

Santa Barbara County Education Office

BOARD BOOK
and AGENDA



April 2026



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
April 9, 2026 – 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/84386270393?pwd=sy9S5Xztpk3oo2qQ575NSz5cn0Hwnu.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 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.

SUPERINTENDENT'S REPORT

8. 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.

9. Minutes of Meeting Held March 12, 2025
(Attachment)

10. 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, 2026 to March 6, 2026, and the issuance of temporary county certificates for that same time period.

11. Declaration of Surplus
(Attachment)

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

- Human Resources
- Juvenile Court and Community Schools
- Teacher Induction Program

12. Issuance of High School Graduation Diploma

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

Dos Puertas School

- Student CSIS # 7127547581 – March 6, 2026
- Student CSIS # 7239376124 – March 18, 2026

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

ACTION ITEMS

13. 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:

14. Board Policies, Reading and Adoption
(Attachment)

The following board policies are presented for reading and adoption:

- BP 0450 – Comprehensive Safety Plan (new)
- BP 1340 – Access to County Education Office Records (new)
- BP 1445 – Response to Immigration Enforcement (new)
- BP 5125 – Student Records (revised)
- BP 5125.1 – Release of Directory Information (new)

MOVED:

SECONDED:

VOTE:

15. 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, 2026, 5:15 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

16. Update on Olive Grove Charter School – Santa Barbara

Associate Superintendent of Student and Community Services Bridget Baublits will provide a brief update on Olive Grove Charter School – Santa Barbara, which was recently approved for a 5-year renewal by the State Board of Education with SBCEO as the authorizer beginning July 1, 2026.

17. AB 1390 Regarding Board Member Compensation

Assembly Bill (AB) 1390 was signed into law in October 2025. Per the California School Boards Association (CSBA), who sponsored the bill, it “modernizes the 40-year-old compensation stipends afforded to school district and county office of education board members based upon LEA size by bringing existing stipend rates into alignment with the impacts of inflation and providing that district and

county boards of education retain the authority to determine the amount of the stipend within the cap.” Associate Superintendent of Administrative Services Steve Torres will provide information about the bill.

18. Personnel Report

(Attachment)

The certificated and classified personnel reports are 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, 2025 through March 15, 2026, is presented to the board as an information item.

FUTURE AGENDA ITEMS

20. Future agenda items

- Presentation by the Lompoc Teen Center program manager regarding their teen leadership advocacy council and their advocacy trips
- Presentation by FUTURE For Lompoc Youth
- Information on Olive Crest Hope Refuge

ADJOURNMENT

21. Adjournment to the next regular meeting to be held May 14, 2026 in Santa Barbara.

MOVED:

SECONDED:

VOTE:

Superintendent's Report



Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education Superintendent's Report April 9, 2026

Student Enrollment in SBCEO Schools and Programs

	Sept '25	Oct '25	Nov '25	Dec '25	Jan '26	Feb '26	Mar '25	Mar '26
JCCS – FitzGerald Community School	17	18	22	22	18	21	31	27
JCCS – Dos Puertas School	40	38	40	36	34	40	27	38
Early Care & Education (preschools and infant/toddler centers)	258	254	267	279	278	294	320	293
Special Ed – JCCS	17	17	17	14	14	14	10	16
Special Ed – Early start (infants)	82	90	90	93	85	80	94	90
Special Ed – Direct service districts	82	81	80	78	78	77	92	79
Special Ed – Regional: TK-12 extensive support needs program	43	43	42	42	42	42	51	42
Special Ed – Regional: Itinerant vision and deaf and hard of hearing program	76	81	79	77	77	82	80	77
Special Ed – Preschool	320	340	345	359	385	402	720	423

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

Board Retreat Location

A location has been secured for the board retreat on July 9, 2026 – the Buellton Library meeting room.

SBCEO Communications Team Statewide Awards

Our Communications team received three Awards of Excellence at the California Schools Public Relations Association statewide convening in March. These awards were for the following categories and projects:

- Video series - Join the Journey: Careers in Education
- Annual Report - 2024 Report to the Community
- Comprehensive program or campaign - Emergency and crisis support for Santa Barbara County's districts and schools

Congratulations and thank you to our award-winning Comms team!

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 11-17)
- Administrative Professionals Week (April 19-25)
- Public School Volunteer Week (April 20-24)
- School Nutrition Employee Week (April 27-May 1)

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:

Spring break dates	District/charter school(s)
3/27 - 4/3	Goleta Union School District
3/30 - 4/3	Adelante Charter California Connections Academy Central Coast 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
4/3 - 4/10	Ballard School District Blochman Union School District

	Buellton Union School District Family Partnership Charter Los Olivos School District Orcutt Academy Charter Orcutt Union School District Santa Maria Joint Union High School District Santa Ynez Valley Charter Santa Ynez Valley Union High School District Solvang School District
4/6 - 4/10	College School District Cuyama Joint Unified School District* Guadalupe Union School District Lompoc Unified School District Manzanita Public Charter Olive Grove Charter Santa Maria-Bonita School District Vista del Mar Union School District
4/6 - 4/13	Trivium Charter

SBCEO DIVISIONS

Administrative Services Division

SBCEO Program Manager Meetings: Fiscal Services is taking steps to prepare the 2026-27 Adopted Budget. As part of the process, budget meetings with program managers are being conducted the week of April 13th.

District Second Interim Budget Reports: SBAS district financial advisors have received all districts’ 2025-26 second interim budget reports and reviews are currently underway.

Curriculum and Instruction Division

Credential Program Accreditation Cycle: Our four accredited credential programs have begun the multi-year process for renewing our accreditation. Last month, we submitted our Preconditions Report and will present our written Program Review in the fall. Next year, we provide the Common Standards review, with our site visit taking place in the ‘27-‘28 school year. Our current accreditation was re-established in 2020.

LCAP monthly coaching sessions: The LCAP advisors have established monthly sessions with each of our 20 districts to support LCAP development and provide individualized support for the many requirements each district must meet based on their

unique attributes. Districts will adopt their '26-'27 LCAPs in June and submit them to the county superintendent for review and approval.

Academic Events

Science Olympiad: On March 7, middle and high school students from Santa Barbara and Ventura counties gathered at UCSB to take on 48 different events across the scope of life science, physical science, earth and space science and engineering in the regional Science Olympiad competition. SBCEO partners with the UCSB team of undergraduate and graduate students who write and score the challenges. Santa Barbara County students brought home 94 gold, silver, and bronze medals after an engaging address from Dr. Marley Dewey, assistant professor of bioengineering at UCSB, who emphasized the role of creativity and the artistic origins behind many scientific research and innovation efforts.

Spelling Bee: This year, the countywide Spelling Bee greeted nearly 70 top spellers in the elementary and junior high competitions. Our spelling bee prepares the first and second place finishers in each division for the state bee in Stockton. Fourteen volunteer judges helped officiate the bee, with trophies and prize money from two generous donors for our top three students in each division.

Battle of the Books: We will be hosting four Battle of the Book events in April and May. The Junior High Battle of the Books will take place in north county on Thursday, April 16 for students in grades 7-8. Two elementary battles will serve hundreds of county students on consecutive Thursdays this month: the north county Battle of the Books will be on April 23 and the south county elementary battle will be on April 30. Batalla de los Libros (the battle en Español) takes place on May 14 in the south at the SBCEO Auditorium.

Early Educator Teacher Development Grant (EETDG): We are in the fourth year of the EETDG, which is a grant we secured to support professional learning and credentialing in Universal Pre-Kindergarten (UPK) throughout our county. California has been phasing in the UPK initiative, and this grant supports educator workforce development as part of the expansion. Over the four years of the grant, we have provided approximately 5,400 hours of professional learning to more than 300 early educators (teachers, paraprofessionals, and administrators) from 37 local educational agencies (LEAs), preschools, and early education centers. The professional learning covers multiple learning domains: social-emotional development, inclusive classrooms, trauma-informed and restorative practices, culturally responsive language development, and other developmental supports. Additionally, the grant provides tuition reimbursement for current educators in our county to complete coursework in pursuit of TK credentialing or preschool teaching permits. Thus far, we have provided 58 grants to 35 state preschool educators and 23 TK teachers to earn the necessary college credits for licensure.

Awards Season: During the next month, we will be finalizing the awards and grants to be presented at the Education Celebration in May. Awards include Santa Barbara

County Teacher of the Year, Performing Arts Teacher of the Year, 10 Crystal Apple Educator Awards, Marvin Melvin Career Technical Educator Awards, the Bill Cirone Heart of Education Award and the teacher grant winners in 8 different categories.

Cal-MSCS Statewide Convening: Our mathematics team will host our second statewide convening of the year on April 21-22 in San Diego. Local implementation teams and communities of practice from all 58 counties will convene to share progress, challenges and learning around improving mathematics and implementing the CA Mathematics Framework.

Upcoming Professional Learning Event Highlights:

The US at 250 – April 21: This first event of three in a series will provide history/social studies teachers across the grade spans the opportunity to explore resources and approaches to celebrating and commemorating the 250th anniversary of the signing of the Declaration of Independence, helping students reflect on the past and present while preparing to impact the future.

AI Policy Workshop with F3 Law – April 28: SBCEO is partnering with F3 law firm's Gretchen Shipley to provide a workshop for LEA leaders to explore the evolving policy landscape surrounding artificial intelligence in schools. Topics will include litigation updates, emerging considerations, review of sample policies, and practical approaches to developing and refining policies.

Personal Finance Curriculum Guidance Review – April 29: At their March meeting, the State Board of Education approved the Curriculum Guidance for the newest graduation requirement, a semester course on personal finance. At this training, we will explore the 13 required topics and options for schools and districts. Schools and districts have about 10 months to get the courses developed and into the catalog of offerings for 2027-28, the first year they must offer the course. The first cohort of students under the requirement, the class of 2031, will be freshmen in the 2027-28 school year.

Guided Language Acquisition Design (GLAD) Training en Español – April 6-13: This 5-day professional learning series offers a research-based framework focused on optimal instructional practices for Dual Language Immersion (DLI) classrooms. It includes two days of learning and three days of practical observation and iterative practice in classrooms.

Special Education Division

Sarah Diaz, early childhood education inclusion program specialist, and Laura Ishikawa, special education program specialist, hosted an event on Saturday, February 28 at Explore Ecology's Art From Scrap Creative ReUse store. Eleven general education and special education preschool teachers shopped the store and left with amazing finds for their classrooms. Most items were from the bulk areas and were free, and other items were very low cost and teachers received a 50% discount thanks to the SBCEO

Inclusion Community of Practice membership. One teacher found small glass yogurt jars that students will be decorating and planting succulents from their school garden to take home. Another teacher found a variety of wood pieces to add to her block area as bridges and ramps. Other fun finds included child sized art smocks, calendars and cards to cut up, stickers, holiday decorations, classroom bulletin board borders, tiles for the outdoor classroom area, and fabric for dramatic play. Teachers shared their creative ideas at the Community of Practice meeting on March 26.

Student and Community Services Division

Early Care and Education (ECE)

A Milestone in Community Impact: SBCEO APP's Rapid Enrollment Success: The SBCEO Alternative Payment Program (APP) has made significant strides in expanding access to childcare services for families across Santa Barbara County. Following seven highly successful mass enrollment events, each serving over 100 families daily, the program has added more than 1,000 children to its roster. Led by APP Manager Monica Grimaldo, the program was able to meet the growing community's need for childcare. The APP team members' commitment ensured that the large-scale enrollment efforts were efficient, welcoming, and supportive for families. In addition to processing enrollments, team members guided families through the application process, ensuring clarity, accessibility, and individualized support.

