

Transcript of July 7, 2022 Santa Barbara County Board of Education Meeting

[00:00:03]

Judith Frost: Hello, everyone. It's two o'clock, so let's get started. Welcome to the meeting of the Santa Barbara County School Board, July 7th, 2022. Lena is here for our translation/interpretation and would like to say a few words.

[00:00:27]

Lena Moran-Acereto: Thank you so much. [inaudible 00:00:27] Good afternoon. As always, to provide language access we have interpretations between English and Spanish. So if anybody would like to continue the meeting in Spanish, I invite you to come and pick up the device. [inaudible 00:00:50] Thank you as always.

[00:00:52]

Judith Frost: Thank you, Lena. Anna, roll call?

[00:00:57]

Anna Freedland: Sure. Mrs. Carty?

[00:00:58]

Marybeth Carty: Here.

[00:01:00]

Anna Freedland: Mrs. Daane?

[00:01:01]

Maggi Daane: Here.

[00:01:02]

Anna Freedland: Mrs. de Werd?

[00:01:03]

Michelle de Werd: Here.

[00:01:04]

Anna Freedland: Mrs. Frost?

[00:01:04]

Judith Frost: Here.

[00:01:05]

Anna Freedland: Mr. Howell?

[00:01:06]

Joe Howell: Here.

[00:01:06]

Anna Freedland: Dr. MacDougall is not here. Mr. Porter?

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[00:01:10]

Bruce Porter: I'm present.

[00:01:11]

Judith Frost: I have no changes to the agenda.

[00:01:17]

Susan Salcido: We do, we do. Before we do, it just happened, would you like to go back and conduct the Pledge of Allegiance?

[00:01:29]

Judith Frost: I missed it?

[00:01:31]

Susan Salcido: Yes, we can do it right now. [inaudible 00:01:33]

[00:01:33]

Judith Frost: We're going to do the Pledge of Allegiance, of course.

[00:01:43]

Bruce Porter: As we begin our pledge, just remember that we just celebrated the Fourth of July, the independence of our nation. But, let's remember that freedom is not a destination, it is a process. Every single day, let us promise, in our lives, to make this a more free nation. Please join me. I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all.

[00:02:14]

Judith Frost: Thank you for reminding me.

[00:02:17]

Susan Salcido: Absolutely. It's really less of a change to the agenda. We wanted to pass out materials. We might make this announcement once again before the inter-district transfer hearing. But we wanted you to have additional meeting materials. This is for?

[00:02:34]

Anna Freedland: This is for the rest of the audience.

[00:02:34]

Susan Salcido: For the audience. They don't get that? That's right. What I was hoping to do is give an explanation. But instead of passing this out and having it at your places without explanation, asking Austin if he'd share with you why you're receiving this now.

[00:02:56]

Austin Payne: This was submitted last night or yesterday, I believe, from the attorneys for the Goleta Unified School District. Because it's come in a little late, you all have discretion about whether or not you want to consider it. We can talk about it more when the IDT comes up later in the agenda. But that's just... and if you have it, if you want to consider it later.

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[00:03:18]

Bruce Porter: Has the family seen it?

[00:03:20]

Austin Payne: I don't believe so.

[00:03:25]

Susan Salcido: We'll revisit this again with the materials for the family once the IDT begins, inter-district transfer hearing begins, but again, we didn't want to pass out the materials without you knowing why. Thank you.

[00:03:36]

Judith Frost: Appreciate that. On president and board comments, I would like to speak to Camie. It may be five o'clock tomorrow, but you will get a bio from me. Just a reminder to everyone on the Board that would like to submit a bio, it's due, did you say by tomorrow or by the end of the day tomorrow?

[00:04:01]

Maggi Daane: Ideally, tomorrow.

[00:04:02]

Camie Barnwell: If we can get it tomorrow, it would be perfect. That was the goal. If it's early next week, that's fine too.

[00:04:10]

Judith Frost: Oh, dear. You're giving us more room.

[00:04:13]

Camie Barnwell: Tomorrow at 5:00.

[00:04:17]

Judith Frost: We have an introduction of a new staff member. Is she here?

[00:04:22]

Susan Salcido: Nicole is here. We actually have introduced Nicole Evenson previously, but now that Debbie Breck has officially departed our organization and retired - Nicole actually began a few months ago as our Administrator of Internal Services - but I wanted to reintroduce Nicole again. Welcome back.

[00:04:43]

Nicole Evenson: Thank you.

[00:04:44]

UNKNOWN_1: Hi, Nicole.

[00:04:48]

Susan Salcido: We actually have in Bridget's division, Shannon Yorke, here. Bridget, if you wouldn't mind giving an introduction that would be great.

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[00:04:55]

Bridget Baublits: Yes. Shannon Yorke just started with us on Tuesday. She is in a new position, the Educational Services Coordinator, and will be assisting the division with lots of things that come our way, so, LCAP, charter schools, the WASC accreditation, the ongoing Handle with Care project, so, lots of projects. She comes from Dos Pueblos High School. [inaudible 00:05:22] And was the AP there. We're happy to have her.

[00:05:24]

Judith Frost: Welcome.

[00:05:24]

Susan Salcido: So AP - assistant principal. [inaudible 00:05:24] I wanted the Board to know too that during closed session, what we've asked our legal counsel, related to who can remain, its staff who might be able to support in case there's a need for questions. Rene Wheeler will stay, Bridget Baublits would stay, and Shannon Yorke would stay. I wanted you to know why these individuals will be staying for closed session.

[00:05:49]

Judith Frost: Makes sense.

[00:05:50]

Susan Salcido: Great. Thank you.

[00:05:52]

Judith Frost: Other comments from the Board?

[00:05:56]

Joe Howell: I have one.

[00:05:56]

Judith Frost: Joe.

