

Santa Barbara County Education Office

# BOARD BOOK and AGENDA



March 2021



## SANTA BARBARA COUNTY BOARD OF EDUCATION

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

### REGULAR MEETING

March 4, 2021 – 2:00 p.m.

### AGENDA

***The Santa Barbara County Board of Education is holding this meeting on Thursday, March 4, 2021, as a virtual meeting due to the COVID-19 pandemic. Governor Newsom's Executive Order N-29-20 allows local or state legislative bodies to hold public meetings via teleconference and to make meetings accessible electronically.***

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

You can connect to the meeting online via Zoom or you can call-in on the phone.

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

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

Meeting ID: 812 5462 1329

Passcode: 5bqtd3

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

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

Meeting ID: 812 5462 1329

Passcode: 607529

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in the meeting or need this agenda provided in a disability-related alternative format, the superintendent's office should be contacted; please call (805) 964-4710, extension 5216, or email [afreedland@sbceo.org](mailto:afreedland@sbceo.org).

Persons wishing to address the board are requested to email your comments in advance to [afreedland@sbceo.org](mailto:afreedland@sbceo.org) by 1:30 p.m. on March 4, 2021. Public comments received via email will be compiled, presented to the board members for review prior to or during the board meeting, read aloud by the board president at the meeting during the designated public comment period, and noted in the minutes for the meeting.

During the time for public comment specified on the agenda, the board will acknowledge requests to speak on agenda items as well as topics not on the agenda, but within the subject matter jurisdiction of the board. The total amount of time for public comments will be 15 minutes, and no individual speaker may speak for more than five minutes. If the speaker needs more time, he or she may submit written comments.

## **GENERAL FUNCTIONS**

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

**2. Roll Call**

**3. Minutes of Meeting Held February 4, 2021**  
(Attachment)

MOVED:

SECONDED:

VOTE:

**4. Correspondence**  
(Attachment)

February 19, 2021 correspondence from the California Department of Education confirming positive certification of the Santa Barbara County Education Office 2020-21 First Interim Report.

**5. Changes to the Agenda**

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

**6. President and Board Comments**

**7. Public Comments**

Public comments received via email will be read aloud by the board president. The total amount of time for public comments will be 15 minutes, and no individual speaker may speak for more than five minutes. If the speaker needs more time, he or she may submit written comments.

## **RECOGNITIONS AND PRESENTATIONS**

**8. Special Recognition of Graduate of Juvenile Court and Community Schools**

Special recognition of a graduate of the Juvenile Court and Community Schools program, Janaya London.

**9. Juvenile Court and Community Schools**

Director Rene Wheeler will provide a presentation to the board on the Juvenile Court and Community Schools (JCCS) program, including information on enrollment and a realignment in the Department of Juvenile Justice.

## **ACTION ITEMS**

**10. Recommended Approval of 2020-21 Single Plan for Student Achievement – Juvenile Court and Community Schools**  
(Attachment)

The superintendent recommends approval of the 2020-21 Single Plan for Student Achievement for Juvenile Court and Community Schools.

MOVED:

SECONDED:

VOTE:

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

The superintendent recommends issuance of a high school graduation diploma to the following student:

*Dos Puertas School*

- Student CSIS # 6174373724 – January 25, 2021

MOVED:

SECONDED:

VOTE:

**12. 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:

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

Copies of the 2019-20 Annual Financial (Audit) Report prepared by Vavrinek, Trine, Day & Co. have been received. The superintendent recommends that the board acknowledge receipt of the audit report and order it filed.

MOVED:

SECONDED:

VOTE:

**14. Recommended Approval for Declaration of Surplus**  
(Attachment)

The superintendent recommends approval for declaration of surplus on the attached surplus list for the following department:

- Communications

MOVED:

SECONDED:

VOTE:

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

The superintendent recommends approval of the registration of credentials and other certification documents registered in the Santa Barbara County Education Office from January 7, 2021 to February 6, 2021, and the issuance of temporary county certificates for that same time period.

MOVED:

SECONDED:

VOTE:

**INFORMATION ITEMS**

**16. 2019-20 School Accountability Report Cards – Juvenile Court and Community Schools and Special Education**  
(Attachment)

The 2019-20 School Accountability Report Cards for Juvenile Court and Community Schools and Special Education are presented to the board for review/information.

**17. Personnel Report**  
(Attachment)

The certificated personnel report is presented as an information item.

**18. Statement of Economic Interests, Form 700**

Legal counsel will provide a brief overview of the Statement of Economic Interests, Form 700, required of board members.

**SUPERINTENDENT'S REPORT**

**19. The superintendent will give a brief report.**

Updates will include:

- Vaccines for child care and education workers
- School reopening progress
- Proposed legislation/funding for schools
- Transitional Youth Services for foster youth and students experiencing homelessness

**ADJOURNMENT**

**20. Adjournment to the next regular meeting to be held Thursday, April 1, 2021 at 2:00 p.m.**

MOVED:

SECONDED:

VOTE:

# General Functions



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

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

### **REGULAR MEETING**

February 4, 2021 – 2:00 p.m.

### **MINUTES**

***The Santa Barbara County Board of Education held this meeting on Thursday, February 4, 2021, as a virtual meeting due to the COVID-19 pandemic. Governor Newsom's Executive Order N-29-20 allows local or state legislative bodies to hold public meetings via teleconference and to make meetings accessible electronically.***

### **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 2:01 p.m. by Board President Maggi Daane, 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 (arrived at 2:11 p.m.)  
Bruce Porter

##### Staff Members Present

Susan Salcido, Superintendent  
Craig Price, Legal Counsel  
Anna Freedland, Executive Assistant

Mari Baptista	Debbie Breck	Debra Hood
Ellen Barger	Valerie Cantella	Amy Ramos
Bridget Baublits	Kirsten Escobedo	Bill Ridgeway

### Others Present

Arturo Cabrera, student, Santa Barbara Charter School  
Francisco Cabrera, student, Santa Barbara Charter School  
Rhett Carter, principal, Orcutt Academy High School  
Laura Donner, director of education, Santa Barbara Charter School  
Holly Edds, superintendent, Orcutt Union School District  
Michael Ostini, member, Personnel Commission  
Gary Pickavet, chair, Personnel Commission  
Sonia Wasserman, student, Orcutt Academy High School  
Employees being recognized and their family members, friends & colleagues  
Members of the public

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

None.

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

President Daane congratulated Vice President Frost's husband, Erik Frost, for his service on the Scholarship Foundation of Santa Barbara, as highlighted in a recent news article. She mentioned another news article about Sonia Wasserman, student at Orcutt Academy High School, who was being recognized at the board meeting. Mrs. Daane shared that legal counsel would provide a brief overview of the Statement of Economic Interests, Form 700 required of board members, at next month's board meeting. Lastly, President Daane shared three items of correspondence that were sent to the board and to the Santa Barbara County Education Office (SBCEO):

- Thank you letter from Antonio Garcia, superintendent of Santa Maria Joint Union High School District, for recognizing high school student Evelyn Letona Robles at last month's board meeting
- Thank you email from Evelyn Letona Robles
- Letter from Christina Hildebrand, president of A Voice for Choice Advocacy, Inc., regarding the COVID-19 vaccine

Joe Howell commented briefly on the Statement of Economic Interests, Form 700.

Marybeth Carty shared information about an upcoming event hosted by Hospice of Santa Barbara.

Judy Frost commented briefly on COVID-19 vaccinations in the north county.



Michelle de Werd congratulated Mrs. Frost's husband, Erik Frost, for his service on the Scholarship Foundation of Santa Barbara. She shared briefly about the Board Budget Committee meeting yesterday, which was a budget orientation, and about a dyslexia webinar she recently attended.

Bruce Porter thanked the superintendent for advocating for school nurses being accelerated in priority for the COVID-19 vaccine.

## **5. Public Comments**

The following member of the public addressed the County Board of Education regarding reopening schools:

- Caroline Harrah

The following members of the public addressed the County Board of Education via email regarding reopening schools:

- Sarah Gorman
- Katy Craig

The emailed public comments were read aloud during the board meeting by President Daane.

## **RECOGNITION**

### **6. Special Recognition**

The board and the superintendent recognized Orcutt Academy High School senior Sonia Wasserman for earning the rank of Eagle Scout in Scouts BSA, making her one of the first female Scouts in the United States to achieve that rank. Ms. Wasserman was presented with a Certificate of Recognition.

## **ACTION ITEMS**

### **7. Minutes of Meeting Held January 7, 2021**

The minutes of the meeting held on January 7, 2021 were approved.

MOVED: **Mr. Howell**

SECONDED: **Mrs. Carty**

VOTE: **Passed 7-0**

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

The board approved the registration of credentials and other certification documents registered in the Santa Barbara County Education Office from

December 9, 2020 to January 6, 2021, and the issuance of temporary county certificates for that same time period.

MOVED: **Mrs. Frost**

SECONDED: **Mr. Howell**

VOTE: **Passed 7-0**

**9. 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, Special Education, and Child Development.

MOVED: **Mrs. Carty**

SECONDED: **Mrs. Frost**

VOTE: **Passed 7-0**

**10. Recommended Approval for Declaration of Surplus**

The board approved the declaration of surplus for the following departments:

- Career Technical Education
- Children and Family Resource Services / Health Linkages
- Communications
- Information Technology Services

MOVED: **Mr. Howell**

SECONDED: **Mrs. Carty**

VOTE: **Passed 7-0**

**11. Board Policies, Second Reading and Adoption**

The following board policy was presented for second reading and adoption. First reading was held at the January board meeting. The board approved the board policy.

- BP 1016 (New) Governance Standards

MOVED: **Mrs. de Werd**

SECONDED: **Mrs. Frost**

VOTE: **Passed 7-0**

**RECOGNITION**

**12. Employee Service Awards**

Employment anniversaries of long-term SBCEO employees were observed. Pins were presented to all employees and Certificates of Recognition were presented to employees with 10 years or more at SBCEO.

