

Santa Barbara County Education Office

BOARD BOOK  
and AGENDA



March 2022



## SANTA BARBARA COUNTY BOARD OF EDUCATION

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

### REGULAR MEETING

March 3, 2022 – 2:00 p.m.

### AGENDA

***The Santa Barbara County Board of Education is holding this meeting on Thursday, March 3, 2022, as a virtual meeting due to the COVID-19 pandemic. Assembly Bill 361 allows local agencies flexibility in conducting public meetings virtually during a declared state of emergency.***

#### **How to Connect to the Virtual Meeting**

Individuals may connect to the County Board of Education meeting online via Zoom or by phone.

##### Zoom online video link connection information:

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

Meeting ID: 832 4766 7343

Passcode: t45qsX

##### Zoom telephone call-in connection information:

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

Meeting ID: 832 4766 7343

Passcode: 298752

#### **Public Comment Procedure**

Persons wishing to address the board may speak live during the virtual board meeting during the time for public comment specified on the agenda. They are requested to register prior to providing comment by completing the “Request to Address Board” form available online [here](#). During the time for public comment specified on the agenda, the board will acknowledge requests to speak on agenda items as well as topics not on the agenda, but within the subject matter jurisdiction of the board. The board will call out the speaker’s name at which time the speaker may unmute and make their comments. Alternatively, without pre-registering, persons wishing to address the board may click the “raise hand” feature on Zoom during the time for public comment specified on the agenda to indicate they would like to make a public comment. The board will acknowledge the person and they may unmute and make their comments. 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**

Interpretation of the board meeting will be available, in Spanish, by phone. The phone number will be provided at the start of the board meeting.

## **Assistance with Meeting**

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in the meeting, please contact the superintendent's office at (805) 964-4711 or email [afreedland@sbceo.org](mailto:afreedland@sbceo.org) by 10:00 a.m. the day before the meeting. Notification at least 72 hours prior to the meeting will assist the superintendent in making suitable arrangements.

## **GENERAL FUNCTIONS**

### **1. Call to Order and Pledge of Allegiance**

### **2. Roll Call**

### **3. Changes to the Agenda**

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

### **4. President and Board Comments**

### **5. Public Comments**

The 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.

## **RECOGNITION**

### **6. Recognition of Righetti High School Future Farmers of America Club – Fruit Tree Pruning Team**

Recognition of Righetti High School Future Farmers of America (FFA) Club – Fruit Tree Pruning Team, led by adviser Miguel Guerra, for winning the state championship.

## **SUPERINTENDENT'S REPORT**

**7. The superintendent will give a brief report, including information on the following items:**

- COVID-19 and Santa Barbara County health and safety
- April 7 in-person board meeting and Operation Recognition updates and details
- Future board presentations:
  - Computer Science
  - Countywide mental health grant
  - Children's Creative Project
  - SBCEO infant/toddler/preschool programs; Early Care and Education, and Special Education
- Santa Barbara County School Boards Association Annual Dinner – Save the date: April 28
- Other information items

## **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.

**8. Minutes of Meeting Held February 3, 2022**  
(Attachment)

**9. 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 January 7, 2022 to February 6, 2022, and the issuance of temporary county certificates for that same time period.

**10. 2022-23 Central Office Calendar**  
(Attachment)

**11. Grant Agreement – Career Technical Education**  
(Attachment)

South Central Coast Regional Consortium Master Agreement for the K12 Strong Workforce Program between Santa Barbara Community College District and the Santa Barbara County Education Office from January 1, 2022 to June 30, 2024.

**12. Acceptance of Donations**  
(Attachment)

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

- Special Education

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

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

- Human Resources
- Information Technology Services

Motion to approve all consent items:

MOVED:

SECONDED:

VOTE:

**ACTION ITEMS**

**14. Recommended Adoption of Resolution Recognizing a State of Emergency and Reauthorizing Teleconferenced Meetings**  
(Attachment)

In accordance with AB 361, the superintendent recommends the adoption of Resolution No. 2214 recognizing a state of emergency and reauthorizing teleconferenced meetings for a period of thirty (30) days.

**[Roll Call Vote:]**

MOVED:

SECONDED:

VOTE:

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

The Second Interim Report will be presented by the Board Budget Committee for approval as part of the budget monitoring process.

MOVED:

SECONDED:

VOTE:

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

Copies of the 2020-21 Annual Financial (Audit) Report prepared by Eide Bailly LLP have been received. The superintendent recommends that the board acknowledge receipt of the audit report and order it filed.

MOVED:

SECONDED:

VOTE:

**17. Recommended Issuance of High School Graduation Diploma**

The superintendent recommends issuance of a high school graduation diploma to the following veterans as part of the Operation Recognition program, per California Education Code sections 51430, 51440, and 51442. The diplomas will be dated April 7, 2022, which is the date of the 2022 Operation Recognition graduation ceremony.

*Santa Barbara County Education Office:*

- Modesto T. Cardenas (posthumous)
- Marcus Carrillo (posthumous)
- Shukichi Hokedo (posthumous)
- Clark Hoyt
- Guadalupe Lopez
- Jesus Torres, Jr. (posthumous)

MOVED:

SECONDED:

VOTE:

**INFORMATION ITEMS**

**18. 2020-21 School Accountability Report Cards – Juvenile Court and Community Schools, and Special Education**  
(Attachment)

The 2020-21 School Accountability Report Cards for Juvenile Court and Community Schools, and Special Education are presented to the board for review/information.

**19. 2021-26 A-G Completion Improvement Grant Plan**  
(Attachment)

The draft 2021-26 A-G Completion Improvement Grant Plan is presented to the board as an information item. Adoption of the final plan will be recommended at the April board meeting.

**20. Personnel Report**  
(Attachment)

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

**DISCUSSION ITEMS**

**21. Record Board Meetings**

Discussion on recording board meetings and posting the recordings on the board website.

**FUTURE AGENDA ITEMS**

**22. Future agenda items**

- Update to the board governance calendar

**ADJOURNMENT**

**23. Adjournment to the next regular meeting to be held April 7, 2022 at 1:00 p.m., in person at SBCEO, with Operation Recognition ceremony to follow outside.**

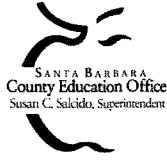
MOVED:

SECONDED:

VOTE:

# Consent Agenda





## SANTA BARBARA COUNTY BOARD OF EDUCATION

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

### REGULAR MEETING

February 3, 2022 – 2:00 p.m.

### MINUTES

***The Santa Barbara County Board of Education held this meeting on Thursday, February 3, 2022, as a virtual meeting due to the COVID-19 pandemic. Assembly Bill 361 allows local agencies flexibility in conducting public meetings virtually during a declared state of emergency.***

### UNAPPROVED

### GENERAL FUNCTIONS

#### 1. Call to Order and Pledge of Allegiance

The regular meeting of the County Board of Education was called to order at 2:04 p.m. by Board President Judy Frost, followed by the Pledge of Allegiance.

#### 2. Roll Call

##### Board Members Present

Marybeth Carty  
Maggi Daane  
Michelle de Werd  
Judith Frost  
Joe Howell  
Peter MacDougall  
Bruce Porter

##### Staff Members Present

Susan Salcido, superintendent  
Craig Price, legal counsel  
Anna Freedland, executive assistant

|                |                  |               |
|----------------|------------------|---------------|
| Allison Adam   | Bridget Baublits | Debra Hood    |
| Mari Baptista  | Debbie Breck     | Amy Ramos     |
| Ellen Barger   | Denice Cora      | Bill Ridgeway |
| Camie Barnwell | Kirsten Escobedo | Rene Wheeler  |

### Others Present

Kaitlyn Greenwood, student, Cabrillo High School  
Carmen Jaramillo, chair, Personnel Commission  
Lena Morán-Acereto, interpreter  
Mike Ostini, member, Personnel Commission  
Justin Rich, executive director, Cooperative Strategies  
Mark Swanitz, principal, Cabrillo High School  
Employees being recognized and their family members, friends & colleagues

### **3. Changes to the Agenda**

The president announced changes to the agenda: Item 4 – President and Board Comments, and item 6 – Superintendent’s Report, would be moved on the agenda to occur before item 15 – Employee Service Awards.

### **4. President and Board Comments**

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

- Recognizing the Lunar New Year and Black History Month
- A new distribution of education-related news articles from Director of Communications Camie Barnwell
- Teacher of the Year selection committee includes Board Member Carty this year
- Attendance at a recent Santa Barbara County School Boards Association Executive Committee meeting
- Attendance at a recent informative meeting about the Partners in Education program

### **5. Public Comments**

None.

## **SUPERINTENDENT’S REPORT**

### **6. The superintendent reported on the following topics:**

- COVID-19 and Santa Barbara County schools – The superintendent stated that COVID-19 cases were decreasing in the county. She mentioned the local health officer order about wearing masks indoors - an order that was issued months ago - and when the Public Health Department indicated it would consider rescinding it, which was when the case rate reached 7 per 100,000 people. She stated, however, that masks in schools may still be required since schools must follow the California Department of Public Health guidance. Dr. Salcido reported the number of at-home test kits for students, adult-sized N95 masks, and

child-sized masks that SBCEO had received and distributed to schools. She shared that at-home test kits were expected soon for school staff.

- Juvenile Court and Community Schools update – Assistant Superintendent of Educational Services Bridget Baublits provided a brief enrollment update
- Form 700 – Statement of Economic Interests – The superintendent reminded the board members that the Form 700 was due by March 31. She stated that a follow-up memo would be sent after the board meeting.
- Author-Go-Round – The 7-day virtual event wrapped up on February 2 and had 404 students attend, in grades 5 through 8
- Operation Recognition update – Dr. Salcido shared that there were six confirmed honorees, and that the ceremony would held be outdoors on April 7 following the County Board of Education meeting
- Staff update – The superintendent announced that Administrator of Internal Services Debbie Breck would be retiring on June 30, 2022

## **CONSENT AGENDA**

The board approved all consent items.

### **7. Minutes of Meeting Held January 6, 2022**

### **8. 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 December 7, 2021 to January 6, 2022, and the issuance of temporary county certificates for that same time period.

### **9. Acceptance of Donations**

Acceptance of donations for the following departments:

- Special Education
- Teacher Programs and Support

Motion to approve all consent items:

MOVED: **Mrs. Daane**

SECONDED: **Dr. MacDougall** VOTE: **Passed 7-0**

## **ACTION ITEMS**

### **10. Recommended Adoption of Resolution Recognizing a State of Emergency and Reauthorizing Teleconferenced Meetings**

In accordance with AB 361, the board adopted Resolution No. 2213 recognizing a state of emergency and reauthorizing teleconferenced meetings for a period of thirty (30) days.

**Ayes: 7**                      **Noes: 0**                      **Absent: 0**                      **Abstain: 0**  
**MOVED: Mr. Porter**                      **SECONDED: Mrs. Carty**                      **VOTE: Passed 7-0-0-0**

**11. Recommended Approval of Santa Barbara County Education Office Comprehensive School Safety Plan**

The board approved the Santa Barbara County Education Office Comprehensive School Safety Plan for Juvenile Court and Community Schools, and Special Education.

**MOVED: Dr. MacDougall**                      **SECONDED: Mr. Howell**                      **VOTE: Passed 7-0**

**INFORMATION ITEMS**

**12. 2021-22 Local Control and Accountability Plan (LCAP) Supplement to the Annual Update and Mid-Year Progress Report**

The Santa Barbara County Education Office 2021-22 Local Control and Accountability Plan (LCAP) Supplement to the Annual Update and Mid-Year Progress Report was presented to the board for review/information.

**13. Personnel Report**

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

**DISCUSSION ITEMS**

**14. Review of the Draft Map Scenarios for the Redistricting of the Santa Barbara County Board of Education**

Executive Director of Cooperative Strategies, Justin Rich, presented a third draft map scenario for the redistricting of the Santa Barbara County Board of Education from the County Committee on School District Organization's January 31<sup>st</sup> meeting. The board reviewed and discussed the third draft map scenario and the previous draft map scenarios.

The following motion was made: Endorse draft map scenario 3 for the redistricting of the Santa Barbara County Board of Education and communicate the board's endorsement to the County Committee on School District Organization.

There was one abstention to reflect a philosophical belief that the voters should

choose the boundaries for their officials.

**MOVED: Mr. Howell**

**SECONDED: Mrs. Carty**

**VOTE: Passed 6-0-0-1  
Mr. Porter abstained**

Board adjourned for a brief recess at 2:56 p.m. Board reconvened at 3:01 p.m.

## **RECOGNITION**

### **15. Employee Service Awards**

Five to 30 year employment anniversaries of SBCEO employees were observed. Pins were previously mailed to all employees and certificates of recognition were previously mailed to employees with 10 years or more at SBCEO.

A special performance was provided by Kaitlyn Greenwood, Cabrillo High School student violinist. The superintendent presented Miss Greenwood with a certificate of appreciation on behalf of the board. Assistant Superintendent of Curriculum and Instruction Ellen Barger, also a board member of the Music Academy of the West, invited Miss Greenwood to a special event at the Music Academy of the West.

## **FUTURE AGENDA ITEMS**

### **16. Future agenda items**

The following was mentioned as a potential future agenda item:

- Update to the board governance calendar

Previously mentioned as a potential future agenda item:

- Board discussion on recording board meetings and posting the recordings on the board website.

## **ADJOURNMENT**

### **17. Adjournment to the next regular meeting to be held March 3, 2022.**

The meeting was adjourned at 4:17 p.m. to the next regular meeting to be held March 3, 2022, via Zoom.

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Judith Frost, President  
County Board of Education

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Dr. Susan Salcido, Secretary  
County Board of Education

**Registration of Credentials or Other Certification Documents  
Issuance of Temporary County Certificates  
January 7, 2022 - February 6, 2022**

| <u>Name</u>                  | <u>Type of Credential / Permit</u>               |
|------------------------------|--|
| <b>Expiration Date: 2022</b> |  |
| Ariana Abarca                | 30-Day Substitute Teaching Permit                |
| Jarelyn Arellano             | 30-Day Substitute Teaching Permit                |
| William Brennan              | 30-Day Substitute Teaching Permit                |
| Lindsay Felchle              | Short-Term Staff Permit                          |
| Ryan Helsel                  | 30-Day Substitute Teaching Permit                |
| Lauren Jensen                | Education Specialist Instruction Credential      |
| Lawrence Kite III            | General Ed Limited Assignment Teaching Permit    |
| Cory Molzahn                 | Crosscultural, Language, & Academic Devel Permit |
| Robert Sanchez               | Short-Term Staff Permit                          |
| Gabrielle Skow               | 30-Day Substitute Teaching Permit                |
| Lilyanna Zmijak              | Speech-Language Pathology Services Credential    |

**Expiration Date: 2023**

|                      |                                    |
|----------------------|------------------------------------|
| Sara Alter           | 30-Day Substitute Teaching Permit  |
| Nicole Anderson      | 30-Day Substitute Teaching Permit  |
| Kester Bantin        | Administrative Services Credential |
| Sarah Bayne          | 30-Day Substitute Teaching Permit  |
| Hannah Boelter       | 30-Day Substitute Teaching Permit  |
| Creed Borden         | 30-Day Substitute Teaching Permit  |
| Saul Botello         | 30-Day Substitute Teaching Permit  |
| Tracy Bower          | 30-Day Substitute Teaching Permit  |
| Christopher Browning | 30-Day Substitute Teaching Permit  |
| Gloria Chavez        | 30-Day Substitute Teaching Permit  |
| Chelsie Currie       | 30-Day Substitute Teaching Permit  |
| Jillian Danninger    | 30-Day Substitute Teaching Permit  |
| Karina Esparza       | 30-Day Substitute Teaching Permit  |
| Theresa Fagnan       | 30-Day Substitute Teaching Permit  |
| Oscar Figueredo      | 30-Day Substitute Teaching Permit  |
| Scott Flanagan       | 30-Day Substitute Teaching Permit  |
| Rebecca Fredrickson  | 30-Day Substitute Teaching Permit  |
| Ricardo Gallardo     | 30-Day Substitute Teaching Permit  |
| Hector Gomez         | 30-Day Substitute Teaching Permit  |

|            |            |   |
|------------|------------|---|
| Tania      | Griffith   | 30-Day Substitute Teaching Permit                   |
| Joseph     | Hahn       | 30-Day Substitute Teaching Permit                   |
| Jacqueline | Hall       | 30-Day Substitute Teaching Permit                   |
| Emily      | Hallett    | 30-Day Substitute Teaching Permit                   |
| Lylyvett   | Herrera    | 30-Day Substitute Teaching Permit                   |
| Morgan     | Humphrey   | 30-Day Substitute Teaching Permit                   |
| Bella      | Huynh      | 30-Day Substitute Teaching Permit                   |
| Alexis     | Jones      | 30-Day Substitute Teaching Permit                   |
| Ann        | Jorden     | 30-Day Substitute Teaching Permit                   |
| Sara       | Kamali     | 30-Day Substitute Teaching Permit                   |
| Taylor     | Kelley     | 30-Day Substitute Teaching Permit                   |
| Cedric     | Kwon       | 30-Day Substitute Teaching Permit                   |
| Michelle   | Laggren    | 30-Day Substitute Teaching Permit                   |
| Jaelynne   | Lay        | 30-Day Substitute Teaching Permit                   |
| Chelsie    | Luebke     | 30-Day Substitute Teaching Permit                   |
| Roseanne   | Luis       | 30-Day Substitute Teaching Permit                   |
| Seth       | Marsh      | 30-Day Substitute Teaching Permit                   |
| Mark       | Martinez   | 30-Day Substitute Teaching Permit                   |
| Abigail    | Meckfessel | 30-Day Substitute Teaching Permit                   |
| Anthony    | Medel      | 30-Day Substitute Teaching Permit                   |
| Sarah      | Mia        | 30-Day Substitute Teaching Permit                   |
| Megan      | Morawitz   | 30-Day Substitute Teaching Permit                   |
| Gail       | Moyer      | 30-Day Substitute Teaching Permit                   |
| Selene     | Negrete    | 30-Day Substitute Teaching Permit                   |
| Linda      | Ngo        | 30-Day Substitute Teaching Permit                   |
| Dove       | Okonina    | 30-Day Substitute Teaching Permit                   |
| Sarah      | Oppelaar   | 30-Day Substitute Teaching Permit                   |
| Jonathan   | Osborne    | 30-Day Substitute Teaching Permit                   |
| Austin     | Paddock    | 30-Day Substitute Teaching Permit                   |
| Colleen    | Pederson   | 30-Day Substitute Teaching Permit                   |
| Patricia   | Perez      | 30-Day Substitute Teaching Permit                   |
| Vanessa    | Reyes      | Substitute Teaching Permit for Prospective Teachers |
| Joanna     | Ritter     | 30-Day Substitute Teaching Permit                   |
| Deborah    | Roark      | 30-Day Substitute Teaching Permit                   |
| Allison    | Robinson   | 30-Day Substitute Teaching Permit                   |
| Cheryl     | Robinson   | 30-Day Substitute Teaching Permit                   |
| Theresa    | Rowley     | 30-Day Substitute Teaching Permit                   |
| Anthony    | Salangsang | 30-Day Substitute Teaching Permit                   |
| Kristin    | Salvesen   | 30-Day Substitute Teaching Permit                   |
| Adrienne   | Schell     | 30-Day Substitute Teaching Permit                   |
| Angela     | Smith      | 30-Day Substitute Teaching Permit                   |
| Kathleen   | Stevenson  | 30-Day Substitute Teaching Permit                   |
| David      | Tonello    | 30-Day Substitute Teaching Permit                   |
| Kathryn    | Turner     | 30-Day Substitute Teaching Permit                   |

|          |         |                                   |
|----------|---------|-----------------------------------|
| Isabelle | Walker  | 30-Day Substitute Teaching Permit |
| Alyssa   | Walsh   | 30-Day Substitute Teaching Permit |
| Cynthia  | Webster | 30-Day Substitute Teaching Permit |
| Haining  | Wei     | 30-Day Substitute Teaching Permit |
| Alann    | Wright  | 30-Day Substitute Teaching Permit |