Partners in Education (PIE)

Computers for Families Builds Digital Skills for Spanish-Speaking Community Members: The Computers for Families Computer Basics program is currently in week four of instruction, with 48 Spanish-speaking participants developing essential digital skills, including creating and sending emails. The program will conclude on April 9, with participants completing 24 hours of instruction and taking home a new Chromebook.

Job Readiness Program Prepares 120 Students for the Workforce: The Job Readiness program completed seven weeks of workshops on March 26. The program is currently serving 120 students from various high schools across the county. Internship placements will follow the conclusion of the program.

Readers are Leaders Expands Literacy Support to Hundreds of Students: Readers are Leaders is a three-year pilot program launched in partnership with the Santa Barbara Unified School District and the Santa Barbara Education Foundation, connecting volunteers with transitional kindergarten through third grade classrooms to provide literacy support. Since its fall 2025 launch, the program has engaged 40 or more trained volunteers delivering over 60 hours of support to approximately 400 students across three schools. The program is expanding to two additional schools in the coming year.

School Climate and Student Engagement

Tobacco Prevention Youth Engagement (TPYE) Grant: In partnership with Fighting Back Santa Maria Valley (FBSMV), SBCEO applied for a three-year grant from the California Department of Education. If awarded, the grant will enable FBSMV to continue providing much-needed tobacco prevention, education, and cessation services to students in grades 6–12 across Santa Barbara County. If awarded, SBCEO would receive approximately \$200,000 per year for three years. The award decision is expected to be announced in mid-April.

School Safety

SBCEO Advances Countywide Emergency Readiness Across SBCEO Sites: The SBCEO safety team continues to work on its rollout of a countywide emergency readiness system to improve coordination, communication, and response across all SBCEO sites. Throughout the month of March, Safety Liaison Dennis Thomas met with designated SBCEO staff serving as Evacuation Assembly Leads (EALs) to support distribution and training of emergency radios at nearly all locations. The SBCEO safety team continues to plan additional staff training on emergency protocols, communication procedures, and role-specific responsibilities which will strengthen systemwide preparedness and safety.

Transitional Youth Services (TYS)

Strengthening Foster Youth Support Through District and School Support: YYS is collaborating with the SBCEO Curriculum and Instruction department as part of the Differentiated Assistance (DA) process in Orcutt Union School District and Santa Maria-Bonita School District. As a partner on the DA team, YYS contributes expertise and insight to help strengthen systems of support for foster youth. This collaborative effort reflects a shared commitment to building more aligned, responsive practices that improve outcomes for foster youth across both districts.

Expanding Partnerships with CASA of Santa Barbara County: YYS is continuing to strengthen the partnership with Court Appointed Special Advocates (CASA) of Santa Barbara County to better support foster youth across the county. CASA representatives recently presented at the YYS monthly liaison meeting, providing valuable insight into their role and services, while YYS reciprocated by presenting to CASA's new volunteer cohorts. This mutual exchange has deepened collaboration and reinforced a shared commitment to advocacy and coordinated support for students in foster care.

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

- 3/6 Partners in Education Board meeting
- 3/11 Partners in Education Executive Committee meeting; meeting with the regional director of the ADL Santa Barbara/Tri-Counties, Joshua Burt

- 3/12 Carpinteria Children's Project's All In for Carp Kids Breakfast; Council on Alcoholism and Drug Abuse's (CADA) Gratitude Luncheon
- 3/13 YouthWell Advisory Board meeting
- 3/18 Hosted the UCP University, a training about the Uniform Complaint Procedure
- 3/19 Visited Cuyama Joint Unified School District
- 3/20 Santa Barbara County Workforce Development Board meeting
- 3/21 Tri-County Apprenticeship Contest in Buellton
- 3/23 Ernest Righetti High School's play, The Lightning Thief
- 3/25 First 5 Commission meeting
- 3/26 Visited Solvang School District; Mixteco Indigena Community Organizing Project's (MICOP) Tequio Rising event

Consent Agenda



SANTA BARBARA COUNTY BOARD OF EDUCATION

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

REGULAR MEETING
March 12, 2026 – 2:00 p.m.

MINUTES

UNAPPROVED

GENERAL FUNCTIONS

1. Call to Order

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

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

Susan Salcido, superintendent
Austin Payne, legal counsel

Anna Freedland, executive assistant

Gina Branum Kirsten Escobedo Amy Ramos Araceli Vasquez
Marc Cunningham Don Lockwood Steve Torres

Others Present

Connie Alexander, Gateway Educational Services
Audrey Gamble, Gateway Educational Services
Viviana Marsano, interpreter (via Zoom)
Hugo Santos-Gomez, 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 Carty and Board President Ehrman shared that they attended SBCEO's Employee Service Awards.
- Board Member Armistead shared that she visited schools in the Hope School District with Dr. Salcido and that she also read to a first grade class at Cleveland Elementary School in the Santa Barbara Unified School District.
- Board Member Frost shared that she toured Ralph Dunlap School with Dr. Salcido, specifically SBCEO's two deaf and hard of hearing classrooms located there.
- Board Member Read shared that she attended the Central Coast Budget and Legislative Update and that she planned to attend the county science fair. She also shared that the hospital she worked at was going to hold an interdisciplinary conference on artificial intelligence in healthcare.

7. Public Comments

None.

PRESENTATION

8. Presentation by Gateway Educational Services

Co-directors of Gateway Educational Services, Connie Alexander and Audrey Gamble, provided a presentation about their non-profit organization, serving students and families in Santa Barbara County.

SUPERINTENDENT'S REPORT

9. Superintendent's Report

The superintendent's report was presented as an information item. Dr. Salcido highlighted the following items in the written report:

- School visits many board members attended with the superintendent and Board Member Walker's surprise visit to the superintendent's Student Advisory Council meeting.
- The Links, Incorporated induction luncheon – Dr. Salcido shared that Board President Ehrman and Board Member Armistead were inducted into Links, a service organization, and that she and a few board members were in attendance.
- Save the dates for the Santa Barbara County School Boards Association Annual Dinner and the SBCEO Education Celebration
- Required training by board members – The superintendent reminded the board that they must complete required training on child abuse prevention and mandated reported. She said the information on how to complete the training would be emailed again to the board.
- Required form submission by board members – Dr. Salcido reminded the board that they must submit the Form 700 – Statement of Economic Interests by April 1.
- I Madonnari Street Painting Festival – The superintendent offered the opportunity for board members to contribute to an SBCEO-sponsored chalk art square at the festival, if they would like. She said more information would be sent via email.
- Olive Grover Charter Petition – Dr. Salcido highlighted the letter at board member places that was SBCEO's public comment at the State Board of Education (SBE) meeting today. She shared the 3 considerations listed in the letter, which Associate Superintendent Bridget Baublits shared during her 1-minute in-person public comment at the SBE meeting. The superintendent reported that the SBE approved the Olive Grove Charter-Santa Barbara petition for 5 years and decided that SBCEO would be the authorizer. She said SBCEO staff would meet with Olive Grove Charter School staff in the coming weeks.

The superintendent also shared the following additional information:

- Board retreat – Dr. Salcido reminded the board that the date had been set for July 9. She said all board members had said that date worked for them. She shared that she found a facilitator for the retreat and that she would connect with Board Member Alvarez Flores about it further since she was the chair of the Board Organization and Governance Committee. The superintendent reminded the board that the location of the retreat

would be mid-county, in the Santa Ynez Valley, and take place in the morning.

- Supreme Court ruling – The superintendent asked Austin Payne, legal counsel, to share about the recent *Mirabelli v. Bonta* Supreme Court ruling.

CONSENT AGENDA

The board approved all consent agenda items:

10. Minutes of Meeting Held February 12, 2025

11. 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, 20206 to February 6, 2026, and the issuance of temporary county certificates for that same time period.

12. Acceptance of Donations

Acceptance of donations for the following department:

- Superintendent's Office

13. Declaration of Surplus

Declaration of surplus for the following departments:

- Early Care and Education
- Information Technology Services
- Juvenile Court and Community Schools
- Maintenance and Operations
- Transitional Youth Services

14. Issuance of High School Graduation Diploma

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

Dos Puertas School

- Student CSIS # 4135148403 – February 3, 2026
- Student CSIS # 3525276521 – February 3, 2026
- Student CSIS # 9711288371 – February 20, 2026

Motion to approve all consent items:

MOVED: Mrs. Frost

SECONDED: Mrs. Carty

VOTE: Passed 7-0

ACTION ITEMS

15. Recommended Approval of Second Interim Report

The Second Interim Report was presented by the Board Budget Committee Chair Walker and Associate Superintendent Steve Torres. It was approved as part of the budget monitoring process.

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

16. Accept and File Annual Financial (Audit) Report

The board acknowledged receipt of the 2024-25 Annual Financial (Audit) Report and ordered it filed.

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

17. Recommended Adoption of Resolution for Application for Waiver for Educational Interpreter Certification (Education Code § 33050)

The board adopted Resolution No. 2608 for the application for a waiver for educational interpreter certification.

Ayes: 7 **Noes: 0** **Absent: 0** **Abstain: 0**
MOVED: **Dr. Armistead** SECONDED: **Mrs. Frost** VOTE: **Passed 7-0-0-0**

INFORMATION ITEMS

18. Personnel Report

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

19. Correspondence

February 23, 2026 correspondence from the California Department of Education confirming a positive certification of the Santa Barbara County Education Office 2025-26 First Interim Report was presented as an information item.

20. Update on Property Purchased in Santa Maria

Associate Superintendent Steve Torres and Director of Facilities Marc Cunningham provided a brief update on SBCEO's Santa Maria Airpark facility. They reported that the tenants vacated the property on February 27 and that escrow was officially closed on March 10. Mr. Torres stated that another test fit

was forthcoming as well as architectural plans, including design services. He also shared that he and Mr. Cunningham were looking into clean energy services.

FUTURE AGENDA ITEMS

21. Future agenda items

The president mentioned the following future agenda item that was listed on the agenda:

- Board retreat: July 9, 2026, location in mid-county TBD

The following were mentioned as potential future agenda items:

- Presentation by the Lompoc Teen Center program manager regarding their teen leadership advocacy council and their upcoming advocacy trips
- Presentation by FUTURE For Lompoc Youth
- Information on Olive Crest Hope Refuge

ADJOURNMENT

22. Adjournment

The meeting was adjourned at 3:42 p.m. to the next regular meeting to be held April 9, 2026 in Santa Barbara.

MOVED: Mrs. Carty

SECONDED: Mrs. Read

VOTE: Passed 7-0

Nadra Ehrman, President
County Board of Education

Dr. Susan Salcido, Secretary
County Board of Education



Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education

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

Registration of Credentials or Other Certification Documents

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

The content in this section of the report is informational.