A special performance was provided by brothers Arturo (4<sup>th</sup> grade) and Francisco (2<sup>nd</sup> grade) Cabrera of the *Sing!* program. The Cabrerases sang a song called, "I Have a Dream (We Shall Overcome)" and were presented with Certificates of Appreciation.

## **SUPERINTENDENT'S REPORT**

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

- COVID-19 vaccine distribution – The superintendent is finalizing a letter to the governor and local legislators to prioritize vaccines for education and child care employees and advocate for equitable reopening of schools. The letter was drafted in partnership with all 20 school districts and five site-based charter schools.

On behalf of the board, and in partnership with the superintendent, President Daane will send a letter to the Governor and local legislators, advocating on behalf of students and schools throughout Santa Barbara County.

The state is piloting an online registration platform called “MyTurn” for vaccine appointments.

- California Department of Public Health consolidated schools guidance, dated January 14, 2021 includes significant updates, including:
  - Testing cadence for staff and students
  - Eliminated waiver process – no path forward for communities with case rates above 25 per 100,000 people
  - Accountability/Transparency
    - COVID-19 Safety Plan published on district websites
    - Bi-weekly reporting to state of primary instruction method
  - Coming soon: Interactive map of schools and districts by method of primary instruction for the majority of students

New guidance is located on the state’s Safe Schools For All Hub website.

- Safe Schools For All plan proposal – This is the governor’s incentive grant proposal, which is in flux and will likely change significantly in the coming weeks.
- Public Safety Power Shutoffs (PSPS) – Recently, Cuyama, Carpinteria and Goleta were notified of PSPSs. SBCEO serves as a liaison between school districts, the Santa Barbara County Office of Emergency Management, and the utility companies, Southern California Edison and Pacific Gas and Electric. The superintendent shared considerations for PSPS with in-person instruction and distance learning scenarios:
  - Short notice from utilities
  - Unknown duration
  - Food storage issues at schools
  - Lack of ability to provide instruction (either remotely or in person)
  - Notifications for staff and parents/students
  - Absentee policy for those that cannot logon
- High school sports – CDPH recently released information related to sports allowed in each colored tier of the state’s Blueprint for a Safer Economy.
- Youth mental wellness – The SB County Mental Wellness Commission is seeking a youth mental wellness commissioner, aged 16-25.

## **INFORMATION ITEMS**

### **14. Personnel Report**

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

### **15. Proposals for Contract Negotiations between Santa Barbara County Education Office and California School Employees Association, Chapter 817 (CSEA) and Santa Barbara County Education Association (SBCEA)**

The following four agenda items were presented as information items, as required per Government Code §3547(a). The items represent the initial proposals from CSEA and SBCEA to SBCEO, and the proposals from SBCEO to CSEA and SBCEA.

After negotiations, the major provisions of the agreements will be provided as an information item at a subsequent Santa Barbara County Board of Education public meeting.

### **16. Proposal for Contract Negotiations from California School Employees Association, Chapter 817 (CSEA)**

Proposal for contract negotiations from the California School Employees Association, Chapter 817 (CSEA) was presented as an information item.

### **17. Proposal for Contract Negotiations from Santa Barbara County Education Office to the California School Employees Association, Chapter 817 (CSEA)**

Proposal for contract negotiations from the Santa Barbara County Education Office to the California School Employees Association, Chapter 817 (CSEA) was presented as an information item.

### **18. Proposal for Contract Negotiations from Santa Barbara County Education Association (SBCEA)**

Proposal for contract negotiations from the Santa Barbara County Education Association (SBCEA) was presented as an information item.

### **19. Proposal for Contract Negotiations from Santa Barbara County Education Office to the Santa Barbara County Education Association (SBCEA)**

Proposal for contract negotiations from the Santa Barbara County Education Office to the Santa Barbara County Education Association (SBCEA) was presented as an information item.

## **ADJOURNMENT**

- 20. Adjournment to the next regular meeting to be held Thursday, March 4, 2021 at 2:00 p.m.**

The meeting was adjourned at 4:09 p.m. to the next regular meeting to be held March 4, 2021 at 2:00 p.m.

**MOVED: Dr. MacDougall**

**SECONDED: Mr. Howell**

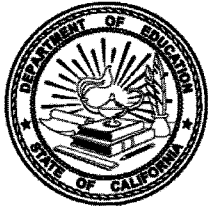
**VOTE: Passed 7-0**

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Maggi Daane, President  
County Board of Education

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Dr. Susan Salcido, Secretary  
County Board of Education



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

February 19, 2021

Susan C. Salcido, Superintendent  
Santa Barbara County Office of Education  
P.O. Box 6307  
Santa Barbara, CA 93160-6307

Dear Superintendent Salcido:

Subject: 2020–21 First Interim Report

Pursuant to California *Education Code* Section 1240(l), we have reviewed your county office of education's First Interim Report and the accompanying positive certification of financial solvency to determine whether it complies with the Criteria and Standards for fiscal stability adopted by the State Board of Education, allows your office to meet its financial obligations during the fiscal year, and is consistent with a financial plan that will enable your office to satisfy its multiyear financial commitments. We concur with your assessment that, based on current projections, your county office will be able to meet its financial obligations for the current and subsequent two fiscal years and that a positive certification is appropriate.

We appreciate the submission of your First Interim Report and await your Second Interim Report, which is due to our office by March 17, 2021. If you have any questions or concerns, please contact our office by phone at 916-322-1770.

Sincerely,

/s/

Jonathan Feagle, Administrator  
Fiscal Oversight and Support Office

JF:jp  
2021-0203-42

cc: Bill Ridgeway, Assistant Superintendent, Administrative Services

# Action Items

# Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Juvenile Court School	42-30157	January 13, 2021	March 4, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

JCCS Administration meets regularly with the JCCS Leadership Team which is comprised of the lead teacher from each of the three school sites, a Special Education Teacher, a Teaching Assistant, the Student Data Advisor, the Special Education Coordinator, and the Testing Coordinator. This team reviews progress on the SPSA and makes recommendations. In addition, the JCCS Parent Student Advisory Committee (PSAC) meets quarterly to provide input and guidance.

## Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

### Goal 1

English Learners who test with JCCS for two consecutive ELPAC administration cycles will demonstrate annual progress in English.

### Basis for this Goal

English Learners are a recognized subgroup in California as having specific needs that require additional support. JCCS has a higher than average EL population with 36.3% of our student population identified as English Language learners.

### Expected Annual Measurable Outcomes



Metric/Indicator	Baseline	Expected Outcome
ELPAC Reports	25% increase by one level or more	30% increase by one level.
Reclassification Rate	3.6%	6.6%
Training sign-in sheets	100%	100% of JCCS teachers will continue to participate in professional learning specific to English Learners, including continued study of the ELA/ELD Standards, and will continue to utilize assessment results to inform instructional practice to enable ELs to access the CCSS and ELD standards.

## Goal 2

All students enrolled 85 days or more will show progress towards proficiency in ELA as measured by state and local assessments.

### Basis for this Goal

Provide greater support for students in English to fill in their educational gaps; assist in credit recovery when needed; achievement in ELA core curriculum; prepare them for standards test

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	New assessment implemented, 2020-21 is baseline year.	TBD
JCCS Writing Assessments	73%	2% increase above baseline
CAASPP results	26%	1%

## Goal 3

Students enrolled 85 days or more will show progress towards proficiency in Mathematics as measured by state and local assessments.

### Basis for this Goal

Provide greater support for students in Mathematics to fill in their educational gaps; assist in credit recovery when needed; achievement in Math core curriculum; prepare them for standards test. It should also be noted that 83% of JCCS students have not yet completed Algebra in their home districts, making it extremely difficult for them to perform well on a test that assesses Algebra, Geometry and Algebra 2.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP results	0%	Increase by 1 point from baseline
Adaptive Diagnostic Assessment of Mathematics (ADAM)	New assessment, 2020-21 is baseline year.	TBD
Training Sign-In Sheets	100%	100%

## Goal 4

Students in JCCS will (1) participate in career awareness programs, (2) build post-secondary plan identifying college and/or career options, and (3) be provided instruction and guidance in researching and pursuing work in areas of interest and aptitude. (LCAP 1.c)

### Basis for this Goal

Provide greater access to Career Technical Education courses; career awareness; and post-secondary opportunities.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CTE Course Completion Rate	12%	15%
Participation in Career Awareness Opportunities	100%	100%
Partners in Education Schedule of Events	100%	100%

## Goal 5

SBCEO, in collaboration with Probation, and in consultation with all 20 school districts in Santa Barbara County, is committed to transitioning students through the JCCS system and back into the most appropriate educational setting upon their release.

### Basis for this Goal

Provide a successful reentry for youths; continuity of students' academic career, collaboration among agencies, facilities, families, and community stakeholders to create the safety net necessary to help prevent youths from reentering the juvenile justice system.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transition Log (parent; district contact)	100%	100%

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 401,750
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 401,750

## Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title II, Part A Supporting Effective Instruction ESSA	\$5,374

Subtotal of consolidated federal funds for this school: \$ \$401,750

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Not Applicable	\$0

Subtotal of consolidated state or local funds for this school: \$ 0

Total of consolidated (federal, state, and/or local) funds for this school: \$ 401,750

# Addendum

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The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

# Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

- c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- 5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
- 6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.



# Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Santa Barbara County Community School	42-30207	January 13, 2021	March 4, 2021

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

JCCS Administration meets regularly with the JCCS Leadership Team which is comprised of the lead teacher from each of the three school sites, a Special Education Teacher, a Teaching Assistant, the Student Data Advisor, the Special Education Coordinator, and the Testing Coordinator. This team reviews progress on the SPSA and makes recommendations. In addition, the JCCS Parent Student Advisory Committee (PSAC) meets quarterly to provide input and guidance.

## Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

### Goal 1

English Learners who test with JCCS for two consecutive ELPAC administration cycles will demonstrate annual progress in English.