**Expiration Date: 2024**

|           |         |  |
|-----------|---------|--|
| Marnie    | Donovan | Education Specialist Instruction Credential    |
| Veronica  | Gines   | Career Technical Education Teaching Credential |
| Taylor    | Karst   | Single Subject Teaching Credential             |
| Lisa      | Nelson  | Multiple Subject Teaching Credential           |
| Stephanie | Wingate | Administrative Services Credential             |

**Expiration Date: 2025**

|        |            |                                      |
|--------|------------|--------------------------------------|
| Lisa   | Baum       | Multiple Subject Teaching Credential |
| Tolby  | Buckingham | Single Subject Teaching Credential   |
| Thomas | Keeler     | Multiple Subject Teaching Credential |

**Expiration Date: 2026**

|           |              |   |
|-----------|--------------|---|
| Alvin     | Allert       | Multiple Subject Teaching Credential        |
| Janet     | Barnes       | Education Specialist Instruction Credential |
| Richard   | Del Rio      | Education Specialist Instruction Credential |
| Jamie     | Doheny       | Multiple Subject Teaching Credential        |
| Kaitlin   | Eng-DenBaars | Education Specialist Instruction Credential |
| Kaitlin   | Eng-DenBaars | Multiple Subject Teaching Credential        |
| Christy   | Kane         | Multiple Subject Teaching Credential        |
| Lisa      | LaRocque     | Multiple Subject Teaching Credential        |
| Neona     | Lotz         | School Nurse Services Credential            |
| Darby     | Mcllroy      | Education Specialist Instruction Credential |
| Michele   | Ming         | Administrative Services Credential          |
| Kelly     | Nolan        | Multiple Subject Teaching Credential        |
| Elizabeth | North        | Education Specialist Instruction Credential |
| Alyson    | Putney       | Education Specialist Instruction Credential |
| Jessica   | Rydman       | Multiple Subject Teaching Credential        |
| Molli     | Sipe         | Administrative Services Credential          |
| Saameh    | Solaimani    | Child Development Program Director Permit   |



**Expiration Date: 2027**

|           |               |  |
|-----------|---------------|--|
| Sandra    | Albert        | Speech-Language Pathology Services Credential  |
| Susan     | Avrit         | Pupil Personnel Services Credential            |
| Jonathan  | Beyea         | Multiple Subject Teaching Credential           |
| James     | Bissin        | Administrative Services Credential             |
| James     | Bissin        | Multiple Subject Teaching Credential           |
| Lenna     | Bowden        | Single Subject Teaching Credential             |
| Dominique | Cavalli       | Multiple Subject Teaching Credential           |
| Amy       | Chambless     | Multiple Subject Teaching Credential           |
| Carmen    | Chavez        | Administrative Services Credential             |
| Carmen    | Chavez        | Multiple Subject Teaching Credential           |
| Ryan      | Collins       | Single Subject Teaching Credential             |
| Elizabeth | Cordoba       | Single Subject Teaching Credential             |
| Gina      | Danley        | Multiple Subject Teaching Credential           |
| Kristina  | Duran         | Administrative Services Credential             |
| Yvonne    | Duran         | Multiple Subject Teaching Credential           |
| Laurel    | Durksen       | Multiple Subject Teaching Credential           |
| Taren     | Freeh         | Multiple Subject Teaching Credential           |
| Samantha  | Freund        | Multiple Subject Teaching Credential           |
| Linda     | Garey         | Single Subject Teaching Credential             |
| Lynnore   | Grow          | Multiple Subject Teaching Credential           |
| Laura     | Guild         | Multiple Subject Teaching Credential           |
| Katherine | Hays          | Single Subject Teaching Credential             |
| Donna     | Hinsbeeck     | Multiple Subject Teaching Credential           |
| Heather   | Hoffacker     | Single Subject Teaching Credential             |
| Linda     | Hollingsworth | Multiple Subject Teaching Credential           |
| Kerry     | Hornby        | Multiple Subject Teaching Credential           |
| Cara      | Houghton      | Multiple Subject Teaching Credential           |
| Lisa      | Howard        | Pupil Personnel Services Credential            |
| Daniel    | Jacobson      | Single Subject Teaching Credential             |
| Rosalie   | Jones         | Multiple Subject Teaching Credential           |
| John      | Karbula       | Administrative Services Credential             |
| Michael   | Katsapis      | Child Development Site Supervisor Permit       |
| Jaimie    | Kelly         | Multiple Subject Teaching Credential           |
| Krista    | Kringel       | Multiple Subject Teaching Credential           |
| Cheryl    | Lee           | Career Technical Education Teaching Credential |
| Kathleen  | Lester        | Administrative Services Credential             |
| Kathleen  | Lester        | Multiple Subject Teaching Credential           |
| Kathleen  | Lester        | Specialist Instruction Credential (Reading)    |
| Blanca    | Limon         | Education Specialist Instruction Credential    |
| Sherry    | Lopez         | Multiple Subject Teaching Credential           |
| Marya     | Malinowski    | Education Specialist Instruction Credential    |
| Kathy     | Maple         | Multiple Subject Teaching Credential           |

|           |             |  |
|-----------|-------------|--|
| Jennie    | Maretti     | Education Specialist Instruction Credential            |
| Callie    | Martin      | Single Subject Teaching Credential                     |
| Leticia   | Maycotte    | Multiple Subject Teaching Credential                   |
| Angela    | Mc Quirter  | Child Development Program Director Permit              |
| Karen     | McGraw      | Multiple Subject Teaching Credential                   |
| Alice     | Mitchell    | Education Specialist Instruction Credential            |
| Kate      | Mosetick    | Single Subject Teaching Credential                     |
| April     | Nunez       | Single Subject Teaching Credential                     |
| Maribel   | Nuno        | Education Specialist Instruction Credential            |
| Mauricio  | Ortega      | Administrative Services Credential                     |
| Blake     | Parsons     | Single Subject Teaching Credential                     |
| Rebecca   | Pinto       | Multiple Subject Teaching Credential                   |
| Michael   | Rihovsky    | Education Specialist Instruction Credential            |
| Elizabeth | Rivera      | Specialist Instruction Credential in Special Education |
| Lauren    | Rodriguez   | Multiple Subject Teaching Credential                   |
| Deanne    | Rosing      | Multiple Subject Teaching Credential                   |
| Karen     | Roth        | Multiple Subject Teaching Credential                   |
| Esperanza | Ruiz        | Multiple Subject Teaching Credential                   |
| Teri      | Ryerson     | Child Development Site Supervisor Permit               |
| Kathleen  | Scarminach  | Multiple Subject Teaching Credential                   |
| Rochelle  | Schultz     | Multiple Subject Teaching Credential                   |
| Emily     | Schwabecher | Multiple Subject Teaching Credential                   |
| Michael   | Shaf        | Pupil Personnel Services Credential                    |
| Beverly   | Sherman     | Administrative Services Credential                     |
| Beverly   | Sherman     | Education Specialist Instruction Credential            |
| Mark      | Siverly     | Single Subject Teaching Credential                     |
| James     | Snyder      | Administrative Services Credential                     |
| Kelly     | Sullivan    | Pupil Personnel Services Credential                    |
| Doris     | Swain       | Child Development Site Supervisor Permit               |
| Brandon   | Teris       | Single Subject Teaching Credential                     |
| Hannah    | Van Ree     | Single Subject Teaching Credential                     |
| Maria     | Waldron     | Child Development Master Teacher Permit                |
| Jill      | Webster     | Education Specialist Instruction Credential            |
| Christine | Wellenkamp  | Multiple Subject Teaching Credential                   |
| Kathryn   | Wilcock     | Multiple Subject Teaching Credential                   |
| Jodi      | Williams    | Single Subject Teaching Credential                     |

**Certificates of Competence**

|        |        |  |
|--------|--------|--|
| Alvin  | Allert | Certificate of Completion of Staff Development |
| Thomas | Keeler | Certificate of Completion of Staff Development |
| Kelly  | Nolan  | Crosscultural, Language, & Academic Devel Cert |

**Waivers**

|          |          |   |
|----------|----------|---|
| Maria    | Alipour  | Multiple Subject Teaching Credential        |
| Melissa  | Aston    | 30-Day Substitute Teaching Permit           |
| Madeline | Gravitt  | 30-Day Substitute Teaching Permit           |
| Emily    | Little   | Education Specialist Instruction Credential |
| Teresa   | McIntyre | Multiple Subject Teaching Credential        |
| Teresa   | Till     | Multiple Subject Teaching Credential        |

**Name**

**Type of Credential / Permit**

**Temporary County Certificates**

|         |          |                                    |
|---------|----------|------------------------------------|
| Michael | Curet    | Short-Term Staff Permit            |
| Vanessa | Gomez    | 30-Day Substitute Teaching Permit  |
| Kirsten | Neumann  | Administrative Services Credential |
| Savanna | Sustaita | 30-Day Substitute Teaching Permit  |



4400 Cathedral Oaks Road  
 P.O. Box 6307  
 Santa Barbara, California 93160-6307  
 (805) 964-4711 • FAX: (805) 964-4712

# CENTRAL OFFICE CALENDAR

July 1, 2022 through June 30, 2023

|  |             | S  | M         | T  | W  | T         | F         | S  |
|--|-------------|----|-----------|----|----|-----------|-----------|----|
| 4 Independence Day   | <b>JULY</b> |    |           |    |    |           | 1         | 2  |
|  |             | 3  | <b>4</b>  | 5  | 6  | 7         | 8         | 9  |
|  |             | 10 | 11        | 12 | 13 | 14        | 15        | 16 |
|  |             | 17 | 18        | 19 | 20 | 21        | 22        | 23 |
|  |             | 24 | 25        | 26 | 27 | 28        | 29        | 30 |
| 20   |             | 31 |           |    |    |           |           |    |
|  | <b>AUG</b>  |    | 1         | 2  | 3  | 4         | 5         | 6  |
|  |             | 7  | 8         | 9  | 10 | 11        | 12        | 13 |
|  |             | 14 | 15        | 16 | 17 | 18        | 19        | 20 |
|  |             | 21 | 22        | 23 | 24 | 25        | 26        | 27 |
|  |             | 28 | 29        | 30 | 31 |           |           |    |
| 23   |             |    |           |    |    |           |           |    |
| 5 Labor Day  | <b>SEPT</b> |    |           |    |    | 1         | 2         | 3  |
|  |             | 4  | <b>5</b>  | 6  | 7  | 8         | 9         | 10 |
|  |             | 11 | 12        | 13 | 14 | 15        | 16        | 17 |
|  |             | 18 | 19        | 20 | 21 | 22        | 23        | 24 |
|  |             | 25 | 26        | 27 | 28 | 29        | 30        |    |
| 21   |             |    |           |    |    |           |           |    |
|  | <b>OCT</b>  |    |           |    |    |           |           | 1  |
|  |             | 2  | 3         | 4  | 5  | 6         | 7         | 8  |
|  |             | 9  | 10        | 11 | 12 | 13        | 14        | 15 |
|  |             | 16 | 17        | 18 | 19 | 20        | 21        | 22 |
|  |             | 23 | 24        | 25 | 26 | 27        | 28        | 29 |
| 21   | 30          | 31 |           |    |    |           |           |    |
| 11 Veterans Day<br>24 Thanksgiving Day<br>25 Board Declared Holiday  | <b>NOV</b>  |    |           | 1  | 2  | 3         | 4         | 5  |
|  |             | 6  | 7         | 8  | 9  | 10        | <b>11</b> | 12 |
|  |             | 13 | 14        | 15 | 16 | 17        | 18        | 19 |
|  |             | 20 | 21        | 22 | 23 | <b>24</b> | (25)      | 26 |
|  |             | 27 | 28        | 29 | 30 |           |           |    |
| 20   |             |    |           |    |    |           |           |    |
| 22 Board Declared Holiday<br>(in lieu of Admission Day)<br>23 Board Declared Holiday<br>26 Christmas Day (Observed)<br>30 Board Declared Holiday | <b>DEC</b>  |    |           |    |    | 1         | 2         | 3  |
|  |             | 4  | 5         | 6  | 7  | 8         | 9         | 10 |
|  |             | 11 | 12        | 13 | 14 | 15        | 16        | 17 |
|  |             | 18 | 19        | 20 | 21 | (22)      | (23)      | 24 |
|  |             | 25 | <b>26</b> | 27 | 28 | 29        | (30)      | 31 |
| 21   |             |    |           |    |    |           |           |    |

| S  | M         | T  | W  | T  | F         | S  |             |                                    |
|----|-----------|----|----|----|-----------|----|-------------|------------------------------------|
| 1  | <b>2</b>  | 3  | 4  | 5  | 6         | 7  | <b>JAN</b>  | 2 New Year's Day (Observed)        |
| 8  | 9         | 10 | 11 | 12 | 13        | 14 |             | 16 Dr. Martin Luther King, Jr. Day |
| 15 | <b>16</b> | 17 | 18 | 19 | 20        | 21 |             |                                    |
| 22 | 23        | 24 | 25 | 26 | 27        | 28 |             |                                    |
| 29 | 30        | 31 |    |    |           |    |             | 20                                 |
| 5  | 6         | 7  | 1  | 2  | 3         | 4  | <b>FEB</b>  | 17 Lincoln Day (Observed)          |
| 12 | 13        | 14 | 15 | 16 | <b>17</b> | 18 |             | 20 Presidents' Day                 |
| 19 | <b>20</b> | 21 | 22 | 23 | 24        | 25 |             |                                    |
| 26 | 27        | 28 |    |    |           |    |             | 18                                 |
|    |           |    |    |    |           |    |             |                                    |
| 5  | 6         | 7  | 1  | 2  | 3         | 4  | <b>MAR</b>  |                                    |
| 12 | 13        | 14 | 15 | 16 | 17        | 18 |             |                                    |
| 19 | 20        | 21 | 22 | 23 | 24        | 25 |             |                                    |
| 26 | 27        | 28 | 29 | 30 | 31        |    |             | 23                                 |
|    |           |    |    |    |           |    |             |                                    |
| 2  | 3         | 4  | 5  | 6  | 7         | 1  | <b>APR</b>  |                                    |
| 9  | 10        | 11 | 12 | 13 | 14        | 15 |             |                                    |
| 16 | 17        | 18 | 19 | 20 | 21        | 22 |             |                                    |
| 23 | 24        | 25 | 26 | 27 | 28        | 29 |             | 20                                 |
| 30 |           |    |    |    |           |    |             |                                    |
|    | 1         | 2  | 3  | 4  | 5         | 6  | <b>MAY</b>  | 29 Memorial Day                    |
| 7  | 8         | 9  | 10 | 11 | 12        | 13 |             |                                    |
| 14 | 15        | 16 | 17 | 18 | 19        | 20 |             |                                    |
| 21 | 22        | 23 | 24 | 25 | 26        | 27 |             |                                    |
| 28 | <b>29</b> | 30 | 31 |    |           |    |             | 22                                 |
| 4  | 5         | 6  | 7  | 1  | 2         | 3  | <b>JUNE</b> |                                    |
| 11 | 12        | 13 | 14 | 15 | 16        | 17 |             |                                    |
| 18 | 19        | 20 | 21 | 22 | 23        | 24 |             |                                    |
| 25 | 26        | 27 | 28 | 29 | 30        |    |             | 22                                 |
|    |           |    |    |    |           |    |             |                                    |

**SOUTH CENTRAL COAST REGIONAL CONSORTIUM MASTER AGREEMENT  
K12 STRONG WORKFORCE PROGRAM BETWEEN  
SANTA BARBARA COMMUNITY COLLEGE DISTRICT AND**

**SANTA BARBARA COUNTY EDUCATION OFFICE**

*Advancing Pathways in the Priority Sectors: ICT, Engineering, & Manufacturing*

January 1, 2022 – June 30, 2024

This agreement, **January 1, 2022** is entered into between **Santa Barbara Community College District** (hereinafter referred to as "Fiscal Agent") and **Santa Barbara County Education Office** (hereinafter referred to as "Grantee"), collectively referred to as "Parties" and individually as "Party."

**1. RECITALS**

WHEREAS, the **Santa Barbara Community College District** has been designated as the fiscal agent for the K12 Strong Workforce Program (hereinafter referred to as "K12 SWP") for the **South Central Coast Regional Consortium** (hereinafter referred to as "Regional Consortium") and is responsible for distributing funds to each grantee within the region, following certification by the region's K12 Selection Committee.