Issuance of Temporary County Certificates

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

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

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

**Registration of Credentials or Other Certification Documents
Issuance of Temporary County Certificates
February 7, 2026 - March 6, 2026**

<u>Name</u>		<u>Type of Credential/Permit</u>
Expiration Date: 2026		
Amani	Al-Hindi	Short-Term Staff Permit
Reilly	Biedebach	30-Day Substitute Teaching Permit
Maxine	Borders	30-Day Substitute Teaching Permit
Katherine	Carroll	30-Day Substitute Teaching Permit
Eldanabi	Delgado Guillen	30-Day Substitute Teaching Permit
Paul	Eschardies	Short-Term Staff Permit
Rosemarie	Giron	30-Day Substitute Teaching Permit
Miroslava	Gutierrez	30-Day Substitute Teaching Permit
Jenna	Holtgreffe	Substitute Teaching Permit for Prospective Teachers
Sukhmin	Mander	30-Day Substitute Teaching Permit
Ana Paula	Olsen	Single Subject Teaching Credential
Connor	Perkins	30-Day Substitute Teaching Permit
Theresa	Rogers	Crosscultural, Language and Academic Development Permit
Christian	Winnewisser	30-Day Substitute Teaching Permit

Expiration Date: 2027		
Alexis	Aguiniga	30-Day Substitute Teaching Permit
Kihabet	Alcorta-Hernandez	30-Day Substitute Teaching Permit
Nicholas	Almaguer	30-Day Substitute Teaching Permit
Carlos	Arnold	30-Day Substitute Teaching Permit
Judith	Benton	30-Day Substitute Teaching Permit
Caitlin	Brenda	30-Day Substitute Teaching Permit
Sarah	Brownlee	Multiple Subject Teaching Credential
Jose	Bustos	30-Day Substitute Teaching Permit
Cheonghwa	Cheong	30-Day Substitute Teaching Permit
Dina	Clark	Administrative Services Credential
Erin	Clark	30-Day Substitute Teaching Permit
Marne	Connell	Crosscultural, Language and Academic Development Permit
James	Dalton	30-Day Substitute Teaching Permit
Christy	Davidow	30-Day Substitute Teaching Permit
Amber	Davis	30-Day Substitute Teaching Permit
Ashley	Diaz Gama	30-Day Substitute Teaching Permit
Desiree	Espinoza	Teaching Permit for Statutory Leave
Maharai	Evans	Teaching Permit for Statutory Leave
Theresa	Fagnan	30-Day Substitute Teaching Permit
Jeremy	Ferrara	30-Day Substitute Teaching Permit
Kelly	Ferreira	30-Day Substitute Teaching Permit
Rachel	Fields	30-Day Substitute Teaching Permit
Jessica	Flores	30-Day Substitute Teaching Permit
Jonathan	Gall	30-Day Substitute Teaching Permit
Rosemarie	Giron	Child Development Teacher Permit
Andrew	Gonzalez	30-Day Substitute Teaching Permit

Miguel	Gutierrez	30-Day Substitute Teaching Permit
Deena	Hantuli	30-Day Substitute Teaching Permit
Annette	Hernandez-Hernandez	30-Day Substitute Teaching Permit
Christina	Jacob	30-Day Substitute Teaching Permit
Robert	Jacobi	Teaching Permit for Statutory Leave
Robert	Jacobi	30-Day Substitute Teaching Permit
Elaine	Jacobs	30-Day Substitute Teaching Permit
Sara	Kamali	30-Day Substitute Teaching Permit
Casey	Kilroy	30-Day Substitute Teaching Permit
Sarah	Klapp	Teaching Permit for Statutory Leave
Darien	Langley	30-Day Substitute Teaching Permit
Jaelynne	Lay	30-Day Substitute Teaching Permit
Alexis	Lopez	30-Day Substitute Teaching Permit
Katrina	MacKinnon	30-Day Substitute Teaching Permit
Emilio	Madera Valentin	30-Day Substitute Teaching Permit
Jenna	Magness	30-Day Substitute Teaching Permit
Susana	Maldonado Contreras	30-Day Substitute Teaching Permit
Seth	Marsh	30-Day Substitute Teaching Permit
Asma	Mazraoui	30-Day Substitute Teaching Permit
Rochelle	McClung	30-Day Substitute Teaching Permit
Hanna	Michels	30-Day Substitute Teaching Permit
Charlotte	Miserlis	Teaching Permit for Statutory Leave
Janice	Muscio	30-Day Substitute Teaching Permit
Beatriz	Nunez	30-Day Substitute Teaching Permit
Michelle	Oliver	30-Day Substitute Teaching Permit
Cristhy	Olivera Perez	30-Day Substitute Teaching Permit
Lizbeth	Ortiz	30-Day Substitute Teaching Permit
Wil	Otterson	30-Day Substitute Teaching Permit
Ruby	Perez	30-Day Substitute Teaching Permit
Jennifer	Quesada	30-Day Substitute Teaching Permit
Annette	Rafael	30-Day Substitute Teaching Permit
Jose Andres	Ramos Lemus	30-Day Substitute Teaching Permit
Deborah	Roark	30-Day Substitute Teaching Permit
Rebecca	Rosen	30-Day Substitute Teaching Permit
Theresa	Rowley	30-Day Substitute Teaching Permit
Kristin	Salvesen	30-Day Substitute Teaching Permit
Jada	Sanchez	30-Day Substitute Teaching Permit
Shemar	Savage	30-Day Substitute Teaching Permit
Jaquelin	Soto Gutierrez	30-Day Substitute Teaching Permit
Jacob	Spears	Teaching Permit for Statutory Leave
Suzette	Vanderende - Puig	30-Day Substitute Teaching Permit
Joscelyn	Vargas Figueroa	Substitute Teaching Permit for Prospective Teachers
Tyler	Varner	30-Day Substitute Teaching Permit
Edmond	Viau	30-Day Substitute Teaching Permit
Cynthia	Webster	30-Day Substitute Teaching Permit
Sierra	Whelan	30-Day Substitute Teaching Permit
Isis	Wills	30-Day Substitute Teaching Permit

Expiration Date: 2028

Elizabeth	Cabrera Mendoza	Multiple Subject Teaching Credential
Amy	Jardin	Multiple Subject Teaching Credential

Maria	Marzicola	Single Subject Teaching Credential
Dayna	McMullan	Administrative Services Credential
Gillian	Schoenfeld	Administrative Services Credential
Rylee	Stoupe	Multiple Subject Teaching Credential

Expiration Date: 2029

Alyssa	Hernandez	Multiple Subject Teaching Credential
Annick	Labeeuw	Multiple Subject Teaching Credential
Jessica	Vargas	Education Specialist Instruction Credential

Expiration Date: 2030

Ashlee	Cardoza	Education Specialist Instruction Credential
Margo	Donahue	Education Specialist Instruction Credential
Jessica	Escalante	Single Subject Teaching Credential
Desiree	Hernandez	Career Technical Education Teaching Credential
Anthony	Holden	Education Specialist Instruction Credential
Rebecca	Jones	Multiple Subject Teaching Credential
Kaisha	Kaminski	Multiple Subject Teaching Credential
Abigail	Lium	Single Subject Teaching Credential
Davia	McNamara	Education Specialist Instruction Credential
Parker	Merrill	Single Subject Teaching Credential
Allison	Mowers	Administrative Services Credential
Teri	Munger	Multiple Subject Teaching Credential
Judith	Papineau	Single Subject Teaching Credential
Graciela	Rodriguez	Administrative Services Credential
Armando	Uribe	Education Specialist Instruction Credential

Expiration Date: 2031

Jana	Albright	Single Subject Teaching Credential
Heather	Allen	Speech-Language Pathology Services Credential
Vanessa	Belmontez	Multiple Subject Teaching Credential
John	Berry	Single Subject Teaching Credential
Janet	Bertoldi	Administrative Services Credential
Catherine	Borgard	Single Subject Teaching Credential
Rebecca	Borgioli	Child Development Program Director Permit
Rebecca	Borgioli	Multiple Subject Teaching Credential
Marcia	Brennan	Single Subject Teaching Credential
Katrine	Bryan	Single Subject Teaching Credential
Teresa	Carrera	Child Development Associate Teacher Permit
Enedina	Castaneda	Single Subject Teaching Credential
Enedina	Castaneda	Multiple Subject Teaching Credential
Sarah	Castellanos	Multiple Subject Teaching Credential
Jaelyn	Cederwall	Multiple Subject Teaching Credential
Alexander	Chakshiri	Single Subject Teaching Credential
Staci	Cochiolo	Single Subject Teaching Credential
Patrick	Cooney	Single Subject Teaching Credential
Gerardo	Cornejo	Administrative Services Credential

Gerardo	Cornejo	Single Subject Teaching Credential
Katherine	Davidson	Multiple Subject Teaching Credential
Rosa	De La Cruz-Rodriguez	Child Development Site Supervisor Permit
Kimberly	DeVenne	Education Specialist Instruction Credential
Cintya	Diaz	Education Specialist Instruction Credential
Skylar	Dominguez	Multiple Subject Teaching Credential
Tara	Dooley	Pupil Personnel Services Credential
Maryann	Duran	Child Development Program Director Permit
Magda	Eaker	Multiple Subject Teaching Credential
Adriana	Enriquez-Ibarra	Pupil Personnel Services Credential
Maria	Equihua - Avila	Child Development Associate Teacher Permit
Karla	Fedrick	Child Development Teacher Permit
Marcia	Frainer	Single Subject Teaching Credential
Samantha	Fredriks	Single Subject Teaching Credential
Dominic	Freking	Single Subject Teaching Credential
Francine	Fridrich	Multiple Subject Teaching Credential
Nicole	Fuller	Single Subject Teaching Credential
Kirsten	Garberg	Education Specialist Instruction Credential
Maria	Garmendia	Single Subject Teaching Credential
Stephanie	Gogonis	Administrative Services Credential
Stephanie	Gogonis	Single Subject Teaching Credential
Stephanie	Gogonis	Education Specialist Instruction Credential
Vanessa	Gomez	Multiple Subject Teaching Credential
Annelin	Hammer	Single Subject Teaching Credential
Rachel	Hatcher Day	Career Technical Education Teaching Credential
Desiree	Hernandez	Single Subject Teaching Credential
Lisa	Hildebrand	Administrative Services Credential
Lisa	Hildebrand	Multiple Subject Teaching Credential
Ellyn	Houghton	Clinical or Rehabilitative Services Credential
Danell	Hurtado	Multiple Subject Teaching Credential
Rebecca	Ingrahm	Career Technical Education Teaching Credential
Laura	Jenkins	Education Specialist Instruction Credential
Chelsea	Johnson	Multiple Subject Teaching Credential
Kari	Jones	Pupil Personnel Services Credential
Kari	Jones	Single Subject Teaching Credential
Erin	Kiniry	Multiple Subject Teaching Credential
Trenton	Kozel	Single Subject Teaching Credential
Alena	Latta	Child Development Site Supervisor Permit
Evigenia	Limon-Ngai	Pupil Personnel Services Credential
Emily	Little	Education Specialist Instruction Credential
Tahra	Lopez	Multiple Subject Teaching Credential
Griselda	Lopez	Child Development Site Supervisor Permit
Ted	Lyon	Administrative Services Credential
Laurie	Maas	Child Development Site Supervisor Permit
Jon	Marino	Single Subject Teaching Credential
Alfredo	Martinez	Pupil Personnel Services Credential
Mariah	McClellan	Single Subject Teaching Credential
Nicole	McMillen	Education Specialist Instruction Credential
Ellen	Middleton	Multiple Subject Teaching Credential
Jennifer	Morin	Single Subject Teaching Credential
Michael	Muscio	Single Subject Teaching Credential
Michael	Muscio	Multiple Subject Teaching Credential
Karla	Navarrete	Multiple Subject Teaching Credential