[00:05:58]

Joe Howell: I wanted to apologize for being missing. I truly was missing in action June 9th. I wasn't at the meeting, did not even, at the time, realize I was supposed to be here. As a compliment to Anna, I became aware that we had a meeting that I missed through Anna's note that was so gracious. It wasn't like, "Where the heck are you?" It was, "We had a quorum today and were able to conduct business. Have a nice day." It was so gracious. I have no excuse. I do have an explanation. I think this is my third absence in a long time, 20-plus years. I had COVID, but I didn't know I had COVID. I did this event in San Francisco, really felt not very good Monday and Tuesday. For sure, it was because of this event. On Wednesday, when I explained to a doctor friend why my voice sounded like, I think I said a chain-smoking frog, he literally got in the car, not many doctors make office calls, drove to my office, handed me this test and said, "Go home and take this test." I took the test. I had COVID. Immediately started thinking of everyone who'd been in my office, etc. I took, whatever the term is, safe quarantine, but I didn't leave. I was either outside or in a separate bedroom fearing my wife would become infected, she did not. Anyway, I didn't feel horrible, but I clearly did not have all my mental faculties. I apologize for not being here, again. I think someone should do something wrong just to see how gracious [inaudible 00:08:06].

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[00:08:10]

Maggi Daane: She always is gracious.

[00:08:12]

Joe Howell: I apologize for missing.

[00:08:16]

Maggi Daane: All your faculties all about you now?

[00:08:17]

Joe Howell: They are back with me. I'm 105 percent.

[00:08:24]

Judith Frost: Any other comments? Public comments. Do we have any public comments today? No? We'll move on to the superintendent's report.

[00:08:38]

Susan Salcido: Well, thank you very much. It's a good afternoon, great to see everybody. My report is in your booklet and I'd love to see if there's any questions that any of the Board members have. As you're looking through those again, I do have two items that I wanted to bring forward in terms of updates, Los Prietos Boys Camp and the Federal Impact Aid items. In addition, I'd like to add just a few more, just about three. Let me first stop and see if there's questions related to the report I submitted to the Board.

[00:09:21]

Susan Salcido: Okay. A few updates and then I'll get to the Los Prietos Boys Camp and Federal Impact Aid. The first one is great news. The departments of SBCEO, the Career Technical Education, along with the Early Care and Education departments, together, submitted a grant, an opportunity for a grant for apprenticeships, for early care and education, and we've just heard that we received it. I'd like to ask Bridget to say just a few words about what it is. It's brand new, it's never before provided in the state. We're one of the first recipients of this apprenticeship.

[00:09:57]

FEMALE_1: Great!

[00:09:57]

Susan Salcido: Yeah. Bridget if you'd say a little bit more.

[00:10:01]

Bridget Baublits: We applied for the California Apprenticeship Initiative Grant. We were awarded \$500,000 for five years.

[00:10:13]

UNKNOWN_1: Wow.

[00:10:13]

Bridget Baublits: [inaudible 00:10:13] . It'll be to support 25 apprenticeships, or apprentices, in ECE, to earn credits towards their associate teacher position or a teacher position or even site supervisor. The apprentices, apprentices, excuse me, are covered the cost of tuition, books and then it also allows for

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pay increases as they earn additional units towards those other positions. We're really excited. As Susan said, it's the first of its kind for SBCEO. And we're working with the Division of Apprenticeship Standards to [inaudible 00:10:50] once registered that allow us, in the future, to have additional apprenticeship opportunities. Really excited. And we expect to find [inaudible 00:11:02] is that we also received, to support this work, a grant of \$100,000 from the Santa Barbara Foundation to also partner.

[00:11:21]

Susan Salcido: Thank you Bridget. What it would look like for individuals who are already in, correct me if I'm wrong, individuals who were already employed by SBCEO in our Early Care and Education division and in different classifications. As they're working, will be able to go to school. That's what the apprenticeship grant will pay for, and so that they can advance in their careers here at SBCEO in early care and education. So they can accelerate their career, earn more money. What we're looking at is to expand it externally as well so that others in private industry can also apply for this grants. It's about advancing careers and earning more and receiving more credits. So, excited. Wanted to let you know. That's announcement number 1.

Announcement number 2. After we had submitted this agenda to you and information, we've received some new information from the state. California just released what they're calling a teacher assignment data. What they're doing is publicizing, for all schools and all the districts, how teachers are assigned. If they're aligned, I'll use the words "out of compliance", "in compliance". It has been in the works since about 2019 when legislation was passed for the Commission on Teacher Credentialing to launch this kind of website. This year is the first year, just this week, June 30th, I think it's when it was released across the state. I'm going to look at my notes because it's that new. There's some phrasing and labels that come with this reporting. Labels that include "ineffective teachers" listing, "incomplete assignments", "out-of-fields assignments, " or that they're "cleared". These are labels that actually the federal side of the house has provided California to use. It doesn't really sync with what we do in California yet. What happened was, every school district, including all county offices, report their teachers in assignments, but it was difficult to choose which labels to enter them into because we don't use those labels. The data this year is not quite accurate yet. I wanted to report that to you because the statewide data has already been publicized. I have even seen an article that talks about teachers being mis-assigned in California and it's not quite right yet. Part of the not quite right yet is, the labels that we are to submit to don't really sync with our labels yet. Two, the literal human who was entering data didn't really know, "gosh, where do I put Maggi, where do I put Michelle?" Like just doesn't fit quite right so the data might not be quite accurate yet. We actually have, California allows us to have some local option that says, if we meet this criteria, the teachers meet the criteria for the state, and that's not recognized by the system either. We're gonna get there, I think, as a state. But because we operate juvenile court and community schools, where we have one or two teachers teaching multiple assignments and we had a very vulnerable population. How county offices of education's data, including ours, will look very far off from being assigned correctly. I wanted to make sure that you've had the heads up, that that's what the data will look like. We're working as a team to ensure that it is aligned. It'll get better and better in terms of not only being aligned but being reported correctly so that when reports come out you'll see accurate information. Mari has been working on that. [inaudible 00:15:21] Tom Heiduk, our manager in credentials, analyst, working on that. Bridget in our juvenile court and community schools. Wanted to give you that information just as far as here's the report, we're, California, why is working on making it accurate. See if there's questions. I wanted to keep it about an inch deep on this one rather than give you all the information right now, but I'm happy to ask our team to provide more information for you. Yes, Mr. Porter.

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[00:15:49]

Bruce Porter: Is it totally about credentialing or its just something qualitative like you're just not a very good teacher?

[00:15:55]

Susan Salcido: It's about credentialing.

[00:15:57]

Bruce Porter: So certification.

[00:15:58]

Susan Salcido: It's certification and what this label means, federally, and what it means, California, are as not quite matched up yet, so that's great. I'm looking over to Tom to make sure that I've answered that correctly. Okay. Great. Other questions from the board on that? Anything that you'd like to add, Tom, Mari, or Bridget that you think it's important for us to relay at this time?