### Basis for this Goal

English Learners are a recognized subgroup in California as having specific needs that require additional support. JCCS has a higher than average EL population with 36.3% of our student population identified as English Language learners.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Reports	25% increase by one level or more  This is a newly established baseline.	This is a new Expected Outcome. 30% increase by one level.
Reclassification Rate	3.3% Community	6.3%
Training sign-in sheets	100%	100% of JCCS teachers will continue to participate in professional learning specific to English Learners, including continued study of the ELA/ELD Standards, and will continue to utilize assessment results to inform instructional practice to enable ELs to access the CCSS and ELD standards.

## Goal 2

All students enrolled 85 days or more will show progress towards proficiency in ELA as measured by state and local assessments.

### Basis for this Goal

Provide greater support for students in English to fill in their educational gaps; assist in credit recovery when needed; achievement in ELA core curriculum; prepare them for standards test

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Diagnostic Online Reading Assessment (DORA)	New assessment, 2020-21 is baseline year.	TBD
JCCS Writing Assessments	73%	2% increase above baseline
CAASPP results	28%	1%

## Goal 3

Students enrolled 85 days or more will show progress towards proficiency in Mathematics as measured by state and local assessments.

### Basis for this Goal

Provide greater support for students in Mathematics to fill in their educational gaps; assist in credit recovery when needed; achievement in Math core curriculum; and prepare them for standards test. It should also be noted that 83% of JCCS students have not yet completed Algebra in their home districts, making it extremely difficult for them to perform well on a test that assesses Algebra, Geometry and Algebra 2.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP results	0%	Increase by 1 point from baseline
Adaptive Diagnostic Assessment of Mathematics (ADAM)	New assessment, 2020-21 is baseline year.	TBD
Training Sign-In Sheets	100%	100%

## Goal 4

Academic achievement and the social/emotional well-being of students will be improved through a strategic focus on enhancing school culture, climate, and safety.

### Basis for this Goal

Increase attendance, reduce suspensions, increase the number of students returning to their home districts with accelerated progress, and provide counseling to support students with addiction and behavior concerns.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism	38.8%	Decrease by .5%
Attendance rate	75.9%	Increase by .7%
Suspension rate	19.8%	Decrease by .5%
Individual Counseling	95%	Increase by .5%
Group Counseling	90%	Increase by .5%

## Goal 5

SBCEO, in agreement with the local school districts in northern Santa Barbara County, is committed to transitioning students through the JCCS system and back into the most appropriate educational setting upon their release.

### Basis for this Goal

Provide a successful transition for youths; continuity of students' academic career, collaboration among agencies, facilities, families, and community stakeholders to ensure students are transitioned to the most appropriate school setting based on their individual needs.

## Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Transition Log (parent; district contact)	100%	100%

## Budget Summary

### DESCRIPTION

### AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 58,000

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 58,000

## Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I, Part D, Subpart 2, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	\$58,000

Subtotal of consolidated federal funds for this school: \$ 60,029.58

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Not Applicable	\$ 0

Subtotal of consolidated state or local funds for this school: \$ 0

Total of consolidated (federal, state, and/or local) funds for this school: \$58,000

# Addendum

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The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

# Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;



- c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- 4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- 5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
- 6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.



# Santa Barbara County Education Office

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

Susan C. Salcido, Superintendent of Schools

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**Santa Barbara County Board of Education**  
**Recommended Approval for Declaration of Surplus**  
March 4, 2021

**Communications**

- SB 14620 DV RECORDER - SONY DSR 30
- No SB # MONITOR - Sony Trinitron
- SB 19087 COMPUTER - Apple, iMac
- SB 12070 HANDICAM - Sony, Mini DV
- No SB # ADAPTOR - Apple, DUI to ADC
- No SB # Gray Tripod in Black Bag
- SB 12863 CAMCORDER, Sony, Mini DV PD-ISO

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

**Registration of Credentials or Other Certification Documents  
Issuance of Temporary County Certificates  
January 7, 2021 - February 6, 2021**

**Name****Type of Credential / Permit****Expiration Date: 2021**

Polly	Basillie Pelly	Short-Term Staff Permit
Derek	Batty	Short-Term Staff Permit
Rudolph	Binkele	Short-Term Staff Permit
Sally	Buchanan	Teaching Permit for Statutory Leave
Ricardo	Castro	Short-Term Staff Permit
Ricardo	Castro	Teaching Permit for Statutory Leave
Joseph	Chapa	30-Day Substitute Teaching Permit
Jaime	Coulter	Short-Term Staff Permit
Nancy	Ferrer	Teaching Permit for Statutory Leave
Christian	Garfield	Crosscultural, Language and Academic Development Permit
Cassandra	Golden	Teaching Permit for Statutory Leave
Richard	Guerrero	Crosscultural, Language and Academic Development Permit
Sydney	Harmon	Crosscultural, Language and Academic Development Permit
Cheryl	Hayes	Teaching Permit for Statutory Leave
Karla	Hernandez	Short-Term Staff Permit
Morgan	Hooper	Teaching Permit for Statutory Leave
Casey	Hynes	Short-Term Staff Permit
Cara	Jones	Teaching Permit for Statutory Leave
John	Keogh	Crosscultural, Language and Academic Development Permit
Melissa	Price	Short-Term Staff Permit
Sandra	Ramos-Manzo	Teaching Permit for Statutory Leave
Melissa	Sanchez	Short-Term Staff Permit
John Thomas	Shaw	Teaching Permit for Statutory Leave
Lisa	Stiers	Short-Term Staff Permit
Christopher	Weber	Teaching Permit for Statutory Leave

**Expiration Date: 2022**

Nicholas	Almaguer	30-Day Substitute Teaching Permit
Sara	Alter	30-Day Substitute Teaching Permit
Nicole	Anderson	30-Day Substitute Teaching Permit
David	Arnold	30-Day Substitute Teaching Permit
Michael	Barnum	30-Day Substitute Teaching Permit
DeAnna	Barragan	30-Day Substitute Teaching Permit
Lyn	Bean	30-Day Substitute Teaching Permit
Judith	Benton	30-Day Substitute Teaching Permit
Christopher	Browning	30-Day Substitute Teaching Permit
Linda	Callender	30-Day Substitute Teaching Permit
Angel	Carrillo	30-Day Substitute Teaching Permit
Gloria	Chavez	30-Day Substitute Teaching Permit
Hannah	Clabough	30-Day Substitute Teaching Permit
Jenise	Coates	30-Day Substitute Teaching Permit
Cynthia	Cook	30-Day Substitute Teaching Permit
Jonathan	Corley	30-Day Substitute Teaching Permit
Jenna	Corliss	30-Day Substitute Teaching Permit
Michael	Curet	30-Day Substitute Teaching Permit
Danielle	Del Valle	30-Day Substitute Teaching Permit
Octavio	Enriquez	Single Subject Teaching Credential
Linda	Fimlaid	30-Day Substitute Teaching Permit

Scott	Flanagan	30-Day Substitute Teaching Permit
Jeffery	Fuhring	30-Day Substitute Teaching Permit
Caitlin	Gable	30-Day Substitute Teaching Permit
Crystina	Giuffrida	30-Day Substitute Teaching Permit
Anel	Gonzalez	30-Day Substitute Teaching Permit
Clint	Hajjar	30-Day Substitute Teaching Permit
David	Hines	30-Day Substitute Teaching Permit
Angel	Hoyos	30-Day Substitute Teaching Permit
Andrea	Keblesh	30-Day Substitute Teaching Permit
Maureen	Kelley	30-Day Substitute Teaching Permit
Carol	Kemp	30-Day Substitute Teaching Permit
Lawrence	Kim	30-Day Substitute Teaching Permit
Michelle	Laggren	30-Day Substitute Teaching Permit
Samantha	Lambert	30-Day Substitute Teaching Permit
Alan	Leyva-Marquez	30-Day Substitute Teaching Permit
Roseanne	Luis	30-Day Substitute Teaching Permit
Alison	Macken	Multiple Subject Teaching Credential
Anne	Madsen-Boydston	30-Day Substitute Teaching Permit
Andrew	Martin	30-Day Substitute Teaching Permit
Kimberly	Mc Crary	30-Day Substitute Teaching Permit
Ross	Melczer	30-Day Substitute Teaching Permit
Charles	Miller	30-Day Substitute Teaching Permit
Jonathan	Osborne	30-Day Substitute Teaching Permit
Sara	Ovadia	30-Day Substitute Teaching Permit
Jodi	Parkinson	30-Day Substitute Teaching Permit
Nicholas	Perez	30-Day Substitute Teaching Permit
Jennifer	Rameson	30-Day Substitute Teaching Permit
Andrea	Rasmussen	Pupil Personnel Services Credential
Jahangir	Rassouli	30-Day Substitute Teaching Permit
Vannesa	Reynoso	30-Day Substitute Teaching Permit
Joanna	Ritter	30-Day Substitute Teaching Permit
Cheryl	Robinson	30-Day Substitute Teaching Permit
Kristin	Salvesen	30-Day Substitute Teaching Permit
Julieta	Silva Garcia	30-Day Substitute Teaching Permit
Kathleen	Stevenson	30-Day Substitute Teaching Permit
Kyle	Stickler	30-Day Substitute Teaching Permit
Isabelle	Walker	30-Day Substitute Teaching Permit
Ann	Walsh	30-Day Substitute Teaching Permit
Kimberley	Washington	30-Day Substitute Teaching Permit
Cynthia	Webster	30-Day Substitute Teaching Permit
Christopher	Weddle	30-Day Substitute Teaching Permit
Amanda	Wheeler	30-Day Substitute Teaching Permit
JaNessa	Willis	30-Day Substitute Teaching Permit
Alanna	Wright	30-Day Substitute Teaching Permit

**Expiration Date: 2023**

Whitney	Danielson	Multiple Subject Teaching Credential
Emily	Diaz	Multiple Subject Teaching Credential
Melissa	Moore	Single Subject Teaching Credential
Melynda	Velasquez	Child Development Site Supervisor Permit
Michael	Stiers	Single Subject Teaching Credential

**Expiration Date: 2024**

Melanie	Hidinger	Administrative Services Credential
Micah	Sherman	Single Subject Teaching Credential