Jonathan	Osborne	Single Subject Teaching Credential
Timothy	Palmer	Career Technical Education Teaching Credential
Francine	Pelka	Multiple Subject Teaching Credential
Michelle	Rampone	Multiple Subject Teaching Credential
Izetta	Read	Education Specialist Instruction Credential
Monica	Reichmuth	Multiple Subject Teaching Credential
Susan	Remick	Multiple Subject Teaching Credential
Thesa	Roepke	Child Development Program Director Permit
Silvia	Segoviano	Child Development Program Director Permit
Shahrokh	Shahroozi	Pupil Personnel Services Credential
Judith	Smith-Meyer	Single Subject Teaching Credential
Heather	Somerton	Multiple Subject Teaching Credential
Linda	Stinson	Clinical or Rehabilitative Services Credential
Matthew	Stockton	Administrative Services Credential
Matthew	Stockton	Single Subject Teaching Credential
Alma	Valentin-Fischer	Child Development Site Supervisor Permit
Maricela	Vargas Gonzalez	Multiple Subject Teaching Credential
Yvonne	Villanueva	Education Specialist Instruction Credential
Marilyn	Walker	Education Specialist Instruction Credential
Lynda	Zahn	Multiple Subject Teaching Credential

Expiration Date: 2032

Jeffrey	Sofro	Pupil Personnel Services Credential
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Certificates of Competence

Joshua	Stutzman	Certificate of Completion of Staff Development
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Name

Type of Credential/Permit

Temporary County Certificates

Andrea	Kay	30-Day Substitute Teaching Permit
Maria	Miramontes	Administrative Services Credential
Blaire	Osborne	Teaching Permit for Statutory Leave



Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

Santa Barbara County Board of Education
Recommended Approval for Declaration of Surplus
April 9, 2026

Human Resources

- SB 20183 Apple 13-Inch MacBook Air
- SB 20158 Apple Mac Mini
- SB 20352 Dell Latitude 15 5000 Laptop

Juvenile Court and Community Schools

- SB 20743 Dell Latitude Laptop 7490
- SB 11734 Motorola Two Way Radio SP50
- SB 11741 Motorola Two Way Radio SP50
- SB 11608 Motorola Two Way Radio SP50

Teacher Induction Program

- SB 20337 Chromebook 15.6" C910-C37P
- SB 20155 Apple MacBook Pro 13"

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

Action Items

Santa Barbara County Education Office County-Operated Schools and Programs 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	Juvenile Court and Community School, Teacher's Association Representative
Kirsten Escobedo	Special Education, Associate Superintendent
Andy Evans	Special Education, Administrator
Andrea Groppetti	Special Education, Coordinator
Rene Wheeler	Juvenile Court and Community School, Director
Andreo Palacol	Juvenile Court and Community School, Coordinator
Josiah Espinoza-Vega	FitzGerald Student
Audrina Varelas	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 26, 2026.

The CSSP was approved by the Santa Barbara County Board of Education (County Board) on April 9, 2026.

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 schools and programs. 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 schools and programs covered in the SBCEO CSSP include:

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

The SBCEO county-operated schools and programs 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 schools and programs 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 schools and programs 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)		
A. Assessment of Current Status of School Crime at the School and School-Related Functions	YES	YES	NO	NO
B. Child Abuse Reporting	YES	YES	YES	YES
C. Disaster Procedures, Routine and Emergency Plans, and Crisis Response	YES	NO	Only those locations that are on an independent site	NO
D. Suspension/Expulsion Policies & Procedure	YES	YES	YES	YES
E. Procedures for Notifying Teachers of Dangerous Students	YES	YES	NO	NO
F. Discrimination and Harassment Policies	YES	YES	YES	YES
G. School-wide Dress Code	YES	YES	NO	NO
H. Procedures for Safe Ingress and Egress	YES	NO	Only those locations that are on an independent site	NO
I. Safe and Orderly Environment	YES	YES	NO	NO
J. Rules and Procedures on School Discipline	YES	YES	YES	YES
K. Procedures for Tactical Responses to Criminal Incidents	YES	YES	Only those locations that are on an independent site	NO

L. Protocols for Responding to a Potential Opioid Overdose	YES	NO	Only those locations that are on an independent site	NO
M. Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity	YES	NO	Only those locations that are on an independent site	NO
N. Instructional Continuity Plan	YES	YES	YES	NO

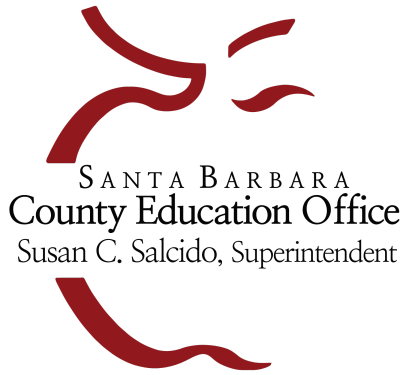
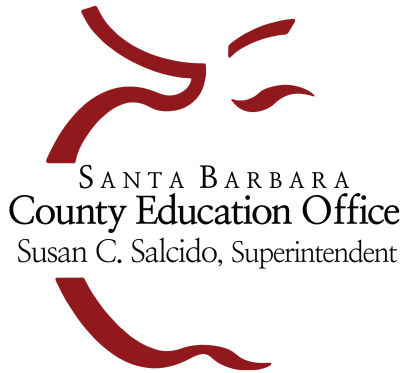


Table of Contents

The Santa Barbara County Education Office Comprehensive School Safety Plan incorporates the following Key Elements (EC 35294.2):

Table of Contents

A. Assessment of Current Status of School Crime at the School and School-Related Functions.....	10
B. Child Abuse Reporting.....	13
C. Disaster Procedures, Routine and Emergency Plans, and Crisis Response.....	17
Disaster Procedures (Wildfire Safety).....	17
Standard Response Protocol (SRP).....	19
SRP Actions.....	19
Implementation & Decision-Making.....	20
Training & Drills.....	20
Communication.....	20
Post-Incident Review.....	21
Tactical Responses.....	21
D. Suspension/Expulsion Policies & Procedure.....	36
E. Procedures for Notifying Teachers of Dangerous Students.....	39
F. Discrimination and Harassment Policies.....	41
G. School-wide Dress Code.....	44
H. Procedures for Safe Ingress and Egress.....	46
I. Safe and Orderly Environment.....	57
Policies & Procedures on Positive School Environment.....	57
Assessment of the Current Status.....	58
Component 1: Positive School Environment - People and Programs.....	59
Component 2: Physical Environment - Place.....	60
J. Rules and Procedures on School Discipline.....	62
K. Procedures for Tactical Responses to Criminal Incidents.....	64
L. Protocols for Responding to a Potential Opioid Overdose.....	67
M. Protocols and Procedures for Responding to Dangerous, Violent, or Unlawful Activity.....	71
N. Instructional Continuity Plan (ICP).....	75



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 (2024-25) indicated that:

- 45% of students report that they have caring relationships with adults in school;
- 55% of students believe their teachers (pretty much true or very much true) have high expectations for their success;
- 67% of students agree or strongly agree that they feel the teaching staff treat students fairly;
- 57% of students agree or strongly agree that they perceive school as safe or very safe;
- 41% of students strongly agree or agree that they feel connected to school.

Additionally, the staff reviewed the most recent (2024-25) suspension rates for JCCS. The community school suspension rate went down by 0.7%, from 39.3% to 38.6% from the prior school year. The court school suspension rates went down by 5.8%, from 8.7% to 2.9% from the prior year.

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 the community school are justice-involved, further illustrating the direct intersection between school discipline issues and broader patterns of community crime and juvenile justice trends. The high-level of 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

Pupil Supervision and Protection from Abuse, Neglect, and Sex Offenses

All SBCEO county-operated programs maintain procedures designed to support the supervision and protection of pupils from child abuse, neglect, and sex offenses, including clear professional boundaries and safe, well-supervised school environments. These procedures align with board policies and administrative regulations on professional boundaries, pupil safety, and mandated reporting.

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. Failure to comply with the terms of this policy may result in disciplinary proceedings (BP 5141.4).

1. Professional Boundaries and Student Communication

All employees, volunteers, and contractors are expected to maintain professional boundaries with pupils and follow school expectations for appropriate interactions, including in-person and electronic communication.

School expectations include:

- Interactions with pupils remain school-related, age-appropriate, and transparent.
- Electronic communication with pupils (e.g., texting, social media, direct messaging) follows program rules and is limited to appropriate school business.
- Any suspected boundary violations are reported to the Program Manager promptly.

2. Supervision in Classrooms, Non-Classroom Areas, and Activities

The school programs use supervision and monitoring practices to reduce isolated/unsupervised contact and promote student safety.

- School program supervision procedures include:
- Active supervision expectations during class time and transitions.
- Monitoring of non-classroom areas (e.g., hallways, restrooms vicinity, offices, storage areas, secluded locations).
- Supervision expectations for before/after school programs, clubs, and field trips.

3. Facilities and Visibility Practices

The school programs support safe environments by maintaining practices that make pupil-adult interactions more observable when feasible, including attention to room supervision and visibility in non-classroom settings.

4. Child Abuse and Neglect Reporting Procedures (Mandated Reporting)

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](#).

Child Abuse Reporting Protocol as Outlined in Administrative Regulation 5141.4:

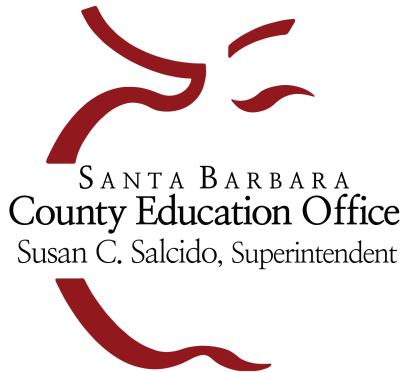
- **Report it:** Immediately (as soon as practically possible) call the Santa Barbara County Child Welfare Services (CWS) Hotline.
 - (800) 367-0166
 - In the case of an emergency, please call 911
- **Document it**
 - Complete and file a Suspected Child Abuse Report (SCAR), Form #SS8572.
 - The SCAR 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](#)
- Board Policy Maintaining Appropriate Adult-Student Interactions [41192.4](#), [42192.4](#), [43192.4](#)
- 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:

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
SPED	Orcutt Presbyterian Church Preschool		X

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

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

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

The schools and programs maintain procedures for responding to cardiac emergencies on campus in accordance with AB 2887. Procedures include the availability and use of automated external defibrillators (AEDs), coordination with emergency medical services, and staff response protocols for cardiac arrest or similar life-threatening medical emergencies.

Disaster Procedures (Wildfire Safety)

Wildfire Refuge and Evacuation Procedures (AB 2968 Compliance)

Casmalia Preschool is located in a High Fire Hazard Severity Zone and maintains wildfire safety procedures consistent with AB 2968 and Education Code §32282. These procedures address early-warning communication, refuge site identification, evacuation decision-making, and accommodations for students with disabilities and access or functional needs (AFN).

A. On-Site Refuge / Assembly Location:

Casmalia Preschool has identified an on-site refuge and assembly location



B. Off-Site Evacuation Location:

If evacuation from the preschool is required, students and staff may be transported [redacted] which serves as the primary off-site evacuation and reunification location.

C. Transportation Procedures:

Primary off-site evacuation transportation is coordinated through [redacted]. In the event that primary transportation resources are unavailable or delayed due to concurrent districtwide wildfire impacts, Casmalia Preschool will coordinate with the Incident Command Team to identify alternate transportation or sheltering options.