[00:16:24]

UNKNOWN_1: [inaudible 00:16:24].

[00:16:30]

Joe Howell: Is there a stated deadline for getting there?

[00:16:37]

Mari Baptista: It's a work in progress because it does have to align with some federal pieces and that's where [inaudible 00:16:42].

[00:16:45]

Susan Salcido: I did leave out though that the information will soon be reported on the Dashboard. As we get Dashboard information in 2023, it'll start to get publicized that way as well. What that will look like we're not sure. We also report on local indicators. We're not exactly sure how this will all align, it's brand-new but it's coming. That was number 2. Number 3, I wanted to let you all know that we're working on, again, some optional visits for the board to attend and visit Dos Puertas at the Juvenile Justice Center as well as the FitzGerald Community School in North County as well as the North County office. We'll make sure to give you advance notice. We think having optional dates or multiple dates for you to choose would be helpful. It will, one, perhaps align with calendars well, and two, might limit the number of individuals going in at one time. We're working on that and we'll either report it out at a board meeting or email those dates to you. At this time, I'm not looking at visiting Los Robles at the Los Prietos Boys Camp because there's a transition going on there, as you all know. I'll get to that next. I wanted to let you know the visits. In terms of Los Prietos Boys Camp, there was a question around any changes, any new updates? There really are no new changes or updates. I will say that county probation has hosted some forums, opportunities for the community to participate and engage. That's just a beginning piece. It is intended to ask about the new services when the Los Robles shifts from Los Prietos to the Juvenile Justice Center, getting input around the programs and services there. The schedule is still, as far as we know, set for ending in June of 2023 in terms of the transition and opening, then, at the Juvenile Justice Center in 2023. We have asked and we're seeking to be very collaborative on the educational portion. We don't have much to report right now. I believe Probation, we understand, and Bridget attended one of the input sessions, but we understand that they're seeking a project manager to

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ensure that the transition goes really smoothly. That person hasn't been hired yet. Like I said, not much new information. Bridget, anything more to fill in at this point?

[00:19:32]

Maggi Daane: Excuse me, Susan.

[00:19:33]

Susan Salcido: Yes.

[00:19:35]

Maggi Daane: Do you know, the forums, have those being actively attended and participated in?

[00:19:40]

Susan Salcido: I asked Chief Heitman about the most recent one. Bridget also attended that one so maybe you can say how many people you think were in attendance.

[00:19:55]

Rene Wheeler: There were like 57 people on the Zoom counter, but there were a number of Probation staff within that number, so when you talk about community, 35 probably.

[00:20:09]

Susan Salcido: If there's another forum that is announced we'll make sure to send that information out to the whole group. Then finally we'll get to the Federal Impact Aid. This is a topic that when we, last meeting, brought forward the forest reserve funds - the fact that we received them, how we're going to allocate them - Mr. Porter asked about Impact Aid and American Indian reserve land as well as Vandenberg Air Force Base and land there. I've asked Bill Ridgeway to provide a quick report on the Federal Impact Aid, which districts receive it, the information, and the background there. We'll leave it with that. Bill, thank you.

[00:20:50]

Bill Ridgeway: Thanks very much. Yes, Federal Impact Aid. We do have three LEAs in our county.

[00:20:58]

Susan Salcido: Excuse me, Bill. I'm going to ask if you could come to the podium because we're having audio recording and that's where the speakers are. Yes, thank you. Sorry, pardon my interruption.

[00:21:09]

Bill Ridgeway: Now I feel like I outta have a presentation. We have three LEAs in our county that are receiving Impact Aid from the federal government. It arrives to them, interestingly enough, directly from the federal government. You talk with the California Department of Education about it and they say, "We have nothing to do with this." It really is separate from any funding that comes from the state or really from local property taxes. I'll tell you who the three LEAs are as we work through this. There are two main areas of Federal Impact Aid.

The first we'll just call federal property impact aid and that's to help make up for the reduction in property taxes that come because land designated in a district's boundaries is federal and therefore non-taxable. In order to qualify for that, you have to meet some requirements. First of all, the land within your boundaries, well, let me tell you what types of facilities in land we're talking about. It's

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national parks and grasslands, national laboratories and also includes VA hospitals, army core of engineering projects, military testing grounds, and environmental waste sites are examples of the kinds of federal properties included. In order to qualify, the federal government had to acquire that land after 1938. It had to account for at least 10 percent of the assessed value of the district's total assessed value at the time it was acquired. It could not be exchanged for other federal property and revenue from federal activities on the property could not be substantial. Interestingly enough, there are only 14 LEAs in the entire state that are receiving this money. Lompoc Unified School District is one of those. Very few districts. The dollar amount that they received with the last set of payments was \$620,000, which sounds like a decent amount of money and it is. But here's the interesting thing. These payments are not fully funded, they are deficiated surprise, surprise. If Lompoc received the full amount that is due to them, it would have been \$9.1 million. Would have been significant. So \$620,000 is very helpful for a large district but not anything like what full funding would yield. That is the federal property impact aid.

The second category, we'll call that basic funding for federally connected students. I'm sorry if this is going into too much detail, I'll try and move through this pretty quickly. In order for a district to qualify for this fund, they have to educate at least 400 federally connected students. That's 400 ADA is what it amounts to, their total ADA. Or the federally connected students have to represent at least three percent of the district's total ADA, one or the other. But then there are requirements in order to be termed a federally connected student. I'll just briefly go through those. If you are a student who resides on federal property with a parent or guardian who is employed by the federal government or it can be civilian employment as well, then you qualify. If you reside as a student on Indian lands you qualify. If you reside in federal low-income housing, you also are eligible. Then, this is an eligibility for a parent. If the parent is on active duty in the uniform services but does not reside on federal property, then that is the qualification. Or if the parent resides on federal property or works on federal property but then there's a caveat. The caveat is that these types of students can only be counted if they comprise 1,000 or more or 10 percent of the district's ADA. Lompoc is the only one that receives the first type of funding with the federal property funding. Lompoc also receives this second type of funding and two other LEAs do as well: College Elementary School District and Manzanita Charter School, which is authorized by the Lompoc Unified School District, also receives this federally connected money. Just so you know, the dollar amounts for the College School District, the last set of payments they received was about \$21,000. Then on top of that if they received some disability funding as well of about \$2,300 and that is for federally connected students who have disabilities. [inaudible 00:27:48].