WHEREAS, the Fiscal Agent is authorized to receive funding from the California Community Colleges Chancellor's Office (hereinafter referred to as "Chancellor's Office"), in partnership with the California Department of Education (CDE) and as appropriated under Education Code §88827, for the K12 Strong Workforce Program to create, support, and/or expand high-quality career technical education programs at the K12 level.

WHEREAS, the Grantee is entering into this agreement to set the terms and conditions for their agency's award of the K12 Strong Workforce Program, and to be accountable for all deliverables identified in the Grantees' application titled *Advancing Pathways in the Priority Sectors: ICT, Engineering, & Manufacturing* (hereinafter referred to as "Application") and found in the Grantee's certified K12 Strong Workforce Program Plan in the California Community Colleges Chancellor's Office NOVA system (hereinafter, referred to as NOVA.)

NOW, THEREFORE, in consideration of these mutual promises, the Parties agree as follows:

**2. AWARD AMOUNT**

The total amount for this Agreement is \$1,687,687 and payment to Grantee shall be made in accordance with the terms and conditions of this Agreement and as determined by the amount approved by the region's K-12 SWP Selection Committee and found in the Grantee's certified K12 Strong Workforce Program in NOVA.

The regional K12 Selection Committee had the discretion to award an amount less than the requested amount based on an applicant's work plan, budget, number of students and/or teachers served as well as based on the committee's responsibility to ensure a portfolio of awards that best meets the needs of the region's economy and the intention of the legislation (Exhibit A: K12 Strong Workforce Program Round 4, FY 2021-2022, Request for Application (RFA), p. 9), (hereinafter referred to as Exhibit A: RFA). Through the competitive grant process, applicants awarded a K12 SWP grant in one year are not guaranteed funding in a subsequent round of funding (Exhibit A: RFA p. 9).

Grantee certifies to the K-12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant is awarded.

Grantee certifies to the K-12 Selection Committee that per Education Code, Section 88830, the Chancellor's Office will verify that required course data files to Cal-PASS Plus have been submitted (Exhibit A: RFA p. 11).

Awarded K12 SWP LEA Leads must:

- Agree to the Statements of Assurance (in NOVA),
- Ensure the Lead LEA and all K-12 Partner Agencies have an MOU with Cal-PASS Plus,
- Ensure all required Progress and Fiscal and Cal-PASS Plus reports are submitted on behalf of all K-12 Partner Agencies (sub-grantees), and
- Share K-12 SWP relevant communications and information with all partners

Any K12 SWP LEA not in compliance may be ineligible for future K12 SWP funding (Exhibit A – RFA p. 22).

### **3. PERIOD OF PERFORMANCE**

The period of performance for this Agreement shall commence on January 1, 2022 and shall expire on June 30, 2024, unless terminated earlier in accordance with the termination/cancellation provisions of this Agreement.

The Grantee shall complete the tasks described in the Grantee's certified plan in NOVA and funds shall be expended in compliance with the requirements for the funding source and Grant Agreement with the Regional Consortium (Exhibit A: RFA p. 17).

### **4. MODIFICATIONS**

Grantee may request modifications to the work to be performed. All such requests must be submitted in writing via email to the Regional Consortium prior to the modification being made. The Regional Consortium may require that a Grant Amendment be processed, if the Regional Consortium determines that a change would materially affect the project outcomes or the terms of this Agreement and the terms included in Exhibit A: RFA - Appendix B: Program-Specific Legal Terms and Conditions, p. 36.

Grantee may make changes to any budget category amounts up to 10% of the total award amount per line item without the approval of the Regional Consortium so long as budget categories are not added or deleted, the total dollar amount of the Agreement is not affected, and the outcomes of the Agreement will not be materially affected. Grantee may add or delete budget categories subject to the prior approval of the Regional Consortia (see Exhibit A: RFA - Appendix B: Program-Specific Legal Terms and Conditions, p.36). Amendments are required for budget changes when there are changes in the total dollar amount of the Agreement and/or the outcome of the Agreement is materially affected. The process for requesting and approving amendments is determined by the Regional Consortium. Budget changes or amendments are subject to applicable program limitations and require approval of the Regional Consortium. No extensions to the performance period will be granted (see Exhibit A: RFA - Appendix B: Program-Specific Legal Terms and Conditions, p. 39).

Grantees are required to fully expend their grants by the end of the expenditure period. If a grantee projects that they will be unable to do so, they should contact the Regional Consortium and arrange to have their grant reduced to a level which the grantee is confident can be fully spent within the expenditure period. If a Regional Consortium has reason to question whether a grantee can fully expend their grant within the expenditure period, it may request that the grantee provide evidence that it will be able to do so. When grant funds are unexpended, the unspent funds will go to the next round of K12 SWP funding for the region in which it was awarded (Exhibit A: RFA p. 37).

The **South Central Coast Regional Consortium** process for requesting and approving changes to grant budget categories and/or amounts as well as grant amendments are included here as Exhibit B: SCCRC Request to Modify Budget.

### **ASSURANCES, CERTIFICATES, TERMS, AND CONDITIONS**

Assurances, certifications, terms, and conditions are requirements of applicants and grantees as a condition of receiving funds. The certified K12 SWP application is a commitment to comply with the assurances, certifications, and terms and conditions associated with the grant as described in the K12 SWP Request for Applications and K12 SWP legislation (Education Code, Sections 88820-88833).

As a condition of receiving funds, funded applicants shall do the following:

- Enter into a grant agreement with the applicable Strong Workforce Program Regional Consortium that may include terms and conditions provided by the Chancellor's Office and the Regional Consortium.
- Certify that all identified partners are aware of this grant application and agree to its submission.
- Be responsible for the performance of any services provided through funds awarded under this grant by partners, consultants, or other organizations.
- Certify to the K12 Selection Committee that grant funds received and the matching funds contributed by each local educational agency shall be used solely for the purpose of supporting the program or programs for which the grant was awarded.
- Make expenditure data on career technical education programs available for purposes of determining if the grant recipients have met the matching funds requirements specified in subdivision (c) of Section 88828, and for monitoring the use of funds provided pursuant to Section 88827.
- Every year, the awarded grantees (Lead LEAs and K14 Partners) must provide student-level data necessary to evaluate K12 SWP as required by Legislation and submit required end-of-year data files (Exhibit A: RFA, p. 37).

### **5. INVOICING AND PAYMENT**

Advance payment of 70% of the total amount of this Agreement will be paid, upon receipt of an invoice, after the Agreement is fully executed. A detailed invoice shall be submitted on a form provided by the Fiscal Agent.

Grantee may request progress payment(s) up to 20% of the total amount of this Grant Agreement upon submission of an invoice and accompanying documentation as required by the Regional Consortium and completion of all reports due at the time the invoice is submitted. Payment of the final 10% will be made upon receipt of an invoice and accompanying documentation as required by the Regional Consortium, and review and approval by the Regional Consortium of expenditure/progress reports and the final report (Exhibit A: RFA p. 36).

The Grantee is obligated to provide proportional dollar match according to the terms set forth in Exhibit A: RFA, p. 14, and as indicated in the Grantee's certified K12 Strong Workforce Program Plan in NOVA. Documentation of required match will be provided to the Fiscal Agent on the year-to-date expenditure and progress reporting schedule set forth in Exhibit A: RFA - Appendix A: Grantee Requirements and Guidelines, p. 31-35.

## **6. REPORTING**

Report data can be used by policymakers, LEAs, community college districts, and their regional partners to support and evaluate the program, including, to the extent possible, demographic data used to evaluate progress in closing equity gaps in program access and completion, and earnings of underserved demographic groups.

As a K12 SWP grant recipient, LEAs may need to collect extra data elements in addition to those required by California Department of Education (CDE). The K12 SWP grant recipients (both Lead and K12 Partner Agencies) must submit the required end-of-the-year files to CDE by November 1, immediately following the fiscal year for which data are being reported (Exhibit A: RFA p. 34).

Grant recipients must also notify their region's K14 Technical Assistance Provider that data has been reported by the due date. The Regional Consortium may end contracts and grants from grantees that do not provide the required outcomes-based data. In addition, to ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both Lead and partnering LEAs, are required to upload end-of-year data files, as applicable and required by K12 SWP.

To ensure that the K12 SWP legislative reporting requirements are met, all grant recipients, both Lead and K12 Partner Agencies, are **required** to do the following:

- Ensure an active MOU is on file with Cal-PASS Plus throughout the life of the awarded grant, and
- Submit and /or ensure all required Progress and Fiscal and Cal-PASS Plus reports are submitted on behalf of all K12 Partner Agencies (Exhibit A: RFA, p. 34).

To ensure the successful implementation of the K12 SWP, grant recipients are required to submit:

- five (5) Progress and Expenditure Reports via the NOVA Reporting System,
- three (3) Annual Course Data Reports via Cal-PASS Plus, and
- one (1) Final Report K12 Expenditure Report and Outcomes via the NOVA Reporting System.

The required reports demonstrate that grant recipients have met the dollar-for-dollar match requirement (specified in Education Code, Section 88828) and are providing program deliverables using the K12 SWP funds pursuant to Education Code, Section 88827. It is the responsibility of the lead LEA to ensure that all K12 Partner Agencies on the project submit mid-year progress and expenditure reports either on their own or to the Lead LEA to submit on their behalf. Failure to submit required reports or evidence that deliverables have been met could result in the loss and/or remittance of all awarded funds (Exhibit A: RFA, p. 35).

Reports are to be submitted by the due dates indicated in Table 9 of the Exhibit A: RFA (p. 35). Extensions of reporting deadlines may be made with the approval of the Regional Consortium.



K12 SWP funding is project-based with project submissions and reporting expenditures in NOVA. The Grantee agrees to adhere to the fiscal reporting frequency as identified in Exhibit A: RFA. Grantee will be provided 30-day notice of report due dates and any changes to the reporting schedule. Periodic fiscal and narrative progress reports of project progress may be requested by the Fiscal Agent at any time.

Grantee shall prepare and submit outcomes data as required by the legislation §88828 (d) (8). As per the legislation, failure to provide this data may result in termination of the grant.

## **7. SUBGRANTING AND SUBCONTRACTING**

The Grantee is to be fully responsible to the Fiscal Agent for the acts and omissions of its subgrantees, subcontractors, and of persons either directly or indirectly employed by them, as it is for the acts and omissions of persons directly employed by the Grantee. Grantee's obligation to pay its subgrantees and subcontractors is independent from the obligation of the Fiscal Agent to make payment to the Grantee. As a result, the Fiscal Agent shall have no obligation to pay or enforce the payment of any moneys to a sub-grantee or subcontractor.

The Grantee shall immediately notify the Fiscal Agent to obtain all approvals for changes or additions to subgrantees not specifically named in the grant Application.

## **8. RECORDS AND AUDITS**

- A. Parties must maintain records regarding use of program funds, and progress made towards objectives and/or performance under the applicable K12 Strong Workforce Program Application.
- B. Parties agree that the Fiscal Agent, the Chancellor's Office, the Bureau of State Audits, and any other appropriate state or federal oversight agency, or their designated representative(s), shall have the right to review and to copy any records and supporting documentation pertaining to the performance of this Agreement. Grantee agrees to maintain such records for possible audit for a minimum of three (3) years after the final payment or until any audit findings have been resolved, unless a longer period of records retention is stipulated. Grantee agrees to allow the auditor(s) access to such records during normal business hours and to allow interviews of any employees who might reasonably have information related to such records. Further, Grantee agrees to include a similar right of the Fiscal Agent, the Chancellor's Office, the Bureau of State Audits, any other appropriate state or federal oversight agency, or their designated representative(s) to audit records and interview staff in any subcontract related to performance of this Agreement.

## **9. NOTICES/CONTACTS**

All notices required or permitted under this Agreement shall be in writing and delivered via email. A Party to this Agreement may also give notice to the other Party by sending an email and receiving explicit acknowledgement of its receipt from the other party. Such notice shall be effective when received, as indicated by a return email acknowledging receipt. Each Party has the responsibility of keeping notice contact information accurate and current.

**For Fiscal Agent:**

Name of CCD: Santa Barbara Community College District  
Address: 721 Cliff Drive  
City, State, Zip: Santa Barbara, CA 93109

*For project/program related matters:*

Attention Name: Luann Swanberg  
Title: Director/Chair, South Central Coast Regional Consortium  
E-mail: lrswanberg@pipeline.sbccc.edu  
Telephone: 805.479.7670

*For fiscal related matters:*

Attention Name: Luann Swanberg  
Title: Director/Chair, South Central Coast Regional Consortium  
E-mail: lrswanberg@pipeline.sbccc.edu  
Telephone: 805.479.7670

**For Grantee:**

Name of LEA: Santa Barbara County Education Office  
Address: 4400 Cathedral Oaks Road, PO Box 6307  
City, State, Zip: Santa Barbara, CA 93160-6307

*For project/program related matters:*

Attention Name: Noelle Barthel  
Title: Director, Career Technical Education  
E-mail: nbarthel@sbceo.org  
Telephone: (805) 964-4711, extension 4463

Attention Name: Michael Specchierla  
Title: Executive Director, San Luis Obispo County Office of Education  
E-mail: mspecchierla@slocoe.org  
Telephone: (805) 782-7273

*For fiscal related matters:*

Attention Name: Vera Owens  
Title: Senior Administrative Assistant  
E-mail: vovens@sbceo.org  
Telephone: (805) 964-4711, extension 4462

Attention Name: Debbie Breck  
Title: Administrator, Internal Services  
E-mail: dbreck@sbceo.org  
Telephone: (805) 964-4710, ext. 5227

*Name and Title of the individual who is authorized to sign the Agreement on behalf of the District.*

Attention Name: Bridget Baublits

Title: Assistant Superintendent

Attention Name: Dr. Susan Salcido

Title: Superintendent

Each Party agrees to notify the other, in writing, within 30 days of changes to project contacts.

## **10. TERMINATION**

- A. Without Cause. A Party may suspend or terminate this Agreement upon thirty (30) days advance written notice to the other Party or Parties prior to the requested termination date. Termination of this Agreement, however, will not invalidate commitments or obligations entered into prior to the date of termination that cannot be cancelled.
- B. With Cause. Each Party may terminate this Agreement upon any other Party's material breach of any provisions of this Agreement. A Party intending to terminate this Agreement pursuant to this subsection shall provide the breaching Party with written notice at least 30 days ("Cure Period") before the effective termination date. Such notice by the non-breaching Party shall specify the provision of this Agreement that was breached by the breaching Party, the acts or omissions of the breaching Party that constitute a material breach of this Agreement, and the corrective action and/or remedy requested from the breaching Party, and provide the breaching Party with an opportunity to cure the material breach within the Cure Period unless the non-breaching party shall agree in writing to an extension of the Cure Period before the expiration of the Cure Period. Upon expiration of the Cure Period, and if the breaching party has not cured the breach and provided written notice of such cure to the non-breaching Party, this Agreement shall terminate effective the day immediately following the expiration of the Cure Period without any further notice by the Parties.

## **11. DISPUTES**

All claims, disputes, and other matters in question between the Parties arising out of or relating to this Agreement or the breach thereof shall be addressed in the following manner. The Parties shall enter into good faith negotiations to reach an equitable settlement. Except as otherwise provided in this Agreement, any dispute concerning any question arising under this Agreement shall be decided by the Fiscal Agent and/or the Chancellor's Office. In such a case, the decision shall be reduced to writing and a copy thereof shall be mailed or otherwise furnished to the Grantee. The decision shall be final and conclusive unless within thirty (30) calendar days from the mailing or delivery of such copy, the Fiscal Agent receives from Grantee a written request to appeal said decision. Pending final decision of the appeal, Grantee shall act in accordance with the written decision of the Fiscal Agent or the Chancellor's Office, whichever is the final arbiter of the dispute. The handling of non-criminal complaints, including discrimination complaints, and complaints and reports of criminal fraud, waste and abuse shall be as prescribed by the State of California, and/or the Prime Sponsor, whichever is applicable, in accordance with applicable provisions of the Code of Federal Regulations.

Notwithstanding the fact that a dispute, controversy or question shall have arisen in the interpretation of any provision of this Agreement, the performance of any work, the delivery of any material, the payment of any moneys to the Grantee, or otherwise, Grantee agrees that it will not directly or indirectly stop or delay the work directed by Fiscal Agent, or any party thereof, or stop or delay the delivery of any material or services required to be furnished hereunder, pending the determination of such dispute or controversy, regardless of whether such dispute, controversy, or question is or may be subject to litigation or other form of dispute resolution.

## 12. INDEMNIFICATION

Each Party to this Agreement agrees to defend, indemnify, and hold harmless the other Parties, their officers, agents, employees and volunteers, from and against all loss, cost, and expense arising out of any liability or claim of liability, sustained or claimed to have been sustained, arising out of activities, or its performance or nonperformance of obligations under this Agreement, of the indemnifying authority, or those of any of its officers, agents, employees, or volunteers. The provisions of this Article do not apply to any damage or losses caused solely by the negligence or willful misconduct of the Parties seeking indemnification or any of its agents or employees.

## 13. INSURANCE

Acceptance of this Agreement constitutes that Grantee is not covered under Fiscal Agent's general liability insurance and that Grantee agrees, during the term of this Agreement, to maintain, at the Grantee's sole expense, all necessary insurance for its officers, agents, and employees, including but not limited to worker's compensation (if required by law), liability, disability, and unemployment insurance. Certificates of insurance shall be provided to Fiscal Agent. Specifically, during the term of this agreement, Grantee shall maintain in full force and effect the kinds of insurance, containing the limits of liability set forth below:

- A. **Workers' Compensation:** Grantee shall comply with the workers' compensation law of the state wherein the services are to be rendered. Such policy shall provide coverage for all persons engaged in the activities described in this Agreement under the employ, supervision or control of the Grantee.
- B. **General Liability:** The policy shall contain a combined single limit of liability of not less than \$1,000,000.
- C. **Automobile Liability:** If automotive vehicles are operated by Grantee in Grantee's performance of Grantee's obligations under this agreement, Grantee shall maintain an automobile liability policy which shall include coverage on all owned, non-owned and hired vehicles and shall have a minimum limit of liability of not less than \$1,000,000 per occurrence.

Coverage shall be placed with an insurer having a Best's Key Rating of "A-" or better. Grantee shall furnish Fiscal Agent with Certificates of Insurance evidencing such coverage. Such Certificate shall name Fiscal Agent as additional insureds, and provide that it can be cancelled only with thirty (30) days prior written notice to Fiscal Agent. If any of the foregoing coverages expire, change, or are canceled, Grantee shall notify Fiscal Agent within thirty (30) days prior to the effective date of such expiration, change or cancellation.