D. Evacuation vs. Shelter Decision-Making:

The decision to evacuate or utilize the on-site refuge location is based on official evacuation orders and guidance from Office of Emergency Management (OEM), real-time information from fire agencies, weather and access route conditions.

E. Access and Functional Needs (AFN):

Wildfire evacuation and refuge procedures include staff assignments, supervision, mobility assistance, medical considerations, and communication support to ensure the safety of students with disabilities and access or functional needs. Refuge locations, evacuation routes, and reunification information are documented on school safety plans and reviewed annually. These procedures are developed and reviewed in coordination with local fire agencies and OEM.

Immigration Enforcement Events – Notification Procedures

The purpose of this section is to describe how the SBCEO will communicate when immigration enforcement activity is confirmed on or immediately adjacent to a school or program site, in a manner that prioritizes safety, well-being, and confidentiality.

- A. Trigger for Notification:** Notification procedures are activated when immigration enforcement activity is confirmed on a school or program site or when

enforcement activity near a school or program site has a direct impact on school or program operations, student safety, or access to campus.

- B. **Notification Audiences:** Consistent with adopted SBCEO policy and legal requirements, notifications shall be provided to:
- a. Parents and guardians of enrolled students
 - b. All school staff, including teachers, administrators, and other school personnel
 - c. SBCEO's governing board, distinct from required notifications to staff and families
- C. **Notification Content:** Notifications shall:
- a. Prioritize the safety, well-being, and privacy of students, staff, and families
 - b. Avoid inclusion of any personally identifiable information
 - c. Be factual, limited, and timely
 - d. May include links to existing SBCEO-adopted resources and templates available on the SBCEO website, including:
 - i. Educational rights and privacy protections
 - ii. Counseling or student support services
 - iii. Family preparedness and community resources
- D. **Method of Notification:** Notifications may be delivered using communication methods adopted by SBCEO, which may include ParentSquare, email, automated calls, staff bulletins, or other established communication platforms.
- E. **Coordination:** All notifications shall be coordinated through designated Program Managers in accordance with SBCEO policy and procedures to ensure accuracy, consistency, and compliance with state law.

Standard Response Protocol (SRP)

The schools and programs utilize a [Standard Response Protocol \(SRP\)](#) to provide a consistent, coordinated approach to emergency response across all types of incidents. The SRP establishes common actions and shared terminology to support rapid decision-making, communication, and coordination among staff, students, and emergency responders.

The SRP is used for planning, training, and response and is aligned with the Incident Command System (ICS) and local emergency response practices.

At a minimum, staff must review the Standard Response Protocol video linked here annually.

- [Standard Response Protocol Video](#)

SRP Actions

Depending on the nature of the incident, Program Managers may implement one or more of the following SRP actions:

- Hold – Used when it is safer to remain in classrooms or areas while an issue is addressed elsewhere on campus.

- Secure – Used to limit access to campus buildings or areas when a threat is outside the school.
- Lockdown – Used when there is a direct threat to the campus requiring immediate protective actions.
- Evacuate – Used to move students and staff to a safer location, on or off campus.
- Shelter – Used for environmental hazards (e.g., weather, air quality) requiring protection indoors.

Implementation & Decision-Making

- The Program Manager or designee is responsible for determining which SRP action(s) to implement based on available information and coordination with emergency responders.
- SRP actions may be modified or combined as conditions change.
- Emergency responders assume command and control when they arrive and establish incident command.

Training & Drills

- Staff and students receive training on SRP actions appropriate to their roles.
- Drills are conducted in a trauma-informed, age-appropriate manner, consistent with applicable law, including AB 1858.
- Detailed procedures, scripts, and role-specific actions are addressed through separate training materials and emergency reference tools, not within the CSSP.

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.

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

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

Communication


- Emergency communications are delivered using clear, plain language consistent with SRP actions.
- Communication procedures align with the school’s emergency communication systems and district protocols.

Post-Incident Review


- Following an incident or drill, Program Managers conduct a review to assess effectiveness, identify lessons learned, and make updates to procedures or training as needed.
- The CSSP is reviewed and updated as appropriate based on these findings.

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.
- [REDACTED]:
 -

SRP Actions	
	<h1>HOLD</h1>
<p>IN YOUR ROOM OR AREA</p>	<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>
<p>ANNOUNCEMENT - HOLD</p>	<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>
<p>ANNOUNCEMENT - RELEASE</p>	<p>When it’s been resolved:</p> <p>“Students and staff, the HOLD is released. All clear.”</p>
<p>ACTIONS</p>	<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>
<p>EXAMPLES OF HOLD CONDITIONS</p>	<p>The following are some examples of when a school might call for a HOLD action:</p> <ul style="list-style-type: none"> ● Medical incident in halls or a classroom ● Disruptive student ● Broken window, pipe, etc, or something that is a physical hazard

	<h1 style="text-align: center;">SECURE</h1>
<p>GET INSIDE and LOCK OUTSIDE DOORS</p>	<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>
<p>ANNOUNCEMENT - SECURE</p>	<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>
<p>ANNOUNCEMENT - RELEASE</p>	<p>A SECURE action can be released by announcement.</p> <p>“The SECURE is released. All Clear. The SECURE is released. All Clear.”</p>
<p>ACTIONS</p>	<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>
<p>EXAMPLES OF SECURE CONDITIONS</p>	<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"> ● An unknown or unauthorized person on the grounds ● Dangerous animal on or near the grounds ● Criminal activity in the area ● Planned police activity in the neighborhood



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>
<p>EXAMPLES OF LOCKDOWN CONDITIONS</p>	<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"> ● Dangerous animal within a school building ● Intruder ● An angry or violent parent or student ● Report of a weapon ● Active assailant <p>* [REDACTED]</p>



EVACUATE

EVACUATE TO A LOCATION

EVACUATE is called when there is a need to move people from one location to another for safety reasons.

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.

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.

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.

ANNOUNCEMENT - EVACUATE

The announcement for EVACUATE is:

“EVACUATE! [To a Location]” and is repeated twice each time the public address is performed.

“EVACUATE! To the flagpole.”

“EVACUATE! To the flagpole.”

ANNOUNCEMENT - RELEASE

The EVACUATE release will vary and the situation will dictate the actions that proceed the EVACUATE announcement.


ACTIONS

The EVACUATE action demands students and staff move in an orderly fashion to a safe area.

POLICE LED EVACUATION and ACTIONS

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>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>
<p>REUNIFICATION AFTER AN EVACUATION</p>	<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>
<p>EXAMPLES OF EVACUATION CONDITIONS</p>	<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"> ● Fire ● Earthquake ● Peacetime bomb threat ● Chemical accident ● Explosion or threat of explosion ● Following an earthquake (at the Incident Commander’s or Emergency Response Team member’s direction) ● Other similar occurrences that might make the building uninhabitable ● 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

	<h1>SHELTER</h1>
<p>STATE THE HAZARD AND SAFETY STRATEGY</p>	<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>
<p>SAFETY STRATEGIES MAY INCLUDE</p>	<ul style="list-style-type: none"> ● Evacuate to shelter area ● Seal the room ● Drop, cover, and hold ● Get to high ground
<p>ANNOUNCEMENT - EVACUATE</p>	<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>
<p>ANNOUNCEMENT - RELEASE</p>	<p>The SHELTER release will vary based on the situation. There is flexibility in this action based on the criteria it encompasses.</p>
<p>ACTIONS</p>	<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>

EXAMPLES OF SHELTER CONDITIONS	<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"> ● Tornado ● Severe weather ● Wildfires ● Flooding ● Hazmat spill or release ● Earthquake ● Tsunami
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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 SBCEO 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 school 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



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
Hazmat
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
Dirijanse 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

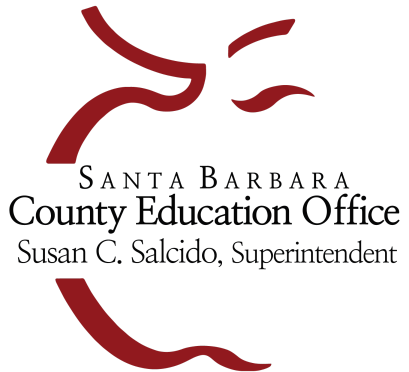
2. Bullying

- 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 > 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

- [2025-26 Annual Notification to Students, Parents, and Guardians - English](#)
- [2025-26 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 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 SBCEO county-operated schools and programs 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
Sped	Orcutt Presbyterian Church Preschool		X

Campus Access Control During Immigration Enforcement Events

This section describes campus access control considerations related to immigration enforcement activity. Inclusion of these procedures supports safe ingress and egress and aligns with Attorney General guidance and Safe Haven School protections.

Training and Awareness

SBCEO provides staff training and guidance, consistent with adopted policies and Attorney General model guidance, regarding access control, confidentiality, and appropriate response to immigration enforcement activity.

Nonpublic Areas

School and program staff shall treat classrooms, instructional spaces, student areas, staff offices, and other nonpublic areas of a school or program campus as restricted spaces not open to the general public during the school day or school-sponsored activities.

Access Protocol

When an individual identifying as an immigration enforcement officer seeks access to a school site:

- Staff shall refer the individual to the Program Manager or Division Lead. Staff shall not grant access to nonpublic areas without review by the Program

Manager or designee and verification of appropriate judicial documentation, consistent with SBCEO policy

- Staff shall not physically interfere with enforcement officers and shall follow adopted SBCEO procedures.

Verification and Response

Program Managers shall follow adopted SBCEO procedures, consistent with Attorney General guidance, to:

- Request and verify identification from any individual claiming immigration enforcement authority
- Review and distinguish judicial warrants, subpoenas, or court orders from administrative immigration documents
- Determine whether presented documentation authorizes access to nonpublic areas
- Consult with SBCEO leadership and/or legal counsel, as required by SBCEO policy, prior to granting access
- Document the request, documentation presented, and the SBCEO's response
- Coordinate internal communication and safety measures as needed

Ingress and Egress Considerations

Program Managers may implement reasonable and proportionate measures to maintain safe ingress and egress for students and staff during an enforcement-related incident, including supervision, temporary adjustments to access points, or coordination with district safety protocols.

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

- [REDACTED] to the maps

Ingress and Egress Narratives

[REDACTED]	
[REDACTED]	[REDACTED]
	[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 Annual Parent Notification is linked in section J.**

In accordance with AB 3216, SBCEO adopted a student smartphone use policy. The policy establishes expectations for student smartphone use during the school day and is reviewed as required by law. The policy is found in the Annual Notification to Parents.

Consistent with AB 962, the policy includes exceptions for emergencies, health or medical needs, and students with disabilities as stated in the JCCS Annual Parent Notification under the Digital Communication Devices section. This aligns with emergency communication procedures outlined in this Comprehensive School Safety Plan.

During emergencies, student cell phone use restrictions may be modified or temporarily suspended as directed by school administration, as necessary to support safety, medical needs, or disability-related accommodations consistent with AB 962. Emergency-related use shall align with staff direction and established emergency communication procedures. Student cell phones are checked in with staff upon arrival to school. The cell phones are returned to students at dismissal. In case of emergencies, student cell phones will be returned through their homeroom teacher when it is safe to do so.

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:

Agency 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.

Critical 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.

Community 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.

Effective 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.

Prosocial 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.