[00:27:59]

Bill Ridgeway: The public school district received \$507,000 of the federal connected student funding and 65,000 on top of that for disability. Then Manzanita charter received \$103,000 and 10,000 to recognize students who have disabilities. This gives you an idea of what the impact is in our county. Again, none of that is fully funded, so it'd be much more if it were. Any questions?

[00:28:43]

Michelle de Werd: Is that an annual amount?

[00:28:45]

Bill Ridgeway: It is an annual amount and it changes annually.

[00:28:50]

Bruce Porter: That's a million dollars a year to Lompoc.

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[00:28:51]

Bill Ridgeway: It is. It's 1.1 million in total for Lompoc. It's not a small amount for that district.

[00:29:02]

Susan Salcido: Thank you very much and appreciate the question Mr. Porter from the last month. I'm going to just say one final piece is that, changing the subject, is board policy committee. The full board has voted to redact with one or two board policies back to board policy committee. For a while now, we've been ad hoc meeting, and it's just being responsive as well as proactive. They're trying to get our board policies updated. So Mr. Porter and I, Mr. Porter is the chair for board policy committee, connected briefly and talked about putting two meetings on the calendar this year just to get through some of the remanded board policies and new ones. Then, in the future, starting in 2023, having, setting on the board's calendar, some quarterly meetings for the board policy committee, working on new board policies, renewing some of the board policies, putting those on that ongoing, evolving calendar, and of course, removing if we don't need them, but setting those dates aside now so that we have them for your calendars as well. Wanted to let you know of what we're working towards. And that's my report. Thank you, Madam Chair.

[00:30:17]

Judith Frost: Thanks very much. We feel up to date.

[00:30:24]

Judith Frost: All right. Next on the agenda is a presentation of our countywide mental health grant.

[00:30:30]

Susan Salcido: Fantastic. Oh, there you are MaryEllen [inaudible 00:30:37]. Our wonderful Executive Director of Children Family Resource Services who's overseeing this first-time ever grant that we received in collaboration with Behavioral Wellness. It was a really large grant that we received. We have some good updates and information about that too. Wanted to give the board a report. There's been so much, I think necessary, important focus on mental health resources for students at schools, and we are one part of a big picture in Santa Barbara County, but we lead a big part of the picture as well. MaryEllen and her team has done phenomenal work. Really appreciation that you're here, MaryEllen to present. Bridget, is there anything else that you'd like to say before.

[00:31:24]

Bridget Baublits: [inaudible 00:31:24] Have been doing phenomenal work in this area and I'm excited for you to get an update.

[00:31:38]

MaryEllen Rehse: Good afternoon, everyone. Sorry, I have to wear a mask. I'm under a notice and required to wear a mask until July 12th and then I will celebrate when it comes off, so, I can't smile, but I'm smiling underneath. I really appreciate the opportunity. As Susan said, I'm MaryEllen Rehse. I've been with SBCEO for 15 years. A couple of board members I've presented to you in the past; it's been years since then. I serve as the Executive Director for Children and Family Resource Services, which is one of the three departments at SBCEO that also operates as a 501c3 organization. Thank you for giving me this time to share about the newest program that we have at Health Linkages in this Children and Family Resource Services Department. We are under the Educational Services Division led by Bridget Baublits.

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We call it MHSSA because it is funded through the state of California's Mental Health Students Services Act. The state considers this a medium-size county, so this was our allocation. The concept was developed by the state prior to COVID. The grant was written prior to COVID. A lot has changed since then. Funding is about a million dollars a year, which sounds like a lot, but it can only staff a small team of clinicians and navigators, compared to the potential need of 20 districts and almost 70,000 students. Especially as we know the numbers of people needing mental health support have increased and the acuity of needs has also increased. We are excited to share the news that we will receive an additional million dollars, we just found out about this a couple days ago. That's great news.

These are the partners involved in the program. It's an unusual project because it brings together multiple partners. We provide the navigators as part of our Health Linkages program. BeWell provides the management and the clinicians. The other organizations help support the work and the school districts are the recipients. BeWell acts as the fiduciary of the grant from the state, but it is collaboration as equal partners with SBCEO and BeWell. Normally, Christina Lombard, who is my counterpart in BeWell, would be presenting with me, but as you know, sometimes the pandemic ruins the best of our plans. [LAUGHTER] As example, I have a mask.

I want to say thank you to Susan and Bridget for writing this grant and having the vision to bring these services to our students. They both continue to serve and work with us on the executive leadership team for the program. That's along with the Director of County Behavioral Wellness Department.

The focus on our program is on prevention and early intervention. These are the goals that are straight from our agreement, the contract that was developed by both BeWell and SBCEO. We aim to increase awareness. We provide education to reduce stigma. Increase collaboration and communication, so we can improve services and expand health support in this school.

These are the specific outcomes our grant proposes to accomplish. As I said, it is about prevention, getting access to services, providing outreach and education so that we may prevent severe and disabling mental illness. We hope to reduce the stigma and discrimination that is associated with mental illness and also associated with looking for help, asking for help.

These are special populations that we are especially focusing on to prevent negative outcomes for; they're listed right there. Again, it's not a treatment program, it's a prevention program, it's getting access for people and it's helping to make it more normalized being able to ask for help.

These are the districts that are currently receiving services and the schools within those districts. I'll leave it up for a minute so you can get a look at them. These are the districts starting in '22- '23. Orcutt and Santa Maria have chosen pilot schools for next year. We will have a dedicated navigator with work experience in the Santa Ynez Valley that will take referrals from the Valley. We have also met with Cold Springs and Carpinteria and Lompoc Unified, who has very robust services in place. Probably have more of a planning goal with them.

I wanted to give you some numbers even though we just launched last year. I like to know who we are reaching, how much work is being done, and what are some of the preliminary results. This gives you a picture of who we are serving. The ages served thus far are primarily middle school, you can see 38 percent in the gray, high school, 33 percent in yellow, lower elementary, eight percent was served, that's in the blue, and upper elementary age was 23 percent, in the orange. The state also asks us to report on ethnicity. Overwhelmingly, the demographic served so far has been Hispanic or Latinx. We

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started in North County with pilots in San Maria and Guadalupe. Both areas have a higher Latinx population than some other areas. We would expect to serve more non-Hispanics as we expanded to other communities. Countywide, Latinx makes up about 65 percent of the students, and we had about 85 percent referrals [inaudible 00:37:00].