**Expiration Date: 2025**

Antonia	Albarran	Child Development Associate Teacher Permit
Bryan	Anderson	Single Subject Teaching Credential
Alexandra	Blalock	Child Development Site Supervisor Permit
Katelyn	Cochran	Single Subject Teaching Credential
Morgan	Dodd	Multiple Subject Teaching Credential
Richard	Guerrero	Single Subject Teaching Credential
Leah	Iliff	Child Development Site Supervisor Permit
Mayra	Jaramillo	Child Development Master Teacher Permit
Allison	Judy	Single Subject Teaching Credential
Maria	Lorenzano	Single Subject Teaching Credential
Kyle	Marme	Single Subject Teaching Credential
David	Mendoza	Education Specialist Instruction Credential
Brittney	Minor	Multiple Subject Teaching Credential
Mandy	Palmquist	Education Specialist Instruction Credential
Ian	Perry	Single Subject Teaching Credential
Christina	Stamford	Education Specialist Instruction Credential
Thomas	Stark	Single Subject Teaching Credential
Emily	Stone	Pupil Personnel Services Credential
Leah	Tremper	Child Development Site Supervisor Permit
Alejandra	Villa Garcia	Child Development Teacher Permit
Monica	Wassef	Multiple Subject Teaching Credential

**Expiration Date: 2026**

David	Abel	Single Subject Teaching Credential
Deborah	Alexander	Standard Secondary Teaching Credential
Michael	Anderson	Multiple Subject Teaching Credential
Stacey	Anderson	Multiple Subject Teaching Credential
Margaretanne	Andrade-Coloma	Multiple Subject Teaching Credential
Maria	Arevalo	Child Development Site Supervisor Permit
Nedina	Asencio	Multiple Subject Teaching Credential
Mari	Baptista	Administrative Services Credential
Mari	Baptista	Pupil Personnel Services Credential
Mackenzey	Bilkey	Speech-Language Pathology Services Credential
David	Bisbee	Single Subject Teaching Credential
Marcy	Bremer	Multiple Subject Teaching Credential
Donna	Burke	Single Subject Teaching Credential
Maria	Camacho	Child Development Site Supervisor Permit
Holly	Cann	Multiple Subject Teaching Credential
Jonathan	Carson	Administrative Services Credential
Jonathan	Carson	Education Specialist Instruction Credential
Enedina	Castaneda	Single Subject Teaching Credential
Enedina	Castaneda	Multiple Subject Teaching Credential
Teresa	Cavaletto	Single Subject Teaching Credential
Erin	Cavazos	Child Development Teacher Permit
Elyssa	Chavarria	Administrative Services Credential
Elyssa	Chavarria	Single Subject Teaching Credential
Amanda	Craig	Multiple Subject Teaching Credential
Shelby	Daniel	Career Technical Education Teaching Credential
Jennifer	Danowitz	Multiple Subject Teaching Credential
Katherine	Davidson	Multiple Subject Teaching Credential
James	Davis	Designated Subjects Vocational Education Teaching Credential
Heather	Dean	Single Subject Teaching Credential
Lawrence	Deruyter	Multiple Subject Teaching Credential
Mary	Douma	Multiple Subject Teaching Credential
Cynthia	Duncan	Multiple Subject Teaching Credential
Neil	Eckardt	Single Subject Teaching Credential

Doreen	Edwards	Multiple Subject Teaching Credential
Eric	Farnsworth	Career Technical Education Teaching Credential
Christopher	Felix	Single Subject Teaching Credential
Linda	Furness	School Nurse Services Credential
Lucina	Gamez	Child Development Teacher Permit
Michael	Gerken	Single Subject Teaching Credential
Maria	Giordano	Single Subject Teaching Credential
Kenneth	Gordon	Administrative Services Credential
Kenneth	Gordon	Multiple Subject Teaching Credential
Kenneth	Gordon	Education Specialist Instruction Credential
Mary	Graham	Multiple Subject Teaching Credential
Stacey	Gray	Single Subject Teaching Credential
Anita	Guizar-Diaz	Multiple Subject Teaching Credential
Reiko	Guy	Education Specialist Instruction Credential
Taylor	Hamilton	Education Specialist Instruction Credential
Lise	Harris	Multiple Subject Teaching Credential
Emma	Hernandez Leyva	Child Development Site Supervisor Permit
Shanda	Herrera	Administrative Services Credential
Shanda	Herrera	Single Subject Teaching Credential
Lillian	Higashi	Multiple Subject Teaching Credential
Jennifer	Holden	Multiple Subject Teaching Credential
Angela	Howell	Multiple Subject Teaching Credential
Joni	Jaime	Multiple Subject Teaching Credential
Joni	Jaime	Education Specialist Instruction Credential
Dani	Jimenez	Child Development Teacher Permit
Kimberlee	Johnson	Single Subject Teaching Credential
Shauna	Juarez	Multiple Subject Teaching Credential
Beth	Kanne-Casselmann	Multiple Subject Teaching Credential
Kendell	Kline	Pupil Personnel Services Credential
Kendell	Kline	Multiple Subject Teaching Credential
Kurtis	Lau	Single Subject Teaching Credential
Wendy	Lawton	Single Subject Teaching Credential
Debra	Leiter	Single Subject Teaching Credential
Valerie	Lent	Single Subject Teaching Credential
Christina	Limone	Single Subject Teaching Credential
Jon	Marino	Single Subject Teaching Credential
Matthew	Markstone	Single Subject Teaching Credential
James	Mathis	Multiple Subject Teaching Credential
Robyn	McClaine	Multiple Subject Teaching Credential
Isabel	Mendez	Child Development Teacher Permit
Kerry	Millhorn	Multiple Subject Teaching Credential
Kerry	Millhorn	Specialist Instruction Credential (Reading)
Michael	Muscio	Single Subject Teaching Credential
Michael	Muscio	Multiple Subject Teaching Credential
Douglas	Noce	Single Subject Teaching Credential
Kelly	Orwig	Multiple Subject Teaching Credential
Jonathan	Osborne	Single Subject Teaching Credential
Carrie	Payne	Multiple Subject Teaching Credential
John	Petterson	Single Subject Teaching Credential
John	Petterson	Multiple Subject Teaching Credential
Claire	Poissonniez	Multiple Subject Teaching Credential
Elva	Quintanilla	Child Development Program Director Permit
Deborah	Rankin	Multiple Subject Teaching Credential
Deborah	Rankin	Specialist Instruction Credential in Special Education
Joyce	Rara	School Nurse Services Credential
Fred	Razo	Administrative Services Credential
Fred	Razo	Pupil Personnel Services Credential
Monica	Reichmuth	Multiple Subject Teaching Credential
Carmen	Rivera	Administrative Services Credential
Rafael	Rivera-Perez	Single Subject Teaching Credential

Karen	Robertson	Multiple Subject Teaching Credential
Yvana	Robles	Multiple Subject Teaching Credential
Colin	Rodriguez	Single Subject Teaching Credential
Elsa	Ross	Multiple Subject Teaching Credential
Susan	Salcido	Administrative Services Credential
Susan	Salcido	Single Subject Teaching Credential
Patrick	Shattuck	Single Subject Teaching Credential
Beverly	Sherman	Multiple Subject Teaching Credential
Julie	Silva	Multiple Subject Teaching Credential
Allison	Smelley	Multiple Subject Teaching Credential
Emily	Stone	Single Subject Teaching Credential
Elizabeth	Sumerel	Single Subject Teaching Credential
Adrian	Talley	Multiple Subject Teaching Credential
Shelly	Taylor	Single Subject Teaching Credential
Lisa	Thomas-Sanchez	Education Specialist Instruction Credential
Edna	Trujillo	Child Development Teacher Permit
Catherine	Ulrich	Administrative Services Credential
Catherine	Ulrich	Single Subject Teaching Credential
Laura	Valencia	Multiple Subject Teaching Credential
Kathleen	Vasta	Single Subject Teaching Credential
Kathleen	Vasta	Multiple Subject Teaching Credential
Robyn	Walker	Multiple Subject Teaching Credential
Kara	Weirum	Education Specialist Instruction Credential
Daniel	Wesolowski	Single Subject Teaching Credential
Helen	West	Single Subject Teaching Credential
Benjamin	Wieman	Single Subject Teaching Credential
Susan	Williams	Administrative Services Credential
Susan	Williams	Pupil Personnel Services Credential
Michelle	Wolstenholm	Multiple Subject Teaching Credential
Laurie	Woodward	Multiple Subject Teaching Credential
Erik	Wordal	Single Subject Teaching Credential
See	Yang	Child Development Teacher Permit
Astacia	Zarling	Single Subject Teaching Credential
Lonnice	Zavala	Single Subject Teaching Credential
Heather	Zuleger	Multiple Subject Teaching Credential

**Expiration Date: 2027**

Kathryn	Donovan-Payne	Education Specialist Instruction Credential
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**Certificates of Competence**

Bryan	Anderson	Crosscultural, Language and Academic Development Certificate
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**Waivers**

Ricardo	Batalla	Education Specialist Instruction Credential
Katie	Day	Education Specialist Instruction Credential

Name

Type of Credential/permit

**Temporary County Certificates**

Katherine Bartz	Multiple Subject Teaching Credential
Jason Holladay	Education Specialist Instruction Credential
Jennifer Johnson	Single Subject Teaching Credential
Elizabeth Pulido	Multiple Subject Teaching Credential
Sara Richardson	Single Subject Teaching Credential
Mario Rodriguez	Bilingual, Crosscultural, Language and Academic Development Certificate



# Information Items

# Santa Barbara County Education Office

## Community Schools

4400 Cathedral Oaks Road, Santa Barbara, CA 93110

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

### 2019-2020 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

Maggi Daane  
President

Judy Frost  
Vice President

Dr. Susan C. Salcido  
Clerk

Marybeth Carty  
Member

Weldon U. Howell Jr.  
Member

Dr. Peter R. MacDougall  
Member

Michelle de Werd  
Member

Bruce Porter  
Member



#### 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.

#### 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 could serve up to 160 students. The Juvenile Court Schools include Dos Puertas School located in the Santa Maria Juvenile Hall 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 20% 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 such as Read 180, A+ 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 within as little as a semester to as much as a year. 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 meet the district credit requirements for graduation 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, are working, 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.