Twenty-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 SBCEO School Safety Liaison to update safety protocols. School staff then received training in the updated protocols as well as the Countywide adopted Standard Response Protocol; Hold, Secure, Lockdown, Evacuate, and Shelter.

The 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.

These assessments are analyzed during weekly staff meetings to determine what individual supports are needed and to inform the creation of the Local Control and Accountability Plan (LCAP).

Component 1: Positive School Environment - People and Programs		
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
Action 1: 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
Action 2: JCCS teaching assistants will continue to provide academic and behavioral support based on student need.	Individualize tutoring	Teaching Assistants
	English Language support	
Action 3: JCCS staff will continue to receive professional development in Social Emotional Learning (SEL) and Restorative Approaches	Annual Refresher Training	JCCS Admin
	Restorative Approaches personal development with a hired consultant	Consultant/ Practitioner

Component 2: Physical Environment - Place

Goal: Ensure that the school facilities are safe, clean, and inviting for all students, staff, and families.

	Strategies to be used	Responsible party
Action 1: Create student led, campus beautification club.	<p>Student led initiatives for campus beautification</p> <p>Community Service awarded for trash pick-up</p>	<p>JCCS Coordinator</p> <p>JCCS Director</p>
Action 2: JCCS will continue to contract with Quest National Security (QNS) for a Security Guard at Peter B. FitzGerald.	Renew contract with QNS	JCCS Director



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.

2025-26 Annual Notifications:

- [2025-26 Annual Notification to Students, Parents, and Guardians - English](#)
- [2025-26 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 2025](#)
- [Handbook New FULL DAY Revised July 2025](#)

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



Procedures for Tactical Responses to Criminal Incidents

[Redacted content]

Resources

█ —



Protocols for Responding to a Potential Opioid Overdose

L. Protocols for Responding to a Potential Opioid Overdose

Introduction

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

Emergency Response to an Opioid Overdose

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

- **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.
- **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)**
 - Naloxone is located at each of the school and program sites. It can be found in each of the first aid kits.
 - 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.

Here is additional information about procedures related to Responding to Opioid Use:

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.

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.

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.

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

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.

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

SBCEO county-operated student programs 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 or program, at an activity sponsored by the school or program, or on a bus serving the school or program. SBCEO county-operated schools and programs will follow the outlined protocols and procedure for responding to a dangerous, violent, or unlawful activity.

In accordance with Senate Bill 906, for schools serving grades 6–12, any school staff member who observes or becomes aware of a student making a homicidal threat or perceived threat shall immediately report the information to the Program Manager or designee. The school or program shall immediately notify local law enforcement prior to initiating internal discipline or assessment.

SBCEO shall cooperate with law enforcement during any investigation and threat assessment process, including coordination and access to relevant records as required by law.

Consistent with Senate Bill 19, the school or program shall respond to credible threats directed at the school or program, including activities or events in accordance with applicable law. When a threat meets the legal threshold of a credible threat, notification to law enforcement shall occur, and response procedures shall align with established threat reporting, assessment, and response protocols, including those required under Senate Bill 906.

1. Identify 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 or program'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
- [REDACTED]

2. Evaluate the Threat

A multidisciplinary threat assessment team, consisting of school administrators, counselors, mental health professionals, and law enforcement, as appropriate, shall evaluate reported threats to determine necessary response actions. The school or program shall cooperate with law enforcement during threat investigations and shall not conduct activities reserved for law enforcement authority. Threat assessment procedures shall align with established SBCEO protocols and applicable law. Multi-Disciplinary Threat Assessment [REDACTED] when conducting an assessment.

3. Routinely Train and Practice Drills

Staff and students will participate in training and drills conducted in a trauma-informed, age-appropriate manner, consistent with applicable law. These exercises will cover SRPs, lockdown procedures, evacuation plans, communication protocols, and first aid. See drill information on page 21.

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

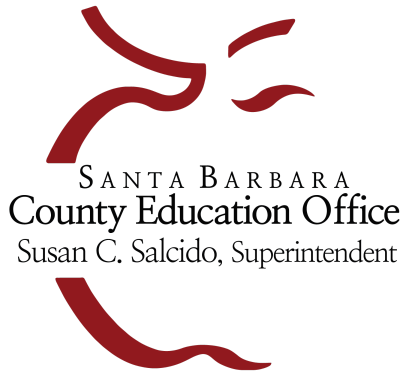
Staff and students will be trained on the significance of situational awareness, and the importance of reporting any suspicious behavior or activities to appropriate authorities as that is critical to the early identification of a threat.

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](#)



Instructional Continuity Plan (ICP)

N. Instructional Continuity Plan (ICP)

Beginning July 1, 2025, each local educational agency (LEA) shall include an Instructional Continuity Plan (ICP) as part of its Comprehensive School Safety Plan (CSSP), consistent with Senate Bill 153 and Education Code § 32282(a)(14). The purpose of the ICP is to ensure that all students have access to instruction during emergencies that disrupt in-person learning.

Per SB 153 and Education Code § 32282(a)(14), the ICP includes the following:

1. A protocol for how the LEA will engage with pupils and their families as soon as practicable, but **no later than five calendar days following an emergency**. The protocol must be designed to:
 - a. establish two-way communication with pupils and their families; and
 - b. identify and provide support for pupils' social-emotional, mental health, and academic needs.
2. A plan to provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days following the emergency**. Plans for remote instruction must align with EC sections governing [Independent Study Instructional Modalities](#). Directives in an ICP may seek to provide support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school.

Instructional Continuity Plans

[Juvenile Court and Community School](#)

[Special Education](#)



PHILOSOPHY, GOALS, OBJECTIVES, AND COMPREHENSIVE PLANS

New

BOARD POLICY – **COMPREHENSIVE SAFETY PLAN**

BP 0450

The County Board of Education and the County Superintendent of Schools recognize that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The County Board and the County Superintendent are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for staff and student conduct, responsible behavior, and respect for others.

The school site council at each County Education Office school shall develop a comprehensive school safety plan (CSSP) relevant to the needs and resources of that particular school. New school campuses shall develop a CSSP within one year of initiating operations. (Education Code 32281, 32286)

The CSSP shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the school site.

The CSSP(s) shall be reviewed and updated by March 1 of each year and forwarded to the County Board for approval. (Education Code 32286, 32288)

The County Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

As necessary, the County Superintendent or designee shall provide training on the CSSP to all school staff.

By October 15 of each year, the County Superintendent or designee shall notify the California Department of Education (CDE) of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Notwithstanding the process described above, any portion of a CSSP that addresses tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to safeguard students and staff, secure affected school premises, and apprehend criminal perpetrator(s), shall be developed by the County Superintendent or designee in accordance with Education Code 32281. In developing such strategies, the County Superintendent or designee shall consult with law enforcement officials and with representative(s) of employee bargaining unit(s), if they choose to participate.

When reviewing the tactical response plan, the County Board may meet in closed session to confer with law enforcement officials and approve the tactical response plan, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Safety Plan(s) Access and Reporting

The County Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the CSSP that include tactical responses to criminal incidents need not be publicly disclosed.

The County Superintendent or designee shall share the CSSPs and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Additionally, the County Superintendent or designee shall provide data to the California Department of Education pertaining to lockdown or multi-option response drills conducted at County Education Office schools in accordance with Education Code 32289.5. (Education Code 32289.5)

Policy Reference Disclaimer:

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

State	Description
5 CCR 11987-11987.7	School Community Violence Prevention Program requirements
5 CCR 11992-11993	Persistently dangerous schools; definition
CA Constitution Article 1, Section 28(c)	Right to Safe Schools
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 32270	School safety cadre
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32290	Safety devices
Ed. Code 35147	School site councils and advisory committees
Ed. Code 35183	School dress code; uniforms
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 35291	Rules
Ed. Code 35291.5	School-adopted discipline rules
Ed. Code 41020	Annual audit
Ed. Code 48900-48927	Suspension and expulsion
Ed. Code 48950	Speech and other communication
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 49079	Notification to teacher; student act constituting grounds for suspension or expulsion
Ed. Code 49390-49395	Homicide threats

Ed. Code 49414.35
Ed. Code 49414.6
Ed. Code 67381
Gov. Code 11549.3
Gov. Code 54957
Gov. Code 8586.5
Pen. Code 11164-11174.3
Pen. Code 422.55
Pen. Code 626.8

Emergency treatment for opioid overdose
Student possession of opioid antagonist
Availability of information regarding crimes
Independent security assessment
Closed session meetings for threats to security
California Cybersecurity Integration Center
Child Abuse and Neglect Reporting Act
Definition of hate crime
Disruptions

Federal

20 USC 1400-1482
20 USC 7111-7122
20 USC 7912
29 USC 794
42 USC 12101-12213
6 USC 665k

Description

Individuals with Disabilities Education Act
Student Support and Academic Enrichment Grants
Transfers from persistently dangerous schools
Rehabilitation Act of 1973; Section 504
Americans with Disabilities Act
Federal Clearinghouse on School Safety Evidence-Based Practices

Management Resources

California Department of Education
CSBA Publication
CSBA Publication
CSBA Publication

CSBA Publication

CSBA Publication

CSBA Publication

Federal Bureau of Investigation Publication
U.S. Department of Education Publication

U.S. Department of Homeland Security
Publication
Website

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Description

Instructional Continuity Plan Guidance
School Safety: Firearm Safety and Storage, May 2023
Comprehensive School Safety Plans, July 2024
[Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October 2022](#)
[Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011](#)
[Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014](#)
Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
Uniform Crime Reporting Handbook, 2004
Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
Behavioral Threat Assessment and Management in Practice 2024

California Department of Technology, Independent Security Assessment
California Governor's Office of Emergency Services
California State Threat Assessment System
U.S. Department of Homeland Security, Fusion Centers
California Military Department
California Department of Education, Safe Schools Planning
California Department of Education, Language Services Policy and Process
California Department of Education, School Safety Elements and Resources
[SchoolSafety.gov](#)
[CSBA District and County Office of Education Legal Services](#)
[U.S. Secret Service, National Threat Assessment Center](#)
[U.S. Department of Education](#)
[National School Safety Center](#)
[National Center for Crisis Management](#)
[Federal Bureau of Investigation](#)
[CSBA](#)

Website
Website
Website

[Centers for Disease Control and Prevention](#)
[California Healthy Kids Survey](#)
[California Department of Education, Safe Schools](#)

APPROVED BY COUNTY BOARD: Pending
REVISED:



COMMUNITY RELATIONS

New

BOARD POLICY – ACCESS TO COUNTY EDUCATION OFFICE RECORDS BP 1340

The County Board of Education and the County Superintendent of Schools recognize the right of members of the public to have access to public records of the County Education Office. The County Education Office shall provide any member of the public reasonable access to the public records of the County Education Office during normal business hours and within the requirements of law. Public access shall not be given to records that are exempt from public disclosure pursuant to the California Public Records Act or other state or federal law.

In response to a public records request, reasonable efforts shall be made to locate the requested records, including, but not limited to, any electronic communication substantively related to the records, such as email, text messages, instant messages, and other electronic communications, regardless of whether they are transmitted through a County Education Office-provided device or account or through a County Board member's personal device or account.

The County Education Office may charge for copies of public records or other materials requested by individuals or groups, in accordance with law.

In order to help maintain the security of County Education Office records, members of the public granted access shall examine records in the presence of a County Education Office staff member.