The following sentence shall be included in the additional insured endorsements:

*"Santa Barbara Community College District, its Governing Board, as individuals and as an entity, its officers, directors, employees, and volunteers, are hereby named as additional insured, with respect to all work performed by or on behalf of the named insured under its contract with the Certificate Holder."*

## 14. INDEPENDENT CONTRACTORS

For the purpose of this Agreement and all work and services specified herein, the parties shall be, and shall be deemed to be, independent contractors and not agents or employees of the other party.

Grantee, in the performance of this Agreement, shall be and act as an independent contractor and not as an employee of the Fiscal Agent. The Grantee understands and agrees that it and all of its employees shall not be considered officers, employees or agents of the Fiscal Agent, and are not entitled to benefits of any kind or nature normally provided to employees of the Fiscal Agent and/or to which Fiscal Agent's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. The Grantee assumes full responsibility for its acts and/or liabilities including those of its employees or agents as they relate to the services provided under this Agreement. The Grantee shall assume full responsibility for withholding and payment of all: Federal, State, Local and applicable income taxes; workers' compensation; contributions, including but not limited to, unemployment insurance and social security with respect to the Grantee's employees. The Fiscal Agent will not withhold taxes, unemployment insurance or social security for the Grantee's employees or independent subcontractors. The Grantee agrees to indemnify and hold the Fiscal Agent harmless from and against any and all liability arising from any failure of the Grantee to withhold or pay any applicable tax, unemployment insurance or social security when due.

## **15. ASSURANCES**

By signing this Agreement the Parties certify they will comply with the terms and conditions outlined in the Strong Workforce Program established by Education Code §§88827-88833, and with the guidance documents provided by the California Community College Chancellor's Office, Exhibit B: K12 Strong Workforce Program RFA, and other guidance published by the California Community College Chancellor's Office, currently posted on Strong Workforce Program website:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Workforce-and-Economic-Development/K12-Strong-Workforce>

By signing this Agreement, the Grantee certifies that it complies with state and federal requirements for Standards of Conduct, Workers' Compensation Insurance, Participation in Grant-Funded Activities, Non-Discrimination, Accessibility for Persons with Disabilities, Drug-Free Workplace Certification, Intellectual Property, and Debarment and Suspension, and will adhere to these legal standards and requirements in the performance of work related to this Agreement.

## **16. FEDERAL, STATE, AND LOCAL TAXES**

Except as may be otherwise provided in this Agreement, the Grantee's award amount includes all applicable Federal, State, and local taxes and duties, and therefore, Grantee shall be responsible for paying all such costs.

## **17. EQUAL OPPORTUNITY/NON-DISCRIMINATION**

- A. During the performance of this Agreement, Grantee shall not unlawfully discriminate, harass or allow harassment, against any employee or applicant for employment because of sex, race, color, ancestry, religion, creed, national origin, physical disability (including HIV and AIDS), mental disability, medical condition (cancer and genetic characteristics), age (over 40), marital status, denial of family care leave, sexual orientation, gender, gender expression, political affiliation, position in a labor dispute, or any characteristic listed or defined in §11135 of the Government Code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (1) of §422.6 of the California Penal Code, or any other status protected by law is strictly prohibited. Grantee shall ensure that the evaluation and treatment of their employees and applicants for employment are free from such discrimination and harassment.

- B. Grantee shall comply with the provisions of the Fair Employment and Housing Act (Gov. Code, §§12900 et seq.) and the applicable regulations promulgated thereunder (Cal. Code Regs., tit. 2, §§7285 et seq.). The applicable regulations of the Fair Employment and Housing Commission implementing Government Code §12990 (a-f), set forth in chapter 5 of division 4 of title 2 of the California Code of Regulations are incorporated into this Agreement by reference and made a part hereof as if set forth in full.
- C. Grantee shall also comply with the provisions of Government Code §§11135- 11139.8, and the regulations promulgated thereunder by the Board of Governors of the California Community Colleges (Cal. Code of Regulations, title 5, §§59300 et seq.)

**18. UNENFORCEABLE PROVISION**

In the event that any provision of this Agreement is unenforceable or held to be unenforceable, then the parties agree that all other provisions of this Agreement remain in full force and effect and shall not be affected thereby.

**19. WAIVER**

Any waiver by Fiscal Agent of any breach of any one or more of the terms of this Agreement shall not be construed to be a waiver of any subsequent or other breach of the same or of any other term. Failure on the part of the Fiscal Agent to require full, exact, and complete compliance with any terms of this Agreement shall not be construed as in any manner changing the terms of this Agreement, or stopping the Fiscal Agent from enforcing the terms of this Agreement.

**20. COMPLIANCE WITH APPLICABLE LAWS**

It is understood and agreed that this Agreement shall be governed by the laws of the State of California both as to the interpretation and performance; venue of any action brought with regard to this Agreement shall be in **Santa Barbara County**, state of California.

Grantee shall be subject to and shall comply with all Federal, State and local laws and regulations applicable with respect to its performance of services under this Agreement.

**21. INTELLECTUAL PROPERTY**

- A. Any work product resulting from this Agreement falls under the Chancellor's Office Creative Commons Attribution license which gives permission to the public to reproduce, distribute, perform, display or adapt the licensed materials for any purpose, so long as the user gives attribution to the author.

**22. DEBARMENT AND SUSPENSION**

- A. By executing this contractual instrument, Grantee agrees to comply with applicable federal suspension and debarment regulations, including, but not limited to, regulations implementing Executive Order 12549 (29 C.F.R. Part 98)
- B. By executing this contractual instrument, Grantee certifies to the best of their knowledge and belief that it and its principals:

1. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
2. Have not, within a three (3) year period preceding the execution of this contractual instrument, been convicted of, or had a civil judgment rendered against them, for (a) commission of a fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or Local) or private transaction or contract; (b) violation of Federal or State antitrust statutes; (c) commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, receiving stolen property, making false claims, or obstruction of justice; or (d) commission of any other offense indicating a lack of business integrity or business honesty that seriously and directly affects Grantee's present responsibility;
3. Are not presently indicted for, or otherwise criminally or civilly charged by any government entity (Federal, State or Local), with commission of any of the offenses enumerated in B(2) above;
4. Have not, within a three (3) year period preceding the execution of this contractual instrument, had one or more public transaction (Federal, State or Local) terminated for cause or default.

### **23. ORDER OF PRECEDENCE**

Any inconsistency or conflict between provisions in this Agreement shall be resolved by giving precedence in the following order:

- 1) the Agreement,
- 2) Exhibit A: K12 Strong Workforce Program RFA,
- 3) the Grantee's certified K12 Strong Workforce Program Plan in NOVA


Signature Authorization Page:

**SOUTH CENTRAL COAST REGIONAL CONSORTIUM MASTER AGREEMENT  
K12 STRONG WORKFORCE PROGRAM BETWEEN  
SANTA BARBARA COMMUNITY COLLEGE DISTRICT AND**

**SANTA BARBARA COUNTY EDUCATION OFFICE**

*Advancing Pathways in the Priority Sectors: ICT, Engineering, & Manufacturing*  
January 1, 2022 – June 30, 2024

**Santa Barbara Community College District**

  
Lyndsay Maas (Jan 19, 2022 10:07 PST)

Lyndsay Maas  
Vice President, Business Services

Date: Jan 19, 2022


  
Kindred Murillo

Kindred Murillo, Ed.D.  
Superintendent/President

Date: Jan 24, 2022

SBCC Board Approval Date: Jan 19, 2022

**Local Education Agency (LEA)**

By:  (Authorized Representative)

Print name: Susan Salcido

Title: County Superintendent

Agency: Santa Barbara County Education Office

Board Approval Date: \_\_\_\_\_





# Santa Barbara County Education Office

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

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

Susan C. Salcido, Superintendent of Schools

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**Santa Barbara County Board of Education**  
**Recommended Approval for Acceptance of Donations**  
March 3, 2022

**Special Education**

*Vision Program*

- \$1,000 from Rotary Club of Santa Maria Breakfast



# Santa Barbara County Education Office

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Susan C. Salcido, Superintendent of Schools

---

**Santa Barbara County Board of Education  
Recommended Approval for Declaration of Surplus  
March 3, 2022**

**Human Resources**

- SB 18784 COMPUTER, iMac, Apple

**Information Technology Services**

- SB 20998 Firewall, Cisco
- SB 20999 Firewall, Cisco
- SB 20205 LAPTOP, Dell Latitude 5570
- SB 19271 COMPUTER, Dell, Optiplex 390
- SB 19375 COMPUTER, Dell, Optiplex 310
- SB 18781 SERVER, Dell, R710

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

# Action Items



# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

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## Resolution No. 2214

### Recognizing a State of Emergency and Reauthorizing Teleconferenced Meetings

**WHEREAS**, in response to the novel coronavirus (“COVID-19”) pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act (“Brown Act”) were followed; and

**WHEREAS**, on September 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

**WHEREAS**, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

**WHEREAS**, on February 3, 2022, the Santa Barbara County Board of Education passed resolution No. 2213 authorizing virtual board meetings for at least 30 days; and

**WHEREAS**, AB 361 requires governing boards to make findings every 30 days that the board has reconsidered the circumstances of the State of Emergency and that either the State of Emergency continues to directly impact the ability of the members to meet safely in person, or state or local officials continue to impose or recommend measures to promote social distancing; and

**WHEREAS**, social distancing measures continue to be recommended by the Santa Barbara County Public Health Department to mitigate the spread of COVID-19; and

**WHEREAS**, the Santa Barbara County Board of Education is committed to open and transparent governance in compliance with the Brown Act; and

**WHEREAS**, the Santa Barbara County Board of Education is conducting virtual meetings by way of telephonic and/or internet-based services as to allow members of the public to fully participate in meetings and offer public comment.

**NOW THEREFORE, BE IT RESOLVED**, by the Santa Barbara County Board of Education:

1. The Santa Barbara County Board of Education has reconsidered the circumstances of the State of Emergency and recognizes that the State of Emergency in the State of California continues to exist due to the COVID-19 pandemic;
2. The Santa Barbara County Board of Education recognizes that social distancing measures remain recommended by state and local officials;
3. The Santa Barbara County Board of Education authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

**PASSED AND ADOPTED** by the Santa Barbara County Board of Education on **March 3, 2022**, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA

COUNTY OF SANTA BARBARA

I, Dr. Susan Salcido, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date:

---

Clerk/Secretary of the Governing Board



**Public Health Administration**

300 North San Antonio Road • Santa Barbara, CA 93110-1316  
805/681-5100 • FAX 805/681-5191

Van Do-Reynoso, MPH, PhD Director  
Suzanne Jacobson, CPA Chief Financial Officer  
Paige Batson, MA, PHN, RN Deputy Director  
Darrin Eisenberth Deputy Director  
Dana Gamble, LCSW Interim Deputy Director  
Polly Baldwin, MD, MPH Medical Director  
Henning Ansorg, MD Health Officer

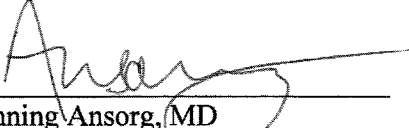
**HEALTH OFFICIALS AB 361 SOCIAL DISTANCE RECOMMENDATION**

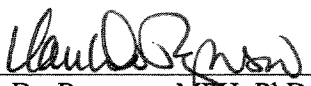
**Issued: September 28, 2021**

COVID-19 disease prevention measures, endorsed by the Centers for Disease Control and Prevention, include vaccinations, facial coverings, increased indoor ventilation, handwashing, and physical distancing (particularly indoors).

Since March 2020, local legislative bodies-such as commissions, committees, boards, and councils- have successfully held public meetings with teleconferencing as authorized by Executive Orders issued by the Governor. Using technology to allow for virtual participation in public meetings is a social distancing measure that may help control transmission of the SARS-CoV-2 virus. Public meetings bring together many individuals (both vaccinated and potentially unvaccinated), from multiple households, in a single indoor space for an extended time. For those at increased risk for infection, or subject to an isolation or quarantine order, teleconferencing allows for full participation in public meetings, while protecting themselves and others from the COVID-19 virus.

Utilizing teleconferencing options for public meetings is an effective and recommended social distancing measure to facilitate participation in public affairs and encourage participants to protect themselves and others from the COVID-19 disease. This recommendation is further intended to satisfy the requirement of the Brown Act (specifically Gov't Code Section 54953(e)(1)(A)), which allows local legislative bodies in the County of Santa Barbara to use certain available teleconferencing options set forth in the Brown Act.

  
\_\_\_\_\_  
Henning Ansorg, MD  
Public Health Officer  
County of Santa Barbara

  
\_\_\_\_\_  
Van Do-Reynoso, MPH, PhD  
Public Health Director  
County of Santa Barbara

# Information Items

# Santa Barbara County Education Office

## Juvenile Court Schools

4400 Cathedral Oaks Road, Santa Barbara, CA 93110

Ph: (805) 964-4711 Fax: (805) 967-0088

### 2020-2021 School Accountability Report Card

*CDS Code: 42-10421-4230157*

#### Juvenile Court & Community Schools Administration

Rene Wheeler  
*Administrator [rwheeler@sbceo.org](mailto:rwheeler@sbceo.org)*

#### Superintendent

Dr. Susan C. Salcido  
*County Superintendent  
of Schools [ssalcido@sbceo.org](mailto:ssalcido@sbceo.org)*

#### Santa Barbara County Board of Education

Judy Frost  
*President*

Bruce Porter  
*Vice President*

Marybeth Carty  
*Member*

Dr. Peter R. MacDougall  
*Member*

Michelle de Werd  
*Member*

Weldon U. Howell Jr.  
*Member*

Maggi Daane  
*Member*

Dr. Susan C. Salcido  
*Clerk*

#### A Message from the Administrator

The Santa Barbara County Education Office (SBCEO) serves students in the Juvenile Court and Community Schools (JCCS). At any given time, the SBCEO JCCS program serves up to 160 students. The Juvenile Court Schools include Dos Puertas School located in the Santa Maria Juvenile Justice Center and Los Robles High School located on the campus of the Los Prietos Boys Camp. JCCS operates one Community School on behalf of neighboring districts: Peter B. Fitzgerald Community School serving Santa Maria. The majority of the students served by JCCS are designated as English learners and/or low socio-economic. Approximately 27% of students are identified as students with special needs. JCCS served a small number of foster youth in group homes. The JCCS programs work collaboratively with Santa Barbara Probation Department, Santa Barbara County Department of Behavioral Wellness Care and Recovery System, Council on Alcoholism and Drug Abuse (CADA), and other community-based partners to ensure consistency in the support of students and families while enrolled in one of the court and/or community schools.

The community schools serve and support students in grades 7 through 12. Our focus, along with career and college readiness preparation, is mainly on credit-recovery with the goal of seeing our students successfully return to their school of residence as soon as possible. We help students and families understand the credits needed for graduation and create an Individualized Learning Plan (ILP) for each student to include credit recovery when needed. The curriculum, depending on student needs, ranges from grade-level texts, English Language support, special needs support, intervention support in reading and math, on-line coursework, and other credit recovery or remedial support.

Our goal is to provide the coursework and supports that will allow our students to successfully return to their school of residence. We also provide in-house counseling support for our students. Some students may remain longer or graduate from our program if they are unable to return to their home school district in their fourth year of high school.

Our school supports a variety of students: those who have been expelled, are in need of credit recovery, or those who may need a smaller classroom environment without the social pressures found in a traditional school setting.

We continue to seek out partnerships within our community that offer support and benefits to our students. Our community schools continue to be a special place where students can get a quality education in an alternative setting.

#### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office



## California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

### Student Attendance (School Year 2020-21)

Student attendance in court school is mandatory unless the student is restricted from attending due to disciplinary corrective measures. Students are considered habitual truant after six unexcused absences.

The Santa Barbara County Juvenile Court Schools work closely with courts and probation officer to monitor the attendance of their assigned students,

### School Enrollment (School Year 2020-21)

The charts display school enrollment broken down by grade or student group.

| Enrollment Trend by Grade Level |         |         |         |
|---------------------------------|---------|---------|---------|
|                                 | 2018-19 | 2019-20 | 2020-21 |
| 8th                             | 1       | 1       | 1       |
| 9th                             | 4       | 13      | 6       |
| 10th                            | 8       | 16      | 8       |
| 11th                            | 28      | 12      | 4       |
| 12th                            | 18      | 15      | 2       |
| Total                           | 59      | 57      | 21      |

| Enrollment by Student Group     |            |
|---------------------------------|------------|
| 2020-21                         |            |
|                                 | Percentage |
| Hispanic or Latino              | 95.2       |
| White                           | 4.8        |
| EL Students                     | 33.3       |
| Socioeconomically Disadvantaged | 100.0      |
| Students with Disabilities      | 33.3       |
| Foster Youth                    | 42.9       |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Teacher Assignment & Credentialing

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 3 | 50.0  | 3 | 37.5  | N/A | N/A |
|---|---|-------|---|-------|-----|-----|
| Intern Credential Holders Properly Assigned   | 0 | 0.0   | 0 | 0.0   | N/A | N/A |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 0 | 0.0   | 0 | 0.0   | N/A | N/A |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 3 | 50.0  | 5 | 62.5  | N/A | N/A |
| Unknown   | 6 | 100.0 | 8 | 100.0 | N/A | N/A |

|  |          |
|--|----------|
| Permits and Waivers  | 0        |
| Misassignments   | 0        |
| Vacant Positions   | 0        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>0</b> |

|  |          |
|--|----------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0        |
| Local Assignment Options                               | 3        |
| <b>Total Out-of-Field Teachers</b>                     | <b>3</b> |

|  |   |
|--|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 |

## School Facilities (School Year 2021-22)

Santa Barbara County Juvenile Court Schools provide safe environments for student learning. The two facilities that house the court schools provide adequate space for students and staff. Dos Puertas School in The Santa Maria Juvenile Justice Center was built in 2005. Facilities span 7,200 square feet, and include permanent classrooms and staff rooms. Los Robles High School at Los Prietos Boys Camp was built in 1948 and spans 5,000 square feet. It has permanent classrooms, office space, a gymnasium, and a multipurpose room

### ***Maintenance, Cleaning, and Repair***

These facilities are owned, operated and maintained by the Probation Department, County of Santa Barbara. Santa Barbara County is responsible for maintenance, cleaning, and repair.