[00:37:05]

MaryEllen Rehse: These are the types of referrals. Overwhelmingly, 88 percent of all referral work was doing referrals for some type of outpatient mental health services. In blue is 44 percent, those were referrals to outpatient county mental health, specifically to BeWell, right to them. Yellow, 33 percent, those were referrals for outpatient mental health for people that had insurance, that were private insurance plans or private paid. Eleven percent is CBO. CBOs are non-profits, local community-based organizations such as Family Service Agency, Santa Ynez Valley People Helping People, CADA, and CALM. "Other" was anything that didn't fall into the categories given to us by the state. In this case, it included cases that went back to school to use existing school-based resources or those who did not accept the referrals we gave them. We did not have any where the referrals were considered unsuccessful [inaudible 00:38:05].

These are the results of what happened with all the referrals received by the school district. As I said, we didn't have any that were unsuccessful but we had some that we called "other". Five percent, in the gray, these are the families that we were unable to get a response from, we could not make a connection. We tried to try call at least three times at different times of the day with daily messages. If we are unable to connect with them, we reached back to the school to see if we're able to be able to meet them in person. The blue, 74 percent, "successful", means that they were actually connected to the services. This is significantly more than just making a referral to someone. This is giving education to a parent, support while they're there waiting to be connected. It's not just giving them a number, it's really connecting with them. So, I'll share a story in a little bit. "Other", 21 percent, included those who don't actually need or receive referrals. This included students who receive services in groups. We serve them in groups, we did a lot of groups at FitzGerald for example. We didn't refer them out to anywhere else, so that's why they fall into the category of "other".

There are success stories. I have two to share with you. The first one is a fictitious name, Sophia. Sophia is a 14-year-old girl in the eighth grade. The family has private insurance. The referral came from the school district for linkage to mental health services due to Sophia recently been diagnosed with an eating disorder by her pediatrician. Sophia suffered a traumatic incident in December, and since that incident has continued to lose weight. She was also hospitalized for medical reasons in a Northern California hospital for treatment twice, staying hospitalized for 2-3 weeks. The health navigator and clinician assigned to the case have supported the family with education about their daughter's mental health diagnosis, expectations, and processes. We linked them to a family support group for eating disorders and educated them on options for services and understanding levels of mental health care. Sophia was also referred to a psychiatrist who specializes in working with children. At every step, we were available for any questions parents had regarding the treatment their child was receiving. Sophia is now at a residential facility that specializes in eating disorders. We collaborated with the school in the district to assist with continuing recommendations for academic support to deal with absences, and also to start the IEP, individualized education plan. Here's a quote from one of our navigators, "For all the assistance we gave, the most rewarding part of my role was giving the family the emotional support they needed and reassuring them that their child is receiving the best care possible."

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I have another story. Lupe and Maribel are their fictitious names. This Hispanic family has four sisters ages 18, 13, 11, and 6. The referral was for two sisters, 11 and 13, from the same school district. The family fled Mexico taking refuge from an uncle who murdered their father and on top of that, was now searching for the mother and the children. The 18-year-old sister was a senior in high school who was working two jobs while attending school full-time. The referrals to the MHSSA program was for linkage to mental health services for trauma as the two sisters witnessed their father being murdered. The family was also in need of additional resources due to struggling with other problem issues such as housing, food insecurity, transportation, and childcare. The clinician conducted comprehensive assessments for both sisters, who met the criteria for Behavioral Wellness level of services. The clinician linked the family with the county's SPIRIT wraparound program. The health navigator assisted in helping the mother obtain a social security number, submitting a housing application for Section 8, and supportive housing for local farm workers. The mother and the eldest sister received other financial resources. The health navigator also helped the family obtain bus passes for transportation, weekly food donations, and referrals for other community supports. The team worked with the SPIRIT parent partner for continuity of care and support while ensuring that the service linkages were successful and stable housing was secured.

Here's a summary of the trainings and outreach that have already taken place this past year: mental health, first aid, training on suicide assessment and prevention, trauma-informed care. I have some pictures to share of the tabling that we did at school events. Most of our work is with older students. This was at a TK/K parent night. We had tables and then we gave a presentation on the picture on the right. This one we were invited by Pioneer Valley to attend a special event they had, and we joined with other organizations to provide information and outreach.

These are the next steps that we're doing. We're going to hire another 0.5 clinician, was built into the grant. Now we have the additional funding. It's been difficult to hire clinicians county-wide. This has been a challenge for all providers of mental health. But the part-time position is hard to fill. Now we're going to be able to hire a full-time position for that instead of part-time and an additional one because of the extra million dollars, which is really exciting. We will fill those traditional open navigator spots as we continue to assess district needs. We have not had difficulty hiring, actually, at SBCEO, but want to be strategic in placement. Health Linkages opened up a new office at SBCEO's North County headquarters and for now, we have three navigators there. We have one staff in Lompoc and one in Santa Barbara. Two of the staff are specifically working with students and families experiencing homelessness.

Into the future, group topics that people are working on during the summer, I think they already tried out the drum circle at FitzGerald. I wanted to get pictures but it was already over.

These are expansion plans. The heart of this whole project has been about partnership and collaboration.

These are some of the next level of partnership outreach that we're doing. We'll meet with those major non-profit organizations that are providing mental health services, such as Family Service Agency, CALM, CADA, Santa Ynez Valley and People Helping People. We plan to have a joint partnership with YouthWell to do campaigns in the school and establish cultural relationships with private sector partners to further connections with students with private insurance or private pay situations. We want to formalize collaboration so that we can increase parent training and workshops.

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YouthWell is a non-profit who sponsors this directory on their website. This is just a screenshot to show you what we use. They're focused on increasing access for youth needing help with mental health needs and reducing the stigma associated with reaching out for help. We train all the districts and schools on how to use this and to keep up to date through our behavioral health linkages team monthly meetings with navigators. Sometimes people like to have a sticky note with numbers of who to call, but the problem is that staff come and go and programs come and go. So we want people to be educated on everything that's available.

Then lastly, this is why staff love working in this program, making a difference for our students. This is why we do what we do, to help the youth in our community. Here is my contact information and for Christina's as well. I'd be happy to try to answer any questions about the work we're doing. Thank you so much for your time and attention. Thank you for making it possible for us to do this important work and to bring more resources to the district.