Policy Reference Disclaimer:

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

State	Description
5 CCR 430-438	Individual student records
CA Constitution Article 1, Section 3	Right of access to governmental information
Civil Code 1798.3	Personal information
Ed. Code 234.7	Student protections related to immigration and citizenship status
Ed. Code 35145	Public meetings
Ed. Code 35170	Authority to secure copyrights
Ed. Code 35250	Duty to keep certain records and reports
Ed. Code 35266	Cybersecurity
Ed. Code 41020	Requirement for annual audit
Ed. Code 42103	Budget notification
Ed. Code 44031	Personnel file contents and inspection
Ed. Code 44839	Medical certificates; periodic medical examination
Ed. Code 49060-49079	Student records
Ed. Code 49091.10	Parental review of curriculum and instruction
Gov. Code 11549.3	Office of Information Security

Gov. Code 3547	Proposals relating to representation
Gov. Code 53262	Employment contracts
Gov. Code 54957.2	Minute book record of closed sessions
Gov. Code 54957.5	Agendas and other writings distributed for discussion or consideration
Gov. Code 6205-6210	Address confidentiality; victims of domestic violence, sexual assault, stalking, human trafficking, child abduction, and elder and dependent adult abuse
Gov. Code 6215-6216	Address confidentiality; reproductive health care providers, employees, volunteers, patients, and other individuals who face threats or violence
Gov. Code 6275-6276.48	California Public Records Act; other exemptions from disclosure
Gov. Code 7920.000-7930.215	California Public Records Act
Gov. Code 81008	Political Reform Act, public records; inspection and reproduction
Gov. Code 8310.3	California Religious Freedom Act
Gov. Code 8450	Tribal financial information
Gov. Code 8550-8669.7	California Emergency Services Act
Gov. Code 8586.5	Office of Emergency Services; California Cybersecurity Information Center

Federal

20 USC 1232g
34 CFR 99.1-99.8

Description

Family Educational Rights and Privacy Act (FERPA) of 1974
Family Educational Rights and Privacy Act

Management Resources

Attorney General Opinion
Attorney General Opinion
CA Office of the Attorney General
Publication

Description

71 Ops.Cal.Atty.Gen. 235 (1988)
64 Ops.Cal.Atty.Gen. 186 (1981)
Promoting a Safe & Secure Learning Environment for All: Guidance & Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Summary of the California Public Records Act, August 2004
California Department of Justice Guidelines for Access to Public Records, October 2017
National Lawyers Guild, San Francisco Bay Area Chapter v. City of Hayward (2020) 9 Cal.5th 488
North County Parents Organization for Children with Special Needs v. Department of Education, (1994) 23 Cal.App. 4th 144
Los Angeles Times v. Alameda Corridor Transportation Authority, (2001) 88 Cal.App.4th 1381
Los Angeles County Board of Supervisors v. Superior Court (2016) 2 Cal.5th 282
Kleitman v. Superior Court, (1999) 74 Cal.App. 4th 324
International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, (2007) 42 Cal.4th 319
Fairley v. Superior Court, (1998) 66 Cal.App. 4th 1414
Sacramento County Employees' Retirement System v. Superior Court (2011) 195 Cal. App. 4th 440
City of San Jose v. Superior Court (2017) 2 Cal.5th 608
Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017
The People's Business: A Guide to the California Public Records Act, rev. April 2017
[California Department of Education, Resources to Include Immigrant Families](#)

CA Office of the Attorney General Publication
CA Office of the Attorney General Publication
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
Court Decision
CSBA Publication
League of California Cities Publication
Website

Website	<u>California Department of Education, LEA Immigration Enforcement Policy Submission</u>
Website	California Office of Emergency Services
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>State Bar of California</u>
Website	<u>League of California Cities</u>
Website	<u>CSBA</u>
Website	<u>California Office of the Attorney General</u>

APPROVED BY COUNTY BOARD:
REVISED:



COMMUNITY RELATIONS

New

BOARD POLICY – RESPONSE TO IMMIGRATION ENFORCEMENT

BP 1445

The County Board of Education and the County Superintendent of Schools are committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, it is prohibited to do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency conducting immigration enforcement:
 - a. The education records of or any information about a student or a student's family or household such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)
 - b. The personnel records of any County Education Office employee, personal information of any County Education Office employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)
4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the County Education Office, a nonpublic area of any County Education Office property or facility, or a nonpublic area where any County Education Office-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, an officer or employee of an agency conducting immigration enforcement who nonetheless enters County Education Office-provided transportation, a nonpublic area of any County Education Office property or facility, or a nonpublic area where any County

Education Office-sponsored program or activity is occurring shall not be obstructed, interfered with, or otherwise impeded.

The County Superintendent of Schools or designee shall report to the County Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any County Education Office employee, personal information of any County Education Office employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the County Education Office, a nonpublic area of any County Education Office property or facility, or a nonpublic area where any County Education Office-sponsored program or activity is occurring

Such reports shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

In accordance with law, County Board Policy 0410 - Nondiscrimination in County Office Programs and Activities, and County Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the County Education Office's programs and activities on the basis of the student's or family's immigration status or for the refusal to provide information related to the student's or family's immigration status. (Education Code 200, 220, 234.1)

Resources and data collected by the County Education Office shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Parents/guardians shall be provided with information and notifications as specified in Education Code 234.7, including information regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement.

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with County Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The California Department of Education shall be provided, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and

any other County Board policies and administrative regulations required by Education Code 234.7.

Policy Reference Disclaimer:

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

State	Description
Civ. Code 1798.3	Information Practices Act of 1977; definitions
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 220	Prohibition of discrimination
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections related to immigration and citizenship status
Ed. Code 32282	Comprehensive school safety plans
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48906	Exception to parent/guardian notifications
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardian in language other than English
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7285-7285.3	Prohibitions on Employer Cooperation with Immigration Enforcement Agents
Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises
Federal	Description
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
34 CFR 99.30-99.31	FERPA Regulations
U.S. Constitution, Fourth Amendment	Unreasonable search and seizure
Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
Court Decision	Plyler v. Doe (1982) 457 U.S. 202
Website	California Department of Education, Resources to Include Immigrant Families
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	California Civil Rights Department
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	U.S. Immigration and Customs Enforcement
Website	U.S. Department of Education, Office for Civil Rights
Website	CSBA
Website	California Office of the Attorney General
Website	California Department of Education

APPROVED BY COUNTY BOARD:
REVISED:



STUDENTS

Revised – Marked Copy

BOARD POLICY – STUDENT RECORDS

BP 5125

~~The County Board of Education recognizes the importance of keeping accurate, comprehensive student records as required by law. The County Superintendent of Schools or designee shall establish administrative regulations governing the identification, collection, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records consistent with state and federal law.~~

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the operator shall be provided documentation that the student has not been enrolled in the County Education Office for at least 60 days. (Business and Professions Code 22584) The County Superintendent of Schools shall designate an appropriate certificated administrative employee in each instructional program operated by the County Education Office as custodians of pupil records. These administrative designees shall be responsible for the development and implementation of regulations and procedures to assure compliance with this policy, and with state and federal mandates regarding pupil records.

All appropriate personnel shall receive training regarding County Education Office policies and procedures for gathering and handling sensitive student information.

~~The County Education Office shall not collect or solicit s~~Social security numbers or the last four digits of social security numbers of students or their parents/guardians shall not be collected or solicited, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

~~No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The County Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a County Office employee receives such a request, they shall immediately report the request to the County Superintendent or designee.~~

~~The County Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, religious belief, practice, or affiliation, nor shall they disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement.~~

~~Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable. (Government Code 8310.3)~~

The immigration status or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with County Board Policy/ Administrative Regulation 1445 - Response to Immigration Enforcement.

No list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation shall be compiled and no student information may be disclosed to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3) Protocols shall be developed to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

~~Contract for Digital Storage, Management, and Retrieval of Student Records~~

~~The County Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.~~

Student Records from Social Media

Information from the social media of any County Education Office student may be gathered and maintained, provided that the students and parents/guardians are first notified about the proposed program, offered an opportunity for public comment at a regularly scheduled County Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The confidentiality of student records shall be ensured as required by law, and processes and procedures established, to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the County Education Office's digital infrastructure, in the retention or disclosure of student records.

If the County Education Office experiences a cyberattack that impacts more than 500 students or personnel, the cyberattack shall be reported to the California Cybersecurity Integration Center. (Education Code 35266)

A contract may be entered into with a third party for the digital storage, management, and retrieval of student records and/or a third party provider of digital software may be authorized to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

Policy Reference Disclaimer:

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

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student’s sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student's record for acts that resulted in suspension or expulsion
Ed. Code 48853.5	Foster youth; placement, immunizations
Ed. Code 48902	Notification of law enforcement of specified violations
Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardian in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities
Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law
Federal	Description
15 USC 6501-6506	Children’s Online Privacy Protection Act
16 CFR Part 312	Children’s Online Privacy Protection Rule

20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions
Management Resources	Description
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
U.S. Department of Education Publication	Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, Oct 2007
U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families
Website	California IT in Education, Student Data Privacy
Website	California Department of Education, LEA Immigration Enforcement Policy Submission
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Department of Education, Protecting Student Privacy
Website	CSBA
Website	California Office of the Attorney General
Website	California Department of Education

ADOPTED BY COUNTY BOARD: November 2, 1978
 REVISED: January 6, 1994, October 7, 2021, Pending



STUDENTS

Revised – Clean Copy

BOARD POLICY – STUDENT RECORDS

BP 5125

The County Board of Education recognizes the importance of keeping accurate, comprehensive student records as required by law.

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the operator shall be provided documentation that the student has not been enrolled in the County Education Office for at least 60 days. (Business and Professions Code 22584) The County Superintendent of Schools shall designate an appropriate certificated administrative employee in each instructional program operated by the County Education Office as custodians of pupil records. These administrative designees shall be responsible for the development and implementation of regulations and procedures to assure compliance with this policy, and with state and federal mandates regarding pupil records.

All appropriate personnel shall receive training regarding County Education Office policies and procedures for gathering and handling sensitive student information.

Social security numbers or the last four digits of social security numbers of students or their parents/guardians shall not be collected or solicited, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

The immigration status or citizenship status of a student or a student's family member may only be collected and disclosed in accordance with County Board Policy/ Administrative Regulation 1445 - Response to Immigration Enforcement.

No list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation shall be compiled and no student information may be disclosed to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. This prohibition does not apply to information that is aggregated and is not personally identifiable. (Government Code 8310.3) Protocols shall be developed to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

Information from the social media of any County Education Office student may be gathered and maintained, provided that the students and parents/guardians are first notified about the proposed program, offered an opportunity for public comment at a

regularly scheduled County Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Retention, Disclosure, and Security of Student Records

The confidentiality of student records shall be ensured as required by law, and processes and procedures established, to safeguard data against damage, loss, or theft, including damage, loss, or theft which may be caused by the use of technology, including artificial intelligence and breaches to the County Education Office’s digital infrastructure, in the retention or disclosure of student records.