The table shows the results of the most recent school facilities inspection. Inspection reports from both sites were combined for this report. The Los Robles inspection was on December 06, 2021. The Dos Puertas inspection occurred on December 07, 2021. Facilities information was collected in December 2021.

| School Facility Conditions                                  |                                  |      |      |  |
|---|----------------------------------|------|------|--|
| Date of Last Inspection: 12/06/2021 & 12/07/2021            |                                  |      |      |  |
| Overall Summary of School Facility Conditions: Exemplary    |                                  |      |      |  |
| Data Collected: December, 2021                              |                                  |      |      |  |
| Items Inspected   | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned |
|   | Good                             | Fair | Poor |  |
| Systems (Gas Leaks, Mech/HVAC, Sewer)                       | X                                |      |      |  |
| Interior  | X                                |      |      |  |
| Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation) | X                                |      |      |  |
| Electrical  | X                                |      |      |  |
| Restrooms/Fountains   | X                                |      |      |  |
| Safety (Fire Safety, Hazardous Materials)                   | X                                |      |      |  |
| Structural (Structural Damage, Roofs)                       | X                                |      |      |  |
| External (Grounds, Windows, Doors, Gates, Fences)           | X                                |      |      |  |

### Instructional Materials (School Year 2021-22)

All textbooks and instructional materials used within the Santa Barbara Education Office programs are aligned with the California Academic Content Standards and Frameworks. The district held a public hearing on August 5, 2021, and determined that each program within the district had sufficient and quality textbooks or instructional materials, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are provided their own standards-aligned textbooks in core subjects, health, and foreign language for use in the classroom and to take home. The district does not have a visual/performing arts textbook. Additional information regarding adopted instructional materials may be obtained from the Santa Barbara County Education Office. The table displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks |                        |  |               |          |           |
|----------------------------|------------------------|--|---------------|----------|-----------|
| Grade Levels               | Subject                | Publisher                              | Adoption Year | Sufficie | % Lacking |
| 7th-12th                   | English/Language Arts  | Santa Clara University                 | 2016          | Yes      | 0.0%      |
| 7th-12th                   | Health                 | Addison Wesley Prentice Hall           | 2008          | Yes      | 0.0%      |
| 7th-12th                   | History/Social Science | Pearson                                | 2020          | Yes      | 0.0%      |
| 7th-12th                   | Mathematics            | National Geographic / Cengage Learning | 2018          | Yes      | 0.0%      |
| 7th-12th                   | Science                | Discovery Education                    | 2021          | Yes      | 0.0%      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as district assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The locals assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Note: When local assessments were administered in place of statewide summative assessment, the "at or above the grade-level" standard is determined in the context of the local assessment administered.

Note: In order to protect student privacy, scores are not disclosed when less than ten students are tested.

| California Assessment of Student Performance and Progress    |        |      |          |      |       |       |
|--|--------|------|----------|------|-------|-------|
| Percent of Students Meeting or Exceeding the State Standards |        |      |          |      |       |       |
| Subject  | School |      | District |      | State |       |
|  | 2020   | 2021 | 2020     | 2021 | 2020  | 2021  |
| English Language Arts/Literacy (Grades 3-8 and 11)           | N/T    | --   | N/T      | 0.0  | N/T   | 48.53 |
| Mathematics (Grades 3-8 and 11)                              | N/T    | --   | N/T      | 0.0  | N/T   | 33.40 |
| Science (Grades 5, 8, and 10)                                | N/T    | --   | N/T      | 6.67 | N/T   | 28.72 |

## Santa Barbara County Juvenile Court Schools Assessments

To obtain accurate and valid measures of educational progress, students need multiple opportunities to demonstrate what they know and are able to do in various disciplines of the curriculum. In addition to state-mandated assessments, Santa Barbara County Juvenile Court Schools administers its own assessments in order to place students appropriately within the program, measure their progress in attaining standards, and monitor the effectiveness of instruction. Assessments include:

- Diagnostic Online Reading Assessment (DORA)
- Adaptive Diagnostic Assessment of Mathematics (ADAM)

### UC/CSU Course Completion

Students at Santa Barbara County Juvenile Court Schools are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a “C” each semester.

|   |      |
|---|------|
| Students Enrolled in Courses Required for UC/CSU Admission (2020-21)        | 0.0% |
| Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20) | 0.0% |

*\* Duplicated Count (one student can be enrolled in several courses).*

### Career Technical Education Programs & Participation (School Year 2020-21)

Noelle Barthel is the primary contact for Santa Barbara County Office of Education Career Technical Committee. The College and Career Readiness Program, offered through the Santa Barbara County Office of Education, provides extended job training for all eleventh and twelfth grade students in the district. All courses are aligned with the CTE model curriculum standards and academic standards.

Santa Barbara Juvenile Court Schools offered two CTE courses in the 2020-21 school year.

| Question  | Response |
|---|----------|
| How many of the school's pupils participated in CTE programs?   | 11       |
| What percentage of the school's pupils completed a CTE program and earned a high school diploma?  | --       |
| What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education? | --       |

### State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

### Physical Fitness (School Year 2020-21)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the “Healthy Fitness Zone” (HFZ)

Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
|-------------|-----------------------|-----------------------|----------------------|
| 7           | N/A                   | N/A                   | N/A                  |
| 9           | N/A                   | N/A                   | N/A                  |

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Contact Information

Parents and community members who wish to volunteer or find out how they can support Santa Barbara County JCCS programs may call the Santa Barbara County Education Office at (805) 967-530

### Opportunities for Parental Involvement (School Year 2021-22)

Parents are invited to participate through the Parent Staff Advisory Committee (PSAC) and District Language Advisory Committee (D/ELAC), Annual Open House, and several Parent Conference weeks. Dates for advisory committee meetings are communicated by mail, phone calls, and personal contact. Great effort is taken to schedule parent meetings at times conducive to parent work schedules and childcare availability, and meetings are held at community school sites for easy accessibility. Students are included in the PSAC committee meetings, adding additional perspective to the process.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout & Graduation Rates (Four-Year Cohort Rate)

Santa Barbara County Juvenile Court Schools educates adjudicated youth who have been removed from the home by the court. As wards of the courts, students' average length of enrollment ranges from one (1) day to over a year. Due to this high mobility in the school's population, dropout and graduation rates are therefore difficult to track since students are rarely enrolled in a court school for more than a year. **Due to high mobility in the school's population, the graduation rates in the chart do not accurately reflect the school's program.**

*Note: The National Center for Education Statistics graduation rate is provided in the table.*

| Graduation & Dropout Rates |         |       |       |            |       |       |
|----------------------------|---------|-------|-------|------------|-------|-------|
|                            | Dropout |       |       | Graduation |       |       |
|                            | 18-19   | 19-20 | 20-21 | 18-19      | 19-20 | 20-21 |
| School                     | 53.6%   | 50.0% | 0.0%  | 39.3%      | 39.3  | 0.0%  |
| District                   | 52.8%   | 37.5% | 55.0% | 33.3%      | 43.8% | 25.0% |
| State                      | 9.0%    | 8.9%  | 9.4%  | 84.5%      | 84.2% | 83.6% |

### Chronic Absenteeism

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

| Chronic Absenteeism by Student Group |                       |   |                           |                          |
|--------------------------------------|-----------------------|---|---------------------------|--------------------------|
| 2020-21                              |                       |   |                           |                          |
|                                      | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| Hispanic or Latino                   | 105                   | 46                                      | 1                         | 2.2%                     |
| White                                | 14                    | 4                                       | 1                         | 25.0%                    |

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Discipline & Climate for Learning

Santa Barbara County Juvenile Court Schools have high standards for student behavior. Students are guided by specific rules and classroom expectations that promote a safe learning environment with minimal disruptions to the learning process. Behavioral expectations are clearly explained and consistently enforced. Rules and expectations are also posted in the classrooms.

### Suspensions and Expulsions

The tables display the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year .

|          | Suspensions & Expulsions |       |       |            |       |       |
|----------|--------------------------|-------|-------|------------|-------|-------|
|          | Suspensions              |       |       | Expulsions |       |       |
|          | 18-19                    | 19-20 | 20-21 | 18-19      | 19-20 | 20-21 |
| School   | 13.6                     | 1.5   | 1.6   | 0.0        | 0.0   | 0.0   |
| District | 3.1                      | 2.2   | 1.0   | 0.0        | 0.0   | 0.0   |
| State    | 3.5                      | 2.5   | 0.2   | 0.1        | 0.05  | 0.0   |

| Suspensions and Expulsions by Student Group |                  |                 |
|---|------------------|-----------------|
| 2020-21                                     |                  |                 |
|   | Suspensions Rate | Expulsions Rate |
| Hispanic or Latino                          | 1.0              | 0.0             |
| White                                       | 7.1              | 0.0             |

### Safe School Plan (School Year 2021-22)

The safety of students and staff is a primary concern at Santa Barbara County Juvenile Court Schools. Students are supervised by Santa Barbara County Probation Department staff to ensure a safe and orderly environment. All visitors must make arrangements with school staff in advance, sign in at the school's office, wear visitors badges during their time on campus, and check out at the office upon leave

During the COVID-19 pandemic, protecting the health and safety of our staff, students and families is a priority. The school has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

The comprehensive School Safety Plan was developed by Santa Barbara County Education Office to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. The following requirements of SB 187 are included in the School Safety Plan, published within the Annual Student/Parent Handbook: current status of school crime, child abuse reporting procedures, disaster procedures; policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a schoolwide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures. The plan was most recently updated and reviewed with staff in February 2021

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Santa Barbara public libraries, which contain numerous computer workstations. For branch locations and hours please visit [www.sbplibrary.org](http://www.sbplibrary.org).

### Counseling & Support Staff (School Year 2020-21)

Santa Barbara County Juvenile Court Schools make every effort to meet the academic, emotional, and physical needs of all students enrolled in the program. Santa Barbara County Juvenile Court Schools work with outside agencies to provide qualified personnel for additional support services. The following resources are available on an "as needed" basis for all students at Santa Barbara County Juvenile Court Schools: Academic Counselor, Behavior Wellness Counselor, Psychologist, Nurse, Speech/Language Specialist, Transitional Services, and Health and Prevention Coordinator. The academic counselor-to-pupil ratio is 1:20.

Santa Barbara County Juvenile Court School's instructional programs are aligned with the California Academic Content Standards and Frameworks adopted by the State Board of Education. The goal of Santa Barbara County Juvenile Court Schools is to ensure that all students are provided a high-quality education while they are in transition through the county probation department, county department of social services, and to and from their home school district. Through teacher training, monitoring of student achievement, and utilizing a variety of instructional strategies, Santa Barbara County Juvenile Court Schools are able to offer programs that meet the individual needs of its students

For students whose primary language is not English, and who have limited English proficiency, Santa Barbara County Juvenile Court Schools offer instruction to prepare them to meet the state's academic content standards. Students are identified as English Learners (ELs) through the English Language Proficiency Assessment of California (ELPAC). These students are placed with teachers who have supplemental certification that authorizes them to teach ELs. Teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies and reading programs such as the Read 180 program.

| Counseling & Support Services Staff |                 |                      |
|-------------------------------------|-----------------|----------------------|
|                                     | Number of Staff | Full Time Equivalent |
| Academic Counselor                  | 1               | As Needed            |
| Psychologist                        | 1               | As Needed            |

### Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

| Class Size Distribution |                    |    |    |                        |    |    |                |    |    |              |    |    |
|-------------------------|--------------------|----|----|------------------------|----|----|----------------|----|----|--------------|----|----|
|                         | Average Class Size |    |    | Classrooms Containing: |    |    |                |    |    |              |    |    |
|                         |                    |    |    | 1-20 Students          |    |    | 21-32 Students |    |    | 33+ Students |    |    |
|                         | 19                 | 20 | 21 | 19                     | 20 | 21 | 19             | 20 | 21 | 19           | 20 | 21 |
| By Subject Area         |                    |    |    |                        |    |    |                |    |    |              |    |    |
| English                 | 3                  | 3  | 2  | 29                     | 39 | 19 | -              | -  | -  | -            | -  | -  |
| Mathematics             | 3                  | 3  | 2  | 17                     | 17 | 9  | -              | -  | -  | -            | -  | -  |
| Science                 | 5                  | 4  | 2  | 12                     | 10 | 11 | -              | -  | -  | -            | -  | -  |
| Social Science          | 3                  | 2  | 2  | 27                     | 28 | 10 | -              | -  | -  | -            | -  | -  |

### Staff Development

Opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Staff members are offered professional growth opportunities in curriculum, teaching strategies, and pro-social skills to academic pedagogy and mythologies. Professional development topics in the 2021-22 school year include Newslea ELA and strategies for integrated and designated ELD instruction and strategies for credit recovery.

| Professional Development  |       |       |       |
|---|-------|-------|-------|
|   | 19-20 | 20-21 | 21-22 |
| Number of school days dedicated to Staff Development and Continuous Improvement | 2     | 2     | 2     |



## District Revenue Sources (Fiscal Year 2020-21)

In addition to general fund state funding, Santa Barbara County Education Office received federal and state aid for the following categorical, special education, and support programs:

- Child Nutrition Programs
- Instructional Materials
- Peer Assistance and Review Program
- Special Education, Staff Development
- Title I Part D Program
- Title II
- TUPE

## District Expenditures (Fiscal Year 2019-20)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

| Expenditures per Pupil                         |         |
|--|---------|
| School   |         |
| Total Expenditures Per Pupil                   | \$404   |
| From Supplemental/Restricted Sources           | \$95    |
| From Basic/Unrestricted Sources                | \$309   |
| State  |         |
| From Basic/Unrestricted Sources                | \$8,444 |
| Percentage of Variation between School & State | -95.2%  |

## School Site Teacher Salaries (Fiscal Year 2019-20)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

| Average Teacher Salaries |          |
|--------------------------|----------|
| School & District        |          |
| School                   | \$87,738 |
| District                 | \$59,550 |
| Percentage of Variation  | 47.3%    |
| School & State           |          |
| State                    | *        |
| Percentage of Variation  | *        |

\*Data unavailable from the CDE

## Salary & Budget Comparison (Fiscal Year 2019-20)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. **Data is currently unavailable from the CDE.** Detailed information regarding salaries may be found at the CDE website.

| Average Salary Information               |           |       |
|--|-----------|-------|
| Teachers - Principal - Superintendent    |           |       |
| 2019-20                                  |           |       |
|  | District  | State |
| Beginning Teachers                       | \$42,921  | *     |
| Mid-Range Teachers                       | \$61,499  | *     |
| Highest Teachers                         | \$83,906  | *     |
| Elementary School Principals             | -         | *     |
| Middle School Principals                 | -         | *     |
| High School Principals                   | -         | *     |
| Superintendent                           | \$141,431 | *     |
| Salaries as a Percentage of Total Budget |           |       |
| Teacher Salaries                         | 15.4%     | *     |
| Administrative Salaries                  | 2.2%      | *     |

# **Santa Barbara County Juvenile Court & Community Schools**

## ***Community School***

### **Peter B. FitzGerald Community School/Santa Maria**

402 Farnel Road, Suite M

Santa Maria, CA 93454

Phone: (805) 928-0698

*Teacher-in-Charge: Patricia Hocking-Walker*

## ***Residential Court Schools***

### **Dos Puertas School/Santa Maria Juvenile Hall**

4263 California Boulevard

Santa Maria, CA 93455

Phone: (805) 938-0860

*Teacher-in-Charge: Kathryn Adame*

### **Los Robles High School/Los Prietos Boys' Camp**

3900 Paradise Road

Santa Barbara, CA 93105

Phone: (805) 967-5307

*Teacher-in-Charge: Victor Prato*

# Santa Barbara County Education Office

## Community Schools

4400 Cathedral Oaks Road, Santa Barbara, CA 93110

Ph: (805) 967-5307 Fax: (805) 964-6411

### 2020-2021 School Accountability Report Card

*CDS Code: 42-10421-4230207*

#### Juvenile Court & Community Schools Administration

Rene Wheeler  
Administrator [rwheeler@sbceo.org](mailto:rwheeler@sbceo.org)

#### Superintendent

Dr. Susan C. Salcido  
County Superintendent of Schools [ssalcido@sbceo.org](mailto:ssalcido@sbceo.org)

#### Santa Barbara County Board of Education

Judy Frost  
President

Bruce Porter  
Vice President

Marybeth Carty  
Member

Dr. Peter R. MacDougall  
Member

Michelle de Werd  
Member

Weldon U. Howell Jr.  
Member

Maggi Daane  
Member

Dr. Susan C. Salcido  
Clerk

#### A Message from the Administrator

The Santa Barbara County Education Office (SBCEO) serves students in the Juvenile Court and Community Schools (JCCS). At any given time, the SBCEO JCCS program serves up to 160 students. The Juvenile Court Schools include Dos Puertas School located in the Santa Maria Juvenile Justice Center and Los Robles High School located on the campus of the Los Prietos Boys Camp. JCCS operates one Community School on behalf of neighboring districts: Peter B. Fitzgerald Community School serving Santa Maria. The majority of the students served by JCCS are designated as English learners and/or low socio-economic. Approximately 27% of students are identified as students with special needs. JCCS served a small number of foster youth in group homes. The JCCS programs work collaboratively with Santa Barbara Probation Department, Santa Barbara County Department of Behavioral Wellness Care and Recovery System, Council on Alcoholism and Drug Abuse (CADA), and other community-based partners to ensure consistency in the support of students and families while enrolled in one of the court and/or community schools.

The community schools serve and support students in grades 7 through 12. Our focus, along with career and college readiness preparation, is mainly on credit-recovery with the goal of seeing our students successfully return to their school of residence as soon as possible. We help students and families understand the credits needed for graduation and create an Individualized Learning Plan (ILP) for each student to include credit recovery when needed. The curriculum, depending on student needs, ranges from grade-level texts, English Language support, special needs support, intervention support in reading and math, on-line coursework, and other credit recovery or remedial support.

Our goal is to provide the coursework and supports that will allow our students to successfully return to their school of residence. We also provide in-house counseling support for our students. Some students may remain longer or graduate from our program if they are unable to return to their home school district in their fourth year of high school.