[00:46:48]

Bruce Porter: Please explain how this works at a school, not at a district or SBCEO. Schools are painfully short of school psychologists and are mainly focused on the special education population, as are the school nurses. Who at the school actually is a part of this process?

[00:47:11]

MaryEllen Rehse: It does depend a lot district by district. Some districts already have liaisons in place, they already have clinicians on campus. We don't want to duplicate what they're doing, but we want to supplement where it's needed. In some cases where we have a BeWell clinician we'll work with the school and take direct referrals and a BeWell therapist can actually propose assessments with the kids. Then our navigators, like in North County especially - both schools in Guadalupe, all the middle schools in Santa Maria, we're really active, receiving referrals from them. An example with Lompoc where we really haven't started yet: Lompoc has funding that they have a clinician in each school site and a navigator and a liaison.

[00:47:53]

Bruce Porter: In each school?

[00:47:54]

MaryEllen Rehse: Yes. This project was created prior to COVID, but since COVID there's been a lot of money to come out to schools to spend on mental health. The problem has been all of the vacancies, not being able to hire enough people, that's really been a problem. Where the navigation is a great thing is that the navigators will work with the family while they're on a waitlist, while they're waiting to get help. A lot of times when people ask for help, that's their window of opportunity. If they get turned down then sometimes they just give up or they disappear. What we have is ways for us to continue to do education and support while they're waiting. With BeWell, not only will we have another million dollars, we'll be able to hire two more clinicians. BeWell should be able to hire those clinicians, that shouldn't be a problem, now that we have that money.

[00:48:48]

Joe Howell: To reinforce, a great presentation, a lot of information. Page 6 is districts receiving the services and then page.

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[00:49:04]

Joe Howell: It was page 3. I had it wrong. Page 4 districts that are started. I think it's a total of seven or eight. The other districts have their own method of dealing with this?

[00:49:21]

MaryEllen Rehse: Yeah. Many do. Right.

[00:49:23]

Joe Howell: They don't... They're serving their students in their own way without needing to come to us.

[00:49:30]

MaryEllen Rehse: That is the case with some districts. All the districts have opted into it. For some districts, more of what we'll be doing is the training and having Christina go out and do suicide prevention and assessment training of the staff, and in some it will be more parent education, it may be some student groups. That's actually one of the things that Lompoc has asked about. But in some cases, they really have a robust program. We don't want to get in the middle of that and have teachers and staff confused about "who do I call when I need help" or something. What we've been doing is meeting very carefully with district staff, and then as schools are identified, the school staff specifically, to follow up and see what do they need at that particular site. We first got started in North County. At least four junior highs in Santa Maria-Bonita, both schools in Guadalupe, and FitzGerald. That's where when we got started for the first round and we're meeting with other districts. Then we've already had plans, so we're just waiting until this school year starts for Orcutt, Santa Maria Joint. We've already met with Carpinteria, Cold Springs. We met with all the superintendents in the Santa Ynez Valley, and we're following up with the individual school districts and schools there. We're excited about being able to jump into a new school year. Our first year started kinda slow as a pilot, mostly northbound.

[00:50:51]

Joe Howell: That's the best possible answer. I mean, one could think schools don't want to deal with it or whatever, but the glass is half full. I'm delighted with your answer, I mean, with the facts.

[00:51:02]

MaryEllen Rehse: Yeah.

[00:51:04]

Joe Howell: Taking it seriously and doing it, many of them on their own. Thank you.

[00:51:12]

Maggi Daane: I just would like to make a comment, and piggyback on what Joe said. I'm thrilled that the focus is now coming to mental health issues that they've been struggling in our schools, doesn't matter if it's grammar school or high school, all across the board, and as you're supplementing those programs that are already in place and are graciously offering support, but not stepping in to take the lead. I think it's commendable, and I can't applaud it more because I think it's very under-discussed, under-commented upon issue within the schools across the board. Thank you.

[00:51:53]

Michelle de Werd: Thank you. I appreciate this presentation very much as well. I had a question on page two about the community and school partnerships. Behavioral Wellness, that BeWell, that's a non-profit?

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[00:52:04]

MaryEllen Rehse: Oh, no. A lot of times people refer to it as county mental health and their nickname is BeWell. Well, so it's the County Behavioral Health Services, it's a county of Santa Barbara, and the contract was ratified by the board of supervisors.

[00:52:19]

Michelle de Werd: Okay. YouthWell is the non-profit?

[00:52:21]

MaryEllen Rehse: Yeah. YouthWell is a non-profit that heads up the directory. Which we really love that because it's constantly new programs that happen, like I said, all the different services on different campuses. By updating that, somebody can look for a particular age, a particular type of insurance, particular location, particular type of mental health [inaudible 00:52:43] that's out there. So we're really working together to really be able to utilize everything that's out there. It doesn't help to have a lot of services if they're all confused and nobody can find them and then everyone's going over each other.

[00:52:58]

Michelle de Werd: So YouthWell was selected. Was there other non-profits that compete with YouthWell that... How did you select?

[00:53:07]

MaryEllen Rehse: YouthWell was part of a partnership right from the beginning. They're an unfunded partner that were a part of the project. It's part of their mission to do it, so, along with mental wellness centers. When the grant was originally written by BeWell, Susan, and Bridget, they were there as consultants and partners to help bring it up, but they were not funded in the same way. SBCEO, BeWell, it's not quite, but it's about a 50-50 percent split on the funding.

[00:53:38]

Michelle de Werd: Okay, thank you for clarifying.

[00:53:38]

Marybeth Carty: You did mention CALM and CADA [inaudible 00:53:39] Was AHA considered?

[00:53:47]

MaryEllen Rehse: We've been doing a lot of referrals for AHA in south county. Yeah.

[00:53:54]

Judith Frost: Is YouthWell, is that Rebecca?

[00:53:56]

MaryEllen Rehse: Rachael, that is Rachael. Yes, it is Rachael. She also serves on the [inaudible 00:54:02] leadership.

[00:54:06]

Susan Salcido: MaryEllen, if I can interject just a few. I think there's some questions regarding who, with whom we partner. I would say I think a response is, we don't exclude any partner. In other words, we

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refer out to all organizations in county that have, that a student might need to be referred to. Is that correct?

[00:54:30]

MaryEllen Rehse: Absolutely, yes.