If the County Education Office experiences a cyberattack that impacts more than 500 students or personnel, the cyberattack shall be reported to the California Cybersecurity Integration Center. (Education Code 35266)

A contract may be entered into with a third party for the digital storage, management, and retrieval of student records and/or a third party provider of digital software may be authorized to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

Policy Reference Disclaimer:

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

State	Description
5 CCR 16020-16027	Destruction of records of school districts
5 CCR 430-438	Individual student records
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Code of Civil Procedure 1985.3	Subpoena duces tecum
Ed. Code 17604	Delegation of powers to agents
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student’s sexual orientation, gender identity, or gender expression
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 35266	Reporting of cyberattacks
Ed. Code 48201	Transfer student’s record for acts that resulted in suspension or expulsion
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Ed. Code 48904-48904.3	Withholding grades, diplomas, or transcripts
Ed. Code 48918	Rules governing expulsion procedures
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents/guardian in language other than English
Ed. Code 49060-49079	Student records
Ed. Code 49091.14	Parent/guardian review of curriculum
Ed. Code 51745	Independent study
Ed. Code 56041.5	Rights of students with disabilities

Ed. Code 56050	Surrogate parents
Ed. Code 56055	Foster parents
Ed. Code 60900-60901	California Longitudinal Pupil Achievement Data System
Ed. Code 69432.9	Cal Grant program; notification of grade point average
Ed. Code 69475	Conditional repeal of Cal Grant program
Fam. Code 3025	Access to records by noncustodial parents
Fam. Code 6323.5	Ex parte orders
Fam. Code 6552	Caregiver's authorization affidavit
Gov. Code 7920.000-7930.215	California Public Records Act
H&S Code 120440	Immunizations; disclosure of information
Pen. Code 245	Assault with deadly weapon
W&I Code 16010	Health and education records of a minor
W&I Code 681	Truancy petitions
W&I Code 701	Juvenile court law

Federal

15 USC 6501-6506	Children's Online Privacy Protection Act
16 CFR Part 312	Children's Online Privacy Protection Rule
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
20 USC 1232h	Protection of Pupil Rights Amendment
26 USC 152	Definition of dependent child
34 CFR 300.501	Opportunity to examine records for parents/guardians of student with disability
34 CFR 99.1-99.8	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Description

Management Resources

CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025
CSBA Publication	Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know, September 2023
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Federal Register	Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855
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U.S. Department of Education Publication	A Parent Guide to the Family Educational Rights and Privacy Act (FERPA), July 2021
U.S. Department of Education Publication	An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA), March 2023
U.S. Department of Education Publication	School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA), February 2019
U.S. Department of Education Publication	IDEA and FERPA Crosswalk: A side-by-side comparison of the privacy provisions under Parts B and C of the IDEA and FERPA, August 2022
U.S. Department of Education Publication	Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008
Website	California Department of Education, Resources to Include Immigrant Families
Website	California IT in Education, Student Data Privacy

Website [California Department of Education, LEA Immigration Enforcement Policy Submission](#)
Website [CSBA District and County Office of Education Legal Services](#)
Website [U.S. Department of Education, Protecting Student Privacy](#)
Website [CSBA](#)
Website [California Office of the Attorney General](#)
Website [California Department of Education](#)

ADOPTED BY COUNTY BOARD: November 2, 1978
REVISED: January 6, 1994, October 7, 2021, Pending



STUDENTS

New

BOARD POLICY – **RELEASE OF DIRECTORY INFORMATION**

BP 5125.1

The County Board of Education and the County Superintendent of Schools recognize the importance of maintaining the confidentiality of directory information and therefore authorize the release of such information, including to news media or nonprofit organizations, in accordance with law, County Board policy, and administrative regulation.

The release of specific categories of directory information may be limited or denied to any public or private nonprofit organization based on a determination of the best interests of County Education Office students. (Education Code 49073)

Colleges and prospective employers, including military recruiters, shall have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or student, if the student is 18 years of age or older, has requested that such information not be released. (10 USC 503, 20 USC 7908)

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and employers, including prospective employers, in accordance with law, County Board policy, and administrative regulation. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled, provided that they use this information only for purposes directly related to the institution's academic or professional goals. (Education Code 49073)

Policy Reference Disclaimer:

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

State

Ed. Code 234.7
Ed. Code 48985
Ed. Code 49061
Ed. Code 49063
Ed. Code 49073
Ed. Code 49073.2

Description

Student protections relating to immigration and citizenship status
Notices to parents/guardians in language other than English
Definitions; directory information
Notification of parents of their rights
Release of directory information
Privacy of student and parent/guardian personal information; minutes of board meeting
Directory information; military representatives; telephone numbers
On campus access to employers and military services

Federal

10 USC 503
20 USC 1232g

Description

Military recruiter access to directory information
Family Educational Rights and Privacy Act (FERPA) of 1974

20 USC 7908	Armed forces recruiter access to students and student recruiting information
34 CFR 99.1-99.67	Family Educational Rights and Privacy Act
42 USC 11434a	McKinney-Vento Homeless Assistance Act; definitions

Management Resources

Description

CA Office of the Attorney General Publication	<u>Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's TK-12 Schools in Responding to Requests for Access and Information for Immigration Enforcement Purposes, December 2025</u>
U.S. Department of Education Publication	<u>Model Notice for Directory Information, March 2011</u>
U.S. Department of Education Publication	<u>Dear Colleague Letter Regarding Military Recruiter Provisions of ESEA, November 2016</u>
Website	<u>California Department of Education, Resources to Include Immigrant Families</u>
Website	<u>California Department of Education, LEA Immigration Enforcement Policy Submission</u>
Website	U.S. Department of Education, Office of the Chief Privacy Officer
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California Attorney General's Office</u>

APPROVED BY COUNTY BOARD:
 REVISED:

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

Santa Barbara County Board of Education

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

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

Certificated Personnel Report

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

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

Classified Personnel Report

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

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

Santa Barbara County Board of Education
Santa Barbara County Education Office

Certificated Personnel Report
April 9, 2026

Appointments		Effective Date
Offer of Employment		
Becerra, Jessica	Coordinator, Special Education Programs	March 4, 2026
Huang, Ruqian	Teacher of Students with Visual Impairments	March 5, 2026
Separations		Effective Date
Resignations		
Isaacson, Joseph	Coordinator, Special Education Programs	June 30, 2026
Murray, Nicole	Special Day Class Teacher	June 10, 2026
Retirement		
Escobedo, Julia	Teacher of Students with Visual Impairments	June 11, 2026

Santa Barbara County Board of Education

Classified Personnel Report

April 9, 2026

Appointments

Limited Term/Substitute

Hale, Stella Student Worker • Special Education • Cathedral Oaks • Hourly as needed	March 2, 2026
Perez, Eduardo Paraeducator • Special Education • Various Sites • Hourly as needed	March 16, 2026
Reyes, Kristi Teaching Assistant • Juvenile Court and Community Schools • Peter B Fitzgerald • Hourly as needed	March 9, 2026

Changes

Anniversary Increase

Alvarado-Luna, Gabriela Paraeducator • Special Education • Tommie Kunst Junior High DHOH 50% • 10 months	March 1, 2026
Breuer, Delaney Manager, Communications • Communications • Communications 100% • 12 months	March 1, 2026
Carrillo, Gabriel Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction 3 100% • 12 months	March 1, 2026

<p>Consolascio, Sherry Food Service Worker • Early Care and Education • Building Blocks Care and Education Center 100% • 10 months</p>	<p>April 1, 2026</p>
<p>Davis, Eli Payroll Technician • Internal Services • Payroll 100% • 12 months</p>	<p>March 1, 2026</p>
<p>De La Cruz, Alejandro Custodian/Maintenance Worker • Internal Services • Operations North 100% • 12 months</p>	<p>March 1, 2026</p>
<p>Delgado, Elvira Paraeducator • Special Education • Montecito Union School 81.25% • 10 months</p>	<p>March 1, 2026</p>
<p>Devaux, Gabriela Paraeducator • Special Education • Alice Shaw Preschool 87.5% • 10 months</p>	<p>March 1, 2026</p>
<p>Devlin, Lux April Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction 4 100% • 12 months</p>	<p>March 1, 2026</p>
<p>Gonzalez Loera, Dulcea Administrative Assistant • Curriculum and Instruction • Curriculum and Instruction 2 100% • 12 months</p>	<p>March 1, 2026</p>
<p>Meers, Julie School Occupational Therapist • Special Education • Infant Services, Santa Maria 40% • 12 months</p>	<p>March 1, 2026</p>
<p>Meers, Julie School Occupational Therapist • Special Education • School Occupational Therapy Services 40% • 10 months</p>	<p>March 1, 2026</p>

Mireles, Jarery Paraeducator • Special Education • Allan Hancock Preschool 1 87.5% • 10 months	March 1, 2026
Mitchell, Kelly Program Associate • Children's Creative Project • Children's Creative Project 100% • 12 months	March 1, 2026
Morin, Jovonni Teaching Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School 87.5% • 10 months	March 1, 2026
Perez Alonso, Jonathan Paraeducator • Special Education • Olga Reed Elementary 77.5% • 10 months	March 1, 2026
Perez, Silvia Paraeducator • Special Education • Martha Negus 2 81.25% • 10 months	March 1, 2026
Purvis, Gabriel Classified Human Resources Analyst • Human Resources • Classified Human Resources Staff 100% • 12 months	March 1, 2026
Ramirez, Alejandrina Early Care and Education Case Worker • Early Care and Education • Early Care and Education - Santa Maria 100% • 12 months	March 1, 2026
Rios, Josefa Program Associate • Children and Family Resource Services • Health Linkages - South County 100% • 12 months	March 1, 2026
Rodriguez, Yenica Paraeducator • Special Education • Cuyama Elementary School 81.25% • 10 months	March 1, 2026

Sherchan, Arlene March 1, 2026
Administrative Assistant, Superintendent's Office (Confidential) - Exempt • Superintendent • Cathedral Oaks
100% • 12 months

Sherlock, Peter March 1, 2026
Computer/Network Technician, Information Technology Services • ITS • North County
100% • 12 months

Toro, Jasmine March 1, 2026
Paraeducator • Special Education • Cold Spring School
81.25% • 10 months

Uribe-Garcia, Elizabeth March 1, 2026
Paraeducator • Special Education • Martha Negus 1
81.25% • 10 months

Differential - Add

Clark, Dionysius March 1, 2026
Paraeducator • Special Education • Orientation and Mobility Specialist
75% • 10 months
Braille

Hernandez, Rocio March 1, 2026
Paraeducator • Special Education • Vision Services
75% • 10 months
Braille

Luevanos, Nataly March 1, 2026
Paraeducator • Special Education • Vision Services
75% • 10 months
Braille

Out of Classification/Return

Martinez, Serena

February 23, 2026

Educational Interpreter, ASL, Waiver • Special Education • Ralph Dunlap DHOH
75% • 10 months

Probation to Permanent

Smith, Julius

March 1, 2026

Custodian/Maintenance Worker • Internal Services • Operations South
100% • 12 months

Professional Growth

Carroll, Jaime

January 1, 2026

Paraeducator • Special Education • Allan Hancock Preschool 1
87.5% • 10 months
Professional growth x 3.5

Chan, Tiana

January 1, 2026

Accounting Assistant • Internal Services • Fiscal Services - Budgeting
100% • Hourly as needed
Professional Growth x 1

Separation

Resignation

Consolascio, Sherry

June 17, 2026

Food Service Worker • Early Care and Education • Building Blocks Care and Education Center
100% • 10 months

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

2026

District: Santa Barbara County Education Office

Name of person completing this form: Bridget Baublits

Title of person completing this form: Associate Superintendent, Student & Community Services

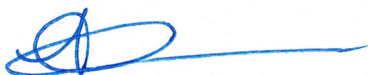
Please provide the date when this information will be reported publicly at the district governing board meeting:

April 9, 2026

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
TOTALS	0	0	0



Signature of district superintendent

March 17, 2026

Date