Our school supports a variety of students: those who have been expelled, are in need of credit recovery, or those who may need a smaller classroom environment without the social pressures found in a traditional school setting.

We continue to seek out partnerships within our community that offer support and benefits to our students. Our community schools continue to be a special place where students can get a quality education in an alternative setting.

#### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office

## California School Dashboard

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The Dashboard can be accessed at <https://www.caschooldashboard.org>.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing and data regarding English learners).

### School Enrollment (School Year 2020-21)

The charts display school enrollment broken down by grade and student group.

| Enrollment Trend by Grade Level |         |         |         |
|---------------------------------|---------|---------|---------|
|                                 | 2018-19 | 2019-20 | 2020-21 |
| 7th                             | 1       | 1       | -       |
| 8th                             | 9       | 11      | 5       |
| 9th                             | 2       | 1       | 7       |
| 10th                            | 4       | 1       | 2       |
| 11th                            | 2       | 1       | 2       |
| 12th                            | 4       | 2       | -       |
| Total                           | 22      | 17      | 16      |

| Enrollment by Student Group     |            |
|---------------------------------|------------|
| 2020-21                         |            |
|                                 | Percentage |
| Hispanic or Latino              | 100.0      |
| EL Students                     | 43.8       |
| Socioeconomically Disadvantaged | 100.0      |
| Students with Disabilities      | 12.5       |
| Foster Youth                    | 6.3        |
| Homeless                        | 6.3        |

### School Attendance (School Year 2020-21)

Regular attendance is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated and consistently enforced. Daily attendance is taken in the classroom and tracked by the administrative offices. Staff phone home when absences occur, and letters are sent home after a series of absences. Students are considered habitual truants after six unexcused absences.

The Santa Barbara County Community School works closely with parents to monitor the attendance of their assigned students.

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Teacher Assignment & Credentialing

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 0 | 0.0   | 3 | 37.5  | N/A | N/A |
|---|---|-------|---|-------|-----|-----|
| Intern Credential Holders Properly Assigned   | 0 | 0.0   | 0 | 0.0   | N/A | N/A |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA)                      | 0 | 0.0   | 0 | 0.0   | N/A | N/A |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)                         | 2 | 100.0 | 5 | 62.5  | N/A | N/A |
| Unknown   | 6 | 100.0 | 8 | 100.0 | N/A | N/A |

|  |          |
|--|----------|
| Permits and Waivers  | 0        |
| Misassignments   | 0        |
| Vacant Positions   | 0        |
| <b>Total Teachers Without Credentials and Misassignments</b> | <b>0</b> |

|  |          |
|--|----------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0        |
| Local Assignment Options                               | 2        |
| <b>Total Out-of-Field Teachers</b>                     | <b>2</b> |

|  |   |
|--|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 |

## School Facilities (School Year 2021-22)

Santa Barbara County Community Schools provide safe environments for student learning. The facility that houses the community school provides adequate space for students and staff.

The Peter B. FitzGerald Community School facilities were built in the 1980s and span approximately 8,700 square feet. It has permanent classrooms, staff rooms, a gymnasium, multipurpose room, and a computer lab.

### ***Maintenance and Repair***

Safety concerns are the number one priority of Maintenance and Operations. County maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### ***Cleaning Process and Schedule***

The Santa Barbara County Education Office has adopted cleaning standards for all schools in the county. A summary of these standards is available at the school office or at the County office. The county contracts with a cleaning service.

The table shows the results of the most recent school facilities inspection. Facilities information was collected in December 2021.

| School Facility Conditions                                 |                                  |      |      |  |
|--|----------------------------------|------|------|--|
| Date of Last Inspection: 12/09/2020                        |                                  |      |      |  |
| Overall Summary of School Facility Conditions: Exemplary   |                                  |      |      |  |
| Data Collected: December, 2021                             |                                  |      |      |  |
| Items Inspected  | Facility Component System Status |      |      | Deficiency & Remedial Actions Taken or Planned |
|  | Good                             | Fair | Poor |  |
| Systems (Gas Leaks, Mech/HVAC, Sewer)                      | X                                |      |      |  |
| Interior   | X                                |      |      |  |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X                                |      |      |  |
| Electrical   | X                                |      |      |  |
| Restrooms/Fountains  | X                                |      |      |  |
| Safety (Fire Safety, Hazardous Materials)                  | X                                |      |      |  |
| Structural (Structural Damage, Roofs)                      | X                                |      |      |  |
| External (Grounds, Windows, Doors, Gates, Fences)          | X                                |      |      |  |

## Instructional Materials (School Year 2021-22)

All textbooks and instructional materials used within the Santa Barbara Education Office programs are aligned with the California Academic Content Standards and Frameworks. The district held a public hearing on August 5, 2021, and determined that each program within the district had sufficient and quality textbooks or instructional materials, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are provided their own standards-aligned textbooks in core subjects, health, and foreign language for use in the classroom and to take home. The district does not have a visual/performing arts textbook. Additional information regarding adopted instructional materials may be obtained from the Santa Barbara County Education Office. The table displays information collected in December 2021 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| Grade Levels | Subject                | Publisher                              | Adoption Year | Sufficie | % Lacking |
|--------------|------------------------|--|---------------|----------|-----------|
| 7th-12th     | English/Language Arts  | Santa Clara University                 | 2016          | Yes      | 0.0%      |
| 7th-12th     | Health                 | Addison Wesley Prentice Hall           | 2008          | Yes      | 0.0%      |
| 7th-12th     | History/Social Science | Pearson                                | 2020          | Yes      | 0.0%      |
| 7th-12th     | Mathematics            | National Geographic / Cengage Learning | 2018          | Yes      | 0.0%      |
| 7th-12th     | Science                | Discovery Education                    | 2021          | Yes      | 0.0%      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

## California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA). Additionally, California Science Test (CAST) and CAAs for Science based on the Next Generation Science Standards for California Public Schools (CA NGSS) are administered in grades five, eight, and once in high school.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as district assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

Due to the COVID-19 pandemic, a statewide summative assessment was not the most viable option for student assessment for many schools. For the 2019–2020 school year, the statewide academic testing requirement was waived. For the 2020-2021 school year, districts and schools were allowed to administer a different assessment that met the criteria established by the State Board of Education. The local assessments used instead were required to be aligned with California Common Core State Standards for English Language Arts and Mathematics, available to students in grades three through eight, and grade 11; and must have been uniformly administered all eligible students across a grade, grade span, school, or the district. Schools administered the Smarter Balanced Summative Assessments for English Language Arts and Mathematics, other assessments that meet the State Board of Education criteria, or a combination of both.

Unfortunately, the California Alternate Assessments could only be administered in-person following health and safety requirements. At this time, there are no other alternative assessment options available. If the district or school was not able to administer the California Alternate Assessments in person, they were directed to not administer the tests.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Note: When local assessments were administered in place of statewide summative assessment, the “at or above the grade-level” standard is determined in the context of the local assessment administered.

Note: In order to protect student privacy, scores are not disclosed when less than ten students are tested.

| California Assessment of Student Performance and Progress    |        |      |          |      |       |       |
|--|--------|------|----------|------|-------|-------|
| Percent of Students Meeting or Exceeding the State Standards |        |      |          |      |       |       |
| Subject  | School |      | District |      | State |       |
|  | 2020   | 2021 | 2020     | 2021 | 2020  | 2021  |
| English Language Arts/Literacy (Grades 3-8 and 11)           | N/T    | --   | N/T      | 0.0  | N/T   | 48.53 |
| Mathematics (Grades 3-8 and 11)                              | N/T    | --   | N/T      | 0.0  | N/T   | 33.40 |
| Science (Grades 5, 8, and 10)                                | N/T    | --   | N/T      | 6.67 | N/T   | 28.72 |

## Santa Barbara County Juvenile Court Schools Assessments

To obtain accurate and valid measures of educational progress, students need multiple opportunities to demonstrate what they know and are able to do in various disciplines of the curriculum. In addition to state-mandated assessments, Santa Barbara County Juvenile Court Schools administers its own assessments in order to place students appropriately within the program, measure their progress in attaining standards, and monitor the effectiveness of instruction. Assessments include:

- Diagnostic Online Reading Assessment (DORA)
- Adaptive Diagnostic Assessment of Mathematics (ADAM)



## UC/CSU Course Completion

Students at Santa Barbara County Community School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a "C" each semester.

| UC/CSU Course Enrollment  |            |
|---|------------|
|   | Percentage |
| Students Enrolled in Courses Required for UC/CSU Admission (2020-21)        | -          |
| Graduates Who Completed All Courses Required for UC/CSU Admission (2019-20) | -          |

*\* Duplicated Count (one student can be enrolled in several courses).*

## Career Technical Education Programs & Participation (School Year 2020-21)

Noelle Barthel is the primary contact for Santa Barbara County Office of Education Career Technical Committee. The College and Career Readiness Program and Career Technical Education offered through the Santa Barbara County Office of Education provides extended job training for all eleventh and twelfth grade students in the district. All courses are aligned with the CTE model curriculum standards and academic standards.

**Santa Barbara Community Schools did not offer any CTE courses in the 2020-2021 school year; thus, no students at the school participated in CTE programs.**

## State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education

## Physical Fitness (School Year 2020-21)

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students who meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ)

Due to the COVID-19 pandemic, administration of the physical fitness performance test was waived during the 2019–2020 and 2020–2021 school years. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pfi/>.

| Percentage of Students in Healthy Fitness Zone |                       |                       |                      |
|--|-----------------------|-----------------------|----------------------|
| 2020-21  |                       |                       |                      |
| Grade Level                                    | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 7  | N/A                   | N/A                   | N/A                  |
| 9  | N/A                   | N/A                   | N/A                  |

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2021-22)

Parents are invited to participate through the Parent Staff Advisory Committee (PSAC) and District Language Advisory Committee (D/ELAC), Annual Open House, and several Parent Conference weeks. Dates for advisory committee meetings are communicated by mail, phone calls, and personal contact. Great effort is taken to schedule parent meetings at times conducive to parent work schedules and childcare availability, and meetings are held at community school sites for easy accessibility. Students are included in the PSAC committee meetings, adding additional perspective to the process.

### Contact Information

Parents and community members who wish to volunteer or find out how they can support Santa Barbara County JCCS programs may call the Santa Barbara County Education Office at (805) 967-530

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### Dropout & Graduation Rates (Four-Year Cohort Rate)

Santa Barbara County Community Schools are concerned about at-risk students. In an effort to reduce the student dropout rate, Santa Barbara County Community Schools continues to develop alternatives for students with difficulties. Due to high mobility in the school's population, the following dropout and graduation rates do not accurately reflect the school's program.

***Due to high mobility in the school's population, the graduation rates in the chart do not accurately reflect the school's program.***

*Note: The National Center for Education Statistics graduation rate is provided in the table.*

| Graduation & Dropout Rates |         |       |       |            |       |       |
|----------------------------|---------|-------|-------|------------|-------|-------|
|                            | Dropout |       |       | Graduation |       |       |
|                            | 18-19   | 19-20 | 20-21 | 18-19      | 19-20 | 20-21 |
| School                     | 0.0%    | 0.0%  | 0.0%  | 0.0%       | 0.0%  | 0.0%  |
| District                   | 52.8%   | 37.5% | 55.0% | 33.3%      | 43.8% | 25.0% |
| State                      | 9.0%    | 8.9%  | 9.4%  | 84.5%      | 84.2% | 83.6% |

### Chronic Absenteeism

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

| Chronic Absenteeism by Student Group |                       |   |                           |                          |
|--------------------------------------|-----------------------|---|---------------------------|--------------------------|
| 2020-21                              |                       |   |                           |                          |
|                                      | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| Hispanic or Latino                   | 24                    | 23                                      | 16                        | 69.6%                    |
| White                                | *                     | N/A                                     | N/A                       | N/A                      |

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Discipline & Climate for Learning

Santa Barbara County Community Schools have high standards for student behavior. Students are guided by specific rules and classroom expectations that promote a safe learning environment with minimal disruptions to the learning process. Behavioral expectations are clearly explained and consistently enforced. Upon enrollment, students and their parents or guardians receive a copy of the Student/Parent Handbook which outlines student and parent rights and responsibilities and other notifications as required by state law. Rules and expectations are also posted in the classrooms.

### Suspensions and Expulsions

The tables display the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019–2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

| Suspensions & Expulsions |             |       |       |            |       |       |
|--------------------------|-------------|-------|-------|------------|-------|-------|
|                          | Suspensions |       |       | Expulsions |       |       |
|                          | 18-19       | 19-20 | 20-21 | 18-19      | 19-20 | 20-21 |
| School                   | 7.0         | 7.1   | 0.0   | 0.0        | 0.0   | 0.0   |
| District                 | 3.1         | 2.2   | 1.0   | 0.0        | 0.0   | 0.0   |
| State                    | 3.5         | 2.5   | 0.2   | 0.1        | 0.05  | 0.0   |

| Suspensions and Expulsions by Student Group |                  |                 |
|---|------------------|-----------------|
| 2020-21                                     |                  |                 |
|   | Suspensions Rate | Expulsions Rate |
| Hispanic or Latino                          | 0.0              | 0.0             |

### Safe School Plan (School Year 2021-22)

The safety of students and staff is a primary concern at Santa Barbara County Community Schools. During lunch, breaks, and before and after school, teachers and administrators supervise students and school grounds to ensure a safe and orderly environment. All visitors must make arrangements with school staff in advance, sign in at the school's office, wear visitor badges during their time on campus, and check out at the office upon leaving.

During the COVID-19 pandemic, protecting the health and safety of our staff, students and families is a priority. The school has created comprehensive health and safety protocols which include: cleaning, disinfecting and sanitizing, use of personal protective equipment, symptom screening, social distancing, hygiene practices, testing, and responding to positive cases.

The comprehensive School Safety Plan was developed by Santa Barbara County Education Office to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. The following requirements of SB 187 are included in the School Safety Plan, published within the Annual Student/Parent Handbook: current status of school crime, child abuse reporting procedures, disaster procedures; policies related to suspension and expulsion, notification to teachers, sexual harassment policy, provision of a schoolwide dress code, safe ingress and egress of pupils, parents, and school employees, safe and orderly school environment, and school rules and procedures. The plan was most recently updated and reviewed with staff in February 2021.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

| Class Size Distribution |                        |    |    |                |    |    |              |    |    |    |    |    |
|-------------------------|------------------------|----|----|----------------|----|----|--------------|----|----|----|----|----|
| Average Class Size      | Classrooms Containing: |    |    |                |    |    |              |    |    |    |    |    |
|                         | 1-20 Students          |    |    | 21-32 Students |    |    | 33+ Students |    |    |    |    |    |
|                         | 19                     | 20 | 21 | 19             | 20 | 21 | 19           | 20 | 21 | 19 | 20 | 21 |
| By Subject Area         |                        |    |    |                |    |    |              |    |    |    |    |    |
| English                 | 4                      | 3  | 3  | 7              | 10 | 8  | -            | -  | -  | -  | -  | -  |
| Mathematics             | 7                      | 3  | 3  | 3              | 5  | 4  | -            | -  | -  | -  | -  | -  |
| Science                 | 6                      | 2  | 3  | 3              | 2  | 4  | -            | -  | -  | -  | -  | -  |
| Social Science          | 2                      | 2  | 2  | 5              | 8  | 6  | -            | -  | -  | -  | -  | -  |

### Additional Internet Access & Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Santa Barbara public libraries, which contain numerous computer workstations. For branch locations and hours please visit [www.sbplibrary.org](http://www.sbplibrary.org).

### Counseling & Support Staff (School Year 2020-21)

Santa Barbara County Community Schools make every effort to meet the academic, emotional, and physical needs of all students enrolled in the program. Santa Barbara County Community Schools work with outside agencies to provide qualified personnel for additional support services. The following resources are available on an "as needed" basis for all students at Santa Barbara County Community Schools: Academic Counselor, Mental Health Counselor, Psychologist, Nurse, Speech/Language Specialist, Probation, Transitional Services, Youth Services Specialist, and Health and Prevention Coordinator.

The academic counselor-to-pupil ratio is 1:20. The chart displays support staff available to students at the school. *Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.*

Santa Barbara County Community Schools instructional programs are aligned with the California Academic Content Standards and Frameworks adopted by the State Board of Education. The goal of Santa Barbara County Community Schools is to ensure that all students are provided a high-quality education while they are in transition through the county probation department, county department of social services, and to and from their home school district.