[00:54:32]

Susan Salcido: I want to make sure that that is true. And part of the training for the navigators, and it's not only training that MaryEllen and her team leads for navigators, but please let us know who else is part of the training, but part of the training is to know what are the external providers that exists in the county, fully? What do they do? How much space do they have, like seats do they have or appointments do they have so that we can refer individuals to? Because that's part of the navigation. What we don't want to do is simply say, "Oh, here's a list, and here's what they do." We actually really need to hand-off and ensure that they get there and that's, the "there" are the partners countywide. But the in-between, while they're waiting, unfortunately, there's a waitlist and I know many of us have experienced firsthand when you need mental wellness supports you need them now, it's very hard to wait a month, so to have a navigator help you in between is really helpful. But one of the key components in YouthWell, is a non-profit that really brings people to the table, so it's not like the service agency, but they're bringing all these external partners together so that they can be aware of the different grants or the different support providers. Who else gets the training, who gets trained like the navigators do?

[00:55:58]

MaryEllen Rehse: With the behavioral Health Linkages, behavioral wellness team has actually people from all different non-profits. YouthWell and I, we got it started because we want to make sure that our navigators had a really good idea what other resources were and we also wanted the resource directory to stay up-to-date with clear information, practical, from people that are out in the field and can say, "Oh, yeah. Well, supposedly there's this number to call, but that number doesn't work," or whatever the case may be. All of the non-profits that are doing mental health work, but they're all part of the same monthly meeting that we have, that team. That includes people from Community Health Centers of the Central Coast, Santa Barbara Neighborhood Clinics, as I said, Family Service Agency. [inaudible 00:56:40]

[00:56:41]

Susan Salcido: Thank you. So they come together.

[00:56:45]

MaryEllen Rehse: In partnership, we're not partnering with them to give them money to go do some work. But what we're finding out is what they're already funded to do and then getting the right people there. We're finding out if somebody has insurance. The other thing we do is that if somebody does not have insurance, and they're low income, we actually sign them up for MediCal and do it ourselves so that they don't have to go to somebody else.

[00:57:08]

Susan Salcido: That was one clarification I wanted to make and the other one is to say that when we were starting this and submitted the grant to receive, we huddled, what should be the designs? We could do this, that, and other. Then we realized that's probably the wrong approach. The better approach would be to start smaller, ask districts and schools what do you need? Then let's design what we can do around [inaudible 00:57:38] So that's been a part of the process of being a little bit slower and strategic. So we thought, okay, let's start in North County, and it's literally huddling with the district

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superintendents, and realized what Santa Maria Joint needs is something different from Santa Maria-Bonita which is different from Orcutt. So then the huddle becomes individual meetings. That's why you saw the first beginning, Mr. Howell, as far as your question. Then it's like, okay, let's begin to expand. And again, huddling. Even the seven valley superintendents. But then, nope, we have to have individual. I say that to say how much I appreciate the customization. We can't do it all. Five million over five years is not a lot to do all this work because it's about a million dollars a year and all the people that you're hiring. How do we maximize the funding and the people to support and help the puzzle pieces come together with what districts are already providing with what we can do? Wanted to tell you about that design as well. Thank you so much.

[00:58:43]

Judith Frost: Thank you.

[00:58:43]

Judith Frost: That was a wonderful presentation and also wonderful work that you're doing. I applaud that you're in junior high schools. I think that, if anything, junior high kids...

[00:58:56]

MaryEllen Rehse: [inaudible 00:58:56] Junior high is where everybody wants us to be.

[00:59:00]

Judith Frost: And when we get, later on when we talk about our high school graduation diplomas, they all took a turn in junior high school. Our target is correct. Thank you.

[00:59:20]

Judith Frost: Now, onto the consent agenda, items nine, 10, 11, 12, and 13.

[00:59:28]

Bruce Porter: I move to approve the consent agenda.

[00:59:32]

Joe Howell: Second.

[00:59:33]

Judith Frost: And comments?

[00:59:34]

Michelle de Werd: I would like to pull item number nine, the June second minutes from our consent agenda because, I don't have a page number for you, regarding remanding the board policy 5117 for the inter-district transfer. I had submitted six criteria to add to the policy and I think that was distributed to the board and I would like to have those criteria included in the minutes. Just because I'd love to track what was approved and what wasn't approved.

[01:00:14]

Michelle de Werd: Amending the minutes for June second, 2022.

[01:00:20]

Judith Frost: Okay.

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[01:00:20]

Judith Frost: Let's start within agendas items 10, 11, 12 and 13. Joe, you usually have a comment about the high school diplomas.

[01:00:31]

Joe Howell: I do. I drafted letters to each and gave them to Anna with a copy for the file, that I have, a letter of each here if anyone wants to see them. Also, I want to be sure that I don't vote on the minutes of the meeting I didn't attend. I don't know if they're combined or not, but it's just a clarification.

[01:00:56]

Judith Frost: We will abstain you from the ninth.

[01:01:05]

Judith Frost: You want to amend your motion to make it items 10, 11, 12, and 13 and then do the adjusted minutes?

[01:01:12]

Bruce Porter: I so amend.

[01:01:13]

Judith Frost: Second?

[01:01:14]

Maggi Daane: I'll second.

[01:01:15]

Judith Frost: All those in favor of approving items 10 through 13?

[01:01:20]

Peter MacDougall: Aye.

[01:01:21]

Bruce Porter: Aye.

[01:01:22]

Judith Frost: Opposed?

[01:01:24]

Joe Howell: I abstain on number 10.

[01:01:25]

Judith Frost: You abstain on number 10. Now, number 9, do we have a motion to amend the minutes for June 2nd as requested by Michelle?

[01:01:37]

Michelle de Werd: I'll move the motion.

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[01:01:39]

Judith Frost: Do we have a 2nd? Marybeth will second. Any other comments? All those in favor?

[01:01:50]

Joe Howell: Aye.

[01:01:50]

Judith Frost: Opposed? Now, on to our action items. The first one is a resolution having to do with a joint use of classroom agreement. We have a copy of it in our packet. I believe we have someone here for questions.

[01:02:20]

Susan Salcido: I know that Bill Ridgeway is here to answer any questions, specifically. I can answer any questions as well to the board.

[01:02:29]

Bruce Porter: I would move to approve number 14.

[01:02:31]

Peter MacDougall: Second.

[01:02:33]

Judith Frost: Roll? Well, discussion yes, of course. Roll-call.

