North County  
100% • 12 months

Toro, Jasmine March 1, 2025  
Paraeducator • Special Education • Cold Spring School  
81.25% • 10 months

Uribe-Garcia, Elizabeth March 1, 2025  
Paraeducator • Special Education • Manzanita Charter School 2 (4th-6th)  
81.25% • 10 months

***Differential - Add***

Torres, Marianna March 7, 2025  
Paraeducator • Special Education • Robert Bruce Preschool  
87.5% • 10 months  
Specialized Health Care x 2

### ***Other***

Mock, Julie March 3, 2025  
Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 2  
100% • 12 months  
Lateral move to different classification AND 1 step increase

### ***Probation to Permanent***

Ketz, Lailani March 1, 2025  
Paraeducator • Special Education • Olga Reed Elementary  
77.5% • 10 months

Patrick, Delaney March 1, 2025  
Manager, Communications • Communications • Communications  
100% • 12 months

Perez Alonso, Jonathan March 1, 2025  
Paraeducator • Special Education • Olga Reed Elementary  
77.5% • 10 months

Purvis, Gabriel March 1, 2025  
Classified Human Resources Analyst • Human Resources • Classified Human Resources Staff  
100% • 12 months

### ***Transfer***

Mireles, Jarery March 10, 2025  
Paraeducator • Special Education • Allan Hancock Preschool 1  
87.5% • 10 months  
From New Horizons Preschool A

Valdovinos, Jennifer March 3, 2025  
Administrative Assistant • Juvenile Court and Community Schools • Peter B. Fitzgerald Community School  
87.5% • 12 months  
From Early Care and Education - Main St.

Quarterly Report  
on  
Williams Uniform Complaints

[Education Code § 35186]

2025

District: Santa Barbara County Education Office

Name of person completing this form: Bridget Baublits

Title of person completing this form: Associate Superintendent

Please provide the date when this information will be reported publicly at the district governing board meeting:

April 10, 2025

Quarterly report submission date (check one):

- ☒ April (January — March)  
☐ July (April — June)  
☐ October (July — September)  
☐ January (October — December)

General Subject Area	Total number of complaints	Number of complaints resolved	Number of complaints unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Misassignment or Vacancies	0	0	0
Facilities Conditions	0	0	0
<b>TOTALS</b>	0	0	0

  
\_\_\_\_\_  
Signature of district superintendent

March 25, 2025

\_\_\_\_\_  
Date