Through teacher training, monitoring of student achievement, and utilizing a variety of instructional strategies, Santa Barbara County Community Schools are able to offer programs that meet the individual needs of its students

For students whose primary language is not English, and who have limited English proficiency, Santa Barbara County Community Schools offer instruction to prepare them to meet the state's academic content standards. Students are identified as English Learners (ELs) through the English Language Proficiency Assessment of California (ELPAC). These students are placed with teachers who have supplemental certification that authorizes them to teach ELs. Teachers utilize Specially Designed Academic Instruction in English (SDAIE) strategies and reading programs such as the Read 180 program.

| Counseling & Support Services Staff |                 |                      |
|-------------------------------------|-----------------|----------------------|
|                                     | Number of Staff | Full Time Equivalent |
| Academic Counselor                  | 1               | As Needed            |
| Psychologist                        | 1               | As Needed            |

### Staff Development

Opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. Staff members are offered professional growth opportunities in curriculum, teaching strategies, and pro-social skills to academic pedagogy and mythologies. Professional development topics in the 2021-22 school year include Newsela ELA and Strategies for Integrated & Designated ELD Instruction and Strategies for Credit Recovery.

| Professional Development  |       |       |       |
|---|-------|-------|-------|
|   | 19-20 | 20-21 | 21-22 |
| Number of school days dedicated to Staff Development and Continuous Improvement | 2     | 2     | 2     |

## District Revenue Sources (Fiscal Year 2020-21)

In addition to general fund state funding, Santa Barbara County Education Office received federal and state aid for the following categorical, special education, and support programs:

- Child Nutrition Programs
- Instructional Materials
- Peer Assistance and Review Program
- Special Education, Staff Development
- Title I Part D Program
- Title II
- TUPE

## District Expenditures (Fiscal Year 2019-20)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

| Expenditures per Pupil                         |          |
|--|----------|
| School   |          |
| Total Expenditures Per Pupil                   | \$32,559 |
| From Supplemental/Restricted Sources           | \$4,194  |
| From Basic/Unrestricted Sources                | \$28,365 |
| State  |          |
| From Basic/Unrestricted Sources                | \$8,444  |
| Percentage of Variation between School & State | 335.9%   |

## School Site Teacher Salaries (Fiscal Year 2019-20)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and throughout the state.

| Average Teacher Salaries |          |
|--------------------------|----------|
| School & District        |          |
| School                   | \$87,738 |
| District                 | \$59,550 |
| Percentage of Variation  | 47.3%    |
| School & State           |          |
| State                    | *        |
| Percentage of Variation  | *        |

\*Data unavailable from the CDE

## Salary & Budget Comparison (Fiscal Year 2019-20)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. **Data is currently unavailable from the CDE.** Detailed information regarding salaries may be found at the CDE website.

| Average Salary Information               |           |       |
|--|-----------|-------|
| Teachers - Principal - Superintendent    |           |       |
| 2019-20                                  |           |       |
|  | District  | State |
| Beginning Teachers                       | \$42,921  | *     |
| Mid-Range Teachers                       | \$61,499  | *     |
| Highest Teachers                         | \$83,906  | *     |
| Elementary School Principals             | -         | *     |
| Middle School Principals                 | -         | *     |
| High School Principals                   | -         | *     |
| Superintendent                           | \$141,431 | *     |
| Salaries as a Percentage of Total Budget |           |       |
| Teacher Salaries                         | 15.4%     | *     |
| Administrative Salaries                  | 2.2%      | *     |

\*Data unavailable from the CDE

# **Santa Barbara County Juvenile Court & Community Schools**

## ***Community School***

### **Peter B. FitzGerald Community School/Santa Maria**

402 Farnel Road, Suite M

Santa Maria, CA 93454

Phone: (805) 928-0698

*Teacher-in-Charge: Patricia Hocking-Walker*

## ***Residential Court Schools***

### **Dos Puertas School/Santa Maria Juvenile Hall**

4263 California Boulevard

Santa Maria, CA 93455

Phone: (805) 938-0860

*Teacher-in-Charge: Kathryn Adame*

### **Los Robles High School/Los Prietos Boys' Camp**

3900 Paradise Road

Santa Barbara, CA 93105

Phone: (805) 967-5307

*Teacher-in-Charge: Victor Prato*

**Santa Barbara County Special Education**  
**2020—2021 School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

|                 |   |                    |  |
|-----------------|---|--------------------|--|
| <b>Address:</b> | 4400 Cathedral Oaks Rd.<br>Santa Barbara, CA , 93110-1042 | <b>Principal:</b>  | Kirsten Escobedo, Assistant Superintendent |
| <b>Phone:</b>   | (805) 964-4711  | <b>Grade Span:</b> | K-12                                       |

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.



## About This School

### Kirsten Escobedo, Assistant Superintendent

Principal, Santa Barbara County Special Education

#### About Our School

The Special Education Division of the Santa Barbara County Education Office (SBCEO) provides education for students with disabilities from all twenty school districts in the county. We provide all special education services in three direct service districts (districts with 900 or fewer pupils), children with more severe and profound disabilities from multiple districts, students in special education who attend juvenile court schools, and infant and preschool children with disabilities. We provide a variety of services including direct classroom specialized academic support and supplemental instruction, speech and language therapy, instruction for students who are deaf, hard-of-hearing, or visually impaired, adapted physical education and group or individual counseling.

The SARC staff data includes all special education staff employed by the SBCEO in the Special Education Division to serve the students in the above programs. The SARC student data includes students who are enrolled in SBCEO special education transitional kindergarten through grade 12 programs. It does not include data for students served in the district service districts, juvenile court schools, or the infant and preschool programs.

#### Contact

Santa Barbara County Special Education  
4400 Cathedral Oaks Rd.  
Santa Barbara, CA 93110-1042

Phone: (805) 964-4711  
Email: [kescobedo@sbceo.org](mailto:kescobedo@sbceo.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

|                       |  |
|-----------------------|--|
| <b>District Name</b>  | Santa Barbara County Office of Education                   |
| <b>Phone Number</b>   | (805) 964-4711   |
| <b>Superintendent</b> | Salcido, Susan   |
| <b>Email Address</b>  | <a href="mailto:ssalcido@sbceo.org">ssalcido@sbceo.org</a> |
| <b>Website</b>        | <a href="http://www.sbceo.org">www.sbceo.org</a>           |

### School Contact Information (School Year 2021—2022)

|  |   |
|--|---|
| <b>School Name</b>                       | Santa Barbara County Special Education                                      |
| <b>Street</b>                            | 4400 Cathedral Oaks Rd.   |
| <b>City, State, Zip</b>                  | Santa Barbara, CA , 93110-1042  |
| <b>Phone Number</b>                      | (805) 964-4711  |
| <b>Principal</b>                         | Kirsten Escobedo, Assistant Superintendent                                  |
| <b>Email Address</b>                     | <a href="mailto:kescobedo@sbceo.org">kescobedo@sbceo.org</a>                |
| <b>Website</b>                           | <a href="http://www.sbceo.org/specialed">http://www.sbceo.org/specialed</a> |
| <b>County-District-School (CDS) Code</b> | 42104216069223  |

Last updated: 1/27/22

## **School Description and Mission Statement (School Year 2021—2022)**

### **Vision**

The Special Education Division of the Santa Barbara County Education Office provides effective, high-quality educational programs and services that meet the needs of all students and promotes best practices that improve outcomes for individuals with disabilities.

We provide high-quality teachers and educators who are leaders, trainers, and role models in the provision of educational services to schools and the community. We apply student-centered, multi-measures to assess students' needs to promote instructional practices that contribute to student success and relationships with colleagues, families, and community members. We provide student-focused, high-quality programs and services utilizing innovative evidence-based interventions.

### **Description of Services**

The Santa Barbara County Education Office operates special education programs as an active participant in the countywide Special Education Local Plan Area (SELPA). At the requests of the districts, the office provides services and programs to the following groups of students with special education needs.

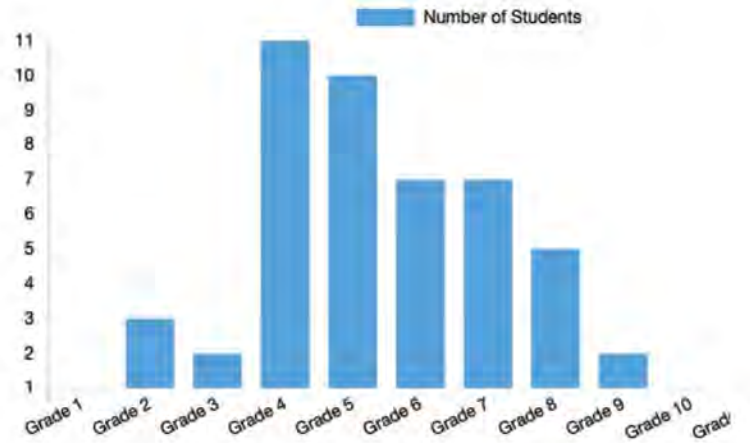
1. Children residing in districts having fewer than 900 students
2. Pupils in regional programs (Severe Disabilities, Deaf and Hard of Hearing, Vision, Occupational Therapy)
3. Students in juvenile court programs

*Last updated: 1/14/22*



**Student Enrollment by Grade Level (School Year 2020—2021)**

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 1          | 1                  |
| Grade 2          | 3                  |
| Grade 3          | 2                  |
| Grade 4          | 11                 |
| Grade 5          | 10                 |
| Grade 6          | 7                  |
| Grade 7          | 7                  |
| Grade 8          | 5                  |
| Grade 9          | 2                  |
| Grade 10         | 1                  |
| Grade 11         | 1                  |
| Grade 12         | 11                 |
| Kindergarten     | 4                  |
| Total Enrollment | 65                 |



Last updated: 1/14/22

**Student Enrollment by Student Group (School Year 2020—2021)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 42.00%                      |
| Male                                | 59.00%                      |
| Non-Binary                          | 0.00%                       |
| American Indian or Alaska Native    | 0.00%                       |
| Asian                               | 2.00%                       |
| Black or African American           | 0.00%                       |
| Filipino                            | 2.00%                       |
| Hispanic or Latino                  | 82.00%                      |
| Native Hawaiian or Pacific Islander | 0.00%                       |
| Two or More Races                   | 3.00%                       |
| White                               | 12.00%                      |

| Student Group (Other)           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners                | 43.00%                      |
| Foster Youth                    | 0.00%                       |
| Homeless                        | 3.00%                       |
| Migrant                         | 2.00%                       |
| Socioeconomically Disadvantaged | 77.00%                      |
| Students with Disabilities      | 100.00%                     |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Preparation and Placement (School Year 2020—2021)

| Authorization/Assignment  | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|---|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) |               |                |                 |                  |              |               |
| Intern Credential Holders Properly Assigned   |               |                |                 |                  |              |               |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      |               |                |                 |                  |              |               |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         |               |                |                 |                  |              |               |
| Unknown   |               |                |                 |                  |              |               |
| Total Teaching Positions  |               |                |                 |                  |              |               |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated:*

### Teachers Without Credentials and Misassignments (School Year 2020—2021)

| Authorization/Assignment                              | Number |
|---|--------|
| Permits and Waivers                                   |        |
| Misassignments  |        |
| Vacant Positions                                      |        |
| Total Teachers Without Credentials and Misassignments |        |

*Last updated:*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

| Indicator  | Number |
|--|--------|
| Credentialed Teachers Authorized on a Permit or Waiver |        |
| Local Assignment Options                               |        |
| Total Out-of-Field Teachers                            |        |

*Last updated:*

**Class Assignments (School Year 2020—2021)**

| Indicator  | Percent |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              |         |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) |         |

*Last updated:*

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)**

Year and month in which the data were collected: Not Available

| Subject                         | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts           | Core: Houghton-Mifflin, Holt Literature<br>Supplemental: SRA Corrective Reading, Scholastic Read 180<br>Computer software and internet access, SANDI.<br>Unique Learning Systems | Yes                        | 0%   |
| Mathematics                     | Core: Harcourt Math, Houghton-Mifflin<br>Supplemental: Saxon, Pacemaker, AGS<br>Computer software and internet access, SANDI   | Yes                        | 0%   |
| Science                         | Core: Harcourt, Houghton-Mifflin<br>Supplemental: Pacemaker<br>Computer software and internet access.  | Yes                        | 0%   |
| History-Social Science          | Core: Harcourt, McGraw Hill, Houghton-Mifflin<br>Supplemental: Pacemaker series<br>Computer software and internet access.  | Yes                        | 0%   |
| Foreign Language                | N/A  |                            | 0%   |
| Health                          | Positive Prevention Plus   |                            | 0%   |
| Visual and Performing Arts      | N/A  |                            | 0%   |
| Science Lab Eqpmt (Grades 9-12) | N/A  | N/A                        | 0%   |

Note: Cells with N/A values do not require data.

Last updated: 1/14/22



## School Facility Conditions and Planned Improvements

The Santa Barbara County Education Office provides instructional services in a wide variety of school and community settings. Classroom teachers and parents indicate that the facilities are adequate to support the instructional programs. Transitional kindergarten to grade 12 classrooms are located throughout Santa Barbara County on school district campuses. All of our special day class programs are located on age-appropriate school sites. We rent additional space from community sources to accommodate designated instructional services personnel. The SELPA provides housing credit to school districts to house related services personnel. Our classrooms located on district campuses are maintained by the school district in which they are housed.

*Last updated: 1/14/22*

## School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: Not Available

| System Inspected   | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |   |
| <b>Interior:</b> Interior Surfaces                                     | Good   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical  | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Good   |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                            | Good   |   |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |

## Overall Facility Rate

Year and month of the most recent FIT report: Not Available

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 1/14/22*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School<br>2019-2020 | School<br>2020-2021 | District<br>2019-2020 | District<br>2020-2021 | State<br>2019-2020 | State<br>2020-2021 |
|--|---------------------|---------------------|-----------------------|-----------------------|--------------------|--------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | N/A                 | N/A                 | N/A                   | N/A                   | N/A                | N/A                |
| Mathematics (grades 3-8 and 11)                      | N/A                 | N/A                 | N/A                   | N/A                   | N/A                | N/A                |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

*Last updated: 1/14/22*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

| <b>Subject</b>                         | <b>School<br/>2019-2020</b> | <b>School<br/>2020-2021</b> | <b>District<br/>2019-2020</b> | <b>District<br/>2020-2021</b> | <b>State<br/>2019-2020</b> | <b>State<br/>2020-2021</b> |
|--|-----------------------------|-----------------------------|-------------------------------|-------------------------------|----------------------------|----------------------------|
| Science (grades 5, 8, and high school) | N/A                         | --                          | N/A                           | 6.67                          | N/A                        | 28.72                      |

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

*Last updated: 1/14/22*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | --                      | --                   | --                    | --                        | --                             |
| Female  | --                      | --                   | --                    | --                        | --                             |
| Male  | --                      | --                   | --                    | --                        | --                             |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 0                       | 0                    | 0                     | 0                         | 0                              |
| Black or African American                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| Filipino                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Hispanic or Latino                            | --                      | --                   | --                    | --                        | --                             |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | 0                       | 0                    | 0                     | 0                         | 0                              |
| White   | 0                       | 0                    | 0                     | 0                         | 0                              |
| English Learners                              | --                      | --                   | --                    | --                        | --                             |
| Foster Youth                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| Homeless                                      |                         |                      |                       |                           |                                |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | --                      | --                   | --                    | --                        | --                             |
| Students Receiving Migrant Education Services | 0                       | 0                    | 0                     | 0                         | 0                              |
| Students with Disabilities                    | --                      | --                   | --                    | --                        | --                             |

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

*Last updated: 1/14/22*

**Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

| <b>UC/CSU Course Measure</b>  | <b>Percent</b> |
|---|----------------|
| 2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0.00%          |
| 2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission | --             |

*Last updated: 1/14/22*



## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2020—2021)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | N/A  | N/A  | N/A   |
| 7           | N/A  | N/A  | N/A   |
| 9           | N/A  | N/A  | N/A   |

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

*Last updated: 1/14/22*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2021-2022)

The Santa Barbara County Education Office recognizes the responsibility of the school to involve the parents in all aspects of the special education process as legally required. The procedures for timely notification, parental input and support are set up as legally mandated throughout the process from the beginning referral to the implementation of the Individualized Education Program (IEP). Forms and procedures are changed so new legal mandates can be incorporated in a timely manner. Parents are also invited to appropriate staff development activities and are included in any committees that are developing new programs or ways of serving children with special education needs. Teachers and administrators are vigilant in efforts to seek parent input and keep parents informed. There are also formal and informal support groups and activities that are initiated by the County Education Office staff and in collaboration with the Special Education Local Plan Area (SELPA) to help parents meet with each other and discuss issues relevant to their concerns. SBCEO surveys parents annually regarding their experiences related to their students' special education programs and the IEP team meeting process.

## **State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates
- Chronic Absenteeism

## **State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

**Suspensions and Expulsions by Student Group  
(School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Suspensions Rate</b> | <b>Expulsions Rate</b> |
|---|-------------------------|------------------------|
| All Students                                  | 0                       | 0                      |
| Female  | 0                       | 0                      |
| Male  | 0                       | 0                      |
| Non-Binary                                    | 0                       | 0                      |
| American Indian or Alaska Native              | 0                       | 0                      |
| Asian   | 0                       | 0                      |
| Black or African American                     | 0                       | 0                      |
| Filipino                                      | 0                       | 0                      |
| Hispanic or Latino                            | 0                       | 0                      |
| Native Hawaiian or Pacific Islander           | 0                       | 0                      |
| Two or More Races                             | 0                       | 0                      |
| White   | 0                       | 0                      |
| English Learners                              | 0                       | 0                      |
| Foster Youth                                  | 0                       | 0                      |
| Homeless                                      | 0                       | 0                      |
| Socioeconomically Disadvantaged               | 0                       | 0                      |
| Students Receiving Migrant Education Services | 0                       | 0                      |
| Students with Disabilities                    | 0                       | 0                      |

*Last updated:*

**School Safety Plan (School Year 2021-2022)**

The Santa Barbara County Education Office Comprehensive School Safety Plan (SBCEO Safety Plan) has been developed through a collaborative process involving school personnel, community partners including law enforcement, and other stakeholders. The intent of this comprehensive plan is to establish preventative and reactive protocols and practices surrounding potentially dangerous or harmful scenarios in an effort to maintain the safety and well-being of students, staff, and community members. The SBCEO Safety Plan 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 schools and programs.

The programs and schools covered in the SBCEO Plan include Juvenile Court and Community Schools and Special Education Programs. Many of our programs, classrooms, and staff serving students are located on school 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 school safety plan of their specific location. Student populations in these programs, including but not limited to students with physical, developmental, or emotional disabilities, could require special consideration, modification, or addition to the district developed school safety plan. In addition to recommendations and procedures for the general population, the SBCEO Safety Plan provides guidance for evaluating, developing, communicating, and monitoring any modifications that are a result of these special considerations.