[01:02:43]

Anna Freedland: Mrs. Carty?

[01:02:44]

Marybeth Carty: Aye.

[01:02:45]

Anna Freedland: Mrs. Daane?

[01:02:46]

Maggi Daane: Aye.

[01:02:47]

Anna Freedland: Mrs. de Werd?

[01:02:47]

Michelle de Werd: Aye.

[01:02:48]

Anna Freedland: Mrs. Frost?

[01:02:49]

Judith Frost: Aye.

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[01:02:50]

Anna Freedland: Mr. Howell?

[01:02:51]

Joe Howell: Aye.

[01:02:52]

Anna Freedland: Doctor MacDougall?

[01:02:53]

Peter MacDougall: Yes.

[01:02:54]

Anna Freedland: Mr. Porter?

[01:02:55]

Bruce Porter: Aye.

[01:02:55]

Anna Freedland: Okay, thank you, motion passes.

[01:02:58]

Judith Frost: The next action item is another "just in case" so that we have it in our back pocket if we need to have a teleconference meeting between now and a month from now.

[01:03:13]

Marybeth Carty: I'll move to approve.

[01:03:14]

Joe Howell: Second.

[01:03:16]

Judith Frost: Comments, questions? All those in favor?

[01:03:20]

Maggi Daane: Aye.

[01:03:20]

Judith Frost: Opposed? Roll call.

[01:03:22]

Anna Freedland: Mrs. Carty?

[01:03:22]

Marybeth Carty: Aye.

[01:03:24]

Anna Freedland: Mrs. Daane?

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[01:03:25]

Maggi Daane: Aye.

[01:03:27]

Anna Freedland: Mrs. de Werd?

[01:03:28]

Michelle de Werd: Aye.

[01:03:29]

Anna Freedland: Mrs. Frost?

[01:03:30]

Judith Frost: Aye.

[01:03:31]

Anna Freedland: Mr. Howell?

[01:03:32]

Joe Howell: Aye.

[01:03:32]

Anna Freedland: Doctor MacDougall?

[01:03:33]

Peter MacDougall: Yes.

[01:03:34]

Anna Freedland: Mr. Porter?

[01:03:35]

Bruce Porter: Aye.

[01:03:35]

Anna Freedland: Motion passes.

[01:03:38]

Judith Frost: At this time, I'm going to ask that we go to closed session to handle inter-district attendance appeal hearing. We would like to have all, pull the recorders because we don't want to tape this part of the meeting.

[01:03:58]

Judith Frost: You were all here, were you not? Do we really need to announce the decision?

[01:04:08]

Austin Payne: Yes, we have to follow the law.

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[01:04:09]

Susan Salcido: A formality.

[01:04:10]

Judith Frost: I just gave my piece of paper away.

[01:04:13]

Bruce Porter: You can have it.

[01:04:15]

Judith Frost: [inaudible 01:04:15] The motions word.

[01:04:18]

Austin Payne: You have to announce the vote, too.

[01:04:21]

Judith Frost: Does it have to be by roll-call or just number?

[01:04:25]

Austin Payne: The student number?

[01:04:27]

Judith Frost: No.

[01:04:28]

Joe Howell: Five to two.

[01:04:30]

Judith Frost: Four to two or whatever. Five to two. Or do we have to by name? It's a roll-call. I will call on Miss Anna if she would recap our decisions on T2202 and T2203.

[01:04:52]

Anna Freedland: The motion for student T2202 was to uphold the decision of the Goleta Union School District and deny the inter-district transfer request for student T2202. It was passed by a vote of 5-2, excuse me. You want me to say each board member's name and their vote?

[01:05:12]

Austin Payne: Yes.

[01:05:13]

Anna Freedland: Okay. Mrs. Carty voted aye, Mrs. Daane voted aye, Mrs. de Werd voted no, Mrs. Frost voted aye, Mr. Howell voted aye, Dr. MacDougall voted aye, and Mr. Porter voted no.

[01:05:26]

Anna Freedland: For student T2203, the motion was also to uphold the decision of the Goleta Union School District and deny the inter-district transfer request for student T2203. The roll-call vote was: Mrs. Carty voted aye, Mrs. Daane voted aye, Mrs. de Werd voted no, Mrs. Frost voted aye, Mr. Howell voted aye, Dr. MacDougall voted aye, and Mr. Porter voted no, and the motion passed.

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[01:05:54]

Judith Frost: Thank you very much. Now we have a couple of information items. We have the personnel report, were there, are there, any questions about the personnel report? We have the infamous Williams/Valenzuela uniform complaints quarterly report with nothing but goose eggs, which is great. We like that. Now, on future agenda items, I'm going to go first here. In the past, we've actually named some of the items because we wanted to do them. Right now we really, I guess, don't have much on the list or anything pertinent on the list. I would like us, on a future agenda item, to revisit the recording of the board meetings. With that agenda item, I would expect to get a reading from staff on how well it's going. If there's been any feedback. If we can even tell if anyone's listened to it or whatever has happened. Give a recap and then we can discuss that again.

[01:07:15]

Maggi Daane: To be clear, we've recorded two meetings?

[01:07:18]

Susan Salcido: Including today.

[01:07:19]

Maggi Daane: Including today.

[01:07:20]

Susan Salcido: Correct.

[01:07:21]

Judith Frost: I said that wrong. I want to revisit recording the board meetings, not just the audio.

[01:07:28]

Michelle de Werd: The video recording?

[01:07:29]

Judith Frost: Yeah. I want a recap of the audio and then discuss the video. That's my item. Anyone else have items they would like to consider to add to our future agenda?

[01:07:43]

Michelle de Werd: Thank you.

[01:07:46]

Judith Frost: We are adjourned. Our next meeting is August.

[01:07:53]

Bruce Porter: I get to make the motion to adjourn.

[01:07:58]

Bruce Porter: Peter could do it.

[01:07:59]

Judith Frost: Yeah. The important part is the time of our next meeting. Think you can handle that?

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[01:08:08]

Bruce Porter: I would move to adjourn until our next meeting on August the 4th at 16:15 in the afternoon, 4:15 PM.

[01:08:15]

Judith Frost: Thank you.

[01:08:16]

Peter MacDougall: Second.

[01:08:17]

Judith Frost: All those in favor?

[01:08:18]

UNKNOWN_1: Aye.

[01:08:19]

Judith Frost: All those in favor, aye. Opposed? We're done.