## School Enrollment (School Year 2019-20)

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

### Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
7th	-	1	1
8th	16	9	11
9th	-	2	1
10th	2	4	1
11th	1	2	1
12th	5	4	2
Total	24	22	17

### Enrollment by Student Group

2019-20

	Percentage
Hispanic or Latino	88.2
White	11.8
EL Students	47.1
Socioeconomically Disadvantaged	94.1
Homeless	29.4

## School Attendance (School Year 2019-20)

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.

Courts and assigned probation officers have access to the Santa Barbara County Community Schools attendance system enabling them 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

The district recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

### Teacher Credential Status

	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	3	3	3	8
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	2	2	5

## Teacher Misassignments and Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

### Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	1	0

## School Facilities (School Year 2020-21)

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 12,000 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 January 2021.

School Facility Conditions				
Date of Last Inspection: 12/08/2020				
Overall Summary of School Facility Conditions: Exemplary				
Data Collected: January, 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 2020-21)

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 6, 2020, 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 January 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	Sufficient	% 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%
6th-8th	Mathematics	America's Choice	2008	Yes	0.0%
7th-12th	Mathematics	Prentice Hall	2001	Yes	0.0%
7th-12th	Mathematics	National Geographic / Cengage Learning	2018	Yes	0.0%
7th-12th	Science	Holt, Rinehart & Winston	2003	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, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

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 in ELA/Literacy and mathematics. 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, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	3	0	0	6	8	5	48	50	50
Mathematics (Grades 3-8 and 11)	3	0	0	5	6	0	37	38	0
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	Total Enrollment	Number Tested	English-Language Arts			Mathematics			
			Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	27	23	85.19	14.81	0	23	85.19	14.81	0
Male	17	14	82.35	17.65	0	14	82.35	17.65	0
Hispanic or Latino	25	21	84.00	16.00	0	21	84.00	16.00	0
Socioeconomically Disadvantaged	25	21	84.00	16.00	0	21	84.00	16.00	0
English Learners	23	20	86.96	13.04	0	20	86.96	13.04	0

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.

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.

## 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 Assessment of Reading (The SRI)
- Diagnostic Assessment of Math (The SMI)

## 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 (2019-20)	-
Graduates Who Completed All Courses Required for UC/ CSU Admission (2018-19)	-

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

## Career Technical Education Programs & Participation (School Year 2019-20)

Shannon Brown 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 2019-20 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 2019-20)

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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year. There were no ninth grade students enrolled in the 2018-19 school year; thus, there are no fitness scores to report. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

## 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 2020-21)

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) 967-5307.

## 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. Data from the 2018-19 school year is the most recent data available.

**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		
	16-17	17-18	18-19	16-17	17-18	18-19
School	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
District	65.5%	54.5%	52.8%	15.5%	32.7%	33.3%
State	9.1%	9.6%	9.0%	82.7%	83.0%	84.5%

## 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.



The table displays 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	23.81	7.00	7.10	0.00	0.00	0.00
District	12.35	3.10	2.20	0.00	0.00	0.00
State	3.50	3.50	2.50	0.08	0.10	0.05

## Safe School Plan (School Year 2020-21)

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 visitors 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 2020.

## 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		
	18	19	20	18	19	20	18	19	20	18	19	20
By Subject Area												
English	5	4	3	8	7	10	-	-	-	-	-	-
Mathematics	5	7	3	5	3	5	-	-	-	-	-	-
Science	3	6	2	6	3	2	-	-	-	-	-	-
Social Science	1	2	2	11	5	8	-	-	-	-	-	-

## 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 2019-20)

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 Planned Parenthood Counselor.

The academic counselor-to-pupil ratio is 1:17. 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.*

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

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.

## 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 2020-21 school year include Google Classroom, Virtual Classroom, and Reading and Math Intervention (LGL).

## District Revenue Sources (Fiscal Year 2019-20)

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 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 school year. The figures shown in the Expenditures Per Pupil 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	\$8,490
From Supplemental/Restricted Sources	\$834
From Basic/Unrestricted Sources	\$7,656
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	1.98%

## School Site Teacher Salaries (Fiscal Year 2018-19)

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 2018-19)

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		
2018-19		
	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*

## 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).



# **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, Marianne Subido*

## ***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

## Juvenile Court Schools

4400 Cathedral Oaks Road, Santa Barbara, CA 93110

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

### 2019-2020 School Accountability Report Card

CDS Code: 42-10421-4230157

#### Juvenile Court & Community Schools Administration

Rene Wheeler  
Administrator  
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#### Superintendent

Dr. Susan C. Salcido  
County Superintendent  
of Schools  
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#### Santa Barbara County Board of Education

Maggi Daane  
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Member

Dr. Peter R. MacDougall  
Member

Michelle de Werd  
Member

Bruce Porter  
Member



#### 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.

#### 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 could serve up to 160 students. The Juvenile Court Schools include Dos Puertas School located in the Santa Maria Juvenile Hall 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 20% 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 Juvenile Court School programs are situated in residential environments. The Santa Maria Juvenile Hall is considered a maximum-security short-term facility with an average commitment of six days to six months. Dos Puertas School within the Hall offers standards-based core academics and supplemental support through direct instruction and online coursework. The Los Robles High School program is located within the Los Prietos Boys' Camp where adjudicated boys characteristically serve a commitment time of four to six months. The Los Robles High School program provides standards-based core academics, supplemental support, and electives during the instructional day through direct instruction, online coursework, and hands-on lab environments. The two Juvenile Court School programs are operated by SBCEO in partnership with the Santa Barbara County Probation Department.

All Juvenile Court School programs receive special education services provided by SBCEO.

#### Student Attendance (School Year 2019-20)

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 officers to monitor the attendance of their assigned students,

## School Enrollment (School Year 2019-20)

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

### Enrollment Trend by Grade Level

	2017-18	2018-19	2019-20
8th	5	1	1
9th	10	4	13
10th	24	8	16
11th	33	28	12
12th	28	18	15
Total	100	59	57

### Enrollment by Student Group

2019-20	
	Percentage
Black or African American	1.8
Asian	1.8
Hispanic or Latino	86.0
White	7.0
Two or More Races	3.5
EL Students	40.4
Socioeconomically Disadvantaged	100.0
Students with Disabilities	14.0
Foster Youth	1.8
Homeless	31.6

## 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

The district recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

### Teacher Credential Status

	School			District
	18-19	19-20	20-21	20-21
Fully Credentialed	6	5	5	8
Without Full Credentials	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	3	3	3	5

## Teacher Misassignments and Vacancies

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

### Misassignments/Vacancies

	18-19	19-20	20-21
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## School Facilities (School Year 2020-21)

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 Santa Maria Juvenile Hall 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 03, 2020. The Dos Puertas inspection occurred on December 07, 2020. Facilities information was collected in January 2021.

### School Facility Conditions

Date of Last Inspection: 12/03/2020 & 12/07/2020

Overall Summary of School Facility Conditions: Exemplary

Data Collected: January, 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 2020-21)

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 6, 2020, 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 January 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	Sufficient	% 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%
6th-8th	Mathematics	America's Choice	2008	Yes	0.0%
7th-12th	Mathematics	Prentice Hall	2001	Yes	0.0%
7th-12th	Mathematics	National Geographic / Cengage Learning	2018	Yes	0.0%
7th-12th	Science	Holt, Rinehart & Winston	2003	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, the new California Science Test (CAST) based on the Next Generation Science Standards for California Public Schools (CA NGSS) was first administered operationally in the 2018–2019 school year.

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 in ELA/Literacy and mathematics. 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, Executive Order N-30-20 was issued in the spring of 2020. This order waived the requirement for statewide academic testing of Mathematics, English Language Arts, and Science for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the tables.

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
English Language Arts/Literacy (Grades 3-8 and 11)	8	8	14	6	8	5	48	50	50
Mathematics (Grades 3-8 and 11)	0	0	0	5	6	0	37	38	0
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The second table displays information on overall student achievement of the school by subject for student groups with all grade levels combined.

California Assessment of Student Performance and Progress									
Student Groups	English-Language Arts					Mathematics			
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded CA Standard
All Students	25	21	84.00	16.00	14.29	22	88.00	12.00	0
Male	20	17	85.00	15.00	17.65	18	90.00	10.00	0
Hispanic or Latino	22	19	86.36	13.64	15.79	20	90.91	9.09	0
Socioeconomically Disadvantaged	25	21	84.00	16.00	14.29	22	88.00	12.00	0

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.

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.

## 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 Assessment of Reading (The SRI)
- Diagnostic Assessment of Math (The SMI)

## 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.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2019-20)	-
Graduates Who Completed All Courses Required for UC/CSU Admission (2018-19)	-

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

## Career Technical Education Programs & Participation (School Year 2019-20)

Shannon Brown 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 2019-20 school year.

### Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participated in CTE programs?	32
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	33.0%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	0.0%

## 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 2019-20)

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).

The table displays the percent of students at the school meeting fitness standards by grade level, for the most recent testing period. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued. This order waived the requirement to administer the physical fitness performance test results for the 2019–2020 school year. The most current data available to report is from the 2018-19 school year and is reflected in the table. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

### Percentage of Students in Healthy Fitness Zone 2018-19

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	-	-	-
9	-	-	-

\*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) 967-5307.

## Opportunities for Parental Involvement (School Year 2020-21)

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. Data from the 2018-19 school year is the most recent data available. **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		
	16-17	17-18	18-19	16-17	17-18	18-19
School	71.4%	61.0%	53.6%	21.4%	31.7%	39.3%
District	65.5%	54.5%	52.8%	15.5%	32.7%	33.3%
State	9.1%	9.6%	9.0%	82.7%	83.0%	84.5%

## 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.



The table displays 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 suspensions and expulsions rate data are not comparable to prior year data. Since there was not in-person learning for the entire 2019–2020 school year, it would be inappropriate to make any comparisons of the suspensions and expulsions rates in the 2019–2020 school year to the rates in prior school years.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	17-18	18-19	19-20	17-18	18-19	19-20
School	13.09	13.61	1.50	0.00	0.00	0.00
District	12.35	3.10	2.20	0.00	0.00	0.00
State	3.50	3.50	2.50	0.08	0.10	0.05

## Safe School Plan (School Year 2020-21)

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 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 2020.