*Last updated: 12/21/21*

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) School Year 2018—2019

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K           | 1.00               | 1                       |                          |                       |
| 1           |                    |                         |                          |                       |
| 2           |                    |                         |                          |                       |
| 3           |                    |                         |                          |                       |
| 4           | 1.00               | 1                       |                          |                       |
| 5           | 6.00               | 1                       |                          |                       |
| 6           | 6.00               | 1                       |                          |                       |
| Other**     | 9.00               | 3                       |                          | 0                     |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019—2020

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K           | 1.00               | 1                       |                          |                       |
| 1           |                    |                         |                          |                       |
| 2           |                    |                         |                          |                       |
| 3           |                    |                         |                          |                       |
| 4           |                    |                         |                          |                       |
| 5           |                    |                         |                          |                       |
| 6           | 2.00               | 2                       |                          |                       |
| Other**     | 8.00               | 5                       |                          |                       |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

| Grade Level | Average Class Size | Number of Classes *1-20 | Number of Classes *21-32 | Number of Classes 33+ |
|-------------|--------------------|-------------------------|--------------------------|-----------------------|
| K           | 4.00               | 1                       |                          |                       |
| 1           |                    |                         |                          |                       |
| 2           |                    |                         |                          |                       |
| 3           |                    |                         |                          |                       |
| 4           | 8.00               | 1                       |                          |                       |
| 5           |                    |                         |                          |                       |
| 6           |                    |                         |                          |                       |
| Other**     | 7.00               | 5                       |                          |                       |

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Student Support Services Staff (School Year 2020—2021)**

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.00                              |
| Library Media Teacher (Librarian)                             | 0.00                              |
| Library Media Services Staff (Paraprofessional)               | 0.00                              |
| Psychologist  | 9.80                              |
| Social Worker   | 0.00                              |
| Nurse   | 2.70                              |
| Speech/Language/Hearing Specialist                            | 19.10                             |
| Resource Specialist (non-teaching)                            | 2.00                              |
| Other   | 6.80                              |

*Last updated: 1/1/00*

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)**

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$70640.50                   | \$70640.57                          | \$0.00                                | \$79641.64             |
| District                                      | N/A                          | N/A                                 | --                                    | --                     |
| Percent Difference – School Site and District | N/A                          | N/A                                 | --                                    | --                     |
| State   | N/A                          | N/A                                 | \$8443.83                             | --                     |
| Percent Difference – School Site and State    | N/A                          | N/A                                 | --                                    | --                     |

*Last updated: 1/15/22*

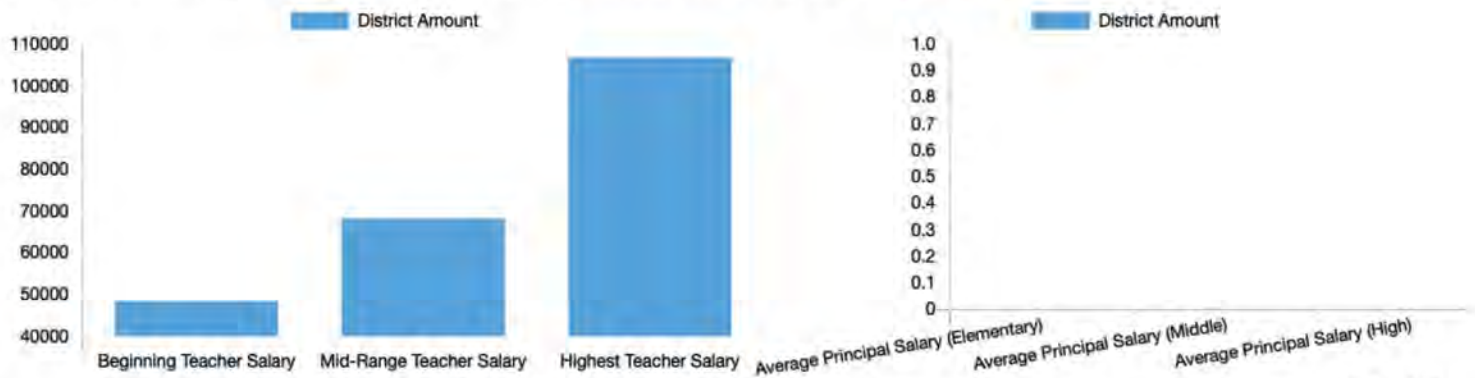
Note: Cells with N/A values do not require data.

**Teacher and Administrative Salaries (Fiscal Year 2019—2020)**



| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$48454.00      | --   |
| Mid-Range Teacher Salary                      | \$68225.00      | --   |
| Highest Teacher Salary                        | \$106804.00     | --   |
| Average Principal Salary (Elementary)         | --              | --   |
| Average Principal Salary (Middle)             | --              | --   |
| Average Principal Salary (High)               | --              | --   |
| Superintendent Salary                         | --              | --   |
| Percent of Budget for Teacher Salaries        | 15.61%          | --   |
| Percent of Budget for Administrative Salaries | 3.23%           | --   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

### Professional Development

| Measure   | 2019-2020 | 2020-2021 | 2021-2022 |
|---|-----------|-----------|-----------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3         | 3         | 3         |



## **Addendum**

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**LEA-Level CAASPP Test Results in ELA by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| LEAwide                                       | 60                      | 43                   | 71.67                 | 28.33                     | 0.00                           |
| Female  | 22                      | 15                   | 68.18                 | 31.82                     | 0.00                           |
| Male  | 38                      | 28                   | 73.68                 | 26.32                     | 0.00                           |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 0                       | 0                    | 0                     | 0                         | 0                              |
| Black or African American                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 51                      | 39                   | 76.47                 | 23.53                     | 0.00                           |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 24                      | 18                   | 66.67                 | 33.33                     | 0.00                           |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      |                         |                      |                       |                           |                                |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 49                      | 36                   | 73.47                 | 26.53                     | 0.00                           |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                        | --                             |
| Students with Disabilities                    | 45                      | 31                   | 68.89                 | 31.11                     | 0.00                           |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 12/10/21*

**LEA-Level CAASPP Test Results in Mathematics by Student Group  
for students taking and completing a state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2020—2021)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| LEAwide                                       | 60                      | 43                   | 71.67                 | 28.33                     | 0.00                           |
| Female  | 22                      | 15                   | 68.18                 | 31.82                     | 0.00                           |
| Male  | 38                      | 28                   | 73.68                 | 26.32                     | 0.00                           |
| American Indian or Alaska Native              | 0                       | 0                    | 0                     | 0                         | 0                              |
| Asian   | 0                       | 0                    | 0                     | 0                         | 0                              |
| Black or African American                     | 0                       | 0                    | 0                     | 0                         | 0                              |
| Filipino                                      | --                      | --                   | --                    | --                        | --                             |
| Hispanic or Latino                            | 51                      | 39                   | 76.47                 | 23.53                     | 0.00                           |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0                     | 0                         | 0                              |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 24                      | 16                   | 66.67                 | 33.33                     | 0.00                           |
| Foster Youth                                  | --                      | --                   | --                    | --                        | --                             |
| Homeless                                      |                         |                      |                       |                           |                                |
| Military                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| Socioeconomically Disadvantaged               | 49                      | 36                   | 73.47                 | 26.53                     | 0.00                           |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                        | --                             |
| Students with Disabilities                    | 45                      | 31                   | 68.89                 | 31.11                     | 0.00                           |

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/10/22*

# A-G Completion Improvement Grant Plan

| Local Educational Agency (LEA) Name           | Total Grant Allocation  |
|---|---|
| Santa Barbara County Education Office (SBCEO) | \$ 150,000- Funding allocation may change pending CDE's calculation |

## Plan Descriptions

***A description of the extent to which all students, including foster youth, low-income students, and English learners, will have access to A-G courses approved by the University of California.***

SBCEO's Juvenile Court and Community Schools (JCCS) do not currently have Western Association of Schools and Colleges (WASC) accreditation. JCCS submitted the WASC application in February 2022 and will begin the WASC accreditation process in the fall of 2022. Our goal is to provide students access to A-G approved courses starting in the 2023-24 school year.

Once WASC accredited, we will provide access to A-G approved courses to all students, including foster youth, low-income students, and English learners. For A-G approved courses that JCCS is unable to offer in-person, students will have access to A-G approved courses through online learning platforms. JCCS will research and review different online learning platforms that offer A-G approved courses and purchase one or more that provide a breadth of courses for our students to choose from. Students enrolled in JCCS who have previously been enrolled in A-G courses at their home school will be enrolled in the corresponding online course so they can complete the course and receive full credit.

Upon enrollment, student transcripts are evaluated and Individualized Learning Plans (ILP) are developed for each student. A student will be placed into an A-G approved course based on their eligibility and need. Student ILPs are reviewed and reevaluated at the end of each semester (community school) or trimester (court schools) to ensure that students are on track to graduate. Student progress is discussed during weekly staff meetings and when a student completes a course mid-semester or mid-trimester the next required course is identified. During every semester or trimester review process, student eligibility to enroll in an A-G course will be reevaluated and the ILP will be adjusted to meet the student's need.

Once WASC accredited we will track and measure the following items:

- The number of A-G courses offered
- The number of students enrolled in an A-G course
- The percentage of students who successfully complete an A-G course (with a letter grade of C or better)

***A description of how the funds will be used to increase or improve services for foster youth, low-income students, and English learners to improve A-G eligibility.***

Currently, JCCS enrollment indicates that 100% of students are designated as low-income, 35% are designated as English learners, and 7% are foster youth. In 2020-21, 48.4% of students entered our JCCS program as credit deficient. In order to improve A-G eligibility for all students, including low-income, English learners, and foster youth, we will focus efforts on increasing the percentage of students who earn credits at an accelerated rate. JCCS uses Anywhere Learning Systems (ALS), an online program for credit recovery. We will continue to provide students with targeted instruction and intervention supports to improve their basic skills in English and math. By increasing the number of students who meet the prerequisite requirements for A-G courses, we will improve their eligibility to enroll in an A-G course.

JCCS has a small teaching staff who hold various teaching credentials, therefore we will provide staff with professional learning and coaching to further deepen their content knowledge in identified subject areas, so they can better support students who are enrolled in A-G courses.

Professional learning and coaching will be focused on history and social sciences, languages other than English, visual and performing arts, and college preparatory electives.

We will track and measure progress of the following items:

- The percentage of students who earn credits at an accelerated rate
- The percentage of students who successfully complete an A-G course (with a letter grade of C or better)

***The number of students who were identified for opportunities to retake A-G approved courses in which they received a "D", "F", or "Fail" grade in the 2020 spring semester or the 2020-21 school year and a description of the method used to offer the opportunity retake courses.***

SBCEO's Juvenile Court and Community Schools (JCCS) do not currently have Western Association of Schools and Colleges (WASC) accreditation. Therefore, 0% of our students received a "D" or "F" grade in an A-G approved course during the 2020 spring semester or the 2020-21 school year. Absent WASC accreditation, we are not eligible to provide students access to A-G approved courses. JCCS submitted the WASC application in February 2022 and will go through the WASC accreditation process in the fall of 2022. Our goal is to provide students access to A-G approved courses starting in the 2023-24 school year.

JCCS already offers credit recovery opportunities for students. In 2020-21, 48.4% of our students enrolled as credit deficient. As previously mentioned, we will continue to provide targeted instruction, intervention support to students, and opportunities for students to earn credits at

an accelerated pace, so they are eligible to graduate on time. Students performing below grade level in reading and math will receive intervention and tutoring support to enhance their basic skills.

We will track and measure the following items:

- The percentage of students who earn credits at an accelerated rate
- The percentage of students who graduate high school (one-year graduate rate)

***A description of how the plan and described services, and associated expenditures, if applicable, supplement services in the Local Control and Accountability Plan and Learning Recovery Plan (AB 86 - IPI/ELOG).***

The SBCEO 2021-22 Local Control Accountability Plan (LCAP) which can be accessed at:

<https://www.sbceo.org/cms/lib/CA50000560/Centricity/Domain/95/SBCEO2021-24LCAPsm.pdf> specifically references WASC accreditation in Goal 1, action items 1.b.1, 1.b.2, and 1.b.3. The expenditures accounted for in the LCAP only reflected the cost of the application and did not account for the fees associated with the site visit and the annual membership dues. The costs associated with our WASC accreditation included in this A-G Completion Improvement Grant plan will supplement the actions and expenditures listed in the LCAP.

The SBCEO LCAP and the Expanded Learning Opportunities Grant (ELOG) plan which can be accessed at:

[https://www.sbceo.org/cms/lib/CA50000560/Centricity/Domain/95/2021\\_Expanded\\_Learning\\_Opportunities\\_Grant\\_Plan\\_SBCEO20210420.pdf](https://www.sbceo.org/cms/lib/CA50000560/Centricity/Domain/95/2021_Expanded_Learning_Opportunities_Grant_Plan_SBCEO20210420.pdf) describe actions that support student access to credit recovery courses (LCAP Goal 1, action items 1.a.1 and 1.a.7) and professional learning for teachers (LCAP Goal 1, action items 1.a.2). We will supplement these actions, by focusing specifically on using the A-G Completion Improvement Grant funds to cover the cost of online learning platforms that offer A-G courses, and by providing staff with professional learning in identified subject areas that will specifically enhance their ability to support students in A-G courses, such as history and social sciences, languages other than English, visual and performing arts, and college preparatory electives.

While some of the actions listed in the A-G Completion Improvement Grant plan align with actions included in the LCAP and the ELOG plans, all the allocated funding will supplement those actions and will be spent on becoming WASC accredited, providing students with access to A-G approved courses, and supporting students in successfully completing A-G courses.

# Plan Expenditures

| Programs and services to increase or improve A-G completion        | Planned Expenditures |
|--|----------------------|
| WASC Accreditation Fees for Site Visits and Annual Membership Dues | \$15,000             |
| A-G Course Online Platforms  | \$75,000             |
| Professional Learning and Coaching for Teachers and Administrators | \$60,000             |

**Santa Barbara County Board of Education**  
**Santa Barbara County Education Office**

**Certificated Personnel Report**  
**March 3, 2022**

| <b>Appointments</b>        |                             | <b>Effective Date</b> |
|----------------------------|-----------------------------|-----------------------|
| <b>Offer of Employment</b> |                             |                       |
| Barraza Cardoza, Martha    | Associate Teacher, ECE      | January 24, 2022      |
| LaRocque, Lisa             | Special Day Class Teacher   | January 10, 2022      |
| Pritchett, Alexis          | Speech Language Pathologist | February 22, 2022     |
| <b>Separations</b>         |                             | <b>Effective Date</b> |
| <b>Resignations</b>        |                             |                       |
| Blair, Lodene              | Coordinator, K12 Pathway    | January 31, 2022      |
| Martinez, Nancy            | Associate Teacher, ECE      | January 14, 2022      |
| <b>Retirements</b>         |                             |                       |
| Laurie Bryant              | Special Day Class Teacher   | June 3, 2022          |
| Chase, Linda               | Speech Language Pathologist | June 8, 2022          |
| Gerritsen, Cynthia         | Speech Language Pathologist | February 15, 2022     |



Santa Barbara County Board of Education

Classified Personnel Report

March 3, 2022

**Appointments**

*Limited Term/Substitute*

Rodriguez, Brenda January 31, 2022  
Paraprofessional • Special Education • Various Sites  
• Hourly as needed

Salangang, Anthony January 24, 2022  
Paraprofessional • Special Education • Various Sites  
• Hourly as needed

**Changes**

*Anniversary Increase*

Aguilera, Jesus February 1, 2022  
Custodian • Internal Services • Operations South  
62.5% • 12 months

Anderson, Lisa February 1, 2022  
Child Care Services Technician • Early Care and Education • Early Care and Education - Lompoc  
100% • 12 months

Burquez, Patricia February 1, 2022  
Paraprofessional • Special Education • Cabrillo High School  
81.25% • 10 months

Finocchio, Jessica February 1, 2022  
Paraprofessional • Special Education • Ralph Dunlap School DHOH 2  
75% • 10 months

Gomez, Berenize February 1, 2022  
Child Care Assistant • Early Care and Education • Santa Ynez Valley State Preschool  
75% • 11 months

Gonzales, Selena February 1, 2022  
Office Assistant • Juvenile Court and Community Schools • Dos Puertas Juvenile Hall School  
100% • 12 months

Hokedo, Paul February 1, 2022  
Senior Administrative Assistant • Special Education • Special Education Support Staff North  
100% • 12 months

McCulley, Keri February 1, 2022  
Program Associate • Partners In Education • Partners in Education - Program Services  
75% • 11 months

Smith, Randy February 1, 2022  
Computer/Network Support Supervisor • Information Technology Services • Information Technology Services  
100% • 12 months

Van Gundy, Samuel February 1, 2022  
Senior Software Engineer • Information Technology Services • Information Technology Services  
100% • 12 months

Yamasaki, Katherine February 1, 2022  
Program Associate • Children's Creative Project • Children's Creative Project  
75% • 12 months

***Differential - Add***

Almodovar, Nelson January 10, 2022  
Paraprofessional • Special Education • Manzanita Charter School  
81.25% • 10 months  
Specialized Health Care

Almodovar, Nelson January 28, 2022  
Paraprofessional • Special Education • Manzanita Charter School  
81.25% • 10 months  
Specialized Health Care

Martinez, Serena  
Paraprofessional • Special Education • Ralph Dunlap School DHOH 2  
75% • 10 months  
Specialized Health Care  
January 31, 2022

Muniz, Alicia  
Paraprofessional • Special Education • Cuyama Elementary School  
81.25% • 10 months  
Bilingual  
November 29, 2021

***Other***

Moody, Catherine  
Paraprofessional • Special Education • Cold Spring School  
81.25% • 10 months  
Master's stipend  
August 18, 2021

***Out of Classification/Return***

Takeuchi, Sheila  
Training and Development Assistant • Teacher Induction Program • Teacher Induction Program  
100% • 12 months  
From Administrative Assistant  
January 31, 2022

***Probation to Permanent***

Garcia, Breanna  
Accounting Technician • Early Care and Education • Early Care and Education - Hope Center  
100% • 12 months  
February 1, 2022

Goksu, Sibel  
Educational Data Analyst • Curriculum and Instruction • Curriculum and Instruction  
100% • 12 months  
February 1, 2022

Gomez Sanchez, Grisel  
Program Associate • Partners In Education • Partners in Education - Program Services  
100% • 12 months  
February 1, 2022

Taylor, Michael  
Delivery Specialist I • Internal Services • Operations South  
100% • 12 months  
February 1, 2022

***Transfer***

Diaz, Evelin February 7, 2022  
Child Care Assistant • Early Care and Education • Santa Maria Cal-SAFE  
100% • 10 months  
From Santa Maria Cal-SAFE .75 FTE

Velazquez, Ricardo February 7, 2022  
Paraprofessional • Special Education • School Nurse, Santa Maria  
50% • 10 months  
From Position #1224 Meridian Head Start

**Separation**

***Leave Exhaustion***

Ramirez, Norma February 17, 2022  
Paraprofessional • Special Education • Montecito Union School  
81.25% • 10 months

***Resignation***

Limon, Victor January 31, 2022  
Vocational Assistant • Special Education • Vocational Services  
75% • 10 months

Medrano, Janet February 28, 2022  
Office Assistant • Juvenile Court and Community Schools • Los Robles High School  
87.5% • 12 months

Solano Navarro, Edith January 30, 2022  
Child Care Assistant • Early Care and Education • Santa Maria Cal-SAFE  
100% • 10 months

***Retirement***

Munoz, Ramona June 8, 2022  
Paraprofessional • Special Education • Robert Bruce Preschool  
70% • 10 months