## 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.

## 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 2020-21 school year include Google Classroom, Virtual Classroom, and Reading and Math Intervention (LGL).

Professional Development			
	18-19	19-20	20-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

## 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).

## 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					
	18	19	20	18	19	20	18	19	20	18	19	20
By Subject Area												
English	4	3	3	34	29	39	-	-	-	-	-	-
Mathematics	8	3	3	13	17	17	-	-	-	-	-	-
Science	8	5	4	12	12	10	-	-	-	-	-	-
Social Science	4	3	2	22	27	28	-	-	-	-	-	-

## Counseling & Support Staff (School Year 2019-20)

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 Planned Parenthood Counselor. The academic counselor-to-pupil ratio is 1:57.

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

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.

## District Revenue Sources (Fiscal Year 2019-20)

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 2018-19)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2018-19 school year. The figures shown in the Expenditures Per Pupil 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 that will be reported in the 2018-19 fiscal year.*

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	\$394
From Supplemental/Restricted Sources	\$197
From Basic/Unrestricted Sources	\$197
State	
From Basic/Unrestricted Sources	\$7,507
Percentage of Variation between School & State	-97.4%

## School Site Teacher Salaries (Fiscal Year 2018-19)

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	\$97,836
District	\$59,550
Percentage of Variation	64.2%
School & State	
State	*
Percentage of Variation	*

*\*Data unavailable from the CDE*

## Salary & Budget Comparison (Fiscal Year 2018-19)

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		
2018-19		
	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*

## 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).



# **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, Marianne Subido*

## ***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*



[SARC Home](#) » Santa Barbara County Special Education

## 2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

# School Accountability Report Card

## Reported Using Data from the 2019–2020 School Year

### California Department of Education

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

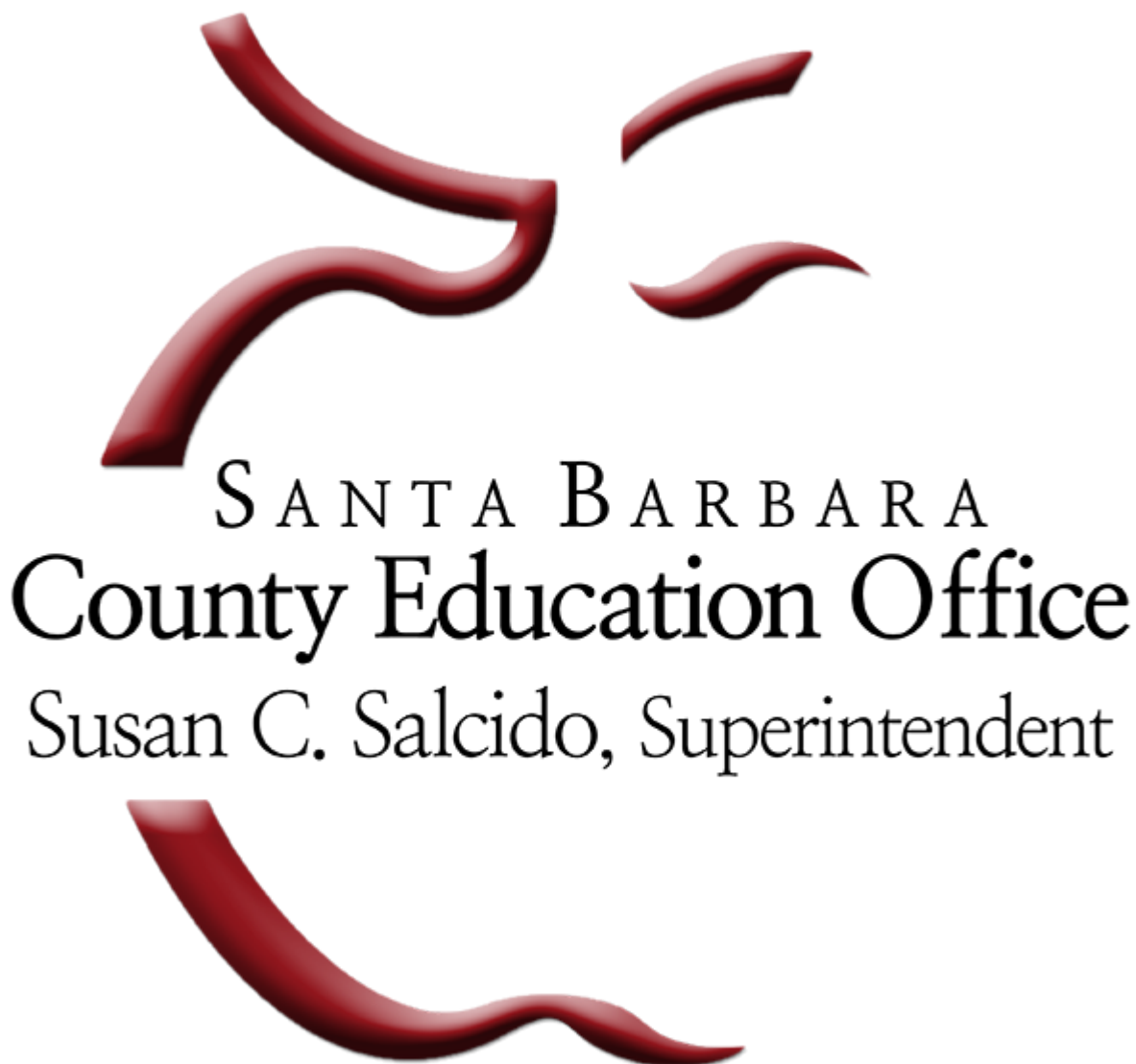
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### Kirsten Escobedo, Assistant Superintendent

- Principal, Santa Barbara County Special Education



### About Our School

The Special Education Division of the Santa Barbara County Education Office provides education for students with disabilities from all twenty school districts in the county. Specifically, we provide all special education services for three direct service districts (districts with 900 or fewer pupils), children with more severe and profound disabilities in all districts, and infant or preschool children with disabilities. For purposes of this report, we serve more than 105 students at over 19 sites, 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.

### 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)

## About This School

### Contact Information (School Year 2020–2021)

#### District Contact Information (School Year 2020–2021)

<b>District Name</b>	Santa Barbara County Office of Education
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<b>Phone Number</b>	(805) 964-4711
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<b>Superintendent</b>	Susan Salcido
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<b>Email Address</b>	<a href="mailto:ssalcido@sbceo.org">ssalcido@sbceo.org</a>
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<b>Website</b>	<a href="http://www.sbceo.org">http://www.sbceo.org</a>
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#### School Contact Information (School Year 2020–2021)

<b>School Name</b>	Santa Barbara County Special Education
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<b>Street</b>	4400 Cathedral Oaks Rd.
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<b>City, State, Zip</b>	Santa Barbara, Ca, 93110-1042
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<b>Phone Number</b>	805-964-4711
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<b>Principal</b>	Kirsten Escobedo, Assistant Superintendent
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<b>Email Address</b>	<a href="mailto:kescobedo@sbceo.org">kescobedo@sbceo.org</a>
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**Website** [http://www.sbceo.org/about\\_sbceo/specialed.shtml](http://www.sbceo.org/about_sbceo/specialed.shtml)

**County-District-School  
(CDS) Code** 42104216069223

*Last updated: 1/29/2021*

## School Description and Mission Statement (School Year 2020–2021)

### Vision

The Special Education Division of the Santa Barbara County Education Office advocates for, and 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

During the 2019-20 school year, SBCEO Special Education Division continued to provide IEP services to students during the COVID-19 pandemic. These services were provided via remote instruction.

Last updated: 1/29/2021

**Student Enrollment by Grade Level (School Year 2019–2020)**

Grade Level	Grade 1	Grade 3	Grade 5	Grade 7	Grade 9
Number of Students	3	5	6	6	1

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Last updated: 1/29/2021

**Student Enrollment by Student Group (School Year 2019–2020)**

Student Group	American Indian or Alaska Native	Filipino	
Percent of Total Enrollment	%	1.60 %	85.90 %
Student Group (Other)	English Learners	Foster Youth	
Percent of Total Enrollment	54.70 %	75.00 %	%

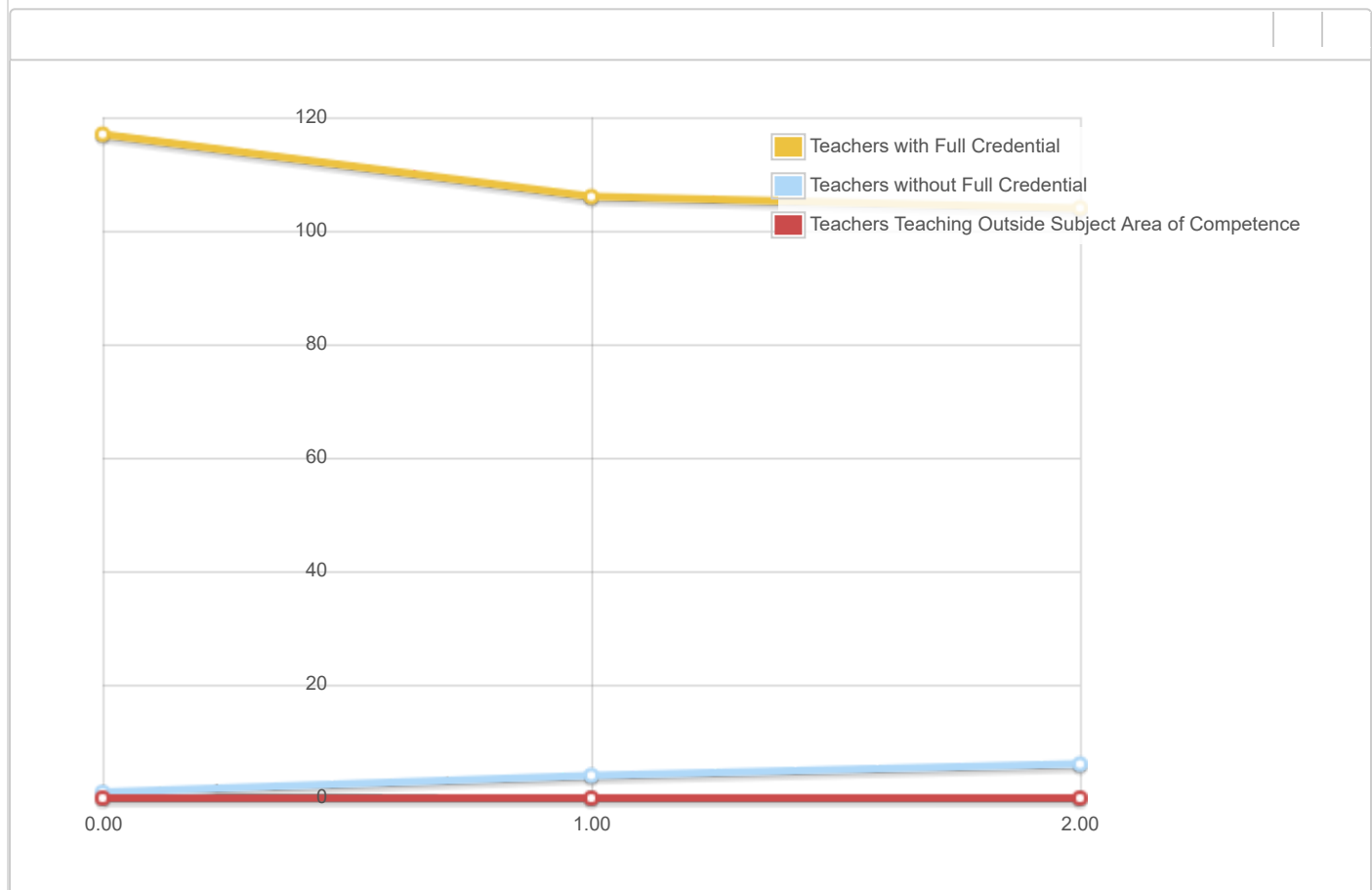
## State Priority: Basic

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 Credentials

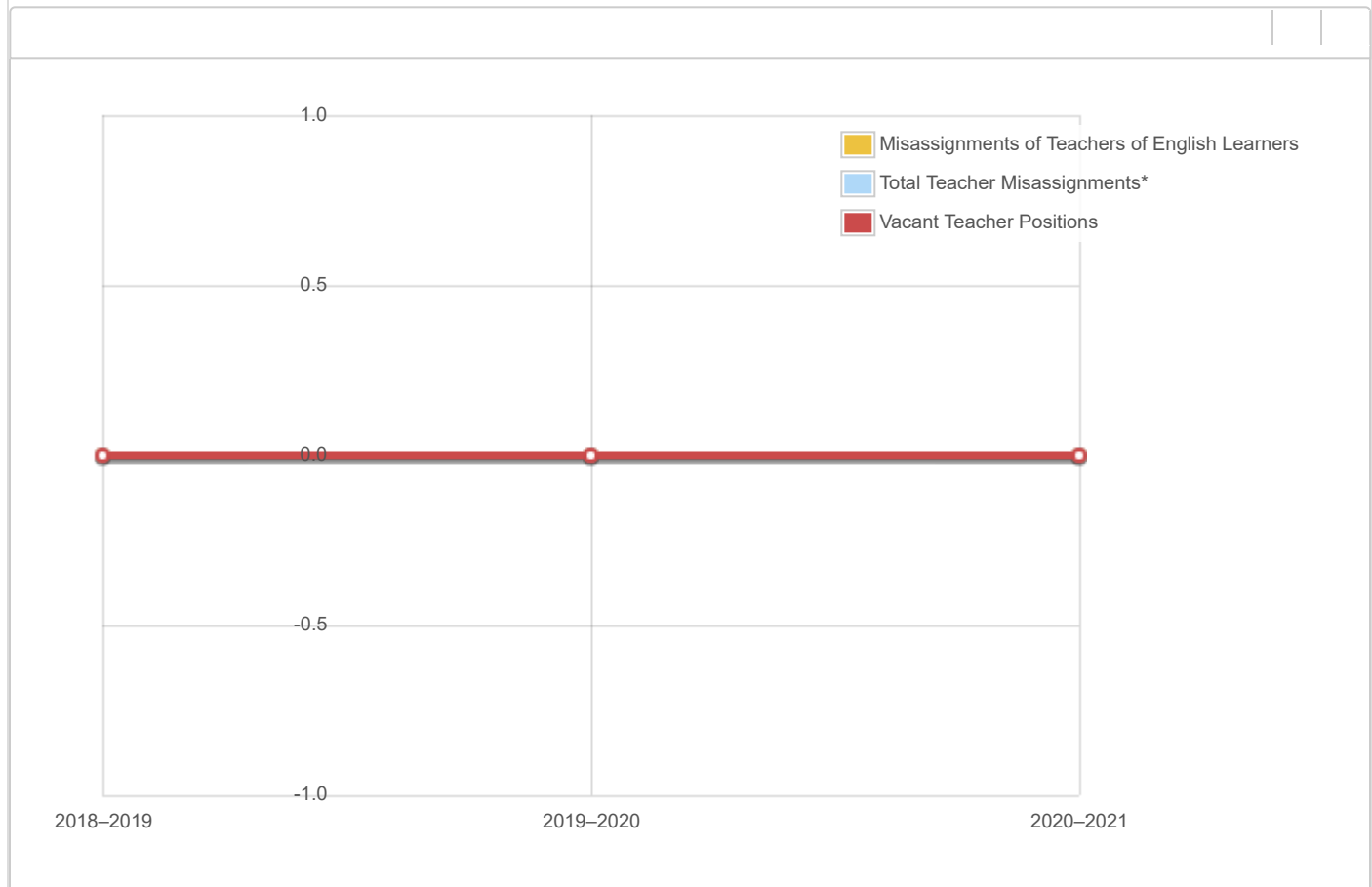
Teachers	School 2018– 2019	School 2019– 2020	School 2020– 2021	District 2020– 2021
With Full Credential	117	106	104	
Without Full Credential	1	4	6	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 1/29/2021

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/29/2021*

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy



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 Supplemental: SRA Corrective Reading, Scholastic Read 180 Computer software and internet access, iPads, SANDI. Supplemental materials for distanced-learning.	Yes	0.00 %
Mathematics	Core: Harcourt Math, Houghton-Mifflin Supplemental: Saxon, Pacemaker, AGS Computer software and internet access, iPads, SANDI. Supplemental materials for distanced-learning.	Yes	0.00 %
Science	Core: Harcourt, Houghton-Mifflin Supplemental: Pacemaker Computer software and internet access. iPads. Supplemental materials for distanced-learning.	Yes	0.00 %
History-Social Science	Core: Harcourt, McGraw Hill, Houghton-Mifflin Supplemental: Pacemaker series Computer software and internet access, iPads. Supplemental materials for distanced-learning.	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	Available.		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/29/2021*

### 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.

K-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. These classrooms are listed on the FIT reports submitted by the districts.

During the 2019-2020 school year and the COVID-19 pandemic, instruction was provided via remote learning.

*Last updated: 1/29/2021*

## 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:

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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<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:

Overall Rating	Good
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*Last updated: 1/29/2021*

## 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.

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2018– 2019	School 2019– 2020	District 2018– 2019	District 2019– 2020	State 2018– 2019	State 2019– 2020
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	N/A	5.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	0.0%	N/A	0.0%	N/A	39%	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/29/2021*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2019–2020)**

<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	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

*Last updated: 1/29/2021*

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

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	0	N/A	0	N/A	30	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

*Last updated: 1/29/2021*

**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 2019–2020)**

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

*Last updated: 1/29/2021*

**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 2020–2021)**

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 to help parents meet with each other and discuss issues relevant to their concerns.

*Last updated: 1/29/2021*

## State Priority: Pupil Engagement

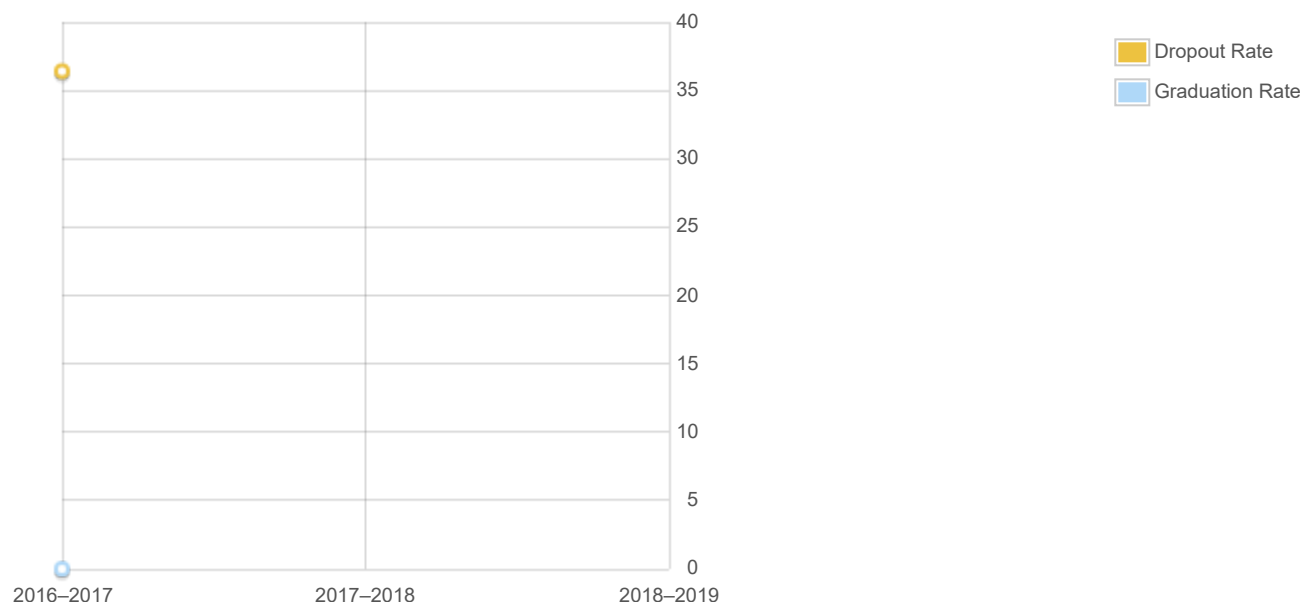
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016– 2017	School 2017– 2018	School 2018– 2019	District 2016– 2017	District 2017– 2018	District 2018– 2019	State 2016– 2017	State 2017– 2018	State 2018– 2019
Dropout Rate	36.40%	--	--	65.50%	54.50%	52.80%	9.10%	9.60%	9.00%
Graduation Rate	0.00%	--	--	15.50%	32.70%	33.30%	82.70%	83.00%	84.50%

### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



## 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

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
<b>School 2017–2018</b>	0.00%	0.00%
<b>School 2018–2019</b>	0.00%	0.00%
<b>School 2018–2019</b>	12.30%	0.00%
<b>District 2017–2018</b>	3.10%	0.00%
<b>District 2017–2018</b>	3.50%	0.10%
<b>District 2018–2019</b>	3.50%	0.10%

**State  
2017–2018**

#### Suspensions and Expulsions for School Year 2019–2020 Only

**State  
2018–2019** (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
<b>School 2019–2020</b>	--	--
<b>District 2019–2020</b>	2.50%	0.10%

**State  
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

**The information in this section is required to be in the SARC but is not included in** *Last updated: 1/29/2021*  
**the state priorities for LCFF.**

### Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)



Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	6.00			1.00		7.00	5.00	7.00
Number of Classes * 1-20	2			1		2	1	5
Number of Classes * 21-32								
Number of Classes * 33+								

\* 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 (2018–2019)

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

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

\* 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.

*Last updated: 1/29/2021*

### Student Support Services Staff (School Year 2019–2020)

Number of FTE* Assigned to School	
Counselor (Academic, Social/Behavioral or Career Development)	0.00

Number of FTE* Assigned to School	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.75
Social Worker	
Nurse	0.46
Speech/Language/Hearing Specialist	1.53
Resource Specialist (non-teaching)	2.00
Other	

\*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.

*Last updated: 1/29/2021*

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$112415.95	\$112415.95	--	\$88355.81
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7750.12	--
Percent Difference – School Site and State	N/A	N/A	--	--

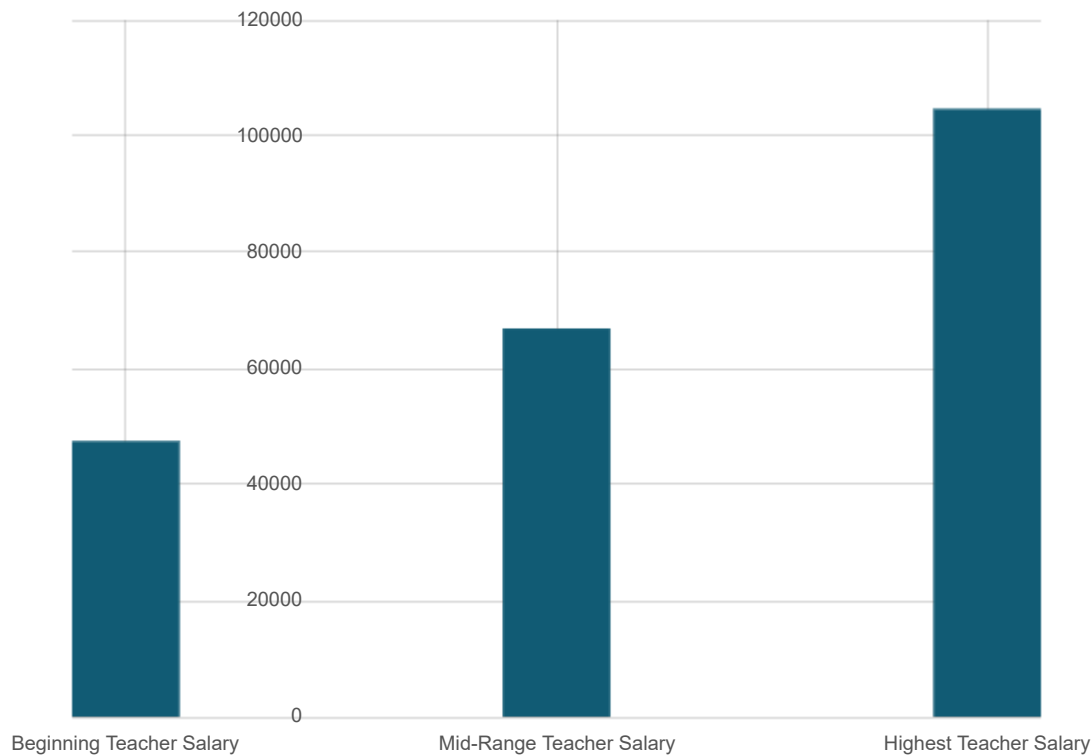
Note: Cells with N/A values do not require data.

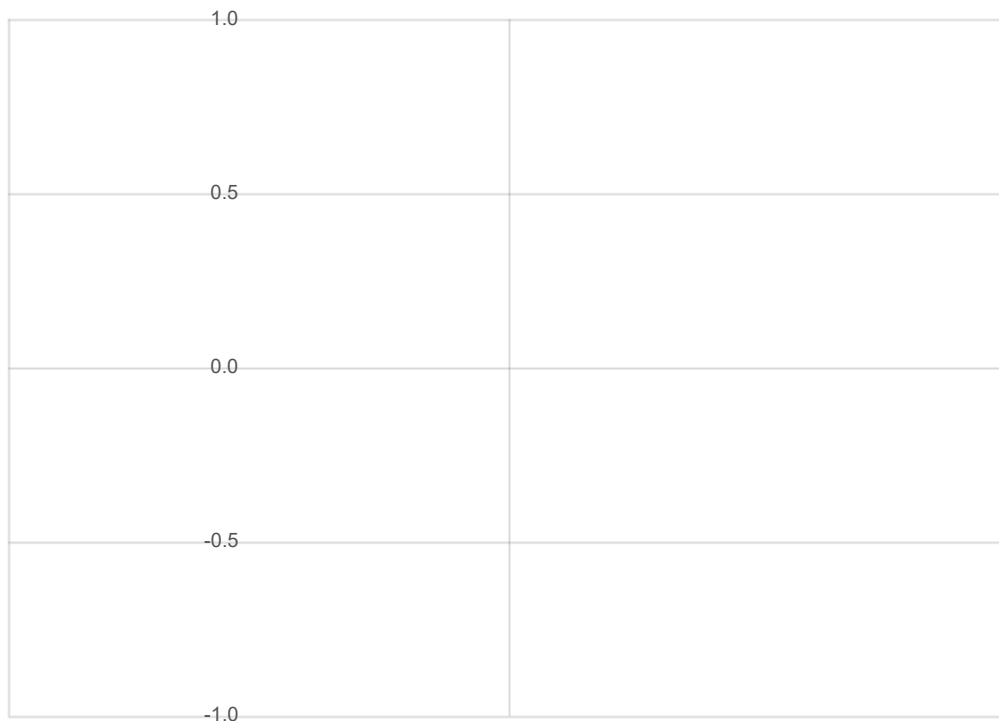
*Last updated: 1/29/2021*

**Teacher and Administrative Salaries (Fiscal Year 2018–2019)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,504	--
Mid-Range Teacher Salary	\$66,887	--
Highest Teacher Salary	\$104,710	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$159,009	--
Percent of Budget for Teacher Salaries	18.53%	--
Percent of Budget for Administrative Salaries	3.97%	--

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

**Teacher Salary Chart**

**Principal Salary Chart**

Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

*Last updated: 1/29/2021***Professional Development**

Professional Development is provided:

Monthly - Job-A-Like meetings provide brief instructional activities directed toward the unique needs of the cluster of teachers and support staff.

Quarterly - Assessments focused on professional development including state testing outcomes and preparation; writing and measuring IEP goals, writing and implementing behavioral supports occurs as an after-school activity or within a Job-A-Like meeting.

Annually - All staff receive training on health care procedures, mandated reporting, Medi-Cal billing, legal requirements, and office policies and procedures.

As required for employment - Mandated Reporter, Crisis prevention intervention, CPR, Specialized Health Care, and First Aid are made available at least annually in order for staff to be certified to work with specific groups of students.

All Certificated staff have a professional development budget available to them to participate in local or state sponsored trainings.

Classified staff may request to attend relevant professional development opportunities.

As requested by specialists - Specialist supporting the health-related needs of our students (speech/language, OT, PT, school nurses).

Enhanced professional development dollars funded through LEA Medi-Cal monies are available.

As requested by a supervisor - classified or certificated staff may need additional information and instruction in specific topic areas in order to meet teaching/instructional standards, such as working with English Learners, students with autism, staff relations,

adjudicated youth, and IEP development.

Measure	2018– 2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement			
Questions: SARC TEAM   <a href="mailto:sarc@cde.ca.gov">sarc@cde.ca.gov</a>   916-319-0406			
California Department of Education 1430 N Street Sacramento, CA 95814			

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

**Certificated Personnel Report**  
**March 4, 2021**

<b>Appointments</b>		<b>Effective Date</b>
<b>Offer of Employment</b>		
Fernandez, Lupe	Site Supervisor/Permit Teacher	March 8, 2021
<b>Separation</b>		<b>Effective Date</b>
<b>Resignation</b>		
Berry, Dora	Associate Teacher, Child Development	January 29, 2021
Brown, Sharon	Director, College and Career Readiness	June 30, 2021
Humphrey, Kaitlyn	Speech Language Pathologist	February 26, 2021